**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_\_Social Work Education\_\_\_ Degree \_\_MSW\_\_

Assessment Coordinator: \_\_\_\_\_\_\_\_Randy Nedegaard\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.

SLO 1.7b. Demonstrate ability to systematically assemble and interpret assessment tools (SWRK 225 – Advanced Group Lab Analysis).

SLO 1.4. Engage in research-informed practice and practice-informed research (SWRK 298/299 – Project/Thesis Completion)

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

**SLO 1.7b – SWRK 225 Advanced Group Lab Analysis.** Students conduct an assessment of an organization (either their field agency or place of employment). The assessment must be conducted using a specific theoretical framework or practice model selected by the student. The paper should include a description of this framework, the identification of an organizational problem, and an analysis of the origins of the problem using data from personal interviews, content analysis of organization documents, surveys or data collected using standardized instruments, and observation. The paper should also include a goal that will be achieved through resolution of the problem; a preliminary plan for addressing the problem, and criteria for assessing whether the goal has been achieved.

Students demonstrate knowledge of facilitation skills, phases of group development, use and interpretation of multiple group and individual assessment tools, diversity issues, and co-facilitation skills in relation to the Group Lab held in class. They describe in detail the topic/content, assessment tools, and potential developmental stage issues (and how you might address these) for each session of a group they develop that is designed to reduce stress in graduate students. Students include handouts and assessment tools that would be provided, links to any audio/video content that might be played in the group or recommended for members use outside, etc.

Using scores from the assignment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 90% of students must score a minimum of 3.0 (=grade of B). Note: The department has changed its assessment process away from using grades beginning Fall 2019, but data for this assessment report is still based on the old system.

**SLO 1.4. Engage in research-informed practice and practice-informed research (SWRK 298/299 – Project/Thesis Completion).** Students demonstrate their understanding of the relationship between research and practice through the completion of their thesis or project. Once a research question is developed, students outline a problem statement based on an extensive review of the professional literature. A thorough discussion of the literature on each topic is conducted, starting with the development of a theoretical framework for each thesis and/or project. This is followed by a realistic design of an appropriate research methodology, collect data as appropriate, analyze and present results, and present conclusions that are consistent with their findings.

Using scores from the assignment rubric, a score of 3.0 on a scale of 4.0 will define having met the learning outcome. The department expects that 90% of students must score a minimum of 3.0 (=grade of B). Note: The department has changed its assessment process away from using grades beginning Fall 2019, but data for this assessment report is still based on the old system.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

**SLO 1.7b – SWRK 225 Advanced Group Lab Analysis**

Of the total of 57 students who were assessed on this standard assignment, 47% (27) received an A and 44% (25) received B. Overall, 91% (52) of the students met the program benchmark of 3.0 or higher.

Students scored fairly well on this assignment. It is a culmination of the major concepts discussed throughout the semester where we ask students to apply what they have learned to a real-life situation. The relative strengths include students’ awareness of group tools and techniques in addressing a challenging issue in working with groups

**SLO 1.4. Engage in research-informed practice and practice-informed research (SWRK 298/299 – Project/Thesis Completion).**

Of the total of 59 students who were assessed on this standard assignment, 83% (49) received A and 17% (10) received B. Overall, 100% (59) of the students met the program benchmark of 3.0 or higher.

Students scored highly on this well-developed, well-supported assignment. We are confident the assignment is measuring students’ ability to engage in research-informed practice and demonstrate their ability to design a quality research project.

1. What changes, if any, do you recommend based on the assessment data?

The findings suggest that overall our students exceeded the benchmark for both SLOs.

The Department of Social Work Education (DSWE) is finishing the process of reviewing all of the SLOs in our efforts to align them with the national accreditation by the Council on Social Work Education (CSWE)’s new competencies (Education Policy and Accreditation Standard 2015). The assignment description and rubric for SWRK 225 Advanced Group Lab Analysis was recently revised to improve clarity for students and align the assignment with the 2015 EPAS.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

The benchmark for SLO 2.2 SWrK 246 Organizational Assessment was not quite met last year. This issue was brought to the Practice Sequence and faculty brainstormed some ideas about how to better support student learning in the area of organizational assessment. After some brainstorming, it was thought that this finding might be more instructor based, so a shift in teaching responsibilities was made. Reassessment of this SLO data from AY-2018-2019 indicates that 100% of our students met benchmark (59 total--53=A; 6=B).

1. What assessment activities will you be conducting during the next academic year?

1.1. Identify as a professional social worker and conduct oneself accordingly: Demonstrate professional use of self in specific multi systems level interventions (SWRK 283 – Professional Use of Self).

3.1 Advance human rights and social and economic justice: Apply knowledge of intersectionality of oppression to guide intervention at multi systems levels (SWRK 246 – Organizational Plan)

1. What progress have you made on items from your last program review action plan?

Our last review was in 2005 and our progress was discussed in our AY2016-17 Major Assessment Report.