CSU PUEBLO

| **2022 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/2021/2021-assessment-reports/social-work-bsw-2021-assessment-report.pdf |

Report Completed By:	Arlene Reilly-Sandoval
Date Report Completed:	May 25, 2022
Faculty members involved in this Assessment:	Social Work BSW 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: | The Bachelor of Social Work (BSW) program at CSU Pueblo prepares students to excel in the field of social work. Our program was created for students looking to help individuals, families, groups, and communities across all racial, cultural, and economic demography. |

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	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	We report out by site as we are required to show comparability between sites. So Colorado Spring and Pueblo students are reported separately. The formula used is (Measure1 + Measure 2)/2= total meeting proficiency. We are required by CSWE to use this formula. Pueblo = 82%; Colorado Springs = 81%. Total = 82%	Faculty were surprised at the variation in competency scores (in some cases low scores) and differences between Pueblo and Colorado Springs students. Faculty agreed the assessment tool was not capturing in all areas what we believe students know. After considerable discussion, what was realized is that each faculty member developed a series of questions on specific competencies and was put together in one document using "many voices." As a result, one faculty member was tasked with creating a new assessment coming from "one voice" while considering all faculty members input.	Faculty consistently agreed that although the competencies are in every syllabus and we refer to them at the beginning of the semester, the students are not paying attention to them. Therefore, we decided to make a concerted effort in our class to: 1) discuss the competencies and their importance, 2) to refer back to the competencies throughout the semester-- application of the competency to specific assignments, discussions, videos etc. taking place in class. The goal is for students to connect what they are doing in the Social Work Program to the professional competencies of Social Work. Having constant repetition of competencies (and their understanding) will become second nature to students!
2. Engage Diversity and Difference in Practice	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 85%; Colorado Springs = 83%. Total = 84%		

SLO	Year	Assessment Tool	Population	Target	Results
3. Advance Human Rights and Social, Economic, and Environmental Justice	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 86%; Colorado Springs = 84%. Total = 85%
4. Engage in Practice-informed Research and Research-informed Practice	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 72%; Colorado Springs = 77%. Total = 74%
5. Engage in Policy Practice	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 88%; Colorado Springs = 90%. Total = 89%
6. Engage with Individuals, Families, Groups, Organizations, and Communities	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 92%; Colorado Springs = 89%. Total = 91%
7. Assess Individuals, Families, Groups, Organizations, and Communities	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 84%; Colorado Springs = 87%. Total = 85%
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 82%; Colorado Springs = 89%. Total = 86%
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	2019-2020 AY	Faculty developed assessment tool; 45 question "exam" and Final Field Evaluation in SW489	All students graduating Spring 2021, Summer 2021, and Fall 2021 (n=28)	80% will score 80% or higher	Pueblo = 85%; Colorado Springs = 93%. Total = 89%

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?
We recognized immediately that we needed to focus more on diversity, intervention, and evaluation of practice.	2020-2021 AY	Faculty agreed that we needed to reevaluate our assessment tool as it appears we were testing on facts about a subject rather than general knowledge about the competencies.	In Spring 2022, Dr. Pam Richmond revamped our assessment questions and faculty reviewed these questions in March 2022. After approval of questions, the department field tested the assessment with MSW students to ensure the questions were clear.	We have incorporated student suggestions from the field test and will run this new assessment tool in April 2022 and July 2022.
We recognized that field instructors and students needed more training on recognizing activities that fall into each competency, particularly numbers 2, 8, and 9.	2020-2021 AY	Field Coordinator and Field Liaisons were to engage with field supervisors and students to provide examples and review the learning plan to ensure activities were listed under the appropriate competencies.	Field Coordinator and Field Liaisons engaged with field supervisors and students to ensure activities were recorded appropriately on the AY 2021-2022 field evaluations and that all competencies were scored.	We believe our assessment data will show increased scores in the competencies for the AY 2021-2022 due to this renewed emphasis on documenting activities for each competency on the learning plan and evaluation.

Comments on part II: