Colorado State University Pueblo

Academic Program Assessment Report for AY 2017-2018

(Due: June 1, 2018)

Completed by: _Arlene Reilly-Sandoval_

Assessment contributors (other faculty involved): __Carol Langer_____

Program:__Social Work_____

Date report completed: ___5/29/18_____

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for <u>each undergraduate major, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO <u>last</u> assessed? (semester and year)	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
The Council on Social Work Education (CSWE) mandates our assessment. The term used is	2016-2017 AY	Social Work Education Assessment Project (SWEAP) testing N=16 (Pueblo students only)	All senior students enrolled in the Field courses	80% will score 80% or higher	In the SWEAP, 94% of students met or exceeded overall; Scores for the particular SLOs:	There is concern about SLOs 4, 5, 6, and 9, and the department has agreed to some preliminary changes, with more work to be done in the Fall	SLOs 4, 5, 6, and 9 are of concern for our department. These cover research, policy, engagement, and assessment. We have recently conducted curriculum mapping to delineate when each SLO is introduced into the curriculum, as well as whether students are

"competency." We have 9 competencies with 28 practice beahviors from CSWE. We have added several practice behaviors of our own under several competencies. Below are our competencies (SLOs): 1. Demonstrate Ethical and Professional Behavior 2. Engage Diversity and Difference in Practice 3. Advance Human Rights and Social, Economic, and Environmental Justice 4. Engage In Practice-informed					1. 88% 2. 94% 3. 88% 4. 50% 5. 50% 6. 75% 7. 88% 8. 94% 9. 75% Comparability for site modality: Colorado Springs students had to take paper tests due to no computer lab. These scores have not been uploaded by SWEAP yet. Pueblo: 94% of students scored 80% or higher overall	2018 semester.	expected to understand the material in an introductory, reinforced, or mastered level. The SLOs will be incorporated into each syllabi, which will be implemented in the Fall 2018 semester. Our previous ACAT assessment did not clearly capture all 9 competencies, therefore, we moved to the SWEAP this year, which has direct measurement and correlation to each of the competencies.

Research and Research-informed Practice							
5. Engage in Policy Practice							
6. Engage with Individuals, Families, Groups, Organizations, and Communities							
7. Assess Individuals, Families, Groups, Organizations, and Communities							
8. Intervene with Individuals, Families, Groups, Organizations, and Communities							
9. Evaluate Practice with Individuals, Families, Groups, Organization							

s, and Communities						
All 9 SLOs, above	2016-2017 AY	SW 489 Field Instructor Evaluation (attached) N=16 in Pueblo (1 missing); N=16 in Colorado Springs (7 missing)	All senior students enrolled in SW489	80% will score 80% or higher	Scores for the particular SLOs (1=does not meet expectations; 2=meets expectations; 3=exceeds expectations) 1. 2.20 2. 2.54 3. 2.54 4. 2.58 5. 2.29 6. 2.58 7. 2.60 8. 2.71 9. 2.67 100% of students scored 80% or higher overall Comparability for site modality: Colorado Springs: 100% of student	The students appear to be meeting the SLOs, however we have moved to a new learning plan/ evaluation form and it appears field instructors and field liaisons are not completing the form correctly. Many of the students were recorded as 0 because there was no numerical data on the form itself (qualitative data only), despite the fact that the student earned an A from the field instructor. Seven students in Colorado Springs could not be scored due to incomplete field evaluations and one student in	We are ensuring field liaisons and field instructors receive proper training on the form, beginning in Summer 2018 semester. In particular, the Colorado Springs field liaison and field instructors are receiving training.

				scored 80% or higher overall Pueblo: 100% of students scored 80% or higher overall	Pueblo could not be scored due to an incomplete field evaluation.	

Comments on part I: Assessment is ongoing in the Social Work Department, as we are required to have an assessment plan and data, including "closing the loop" by our accrediting body. This is our first time using this assessment. We previously used the ACAT. Our accrediting body, CSWE, switched to new competencies (SLOs) in 2015, and the ACAT has yet to adjust their testing to measure these competencies. The SWEAP, however, does measure each one. The SWEAP provides us with much better data regarding student performance in each of the SLOs, breaking out each SLO and measurement, as well as providing an overall measurement regarding the performance of all students on meeting or exceeding the SLOs.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
We will continue to monitor these SLOs.	Spring 2018	Monitor SLOs to ensure compliance	New assessment using the SWEAP; change in SW489 evaluation form	This first year resulted in less data collected due to not properly using the form. We are ensuring Summer 2018 field evaluation forms are completed correctly through training. We believe our revamped form has merit and the issue is training of field liaisons and instructors, not the data collection instrument.

Colorado State University-Pueblo

Assessment Report Template

Student name: _____

Agency: _____

Field instructor: _____

Field Liaison: _____

(Include signatures below)

- **SW 488 MIDTERM GRADE:** _____ **DATE:** _____

  FIELD INSTRUCTOR _____ **FACULTY LIAISON** _____ **STUDENT** _____

- **SW 488 FINAL GRADE:** _____ **DATE:** _____
  - ➢ **Student has completed** _____ **field placement hours.**

  FIELD INSTRUCTOR _____ **FACULTY LIAISON** _____ **STUDENT** _____

- **SW 489 MIDTERM GRADE:** _____ **DATE:** _____
  - ➢ **Student has completed** _____ **field placement hours.**

  FIELD INSTRUCTOR _____ **FACULTY LIAISON** _____ **STUDENT** _____

- **SW 489 FINAL GRADE:** _____ **DATE:** _____

  FIELD INSTRUCTOR _____ **FACULTY LIAISON** _____ **STUDENT** _____

Learning Goal	Assignment	Evaluation
Description of student's field assignment; identification of learning opportunities available to student; must include micro, mezzo, and macro opportunities		

Competency 1: Demonstrate Ethical and Professional Behavior Practice Behaviors are:		**0** NA / **1** Doesn't meet Expectations / **2** Meets Expectations / **3** Exceeds Expectations
• **make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;**	Example: 1. explain the laws related to placement	1. Evaluated by supervisor Outcome:
• **use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;**	Example: 2. journal about practice experiences and value stretches/challenges	2. Evaluated by seminar instructor. Outcome:
• **demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;**	Example: 3. present educational seminar to staff	3. Evaluated by supervisor and attendees. Outcome:
• **use technology ethically and appropriately to facilitate practice outcomes; and**	Example: 4. use computerized program to establish goals/write case notes	4. Evaluated by supervisor/others. Outcome:
• **use supervision and consultation to guide professional judgment and behavior.**	Example: 5. maintain weekly supervisory sessions and come prepared with a list of ideas/issues to discuss	5. Evaluated by supervisor. Outcome:

Learning Goal	Assignment	Evaluation			
Competency 2: Engage Diversity and Difference in Practice. Practice behaviors are:		**0** **NA**	**1** **Doesn't meet Expectations**	**2** **Meets Expectations**	**3** **Exceeds Expectations**
• **apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;**	Example: 1. use diversity to explain experiences in social history	1. Evaluated by supervisor. Outcome:			
• **present themselves as learners and engage clients and constituencies as experts of their own experiences; and**	Example: 2. be open to learning about "the other" through practice experiences	2. Evaluated by supervisor. Outcome:			
• **apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.**	Example: 3. journal about biases or values that emerge in practice with diverse clients and constituencies	3. Evaluated by supervisor. Outcome:			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Practice behaviors are:		**0** **NA**	**1** **Doesn't meet Expectations**	**2** **Meets Expectations**	**3** **Exceeds Expectations**
• **apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and**	Example: 1. identify areas where clients may be challenged to access services	1. Evaluated by supervisor/others. Outcome:			
• **engage in practices that advance social, economic, and environmental justice.**	Example: 2. develop an advocacy plan to address inconsistencies in service delivery	2. Evaluated by supervisor. Outcome:			
Competency 4: Engage In Practice-informed Research and Research-informed Practice. Practice behaviors are:		**0** **NA**	**1** **Doesn't meet Expectations**	**2** **Meets Expectations**	**3** **Exceeds Expectations**
• **use practice experience and theory to inform scientific inquiry and**	Example: 1. identify an area of practice that emerges	1. Evaluated by seminar instructor. Outcome:			

Learning Goal	Assignment	Evaluation
research	as an interest and examine 5 scholarly articles that address evidence-based practice.	
• **apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and**	Example: 2. write a 5-page paper using the scholarly articles to shape the way that you would engage with similar clients in the future	2. Evaluated by seminar instructor. Outcome:
• **use and translate research evidence to inform and improve practice, policy, and service delivery.**	Example: 3. Evaluate a department, program, or agency and suggest changes in practice, policy, or service delivery	3. Evaluated by seminar instructor. Outcome:

Competency 5: Engage in Policy Practice. Practice behaviors are:		0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
• **Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;**	Example: 1. identify the specific policy that impacts your placement.	1. Evaluated by supervisor. Outcome:			
• **assess how social welfare and economic policies impact the delivery of and access to social services;**	Example: 2. find gaps or overlaps in service delivery or access to services at your placement.	2. Evaluated by supervisor. Outcome:			
• **apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.**	Example: 3. identify ways that policy can be changed so that service delivery can be improved.	3. Evaluated by supervisor. Outcome:			

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
• **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and**	Example: 1. practice engagement skills with clients at all three levels of intervention.	1. Evaluated by supervisor. Outcome:			

Learning Goal	Assignment	Evaluation
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Example: 2. assess your level of empathy and use of interpersonal skills and abilities to engage clients at all levels; identify areas to grow.	2. Evaluated by self and supervisor. Outcome:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Example: 1. do an assessment of clients at all levels of intervention	1. Evaluated by supervisor and seminar instructor. Outcome:			
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Example: 2. choose a theory to use in assessment	2. Evaluated by supervisor and seminar instructor. Outcome:			
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	Example: 3. develop goals using the theory chosen.	3. Evaluated by supervisor and seminar instructor. Outcome:			
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Example: 4. develop action plan using the theory and knowledge gained from engagement and assessment.	4. Evaluated by supervisor and seminar instructor. Outcome:			

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		0 NA	1 Doesn't meet Expectations	2 Meets Expectations	3 Exceeds Expectations
• critically choose and implement interventions to achieve practice	Example: 1. implement goals.	1. Evaluated by supervisor. Outcome:			

Learning Goal	Assignment	Evaluation			
goals and enhance capacities of clients and constituencies;					
• **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;**	Example: 2. using knowledge gained and theory, assess value and probable success of interventions chosen.	2. Evaluated by supervisor. Outcome:			
• **use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;**	Example: 3. consult with supervisor and/or peers to plan intervention implementation.	3. Evaluated by supervisor/others. Outcome:			
• **negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and**	Example: 4. assess plan for fit with client diversity.	4. Evaluated by supervisor. Outcome:			
• **facilitate effective transitions and endings that advance mutually agreed-on goals.**	Example: 5. plan for termination.	5. Evaluated by supervisor. Outcome:			
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Practice behaviors are:		**0** **NA**	**1** **Doesn't meet Expectations**	**2** **Meets Expectations**	**3** **Exceeds Expectations**
• **select and use appropriate methods for evaluation of outcomes;**	Example: 1. develop outcome measures.	1. Evaluated by supervisor. Outcome:			
• **apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;**	Example: 2. choose type of measure (quantitative/qualitative, GAS, Likert, client self-report from journal, etc.)	2. Evaluated by supervisor. Outcome:			
• **critically analyze, monitor, and evaluate intervention and program processes and outcomes; and**	3. evaluate outcomes using at least 2 measures.	3. Evaluated by supervisor. Outcome:			
• **apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.**	4. use evidence to evaluate practice, identifying areas of strength and growth areas.	4. Evaluated by self and supervisor. Outcome:			