

EWU School of Social Work SLO Assessment
AY 2013-14 and “Closing the Loop” for AYs 2011-12 & 202-13

Degree/Certificate: Bachelor of Arts in Social Work (BASW)

Major/Option: Social Work

Submitted by: Ed Byrnes

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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year:

1. **Student Learning Outcome:** Engage In Research Informed Practice/ Practice Informed Research.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.
 SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes forthcoming;
 SLO met without change required

3. **Strategies and methods:**

Data for this report comes from three sources, including:

1. An electronic survey administered to BASW Program students at the end of their senior year;
2. Assessment of the two practice behaviors comprising this core competency by Agency Field Instructors (AFI) at students’ practicum sites;
3. Scores on rubric based assessments designed to join class assignments and practice behaviors within BASW classes.

Details about each measure are in their respective sections.

Student Survey

An electronic survey asking students about their self-assessed capabilities to engage in the practice behaviors associated with the CSWE EPAS core competency was distributed to BASW seniors. Recruitment took place electronically through three email messages sent

via the EWU Capstone course rosters during May and early June of 2014. There were 19 (25.7%) respondents to this survey, which had a 15.6% margin of error¹ due to the sample size.

Field Education

An online electronic database retains quarterly evaluations of students' achievement of each practice behavior, as assessed by their practicum site based AFIs on a five point Likert scale. Data for the final quarter were available for 71 students, which was 95.9% of the 74 BASW Seniors, because three students did not complete their practicum during spring quarter of 2014.

Classroom Learning

Classroom learning was assessed using rubrics to score key assignments, labs or their component parts on a five point Likert scale. The rubrics included operational definitions of specific scores for each of the five points for each assignment or component. These data were collected by the BASW Program Director, tabulated in SPSS, and analyzed for percent of students achieving competency. Based on a non-repeating head count of students for which classroom learning rubric data were provided there were 136 first and second, on and off campus BASW students whose data were collected.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. **Findings:**

For the AY 2013-14 data all of the preceding data sources were used, for the previous academic years only the student survey data were available.

For AY 2013-14 data each data source included ratings of student achievement using a five point Likert scale for each of the practice behaviors associated with each core competency. The criterion used to determine students' competency across each measure was a score of three or higher on the five point scale. For the BASW Program 85% or more of students achieving competency on each of the core competencies is the criterion for program success.

¹ Calculated assuming a 95% confidence level, a 20% correct probability based on five item Likert scaling, and a population of 74 BASW seniors. A sample size of 58 (response rate of 78%) would have been necessary to achieve a 5% margin of error, which is not surprising given the properties of Bernoulli's Binomial Distribution.

Results from all data sources were placed in SPSS data files for analysis, which involved two steps for each of the three data sources:

1. Recoding the five point scale data into a dichotomous nominal variable indicating if the student achieved competency on the specific practice behavior;
2. Calculating the percent of students achieving competency on each practice behavior;
3. Calculating the average percent of students achieving competency on each practice behavior comprising a core competency within each measure;
4. Calculating the average percent of students achieving competency for each core competency across each of the three measures, which is the percent of students achieving competency.

The results of this analysis are displayed in tables and discussed in the “Analysis of findings” section of this report.

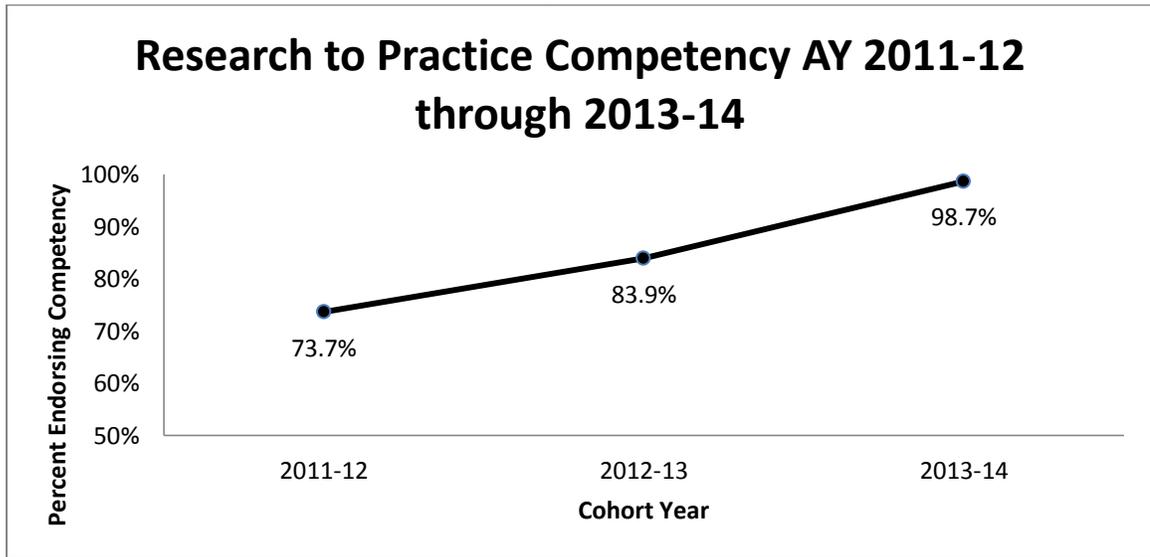
b. Analysis of findings:

Using the composite of the three data sources resulted in a competency achievement for 98.7% of BASW Program students on the SLO of: Engage In Research Informed Practice/ Practice Informed Research. When just the student survey results are examined the percent achieving competency is 97.2%. These results reveal that the program improvement strategies, driven by the previous two years of assessment results, appear to be leading toward improvements in Student Learning Outcomes (SLOs). Figure 1 displays the percent of students achieving competency in this SLO over the past three cohort years.

5. What program changes will be made based on the assessment results?

With 98.7% of students achieving competency in this SLO the BASW Program Committee does not perceive a need to make any further revisions to our research curriculum. The changes which contributed to this SLO improvement will be described in the closing the loop section of this report. Future SLO reports shall focus on a different program objective.

Figure 1. Percent of students achieving competency in this SLO over the past three cohort years.

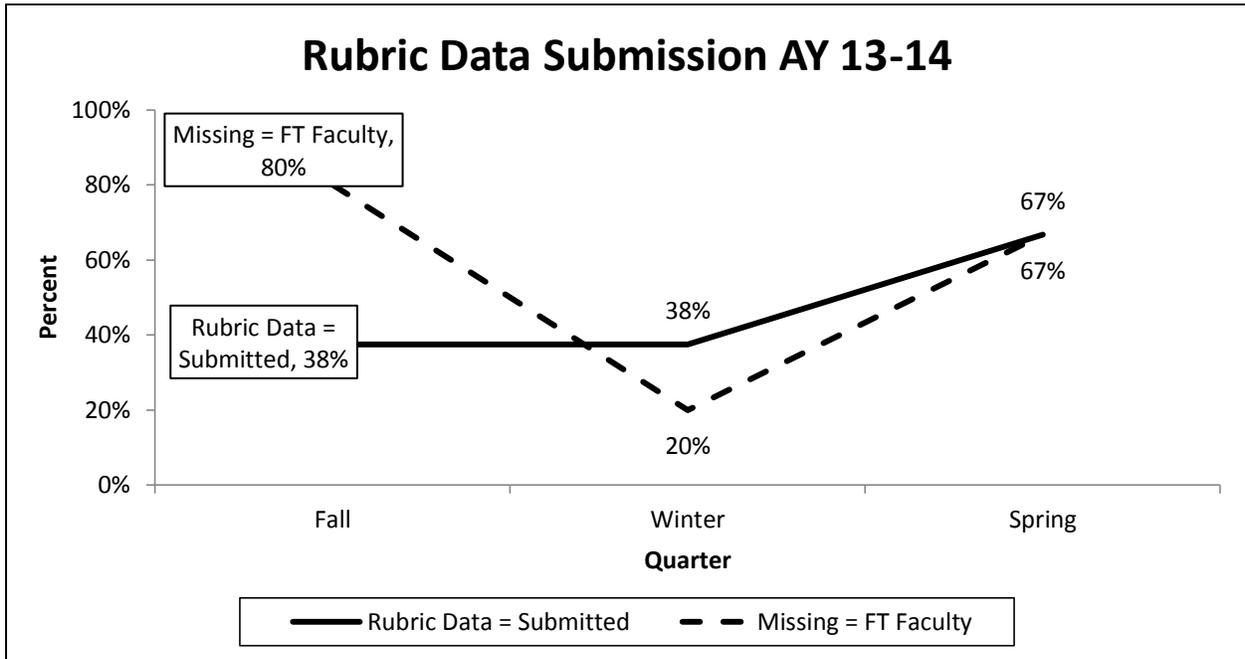


6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

An additional analysis of the Field Education data is warranted. Specifically, the changes in percent of students achieving each core competency across the three quarters of practicum will be the subject of a separate analysis conducted by this author and reported by this author and the Director of Field Education. Analysis will include the Cochran's Q test for the percent of students achieving core competencies across the three quarters with McNemar's Chi Square Tests as step down analyses between each quarter. These hypothesis tests will enable the School of Social Work to determine the extent to which quarterly changes in SLOs within field practicum are attributable to the learning process versus random chance.

Collecting data on classroom learning through the use of assignment rubric scores was new to the 2013-14 academic year and as a new practice it has room for improved data collection. Figure 2 displays progress in rubric data collection during this first year of the new procedure. As one can see in Figure 2 the overall collection of rubric data improved with 38% of instructors submitting data for their fall and winter quarter courses, and 67% submitting spring quarter course data. During fall quarter 80% of faculty who were missing course data were full time and this proportion reduced to 20% during winter quarter, but then climbed again to 67% of faculty whose course data were missing having full time status. These data clearly indicate that both the full time faculty and BASW Program Director can and should improve their data collection efforts during the upcoming 2014-15 academic year. This past academic year experience demonstrated that early and ongoing prompting of faculty to prepare and submit assignment rubric data was a viable strategy for increasing data collection.

Figure 2. Percent of data collected and percent of full time faculty reporting data for AY 2013-14.



PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT

1. Student Learning Outcome(s) assessed for 2012-13

Engage In Research Informed Practice/ Practice Informed Research.

2. Strategies implemented during 2013-14 to improve student learning, based on findings of the 2011-12 and 2012-2013 assessment activities.

Changes that were implemented before the resulting improvement in SLO achievement included:

1. Changing the textbooks for the Social Work Research (SOWK 468) and Data Analysis (SOWK 469) classes, which are the two research sequence courses;
2. Including more frequent article analysis assignments in SOWK 469 to illuminate concepts;
3. Continuing with FLAIR assignments in SOWK 468 to teach the Evidence Based Practice process, with FLAIR 2 and 3 assignments being individual rather than group assignments;
4. Increasing the emphasis on single case design, including behavioral assessment and goal attainment scaling, in SOWK 468, and single case analysis in SOWK 469.

Additionally, the course objectives (SLOs) for SOWK 468 and SOWK 469 were updated, approved by the School of Social Work faculty, and are now implemented in both of these courses as follows:

| SLO # | SOWK 468 SLOs |
|---------|--|
| 1e | Engage in career-long learning |
| 2b | Make ethical decisions by applying standards of the NASW Code of Ethics |
| 3a | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom |
| 6a | Use practice experience to inform scientific inquiry |
| 6b | Use research evidence to inform practice |
| 9a | Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services |
| 10.AS.d | Select appropriate interventions |
| 10.EV.a | Critically analyze, monitor, and evaluate interventions |

| SLO # | SOWK 469 SLOs |
|---------|---|
| 1e | Engage in career-long learning |
| 3a | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom |
| 6b | Use research evidence to inform practice |
| 10.EV.a | Critically analyze, monitor, and evaluate interventions |

3. **Summary of results:**

Implementing the strategies described in section two resulted in 98.7% of BASW Program students achieving competency in this SLO.

4. **What further changes to curriculum, pedagogy, mode of delivery, etc. are projected based on closing-the-loop data, findings and analysis?**

It appears that the BASW Program is now poised to use a strategy that is similar to the one used with the SLO with other SLOs during the upcoming 2014-15 academic year. The faculty, through their representatives on the BASW Program Committee, will use the full 2013-14 assessment results to identify the next SLO to focus on for improvement.

Improvements in program assessment methodology are limited to increasing data collection for in class SLO achievement, and consistently earlier and more frequent prompting of faculty by the BASW Program Director is the first strategy that will be fully employed.