



Student Learning Assessment Report, Academic

Report Year

Program

Department Head

Submitted By

Previously Submitted Reports

Mission

Mission: In keeping with the Liberal Arts focus and Franciscan Traditions of Siena College, and the values of our profession, our mission is to:

- Prepare baccalaureate students for effective generalist social work practice, equipped with the requisite professional knowledge, values, ethics, and skills.
- Foster dynamic interactions and a healthy exchange of ideas within the Program, College, and broader community.
- Facilitate critical thinking augmented with the creativity and natural curiosity of our students.
- Promote conditions which encourage respect for human diversity.
- Foster a commitment to social, economic, and environmental justice and the protection of human rights.
- Provide students with strategies to eliminate human oppression, economic deprivation, discrimination, and environmental degradation.
- Prepare students to become leaders in creating a just world.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

2. Phase

Check all that apply

1. Upon completion of the Social Work Program, students will gain the knowledge, values, skills, and cognitive/affective processes to:

A. Master the 9 competencies specified by CSWE's 2015 Educational Policies and Accreditation Standards (EPAS). CSWE Competencies include:

Competency 1 Demonstrate ethical and professional behavior.
Competency 2 Engage diversity and difference in practice.
Competency 3 Advance human rights and social, economic, and environmental justice.
Competency 4 Engage in practice-informed research and research-informed practice.
Competency 5 Engage in policy practice.
Competency 6 Engage with individuals, families, groups, organizations, and communities.
Competency 7 Assess individuals, families, groups, organizations, and communities.
Competency 8 Intervene with individuals, families, groups, organizations, and communities.
Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities.

B. Engage in evidence-based practice in a diversity affirming and culturally competent manner (Competencies 2 & 4).

C. Advocate for social, economic, and environmental justice and the protection of human rights through participation in social action (Competencies 3 & 5).

More detailed information can be found at CSWE's website:
https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Our reaccreditation timeline: self-study concluded December 2022, CSWE site visit occurred March 2023, Response to CSWE's Letter of Intent was completed in April. Reaccreditation application is reviewed by the Commission on Accreditation in October 2023.

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

According to CSWE, social work programs need two (2) measures for each of the nine competencies. One rubric to assess the 9 competencies is students' performance evaluation in field work during senior year upon the completion of the spring semester and 400 hours in field. The benchmark set by the program for this measure is that 90% of students will achieve 3.0 or higher on a 5-point scale.

The second outcome measure was decided through a department meeting to determine which competencies best met the junior and senior year courses. Each course is offered one time during the academic year to either juniors or seniors. The instructor for the course determines the appropriate assignment as well as the grading rubric criteria.

Competency with the associated class with a second outcome measure are as follows:

- Competency 1 – SWRK 420;
- Competency 2 – SWRK 300;
- Competency 3 – SWRK 440;
- Competency 4 – SWRK 430;
- Competency 5 – SWRK 440;
- Competency 6 – SWRK 320;
- Competency 7 – SWRK 310;
- Competency 8 – SWRK 415;
- Competency 9 – SWRK 315.

CSWE has a form to report aggregate data which is completed at the end of the academic year and posted to the Social Work Department's web site (<https://www.siena.edu/departments/social-work/accreditation/>) in accordance with CSWE standards. We use this form to review each year's aggregate data and to inform us about changes to curriculum, instructional methods, assignments, etc.

When does assessment occur?

At the conclusion of the courses of the junior and senior year classes where there is an established outcome measure.

How often does assessment occur?

Annually for both outcome measures.

Criteria (How do you know students are achieving learning outcome?)

Benchmarks:

1. For field performance it is 90% of students achieve a 3.0 or higher on a 5-point scale.
2. For other courses, the benchmark is 90% of students will achieve 80% or higher on specified assignment. Rubrics used for outcome measures are attached.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

A.

Results of Field Evaluation outcome (n=19 students)

- Competency 1: 95% (n=19)
- Competency 2: 100% (n=19)
- Competency 3: 100% (n=17)
- Competency 4: 94% (n=18)
- Competency 5: 100% (n=19)
- Competency 6: 95% (n=19)
- Competency 7: 100% (n=19)
- Competency 8: 98% (n=19)
- Competency 9: 84% (n=19)

Results of 2nd Outcome

- Competency 1 – SWRK 420: 100% (n=19)
- Competency 2 – SWRK 300: 100% (n=21)
- Competency 3 – SWRK 440: 85% (n=20)
- Competency 4 – SWRK 430: 90% (n=20)
- Competency 5 – SWRK 440: 95% (n=20)
- Competency 6 – SWRK 320: 95% (n=21)
- Competency 7 – SWRK 310: 95% (n=21)
- Competency 8 – SWRK 415: 95% (n=20)
- Competency 9 – SWRK 315: 90% (n=21)

Looking at the field outcome data, students did really well, meeting all but one benchmark (Competency 9). However, there were several students who received "no significant opportunity" for Competency 3 (2 students) and Competency 4 (1 student). The lower scores in Competency 9 (evaluation) could be due to a lack of opportunity to develop the skill, rather than poor ability overall. We had several new field supervisors who may not have fully understood the 9 competencies. We were also not proactive in following back up with field supervisors when they identified low scores or marked "no significant opportunity" for learning on student evaluations to understand their position.

For course related outcomes there was an overall improvement from last year, with only one benchmark - Competency 3, not met. There were two new instructors teaching junior and senior year courses, including the course where competency 3 is measured (SWRK 440). This instructor is already re-evaluating how she will deliver course content to assist students understanding of course material. That said, only 2 of the 20 students were below the grade expectation, and one of those students had a very difficult semester.

Results for competency 4 (research) are favorable, demonstrating the shift of research from spring to fall semester was successful. The knowledge gained in the classroom translated in the fall to field in the spring.

B. (Comp 2 & 4)

Students met the benchmark for competencies 2 & 4 in field and the classroom showing a strong grasp of diversity affirming/culturally competent practices and using research to inform practice.

C. (Comp 3 & 5)

We might argue that students understand about advancing social, economic and environmental justice and protection of human rights (comp 3), their field supervisors need support in understanding how this is translated into practice in the field setting (markings of no significant opportunity). However, translating this into policy practice appeared to be strong in field and the classroom.

Learning Outcome Met? (Based on Criteria)

Yes



5. Use of Results (Discussing/ using results)

While three competencies were below benchmark, When averaging the two outcomes for each competency together, students met all but one benchmark (Competency 9).

A.

Next year we plan three changes for field:

1. Field Evaluation - Update the scale language on the evaluation to improve consistency of responses and more accurately capture student performance and eliminate the "no significant opportunity" response.
2. Send a reminder to students and field supervisors to review the learning agreement prior to completing the field evaluation.
3. Faculty seminar instructors will follow up with field supervisors to discuss final field evaluations if they note any discrepancies or potential misrepresentation of performance. This will help clarify reasoning behind a supervisors scoring/feedback and may or may not result in a change in the evaluation.

B.

While this was a good year for diversity and research competence, the department remains vigilant to ensure students receive a solid foundation of this content, and support field supervisors understanding how this plays out in field settings. The department continues to enhance content related to diversity, systemic oppression, and racism.

C.

Field supervisors need further assistance understanding how their work, and therefore the work of their students, advances social, economic and environmental justice. Efforts to do this were addressed above in proposed revisions to the field evaluation and communication of faculty seminar instructors with field supervisors.

6. Determining if changes impacted student learning

Results for competency 4 (research) are favorable, demonstrating the shift of research from spring to fall semester was successful. The knowledge gained in the classroom translated in the fall to field in the spring.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

2. Upon completion of the Social Work Program, students will gain the knowledge, values, skills, and cognitive/affective processes: To acquire a strong professional identity through ongoing self-reflection, and a lifetime commitment to professional development.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
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- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Exit survey asking students to identify their post Siena plans.

When does assessment occur?

end of spring semester

How often does assessment occur?

annually

Criteria (How do you know students are achieving learning outcome?)

90% of students will report that they have been or are seeking to be accepted into graduate school, full-time employment or full-time service/fellowship opportunities. (Sometimes there are a small number of students who need to complete additional credit hours to graduate from Siena.)

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

100% of students meet the criteria.

Student 1: Attending UAlbany MSW program and working for Joseph's House

Student 2: Attending UAlbany MSW program and TA at Rosendale Elementary School

Student 3: Attending BC MSW program

Student 4: Seeking full time employment in social work

Student 5: Attending St. Rose MSW program

Student 6: Seeking full time employment in social work

Student 7: Attending Columbia MSW program

Student 8: Seeking full time employment in social work

Student 9: Applied and waiting to hear about full time employment with Albany Med

Student 10: Seeking full time employment in social work

Student 11: Attending Syracuse MSW program

Student 12: Attending Stony Brook MSW program

Student 13: Seeking full time employment

Student 14: Seeking full time employment

Student 15: Attending Ramapo MSW program

Student 16: Seeking full time employment

Student 17: Attending UAlbany MSW program

Student 18: Attending UAlbany MSW program

Student 19: Seeking full time employment

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We track where our students apply to graduate MSW Programs and where they decide to go. We also recognize not all students want or are ready to attend an MSW program, preferring to enter the workforce upon graduation. Some students choose to complete a year of serve, though no students chose that option this year.

11 of 19 students applied and were accepted into an MSW program, while 8 chose to enter the workforce.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

3. In 2019 the Social Work Department created a Diversity Plan at the direction of the College and School of Liberal Arts. The Plan is attached.

2. Phase

Check all that apply

- Planning/ determining procedure
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3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Review of annual activities

When does assessment occur?

at the conclusion of the academic year

How often does assessment occur?

annually

Criteria (How do you know students are achieving learning outcome?)

Activities, deliverables, and student feedback survey

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

II. B.

Department

On-going Compliance with CSWE Standards

The Department completed a self study December 1, 2022 based on the 2021-2022 academic year. This provided an opportunity for the Department to reflect on implicit and explicit curriculum and identify any areas that could be strengthened, updated and/or changed.

Advisory Board

The Advisory Board continued to grow, recruiting 17 new members. The Board is assisting with planning for the program's 50th year anniversary (fall 2024) and providing feedback on the creation of the MSW program.

Student Input

At the conclusion of every academic year we have juniors and seniors complete a feedback survey to help the department evaluate itself and determine what changes will be made.

C. Staffing

Recruitment and Retention

The two new faculty members had a successful year teaching in the Department. Both brought their expertise and strengthened course content on diversity, equity and inclusion. Our new Program Coordinator brings diversity in respect to age and race, we appreciate her energy and dedication to strengthen the program.

On-going Professional Development

The Department organized and collaborated with other departments/programs on campus to bring a speaker knowledgeable about Gen Z and the unique developmental process of emerging adults, the challenges they can present in the classroom and how best to support them as educators, including when to refer for additional services.

Scholarship

Elisa Martin and Robin MacHattie collaborated on a conference presentation highlighting the community building efforts of the program. This will be written up and submitted as an administrative note to a social work journal the summer of 2023.

F. Student Recruitment, Retention and Development

This was the second year of the diversity grant awarded by the Provost office. An extension has been requested. The Department participated in two open houses in the fall, as well as a Career Jam with middle and high school students in May.

Learning Outcome Met? (Based on Criteria)

Yes



5. Use of Results (Discussing/ using results)

The Department continues to be dedicated to supporting diversity and inclusion within the curriculum, department, and larger community. The self-study has provided us with a solid position to transition to the newest CSWE standards - 2022, which will happen over the next two years. This will include strengthened content on racism, oppression, and systemic oppression. We are reviewing the Department's Diversity Action Plan summer 2023 to make any needed/desired updates.

Package History

Date	User	Action
5/31/2023 4:22:40 PM	Elisa Martin	Submitted 'Student Learning Assessment Report'
5/31/2023 4:23:35 PM	School of Science - Asst. Dean	Received
5/31/2023 4:23:35 PM	Institutional Effectiveness	Received
5/31/2023 4:23:36 PM	Tim Reno	Received
5/31/2023 4:23:36 PM	School of Liberal Arts - Dean	Received
5/31/2023 4:23:36 PM	School of Liberal Arts - Asst. Dean	Received
5/31/2023 4:23:36 PM	Elisa Martin	Received
5/31/2023 4:23:36 PM	Provost and Senior Vice President	Received
5/31/2023 4:44:41 PM	Elisa Martin	Received
5/31/2023 4:44:41 PM	Mohua Bose	Decision Returned to a previous user
5/31/2023 5:02:54 PM	Margaret Madden	Decision Approved
6/2/2023 11:46:51 AM	Elisa Martin	Decision Submitted
6/2/2023 11:47:27 AM	School of Science - Asst. Dean	Received
6/2/2023 11:47:27 AM	Provost and Senior Vice President	Received
6/2/2023 11:47:27 AM	School of Liberal Arts - Dean	Received
6/2/2023 11:47:28 AM	Tim Reno	Received
6/2/2023 11:47:28 AM	Institutional Effectiveness	Received

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Elisa Martin

Received

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**School of
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6/2/2023 5:13:38 PM

**Margaret
Madden**

Decision Approved