Academic Program Assessment Report for AY 2019-2020

(Due: June 1, 2020)

Program:__Social Work- BSW_____

Date report completed: _May 13, 2020_____

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Brief statement of Program mission and goals:

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 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	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 2. Engage Diversity and Difference in Practice	Spring 2020	Field Evlauations	All students in SW482 in Pueblo and Colorado Springs	80% of students will score 50% or higher	Pueblo: 22 students, 100% Colorado Springs: 16 students, 94% Pueblo: 22 students, 100% Colorado Springs: 16 students, 94% Pueblo: 22 students, 100%	All students met or exceeded competencies; more training is needed for field instructors to ensure evaluations are consistent and accurate	Increase field instructor training. Responsible person: Field Coordinator

					Colorado Springs: 16 students, 94%		
3. Advance Human Rights and Social, Economic, and Environmental Justice					Pueblo: 22 students, 100% Colorado Springs: 16 students, 94%		
					Pueblo: 22 students, 100% Colorado Springs: 16 students, 94%		
4. Engage In Practice-informed Research and Research-informed Practice					Pueblo: 22 students, 100% Colorado Springs: 16 students, 94%		
5. Engage in Policy Practice					Pueblo: 22 students, 100% Colorado Springs: 16 students, 94%		
					Pueblo: 22 students, 100% Colorado Springs: 16 students, 94%		
6. Engage with Individuals, Families, Groups, Organizations,					Pueblo: 22 students, 100%		

					Colorado Springs: 16 students, 94%		
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							
	Spring 2019	SWEAP	All students in SW482 in Pueblo and Colorado Springs	80% of students will meet or exceed competencies	Overall, 86% of students met or exceeded competencies.

83% of students | This year, our students did not meet the benchmark in the SWEAP. SLOs that were not met were | We will pilot the SW499 course as a lab attached to research in Fall 2020 to see if it improves student scores in research. |

Competencies					Results	Analysis	Action
1. Demonstrate Ethical and Professional Behavior 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					met or exceeded 91% of students met or exceeded 89% of students met or exceeded 49% of students met or exceeded 49% of students met or exceeded 74% of students met or exceeded 80% of students met or exceeded 91% of students met or exceeded	#1 (Ethical and professional behavior); #4 (research-informed practice and practice-informed research), #5 (policy practice); #6 (engagement); #7 (assessment); and #9 (Evaluation). SLOs 1, 6, and 7 are related as they are taught and demonstrated in practice courses and field. SLOs 4 and 9 are related as they are taught in the research course and demonstrated in field. SLO 5 is taught in the SW205 social welfare history course and SW350 social policy, as well as demonstrated in field. In Fall 2019 and	Field agencies will be requested to increase opportunities for students to experience or observe policy practice in action. Course materials will continue to be monitored in the practice courses.

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					69% of students met or exceeded	Spring 2020, extensive discussions and brainstorming took place in the Department regarding research and it was decided to move SW499, a capstone course attached to research, to a lab format attached to SW492, the research course. Field evaluations show that students do not receive enough opportunity for policy practice. Course materials for the practice courses were re-evaluated and changed in Fall 2019 and Spring 2020.	

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 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 the outcome(s) verbatim from the assessment plan.**	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?
4. Engage In Practice-informed Research and Research-informed Practice	Spring 2018	We attempted to address this competency in 2019, but the SW499 course was poorly implemented in the classroom and in field. Instructors (supervisors) were not clear that student would engage in a research course connected to the field agency and agency instructors were not informed at all about the research requirement.	This year, we engaged in field instructor training to ensure agencies understood the research project and instructors were prepared to link the research project with student field placement. **However, there was an issue with the IRB allowing only 2 IRB proposals per faculty and students were required to publish or publicly present their projects.** We had to adjust the project mid-stream to be a university-only poster presentation, then again when COVID-19 social distancing limited the poster presentations. We ended up with one course presenting their projects via Zoom with the department faculty observing and asking	As noted in part I, we were unhappy with the implementation of the project. Field instructors still appeared confused about the project and many agencies outright refused to allow students to access data needed for their research projects. We have since agreed to move SW499 to the Fall semester, linked with SW492 (Research). SW492 will be a lecture-format, exposing students to information about research practices and SW499 will be an action lab, providing students with hands-on projects to implement the information learned in SW492.

			questions and one course with students uploading their posters to a website for faculty and other students to comment.	

Comments on part II: