

## End of Year Assessment Report for Programs

Program: Bachelor's in Social Work	Semester/year: Fall 2020/Spring 2021
Program Director: Helo Oidjarv	Submission date: May 31, 2021
Year in Operational Plan: First year: New/revised operational plan is in place since May, 2021	

### Assessment Methods and Benchmarks

We would like to rotate the program objectives for the purposes of annual assessment, by assessing three out of our nine program objectives each year. The following report is assessing the achievement of the first three program objectives.

Program Objective	Introducing	Developing	Mastering
PO 1: Demonstrate ethical and professional behavior.	Course Activity: SCWK 205 Quiz 1 and Quiz 2 scores Benchmark: ≥80%	Course Activity 1: SCWK 310 Professional Portfolio Course Activity 2: SCWK 361 Values and Ethics paper. Benchmark: ≥80%	Course Activity: SCWK 405 Field Practicum GALP Benchmark: ≥75%
	Evidence for Course Activity 1: <b><u>86% of the students in SCWK 205 reached the benchmark.</u></b> Evidence for Course Activity 2: <b><u>66% of the students in SCWK 205 reached the benchmark.</u></b>	Evidence for Course Activity 1: <b><u>100% of the students in SCWK 310 reached the benchmark.</u></b> Evidence for Course Activity 2: <b><u>71% of the social work students in SCWK 361 reached the benchmark.</u></b>	Evidence: <b><u>100% of the students in SCWK 405 reached the benchmark.</u></b>
	Course Activity: SCWK 205 Quiz 3 score Benchmark: ≥80%	Course Activity 1: SCWK 310 Case Assessment 1 Course Activity 2: SCWK 210 Midterm Exam Course Activity 3: SCWK 301 Quiz 1 Course Activity 4: SCWK 361 Infographics 3-13. Benchmark: ≥80%	Course Activity: SCWK 405 Field Practicum Supervision Notes Benchmark: ≥75%
PO 2: Engage diversity and difference in practice.	Evidence: <b><u>100% of the students in SCWK 205 reached the benchmark.</u></b>	Evidence for Course Activity 1: <b><u>100% of the students in SCWK 310 reached the benchmark.</u></b> Evidence for Course Activity 2: <b><u>70% of the social work students in SCWK 210 reached the benchmark.</u></b> Evidence for Course Activity 3: <b><u>90% of the students in SCWK 301 reached the benchmark.</u></b> Evidence for Course Activity 4: <b><u>57% of the social work students in SCWK 361 reached the benchmark.</u></b>	Evidence: <b><u>100% of the students in SCWK 405 reached the benchmark.</u></b>
	Course Activity: SCWK 205 Quiz 3 score Benchmark: ≥80%	Course Activity: SCWK 310 Professional Portfolio Benchmark: ≥80%	Course Activity: SCWK 405 Field Practicum Personal Theory of Helping paper Benchmark: ≥75%
PO 3: Advance human rights and social, economic, and environmental justice.	Evidence: <b><u>100% of the students in SCWK 205 reached the benchmark.</u></b>	Evidence: <b><u>100% of the students in SCWK 310 reached the benchmark.</u></b>	Evidence: <b><u>100% of the students in SCWK 405 reached the benchmark.</u></b>

## Analysis of Assessment Findings

**Discuss the significance of the findings of the current year in light of the desired results, findings from previous years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:**

### **(1) What strengths and weaknesses do the findings reveal about the program?**

It is difficult to gauge the strengths and weaknesses of the Social Work Program based on this year's assessment findings. For the Program Objectives 1, 2, and 3, students' achievement of the benchmarks was more likely for the Introductory and Mastery level. The value for the assessment findings for the Mastery level of achievement for the Program Objective 1, 2, and 3 was limited by the small sample size—there were only 3 students in the SCWK 405 class in the Spring of 2021—and use of only one measure for assessing each program objective. For the Developing level, the findings for the student achievement of the benchmarks for the Program Objective 1, 2, and 3 were fairly different when comparing assessment measures for the courses SCWK 310, SCWK 210, SCWK 301, and SCWK 361. On average, students seemed to be more likely to achieve the benchmarks for the Program Objective 1 and 3, and less likely to achieve the benchmark for the Program Objective 2. Therefore, it more extensive focus and emphasis on the Program Objective 2—engaging diversity and difference in social work practice—is recommended for the next academic year, especially in the SCWK 361 Policies and Agencies, and SCWK 210 Research Methods courses. In contrast, it seems that the SCWK 405 Field Practicum course is one of the strengths of the Social Work Program, helping students to successfully reach the Mastery level of all three Program Objectives assessed above. As mentioned above, the assessment process for the SCWK 405 course might benefit from larger sample size and the use of additional assessment measures, however. Please see below for more details.

### **(2) What strengths and weaknesses do the findings reveal about the assessment process?**

The Social Work Program utilizes a number of course activities formative assessment tools, particularly for the measurement of the Developing level of mastery for course objectives. This is the strength of an assessment process, as it can contribute to the increased validity of the assessment results through triangulation. However, this can also be viewed as one of the weaknesses of the assessment process, since it has led to the large differences in findings when comparing course activity evidence for the Developing level of each Program Objective. This makes it difficult to interpret the findings and use them as a foundation for making modifications to the curriculum of the Social Work Program. It might be helpful for the faculty of the Social Work Program to consider finding two or three major course assignments for the whole program, to assess the achievement of each program objective at the Developing level.

In contrast, the value of the finding of 100% of the students reaching the benchmark for the Mastery level of the Program Objective 1, 2, and 3 is limited due to the fact that it is based on the measurement tools for one course—SCWK 405 Field Practicum—which has very small number of students (typically five students or less). Therefore, it is recommended that more than one measure be used for assessing the Mastery level of attainment for Program Objectives 1, 2, and 3 in the future.

### **(3) What impact have program changes in recent years had on student learning (indicate those program changes that resulted from previous assessment findings)?**

Social Work Program is fairly new at Greenville University, having received its initial accreditation from the Council of Social Work Education in 2015. To my knowledge, the only major program change that took place in the past 1-2 years as a result of assessment findings was

changing the status of two courses—SCWK 301 Marriage and Family, and SCWK 305 Fields of Social Work—from elective to required courses. This seems to have resulted in wider divergence among students in terms of their learning and achievement of program objectives. Since this program change has likely resulted in increased student enrollment in these courses, it might seem prudent to diversify the teaching strategies used in both courses to target a wide range of student learning styles and knowledge levels of the subject matter.

**(4) What impact have recent changes in the assessment process had on the quality and usefulness of the findings?**

Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts. To my knowledge, the assessment measures and strategies have not changed for the Social Work Program since 2019. Beginning next academic year, we plan to start using a new assessment tool, the Social Work Educational Assessment Project (SWEAP) Curriculum Instrument test, as a pretest and posttest measure of student achievement of all nine Social Work Program Objectives.

**Sharing and Discussion of Assessment Findings**

**Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process:**

According to the Social Work Program Operational Plan, FCARs are completed for all required SCWK-prefix courses for the social work major each semester. At the end of each semester, student performance (as reported in the FCARs) are averaged across the I, D & M categories of the required courses to arrive at a percentage of student attainment of each learning objective. At that time, the full social work program faculty convene for a 1-2-hour work session to review FCAR and end-of-semester data and discuss any gains or problems identified over the course of the semester, and identify changes needed to improve student learning by the next time the courses discussed will be taught. Beginning the 2021-2022 academic year, the new assessment plan requires the BSW Program Coordinator to also compare the pretest and posttest scores for, (1) the GU field practicum evaluation (GALP), and (2) the SWEAP Curriculum instrument, for each graduate of the social work program in the spring of each particular academic year. The Program Coordinator will compare the individual pretest and posttest scores for each graduate, and the mean pretest and posttest scores on the two measures for the graduating cohort as a whole. The findings will be compiled in a year-end program assessment report. The discussion of this report will be a part of a full social work program faculty meeting in the end of the spring semester, to identify further needs for curriculum changes, and determine the steps needed and timetable for the implementation of these changes. The goal is to establish the time and place of needed modifications, so that subsequent year measurements will reflect these improvements.

**Use of Assessment Findings for Program Improvement (Action Plan)**

**(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to the assessment findings from this academic year:**

In the 2022-2023 academic year, the GU Social Work Program will be undergoing a reaffirmation (reaccreditation) review by the Council of Social Work Education, the national accrediting institution for all social work programs in the United States. The accreditation review will be based on the documents evaluating our program during the academic year of 2021-2022. Therefore, no program changes are planned for the

next academic year. To enhance the quality of the assessment process, the Social Work Program plans to use an additional summative measure (as a part of the SCWK 405 course) for assessing the graduating student achievement of the Mastery level of the Program Objectives 1, 2, and 3—the Social Work Educational Assessment Project (SWEAP) Curriculum Instrument Exit test, a nationally recognized and CSWE-endorsed assessment measure of the nine program objectives. This test is administered online, and the data compiled will be analyzed by the SWEAP for a small fee. Further, we will use a comparison of a pretest and posttest scores for the Curriculum Instrument test to enhance the validity of our summative assessment findings. Besides being administered as a posttest to the graduating students as a part of the SCWK 405 course, the SWEAP Curriculum Instrument will also be given as a pretest for the students in the beginning of the SCWK 205 course, which is typically the first social work class of each new cohort of social work majors. The goal is to compare each graduating student's level of achievement of each Program Objective in the beginning of their first social work class, and their level of achievement of each Program Objective in the end of their last social work class, to evaluate any development in their mastery of program objectives. Further, the Social Work Program plans to use the SWEAP BSW Exit Survey, an implicit curriculum measure to evaluate the quality of its learning environment—everything that has to do with the quality of the program, other than the curriculum. As with the SWEAP Curriculum Instrument, SWEAP BSW Exit Survey is a nationally recognized and CSWE-endorsed assessment measure of the implicit curriculum of the program. This test will be administered online to all the graduating social work students in the Spring of 2022, and the data compiled will be analyzed by the SWEAP for a small fee.

**(B) Briefly summarize the status of the previous year's or semester's action plans. Are they complete, still being implemented, on hold, or some other status?**

To my knowledge, they are complete.

**(C) For each intended improvement or change in the program stemming from this year's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.**

Not applicable—no programmatic changes are planned for the 2021-2022 academic year.

**(D) Based on your CDL assessment exercise, describe how you will make programmatic changes to better prepare your students to demonstrate high levels of achievement on the UNIV 401 SLOs:**

The formative assessment strategies (I and D level) the social work program that address this year's UNIV 401 SLOs 1 (Critical Self-Awareness) and 4 (Communication) are weaved into a number of course assignments, including (but not limited to) SCWK 205 Introduction to Social Work Fields of Practice Presentation and Ethical Comparison Paper (at the Introductory level), and SCWK 210 Research Methods Research Proposal (at the Developmental level). SLO 3 (Collaboration and Cooperation across disciplines) is assessed by several assignments in the SCWK 202 Statistics for the Social Sciences course, and SCWK 361 Policies and Agencies Social Policy Paper assignment. No current assignment in courses of the Social Work Program comprehensively assesses the student achievement of the SLO 6 (Character and Application of Christian Virtues) at the I, D, or M level. The BSW Field Practicum Final Evaluation form is the main assessment tool for the Mastery attainment of the SLO 1, 3, and 4. Due to the Social Work Program reaccreditation timeline, in the 2021-2022 academic year the programmatic changes to better prepare the social work students to demonstrate higher levels of achievement of these four SLOs are limited to the course assignments and cannot include more extensive curricular revisions. We propose including a new assignment, a Human Rights Paper as a part of the SCWK 361 Policies and Agencies course which will allow students an opportunity to develop both the SLO 1 and SLO 6 at the I and D level. We also propose adding an item to the SCWK 405 Field Practicum Final Evaluation form that would evaluate student

attainment of the SLO 6 at the M level. Further, all the faculty in the social work program will be encouraged to include more class activities that help to develop students' critical thinking and self-awareness, such as mock committees, debates, and role plays. This includes also more opportunities to learn about the interconnections between disciplines, particularly between social work and criminal justice, ministry, and education. For example, the Coordinator of the Social Work Program has started discussions with Education faculty regarding the development of an emphasis in School Social Work in the program in the 2022-2023 academic year, and trainings as well as coursework that is entailed in this process.

**(E) Indicate your plans to make your program more experiential in the coming year.**

Beginning the 2021-2022 academic year, the GU Social Work Program will have two new faculty members—Jalonta Jackson-Glasco, a Ph.D. Candidate and licensed social worker from Montgomery, Alabama, and Nicki Schoonover, a licensed social worker from St. Louis, Missouri. Both professors will bring to our program extensive experience from the field—for Jalonta Jackson-Glasco, in the field of substance abuse treatment and social work in the criminal justice system, and for Nicki Schoonover, social work with children, youth, and families. I anticipate a number of new experiential activities added to the courses taught by these faculty. For Ms. Jackson-Glasco, it includes the following social work classes: (1) SCWK399.OLB1 Chemical Dependency (new online course); SCWK205.OLB1 Introduction to Social Work (updated online course); SCWK 205.OLB1: Introduction to Social Work; and SCWK340.OLA1 Mental Health and Diagnosis. For Nicki Schoonover, these social work courses include SCWK310.01 Social Work Practice; SCWK205.01 Introduction to Social Work; SCWK301.01 Marriage and Family; and SCWK305.01 Fields of Social Work. I expect both teachers to add their unique stamp with a significant experiential component to the student learning in their courses, which are currently in the process of modification and development. To the SCWK 361 Policies and Agencies, I plan to add an assignment that requires students to attend and analyze a real-life community meeting. Further, I plan to increase the number of class activities that entail role-plays or simulations. The SCWK 210 Research Methods will also include additional experiential class activities, such as students role-playing the Institutional Review Board review of ethically questionable research projects and writing a research project abstract to submit as an application to present at a state or national professional conference.

**Supporting Documents**

**[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]**