

Baylor University Assessment Report: Student Learning Outcomes & Program Effectiveness (SLOPE)

Date Submitted: 7.1.2020

College/School: Diana R. Garland School of Social Work

Department: Social Work

Program: Bachelor of Social Work (BSW)

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Part 1: Introductory Content

Notable Achievement: Briefly describe one of the most notable student achievements of your program this year.

Our BSW Intern of the Year award winner served at the Christian Women's Job Corps for her senior internship, providing consistency and leadership as she helped participants work toward graduation amid the coronavirus pandemic. She is one example of many of our senior social work majors who continued to provide support to agencies and clients from a distance as non-profits and helping organizations quickly adjusted to safe physical-distancing practices while maintaining client and community support.

Part 2: Student Learning Outcome Summary Table: Methods, Results, Interpretation, Alignment, and Improvements Planned or Implemented in Response to Results Please include at least one direct measure of learning for each outcome and at least two methods for assessing each learning outcome

1. Outcome Name: <u>Ethical Integration of Faith & Practice</u>		General Education Outcome? Christian Perspective
Statement:		
Assessment Methods	Assessment Results	Interpretation and Improvements
1A. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <u>BearCare Student Survey</u> Performance Target/Criteria for Success: At least 50% of BSW students identify faculty as a support/personal resource during the Covid pandemic's impact.	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): 56% of social work students who responded to the BearCare survey noted faculty were a key resource in navigating their personal challenges through the post-Spring-Break switch to online learning.	Interpretation of Results: Faculty were one of the resources of support for students, but not their main or only source of support. Students utilized multiple available resources during this transition. Recommended Decisions/Actions for Improvement: Leadership will continue to encourage faculty to maintain clear connection and communication with students as we navigate Covid-19 impacts on the semester.
1B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <u>Field Rubric Skill Ratings</u> Comp#1: Ethical & Professional Behavior Comp#10: Integration of Faith & Practice Performance Target/Criteria for Success: At least 50% of students should reach the rating of 4-proficient or 5-excellent on each competency.	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): Comp#1: Ethical & Professional Behavior (92%) Comp#10: Integration of Faith & Practice (100%) See appendix for detailed analysis and interpretation.	Interpretation of Results: This remains a strong area of competency for students in the social work major. Recommended Decisions/Actions for Improvement: N/A
2. Outcome Name: <u>Diversity, Human Rights & Policy</u>		General Education Outcome? Civic Leadership
Statement:		
Assessment Methods with Performance Target	Achievement Status and Results	Interpretation and Improvements

<p>2A. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <i>Post-Graduation Enrollment Report</i> Performance Target/Criteria for Success: <i>At least 75% of students seek graduate-level education in social work or another related field</i></p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Most recent available data shows 80% of Baylor BSW students go on to graduate-level education, with over 70% of those students getting an MSW from Baylor. Those who did not pursue an MSW studied divinity, law, and educational administration.</i></p>	<p>Interpretation of Results: <i>Our graduates are motivated to continue their learning and prepare themselves for leadership in their communities.</i> Recommended Decisions/Actions for Improvement: <i>n/a</i></p>
<p>2B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>Field Rubric Skill Ratings Competency #2, #3, #5</i> Performance Target/Criteria for Success: <i>At least 50% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i></p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for extended version): <i>Comp#2: Engaging Diversity in Practice (91%) Comp#3: Advancing Human Rights & Justice (81%) Comp#5: Engaging in Policy Practice (86%)</i></p>	<p>Interpretation of Results: <i>Although the target criteria were met, performance on competency 3 was weaker than other areas. Improvement was attained for Competency 5 when compared to the previous year.</i> Recommended Decisions/Actions for Improvement: <i>Improvement intervention options will be discussed at the fall faculty meeting for implementation in the coming academic year.</i></p>
<p>3. Outcome Name: <i>Research, Assessment & Evaluation</i> Statement:</p>		
<p>General Education Outcome? Critical Thinking</p>		
<p>Assessment Methods with Performance Target</p>	<p>Achievement Status and Results</p>	<p>Interpretation and Improvements</p>
<p>3A. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <i>Post-Graduation Enrollment Report</i> Performance Target/Criteria for Success: <i>At least 75% of students should seek graduate-level education in social work or another related field</i></p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Most recent available data shows 80% of Baylor BSW students go on to graduate-level education, with over 70% of those students getting an MSW from Baylor. Those who did not pursue an MSW studied divinity, law, and educational administration.</i></p>	<p>Interpretation of Results: <i>Our graduates are motivated to continue their learning and prepare themselves for leadership in their communities.</i> Recommended Decisions/Actions for Improvement: <i>n/a</i></p>
<p>3B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>Field Rubric Skill Ratings Competency #4, #7, #9</i> Performance Target/Criteria for Success: <i>At least 50% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i></p>	<p>Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Comp#4: Research and Practice (80%) Comp#7: Assessment in Practice (84%) Comp#9: Evaluation of Practice (76%)</i></p>	<p>Interpretation of Results: <i>Although the target criteria were met, performance on competencies 4 and 9 were weaker than other areas. Rates were higher than the previous year, so progress does appear to be happening.</i> Recommended Decisions/Actions for Improvement: <i>Improvement intervention options will be discussed at the fall faculty meeting for implementation in the coming academic year.</i></p>
<p>4. Outcome Name: <i>Human Interaction & Intervention</i> Statement:</p>		
<p>General Education Outcome? Communication</p>		
<p>Assessment Methods with Performance Target</p>	<p>Achievement Status and Results</p>	<p>Interpretation and Improvements</p>

4A. Assessment Type: Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Assessment Method: <i>BearCare Survey</i> Performance Target/Criteria for Success: <i>At least 50% of students report a smooth transition into online learning from Covid-19 impact</i>	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>76% of social work respondents indicated that no, they were not having online challenges. Additionally, over half of the students noted that they were impressed or "wowed" by their faculty's adjustment to online learning.</i>	Interpretation of Results: <i>Students experience our transition into online teaching smoothly overall, and while improvements are in order no major overhauls are needed for our structure and processes.</i> Recommended Decisions/Actions for Improvement: <i>Leadership will continue to encourage faculty to maintain clear connection and communication with students as we navigate Covid-19 impacts on the semester.</i>
4B. Assessment Type: Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Assessment Method: <i>Field Rubric Skill Ratings Competency #6, #8</i> Performance Target/Criteria for Success: <i>At least 50% of students should reach the rating of 4-proficient or 5-excellent on each competency.</i>	Target/Criteria Status: Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts): <i>Comp#6: Engagement with Individuals & Groups (97%) Comp#8: Intervention with Individuals & Groups (86%)</i>	Interpretation of Results: <i>This remains a stable area for our BSW students.</i> Recommended Decisions/Actions for Improvement: <i>n/a</i>

Part 3: Follow-Ups on Prior Year Student Learning Outcomes Improvement Plans (IMPORTANT) <i>Describe the status of any decisions or actions for improvement reported in prior years. Were changes/improvements initiated or completed? Do you have any evidence to date that they have been effective?</i>
<i>Data was shared with faculty to consider in curriculum teams and course reporting process in order to make improvements before the next iteration of individual courses. Those changes were implemented and we saw improvements in all the areas noted from the previous year..</i>

Part 4: Program Effectiveness Summary Table: Methods, Findings, Strategic Alignment and Actions/Budget Planned or Implemented in Response to Results (Optional)		
1. Outcome Name/Statement: <i>NA- No program effectiveness outcomes at this time</i> Alignment with which Institutional Goals:		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
Performance Measure: Performance Target/Criteria for Success:	Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts):	Interpretation of Results: Recommended Decisions/Actions for Improvement:
2. Outcome Name/Statement: Alignment with which Institutional Goals:		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
Performance Measure: Performance Target/Criteria for Success:	Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> Brief Summary of Results (use Appendix for details/charts):	Interpretation of Results: Recommended Decisions/Actions for Improvement:
3. Outcome Name/Statement:		

Alignment with which Institutional Goals:		
Performance Measure and Achievement Target	Achievement Status and Results	Interpretation and Improvements
<u>Performance Measure:</u> <u>Performance Target/Criteria for Success:</u>	Target/Criteria Status: Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> <u>Brief Summary of Results (use Appendix for details/charts):</u>	<u>Interpretation of Results:</u> <u>Recommended Decisions/Actions for Improvement:</u>

Part 5: Assessment Team and Review Process Description
Please provide a description of how this report was compiled.

Team: Assessment team for these particular measures consists of Associate Dean for Academic Affairs, Program Manager for Academic Affairs, BSW program Director, and the Field Education office.

Process: Data we collect on student competencies are used to inform curriculum committee decisions; they also serve as the data source for faculty-led curriculum teams, which gather each semester to generate Course Reports. These Reports can include data from field evaluations, course evaluations, narratives from student evaluations, faculty observation, communication with instructors from other courses that precede or follow a sequenced course or that are taken at the same time as the course. These data are used to enhance curricula and continuously refine classroom and internship experiences so that our graduates are ready to provide competent service and visionary leadership in social work practice. Information from the BearCare survey and Post-Graduation Enrollment report will help inform faculty communications and administrative decisions.

Part 6: APPENDICES-program context, curriculum matrix, data analysis details, assessment rubrics or other supporting documents (OPTIONAL)

**Diana R. Garland School of Social Work
Bachelor of Social Work Program
SACSCOC Report of Progress
Academic Year 2019-2020**

Assessment Method 2019-2020

The BSW final field rubrics were used as described earlier in this report. The field education seminar course includes a required internship/practicum component. Field Instructors that supervise the students' activities in agencies rate the student's competence across all nine of CSWE's competencies as well as the added tenth competency (ethical integration of faith and practice) as part of a final field evaluation, which informs the rubric completed by the instructor of the final field seminar/course. Then seminar instructors use those ratings, plus their own observations to rate students. To successfully complete the field experience, a rating of 3-competent is expected. However, we have set a goal for this year that even with all adjustments made for Covid-19 safety precautions and distance-learning opportunities, at least half of our students would still rate as 4-Proficient or 5-excellent across the ten competencies.

We also reviewed the BearCare Survey results and Post-Graduation Enrollment Report to better understand our students' experience during the Covid-19 online learning transition, and how our students transition to future learning or career paths post-graduation.

The field rubric results as a whole are listed below:

BSW Final Field Rubric Score

Competence Area	% Proficient or Higher
1 : Demonstrate Ethical and Professional Behavior	92.41%
2 : Engage Diversity and Difference in Practice	90.81%
3 : Advance Human Rights and Social, Economic, and Environmental Justice	81.04%
4 : Engage in Practice-informed Research and Research-informed Practice	80.46%
5 : Engage in Policy Practice	86.21%
6 : Engage with Individuals, Families, Groups, Organizations and Communities	96.55%
7 : Assess Individuals, Families, Groups, Organizations, and Communities	84.49%
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	86.12%
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75.86%
10: Ethical Integration of Faith and Practice	100%

Use of Results:

Data we collect on student competencies are used to inform curriculum committee decisions; they also serve as the data source for faculty-led curriculum teams, which gather each semester to generate Course Reports. These Reports can include data from field evaluations, course evaluations, narratives from student evaluations, faculty observation, communication with instructors from other courses that precede or follow a sequenced course or that are taken at the same time as the course. These data are used to enhance curricula and continuously refine classroom and internship experiences so that our graduates are ready to provide competent service and visionary leadership in social work practice.

All full-time faculty members are assigned to a curriculum team which oversee an area of the curricula. A course report is completed by the instructors for each course in our programs and discussed in these teams. The course reports are completed the semester after the course was taught. If there are relevant Competency data, they are included along with recommendations related to the course from prior years. The purposes of these reports are to help ensure that 1) the desired outcomes (i.e., behaviors, values, etc.) associated with this course are appropriate for the course; and 2) ideas and recommendations for improving how the course is taught are documented and appropriate action taken. The reports are forward to the Curriculum Committee for approval. The reports are also made available to, associate deans, program directors, and faculty. During the next academic year, the reports are reviewed by the course instructors to track the disposition of each recommendation. Each report includes recommendations from past years with space for annual updates. In addition to following up on prior recommendations, there is space for making new recommendations.

All ten competencies met our benchmark on the field rubric assessing skill. In addition to exceeding the benchmark of 50% or more of our students scoring 4-Proficient or 5-Excellent, 8 out of 10 competencies show a higher percentage of students meeting the skill benchmark compared to the 2018-2019 academic year.

Conclusion

Our BSW students are meeting our desired benchmarks and our assessment this year does not indicate a need for any significant changes. However, we will continue to review lower scores on particular competencies from field to determine if there are changes to consider for the BSW curriculum within field or within the classes that prepare them for the field internship's application of knowledge and skill. The Garland School is on track for CSWE reaffirmation and on track to submit our self-study in the fall of 2020.