



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning Report for Academic Year 2019 - 2020

Department/Program Social Work

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1. Which learning outcomes did you measure this past year? [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

The Council on Social Work Education (CSWE) requires evaluation of all accreditation competencies each year. The competencies are reflected in student outcomes and are as follows:

- 2.1.1 Demonstrate ethical and professional behavior;
- 2.1.2 Engage in diversity and difference in practice;
- 2.1.3 Advance human rights and social, economic, and environmental justice;
- 2.1.4 Engage in practice-informed research and research-informed practice;
- 2.1.5 Engage in policy practice;
- 2.1.6 Engage with individuals, families, groups, organizations, and communities;
- 2.1.7 Assess individuals, families, groups, organizations, and communities;
- 2.1.8 Intervene with individuals, families, groups, organizations, and communities;
- 2.1.9 Evaluate practices with individuals, families, groups, organizations, and communities

Each competency details practice behaviors to be measured and assessed in a students' final year. See 8 for detailed behaviors and scores. These competencies are measured every year in SWK 404 Field, SWK 405 Practice III, and SWK 406 Advanced Field.

2. In which course(s) were assessments conducted?

Assessment of the above competencies occurred in SWK 404 Field, SWK 405 Practice III, and SWK 406 Advanced Field Instruction. These courses are taken by seniors in their final year.

3. How did you assess the selected program learning outcomes? (i.e., what did you assess – group project, skills demonstration, presentation, performance, debate, lab experiment, online

discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

There are two instruments for assessment, and FY 2019-2020 was the first year to require these two separate instruments.

SWK 405 Practice III assessed students' knowledge, values, cognitive/affective processes, and skills using a comprehensive exam. These areas (knowledge, values, cognitive/affective processes, and skills) are identified through the Council on Social Work Education (CSWE, our accrediting body) as the dimensions of each competency to assess in the senior year and the comprehensive evaluation was developed as one measure of assessment. (See Appendix I)

SWK 404 Field and SWK 406 Advanced Field Instruction assessed students' knowledge, values, cognitive/affective processes, and skills through scoring of Field Experience Evaluation which is a scale is used for field supervisors to rate students demonstration of practice behaviors in the field setting. The Field Experience Evaluation lists all competencies and practice behaviors with a rating for the behavior on a scale of 1-5 with 1 being the lowest level of skill/comfort/knowledge etc. and 5 being the highest (See Field Final Evaluation in Appendix II). At the end of each field course, the evaluation is completed by the field supervisor.

4. How many students were included in the assessment(s) of each PLO in a course?

There were 31 students in SWK 404 in Fall 2019, and in both SWK 405 and SWK 406 in Spring 2020. All were included in the assessments.

5. How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

These assessment represent all students in SWK 404, SWK 405, and SWK 406.

6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).

The comprehensive exam was constructed by the WVSU Department of Social Work to reflect areas, questions, and language that mimics the questions of the West Virginia Social Work licensing exam.

The Final Field Evaluation was constructed in the WVSU Department of Social Work but it uses the wording of the CSWE accreditation competencies and practice behaviors. CSWE also recommends a 1-5 point evaluation scale, but our department decided on the wording to use for each practice behavior rating of 1-5.

7. Who analyzed results and how were they analyzed

The comprehensive exam was completed on WVSU MyOnline and data was auto-analyzed for overall scores. The 50 questions are divided among the 9 competencies and the scores for each competency is aggregated by the Department Chair (Dr. Kerri Steele for 2019-2020). Overall scores for each competency is tracked and reported for accreditation purposes after being aggregated with competency scores from the field evaluation.

For the Field Evaluation in both SWK 404 and SWK 406, data is entered into SPSS software by the Field Instructor, Rita Brown. The data is then analyzed by the Department Chair, (Dr. Kerri Steele for 2019-2020). Data is aggregated for both semesters and an overall mean for each competency and practice behavior is produced. This is then aggregated with the data from the comprehensive exam to determine an overall mean for each competency. The overall numbers are then reported for the year using required accreditation form AS-4(B). The benchmark for the each competency is that 85% of students will show competence in the area (See Appendix III).

A final analysis of the data occurs in departmental meetings and the annual Social Work Field and Advisory committee which reviews each benchmark and score to determine what changes may be needed in the program to better address the competency.

8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

The benchmark was met in 6 of the 9 competencies (See Appendix III). The assessment shows that students and supervisor felt students were well-prepared to demonstrate ethical and professional behavior, engage in diversity and different in practice, advance human rights and justice, and engage, assess, and intervene with individuals, families, groups, organizations and communities. The 3 competencies that did not meet the benchmark are engaging in practice-informed research and research-informed practice, engaging in policy practice, and evaluating practice.

This is the first year using the new competencies of the CSWE. It is also the first year using two measures for each competency. The year was also interrupted in March due to the pandemic. We may need to wait for a second year of data to determine programmatic changes that need to be made. Additionally, we hope to bring these results to the Social Work Field and Advisory Committee at our annual meeting, however, that meeting is on indefinite hold at the moment due to the pandemic.

9. What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The same outcome will be measured using the same instruments. As noted above, due to changes to assessment incorporated in 2019-2020 and due to the ongoing pandemic, it may take another year or two to get a better analysis of the data.

10. Please attach an example of the assessment tool used to measure your PLO(s). These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

Appendix I is the comprehensive exam, Appendix II is the field evaluation form, Appendix III is the CSWE reporting form.