



2021 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/social-work-bsw-assessment-plan-2020.pdf
Social Work, BSW		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/social-work-bsw-assessment-report-2020.pdf

Report Completed By:	Arlene Reilly-Sandoval
Date Report Completed:	May 18, 2021
Faculty members involved in this Assessment:	Department of Social Work Faculty

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	
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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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (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 (N).	E. What is the expected proficiency 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 program are planned based on this assessment?
1. Demonstrate Ethical and Professional Behavior	2019-2020 AY	None: used SWEAP in the past.	All students graduating Spring 2020, Summer 2020, and Fall 2020	80% will score 50% or higher	Due to the worldwide pandemic, we were unable to assess students using the SWEAP instrument. We were exempt from program assessment from the Council on Social Work Education due to the pandemic, as well.	The Department is still concerned about student research scores, and we changed the SW499 course to be a hands-on lab instead of a capstone project due to students still not understanding how to conduct research to the Department's standards. There are some students who are able to do so, but the majority of students still do not understand how to conduct an appropriate single-subject design research project, nor how to report the results appropriately. Our theme for the Department for the 2019-2020 AY was the three pillars of social work (research, practice, and ethics) and how they are interrelated. Papers and classroom discussions addressed the nine competencies and how they are applied in multiple practice settings.	We created our own assessment evaluation in Fall 2020, to be implemented in May 2021 for BSW students. The results will be reported on next year's assessment form. We hope the change of SW499 will result in higher scores on the research portion (Competency 4) and the evaluation (Competency 9) of our SLOs.
2. Engage Diversity and Difference in Practice							
3. Advance Human Rights and Social, Economic, and Environmental Justice							
4. Engage in Practice-informed 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, Organizations, and Communities							
All 9 SLOs, above	2019-2020 AY	SW489 Field Instrctor Evaluation N=37	All senior students enrolled in SW489 during Spring 2020	80% will meet or exceed competices	While our accrediting body exempted programs from assessment, we did obtain data from the final field evaluation due to having electronic versions of the forms for all field instructors. Scores for the particular SLOs (1=does not meet expectations; 2=meets expectations; 3=exceeds expectations) 1. 2.70 2. 2.76 3. 2.70 4. 2.68 5. 2.57 6. 2.78 7. 2.73 8. 2.70 9. 2.51 97.3% of students scored meets or exceeds expectations Comparability for site and modality: Colorado Springs: 1. 2.79 2. 2.86 3. 2.71 4. 2.79 5. 2.64 6. 2.93 7. 2.86 8. 2.79 9. 2.64 Pueblo: 1. 2.65 2. 2.70 3. 2.70 4. 2.61 5. 2.52 6. 2.70 7. 2.65 8. 2.65 9. 2.43	Student performance increased compared to last year, when we had 91% of students meet or exceed the competencies, and we had no missing paperwork this year. It appears our switch to Tevera has resulted in 100% compliance with evaluation paperwork.	We have now implemented applications to Field through Tevera, which has streamlined our process and allowed advisors to complete the advisor approval form electronically. This has been helpful during the remote operations, which allowed all advisors to complete the advisor approval forms and help the student move forward with field placement in a timely manner. All but 1 of our students met or exceeded expectations, and 1 student scored "does not meet expectations" only on Competency 9. Evaluation of practice with individuals, families, groups, organizations, and communities. This result reinforces the decision to move SW324 to the Fall semester of the junior year and to move the SW499 to a hands-on lab instead of a capstone project.
Comments on part I:							
II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.							
A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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 column H and/or feedback?	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?			

<p>We recognized an issue with Field students not being able to appropriately intervene and evaluate at the agency and community level in the first part of field. As a result, we made the decision to move the SW324 to the Fall semester of the Junior year instead of having students take this concurrently with Field, and we changed the SW499 Capstone to a hands-on lab that is taken concurrently with research in order to reinforce research.</p>	<p>Will assess this change with Spring 2021 and Spring 2022 assessments.</p>	<p>All field liaisons (the faculty who teach the field seminar and conduct 2 field visits at the agency each semester) agreed that students were weak in agency and community intervention during Field I. They recommended, and the faculty discussed and approved, moving the SW324 to the Fall semester of junior year. We realized students could not appropriately conduct a single subject design, as they did not have opportunity for hands-on practice in the SW492 course. We moved the SW499 to the Fall semester of the senior year to be taken concurrently with SW492, and changed the course content to a hands-on lab to reinforce SW492.</p>	<p>We immediately began advising students into SW324 for Fall 2021. There are a few students who were part-time who may enter Field while taking SW324 concurrently, but anticipate that by Fall 2022, all students will be taking SW324 in their junior year. We moved SW499 to the Fall semester and immediately advised students into the course for Fall 2021.</p>	<p>We will not be able to assess the results until Spring 2021. This assessment takes place in the last week of classes and will be reported in next year's assessment report.</p>			
<p>We received confirmation from CSWE at our reaffirmation visit that they preferred an assessment tool created by the program itself rather than a standardized assessment tool that can be compared on a national level (which is what we were using).</p>	<p>Spring 2021</p>	<p>We created our own assessment tool in Fall 2020, for use in Spring 2021. This tool will need to be fine-tuned as we receive feedback and results from our tool.</p>	<p>We struggled with finding a way to implement the assessment tool in a remote environment, but the Chair was able to create a survey on Survio that allowed the students to take the assessment while in a supervised environment on Zoom.</p>	<p>The assessment tool was utilized during Finals week, and we will report out on the results in next year's assessment report.</p>			
<p>Comments on part II:</p>							