SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): Bachelor of Science in Social Work (BSSW)

Department: School of Social Work

College/School: College for Public Health & Social Justice

Date: June 30, 2018

Primary Assessment Contact: Sabrina W. Tyuse, Ph.D.

1. Which program student learning outcomes were assessed in this annual assessment cycle?

> Learning Outcome 4: Engage In Practice-informed Research and Research-informed Practice
>
> Learning Outcome 5: Engage in Policy Practice
>
> Learning Outcome 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included? N/A

> Learning Outcome 4: Engage In Practice-informed Research and Research-informed Practice
>
> - Social Policy Analysis assignment (**direct measure**)
> - Evaluation Proposal (**direct measure**)
> - Generalist Practicum Evaluation/Field Instrument (**direct measure**)
> - Senior Exit Survey (**indirect measure**)
>
> Learning Outcome 5: Engage in Policy Practice
>
> - Student Advocacy Day at the State Capitol and Fact Sheet (**direct measure**)
> - Generalist Practicum Evaluation/Field Instrument (**direct measure**)
> - Senior Exit Survey (**indirect measure**)
>
> Learning Outcome 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
>
> - Evaluation proposal assignment (**direct measure**)
> - Research ethics test assignment (**direct measure**)
> - Senior Exit Survey (**indirect measure**)

3. How did you analyze the assessment data? What was the process? Who was involved?
   NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

   > Each semester instructors provide the BSSW Program Director with the number of students enrolled in their course, number completing course-embedded Learning Outcome measure, and scores for each student. The Program Director calculates the percentage of students achieving 100% for each course-embedded measure. This information is then provided to the School's Program evaluator for analysis.
   >
   > The learning outcomes in both learning agreements are measured by field instructors using a 5-point scale with anchors ranging from (1) Performance is generally unacceptable, (2) Student inconsistently meets competency, (3) Student meets competency most of the time, (4) Student consistently meets competency, and (5), Student consistently exhibits mastery of competency. (See Tables 1 and 2). Senior Exit Survey and field evaluation measures are gathered by the School's Program evaluator who de-identifies the data and enters it into a spreadsheet and/or tables. This data is then analyzed in the aggregate and results are entered into a report. Quantitative data is analyzed using descriptive statistics and frequency counts. Qualitative data are analyzed using content analysis methods. All data is reported to the program in the aggregate.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
   NOTE: If necessary, include any tables, charts, or graphs in an appendix.

   > The 2017 Assessment of the Saint Louis University BSSW Program revealed that students did not achieve 100% on the three learning outcomes (LO4: 81%, LO5: 97% and LO9: 70.5%) (Table 3).

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

   > Per Q4 (above), the BSSW Program Committee will review, in fall 2018, details of the learning outcomes, and discuss and determine what to do differently in course assignments, lectures, presentations, and/or how a performance measure can be supported by other social work courses taken earlier in and/or throughout the curriculum.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

   > Due to a change in BSSW Program leadership in fall 2017, the 2017 Assessment of the Saint Louis University BSSW Program was not reviewed by the BSSW Program Committee. As a result, in fall 2018, the 2017 Assessment of the Saint Louis University BSSW Program will be reviewed paying particular attention to the assignments and other details related to Competency 9. In addition, in fall 2018, the 2018 Assessment of the Saint Louis University BSSW Program will also be reviewed.

IMPORTANT: Please submit any <u>revised/updated assessment plans</u> to the University Assessment Coordinator along with this report.

Table 1. 2017/2018 BSSW Practicum Competency/Learning Outcome Scores

C/PB#	Table 2. 2017/2018 BSSW Practicum Competencies & Practice Behaviors 63 total Learning Agreements across SWRK4100(n=35) & SWRK4200(n=28) Pass63; Fail=0	4100 Mean Score	4200 Mean Score
C1	**Demonstrate Ethical and Professional Behavior**		
PB1	Demonstrate knowledge of social work values and ethical principles in ethical decision making. (Apply the NASW Code of Ethics).	4.11	4.39
PB2	Demonstrate professionalism and professional behavior in all communications (oral, written, technology) in generalist practice.	3.94	4.54
PB3	Use supervision to reflect and seek feedback to develop strong social work practice.	4.11	4.46
C2	**Engage diversity and difference in practice**		
PB1	Demonstrate through communications the importance of diversity and difference in practice at the micro, mezzo, or macro level.	4.03	4.57
PB2	Demonstrate cultural competence through self-awareness and respect for diversity in age, class, color, culture, disability or ability, ethnicity, gender, gender expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.	4.14	4.57
C3	**Advance human rights and social, economic, and environmental justice**		
PB1	Identify the forms and mechanisms of oppression and discrimination faced by vulnerable groups, as well as the role of power and privilege in society.	4.03	4.43
PB2	Engage in advocacy activities that seek to empower vulnerable groups and advance social, economic, and environmental justice	3.94	4.36
C4	**Engage in practice-informed research and research-informed practice.**		
PB1	Use research evidence to inform and improve practice, policy, and service delivery.	3.77	4.32
PB2	Use practice experience and data to engage in research methods to determine outcomes.	3.74	4.21
C5	**Engage in policy practice**		
PB1	Identify, analyze, and advocate for social policies at the local, state, or federal level that impact social well-being, service delivery, and access to social services.	3.71	4.18
C6	**Engage with individuals, families, groups, organizations, and communities**		
PB1	Apply knowledge of human behavior and social work theoretical frameworks to engage clients	4.17	4.57
PB2	Demonstrate empathy and effective interpersonal skills with clients/client systems to engage in changes	4.29	4.71
C7	**Assess with individuals, families, groups, organizations, and communities**		
PB1	Demonstrate assessment skills through effective interviewing and data collection with individuals, families, groups, organizations and/or communities	3.80	4.39
PB2	Use a bio-psycho-social-spiritual assessment framework in assessment with individuals, families, groups, organizations, and/or communities	3.74	4.36
PB3	Through assessment, develop goals and objectives using a strengths, needs and challenges based approach	3.86	4.36
C8	**Intervene with individuals, families, groups, organizations, and communities**		
PB1	Implement interventions to achieve practice goals and enhance well-being of clients and constituencies/client systems.	3.97	4.32
PB2	Participate with inter-professional groups, teams, and/or coalitions in practice interventions.	4.14	4.43
C9	**Evaluate practice with individuals, families, groups, organizations, and communities**		

PB1	Select and use appropriate methods for evaluation of practice or program outcomes.	3.63	4.25
PB2	Apply evaluation findings to improve practice at the micro, mezzo, and macros.	3.60	4.14
T	**Combined Rubric Score for All Practice Behaviors**	**3.93**	**4.40**

Table 2. 2017/2018 BSSW Practicum Work Behavior/Learning Outcome Scores

Professional Work Behavior	4100 Mean Score	4200 Mean Score
1. *Professional Responsibility/Interest in Professional Development*	4.11	4.61
2. *Poise and Self Control*	4.26	4.75
3. *Assertiveness*	3.83	4.29
4. *Personal Appearance related to Agency Standards*	4.40	4.75
5. *Plan and Arrange Work*	4.11	4.57
6. *Ability to Assume Responsibility for Own Learning*	4.09	4.57
7. *Understand and Work within Agency Structure*	4.26	4.61
8. *Written and Verbal Communication*	4.11	4.61
9. *Use of Supervision*	4.06	4.57
10. *Appropriate Use of Technology (e.g., personal or agency computer or electronic devices)*	4.43	4.82
Total Average Score Across All Behaviors	**4.17**	**4.62**

Table 3.
SAINT LOUIS UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON July 11, 2017

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING 100% on Course-embedded measure(s) and Generalist Practicum Evaluation
Learning Outcome 4: Engage In Practice-informed Research and Research-informed Practice	81%
Learning Outcome 5: Engage in Policy Practice	97%
Learning Outcome 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	70.5%