EWU School of Social Work SLO Assessment
AY 2012-13 and “Closing the Loop” for AY 2011-12

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

Major/Option: Social Work
Submitted by: Ed Byrnes
Date: October 31, 2013

Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 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;
   ___X___ SLO is met, but with changes forthcoming; We are continuing to move forward with curriculum changes described in our 2011-12 SLO assessment.
   _____ SLO met without change required

3. Strategies and methods: These results are from a student exit survey scale, named the evidence based practice scale, using two items from the 54 item survey. Table 1 displays the internal consistency reliability data for this scale from both the 2011-12 and 2012-13 academic years.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Number of Students</th>
<th>Number of Items</th>
<th>Cronbach’s Alpha Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>23</td>
<td>2</td>
<td>.92</td>
</tr>
<tr>
<td>2013</td>
<td>31</td>
<td>2</td>
<td>.86</td>
</tr>
</tbody>
</table>

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

   a. Findings: Using a five point scale with a score of three or higher as a benchmark for mastery, 83.9% of Cheney campus students in the 2013 graduating cohort mastered this objective. Among Cheney campus students from the 2012 graduating cohort the mastery rate was 73.7%. Figure 1 displays the change in the Evidence Based Practice SLO mastery between the 2012 and 2013 graduating cohorts.
b. Analysis of findings: This 83.9% mastery rate for the 2013 graduating cohort is an increase of 13.9% from the 2012 graduating cohort. The between cohort difference was not statistically significant\(^1\) because of the small effect size\(^2\). This may be because only one change had been implemented in our research curriculum at the time when the 2013 graduating cohort completed the survey. We anticipate a larger effect size when all of the planned changes have been implemented, which should be reflected in the 2014 graduating cohort survey.

*Figure 1. Change in the Evidence Based Practice SLO mastery between the 2012 and 2013 graduating cohorts.*

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

   a) The one change implemented was to change the textbook for the Data Analysis (SOWK 469) class, which is one of the two research sequence courses. Additional changes which are being implemented this year include:

   a. Including more frequent article analysis assignments in SOWK 469 to illuminate concepts;

   b. Continuing with FLAIR assignments in SOWK 468, with FLAIR 2 and 3 assignments being individual rather than group assignments;

   c. Integrating the Leonard Gibbs rubric for FLAIR 2 & 3 assignments in SOWK 468;

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\(^1\) *Chi Square* = .275, *df* = 1, *p* = .428 (Fisher Exact).

\(^2\) *Phi* = .07, *Standardized Residual Range* = .1 through .4.
d. 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:

<table>
<thead>
<tr>
<th>SLO #</th>
<th>SOWK 468 SLOs</th>
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<tbody>
<tr>
<td>1e</td>
<td>Engage in career-long learning</td>
</tr>
<tr>
<td>2b</td>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics</td>
</tr>
<tr>
<td>3a</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>6a</td>
<td>Use practice experience to inform scientific inquiry</td>
</tr>
<tr>
<td>6b</td>
<td>Use research evidence to inform practice</td>
</tr>
<tr>
<td>9a</td>
<td>Continuously discover, appraise, &amp; attend to changing locales, populations, scientific &amp; technological developments, &amp; emerging societal trends to provide relevant services</td>
</tr>
<tr>
<td>10.AS.d</td>
<td>Select appropriate interventions</td>
</tr>
<tr>
<td>10.EV.a</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
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b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
   a. Fall quarter 2013:
      i. New Course SLOs implemented for SOWK 468 and SOWK 469;
      ii. Continuing with FLAIR assignments in SOWK 468, with FLAIR 2 and 3 assignments being individual rather than group assignments;
      iii. Integrating the Leonard Gibbs rubric for FLAIR 2 & 3 assignments in SOWK 468;
iv. Increasing the emphasis on single case design, including behavioral assessment and goal attainment scaling, in SOWK 468.

b. Spring quarter 2014:
   i. Including more frequent article analysis assignments in SOWK 469 to illuminate concepts;
   ii. Increasing the emphasis on single case design analysis in SOWK 469.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
   a. The assessment procedure has guided program changes toward greater student mastery over the Evidence Based Practice SLO and does not appear to need changing;
   b. As part of the School of Social Work reaffirmation process with our accrediting body we will be including field education and assignment rubric data about our SLOs and will include these in our EWU SLO reporting beginning in November of 2015.
PART II – CLOSING THE LOOP

FOLLOW-UP FROM THE 2011-12 PROGRAM ASSESSMENT REPORT

1. **Student Learning Outcome assessed for 2011-12:** Engage in Research Informed Practice/Practice Informed Research³.

2. **Strategies implemented during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities:**

The one change implemented during the 2012-13 academic year was to change the textbook for the Data Analysis (SOWK 469) class, which is one of the two research sequence courses⁴. Additional changes which are being implemented during the 2013-14 academic year include:

a) Including more frequent article analysis assignments in SOWK 469 to illuminate concepts;

b) Continuing with FLAIR assignments in SOWK 468, with FLAIR 2 and 3 assignments being individual rather than group assignments;

c) Integrating the Leonard Gibbs rubric for FLAIR 2 & 3 assignments in SOWK 468;

d) 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 the research sequence courses as of Fall quarter, 2013.

3. **Summary of results** As described in Part I:

   a. **Findings:** Using a five point scale with a score of three or higher as a benchmark for mastery, 83.9% of Cheney campus students in the 2013 graduating cohort mastered this objective. Among Cheney campus students from the 2012 graduating cohort the mastery rate was 73.7%.

   b. **Analysis of findings:** This 83.9% mastery rate for the 2013 graduating cohort is an increase of 13.9% from the 2012 graduating cohort. This was after only one change had been implemented in our research curriculum at the time when the 2013 graduating cohort completed the survey. We anticipate a larger difference when all of the planned changes have been implemented, which should be reflected in the 2014 graduating cohort survey.

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³ Although the BASW Program has data on other SLOs this one was selected for re-assessment during the 2012-13 academic year to evaluate how the loop is being closed. We shall re-assess this SLO once more during the 2013-14 academic year to monitor outcome changes relating to implementing all of the curriculum changes identified based on our 2011-12 SLO assessment.

⁴ The curriculum revision process requires the School of Social Work faculty to approve changes before they are submitted for university level review. Nonetheless all of the remaining changes are being implemented during the 2013-14 academic year.
4. **What further changes to curriculum, pedagogy, mode of delivery, etc. are projected based on closing-the-loop data, findings and analysis?**

At this point in the SLO assessment and curriculum revision process we are choosing to complete our implementing of changes in our research curriculum and evaluating this SLO one more time with the 2014 graduating cohort. We will identify the next SLO to evaluate based on our 2014 cohort survey data.