Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): PhD SW
Department: Social Work
Person(s) Responsible for Implementing the Plan: Mike Vaughn/Darcy Scharff
Date Submitted:

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?*	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

1: Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.	Courses that cover this learning outcome: See course by learning outcome matrix attached Courses that will be used in the direct assessment: SWRK 6000 and 6010 written and oral exams; SWRK 6020 dissertation	Direct measures: Comprehensive written and oral exams where program objectives are explicitly evaluated by a committee (see attached form). Students participate in the doctoral research symposium and present at regional and national conferences, as well as publish manuscripts in peer-reviewed journals. The PhD program tracks the number of presentation and published manuscripts. In addition, student posters presented at the doctoral research symposium are scored by 2-3 judges. Indirect Measures: All graduating doctoral degree recipients will fill out a survey comprised of program items related to their educational experience, program rigor, and areas for improvement	Direct: Data on meeting program objectives as assessed in the oral exam are tracked and aggregated in order to fine tune and provide evidence for program changes. Pass/fail rates from written exams will also be tabulated. All doctoral students meet each semester a minimum of one time with the doctoral advisor and their mentors to assess progress. Monthly productivity meetings involving the director of the PhD program and using a living google document that tracks articles and grant work that is published, under review, or in progress, and conference presentations in order to make any changes to increase productivity.. Data is shared among the doctoral committee and the Director of the school. Monthly faculty assembly will update the faculty as a whole on doctoral student progress. Indirect: Data from the Exit Survey and Alumni Survey are compiled in a report and shared annually with the SSW Director, and PhD Program Director and committee for consideration of programmatic changes as needed.

| 2: Demonstrate knowledge of the major theories and findings of a specific area of research in your discipline. | Courses that cover this learning outcome: See course by learning outcome matrix attached

Courses that will be used in the direct assessment:

Synthesis course SWRK 800 and 801 written and oral exams; SWRK 802 dissertation | Direct measures: Comprehensive written and oral exams where program objectives are explicitly evaluated by a committee.

Results are reviewed by the PhD program director and the doctoral committee; track the number of grants submitted, papers submitted and published , and presentations submitted and accepted

Indirect Measures: All graduating doctoral degree recipients will fill out a survey comprised of program items related to their educational experience, program rigor, and areas for improvement | Direct: Data on meeting program objectives as assessed in the oral exam are tracked and aggregated in order to fine tune and provide evidence for program changes. Pass/fail rates from written exams will be also tabulated.

All doctoral students meet each semester a minimum of one time with the doctoral advisor and their mentors to assess progress. Monthly productivity meetings involving the director of the PhD program and using a living google document that tracks articles and grant work that is published, under review, or in progress, and conference presentations in order to make any changes to increase productivity.

Indirect: Data is shared among the doctoral committee and the Director of the school. Monthly faculty assembly will update the faculty as a whole on doctoral student progress.

Data from the Exit Survey and Alumni Survey are compiled in a report and shared annually with the SSW Director, and PhD Program Director and committee for consideration of programmatic changes as needed. |
|---|---|---|---|

3: Use and interpret basic and inferential statistics.	Courses that cover this learning outcome: See course by learning outcome matrix attached Courses that will be used in the direct assessment: SWRK 800 and 801 written and oral exams; SWRK 802 dissertation	Direct measures: Comprehensive written and oral exams where program objectives are explicitly evaluated by a committee. Indirect Measures: All graduating doctoral degree recipients will fill out a survey comprised of program items related to their educational experience, program rigor, and areas for improvement	Direct: Data on meeting program objectives as assessed in the oral exam are tracked and aggregated in order to fine tune and provide evidence for program changes. Pass/fail rates from written exams will be also tabulated. All doctoral students meet each semester a minimum of one time with the doctoral advisor and their mentors to assess progress and suggest additional training if necessary. Monthly productivity meetings involving the director of the PhD program and using a living google document that tracks articles and grant work that is published, under review, or in progress, and conference presentations in order to make any changes to increase productivity.. Data from the Exit Survey and Alumni Survey are compiled in a report and shared annually with the SSW Director, and PhD Program Director and committee for consideration of programmatic changes as needed.

| 4. Evidence scholarly and/or professional integrity in the field of study. | Courses that cover this learning outcome: See course by learning outcome matrix attached

Courses that will be used in the direct assessment:

SWRK 6000 and 6010 written and oral exams; SWRK 6020 dissertation | <u>Direct measures</u>: Successful completion of University IRB training modules; Comprehensive written and oral exams where program objectives are explicitly evaluated by a committee.

<u>Indirect Measures</u>: All graduating doctoral degree recipients will fill out a survey comprised of program items related to their educational experience, program rigor, and areas for improvement | <u>Direct</u>: Data on meeting program objectives as assessed in the oral exam are tracked and aggregated in order to fine tune and provide evidence for program changes. Pass/fail rates from written exams will also be tabulated.

All dissertation research is checked by the committee members to ensure the meeting of ethical guidelines. Monitoring by academic staff members of any research misconduct. Any misconduct found to be shared with school director, college Dean, and University officials involved in monitoring appropriate research conduct.

Data from the Exit Survey and Alumni Survey are compiled in a report and shared annually with the SSW Director, and PhD Program Director and committee for consideration of programmatic changes as needed. |

5: Communicate and disseminate scientific information through publications, lay documents, and grant applications.	Courses that cover this learning outcome: See course by learning outcome matrix attached Courses that will be used in the direct assessment: SWRK 800 and 801 written and oral exams; SWRK 802 dissertation	Direct measures: Comprehensive written and oral exams where program objectives are explicitly evaluated by a committee. Track the number of grants submitted, papers submitted and published , and presentations submitted and accepted Indirect Measures: All graduating doctoral degree recipients will fill out a survey comprised of program items relate to their educational experience, program rigor, and areas for improvement	Direct: Monthly productivity meetings involving the director of the PhD program and using a living google document that tracks articles and grant work that is published, under review, or in progress, and conference presentations in order to make any changes to increase productivity. Oral exam are tracked and aggregated in order to fine tune and provide evidence for program changes. Pass/fail rates from written exams will be also tabulated. Data from the Exit Survey and Alumni Survey are compiled in a report and shared annually with the SSW Director, and PhD Program Director and committee for consideration of programmatic changes as needed.

| 6: Gain experience in effective teaching. | Courses that cover this learning outcome: See course by learning outcome matrix attached

Courses that will be used in the direct assessment: | Direct measures: Course evaluations (same forms used by faculty) filled out by students providing quantitative and qualitative feedback.

Indirect Measures: Percentage of students who complete the CTTL certificate and percentage who complete specific modules (P); All graduating doctoral degree recipients will fill out a survey comprised of program items relate to their educational experience, program rigor, and areas for improvement | Direct: Course evaluations shared with doctoral student teacher and advisor.

Teaching performance is shared with degree program director and school director.

Data from the Exit Survey and Alumni Survey are compiled in a report and shared annually with the SSW Director, and PhD Program Director and committee for consideration of programmatic changes as needed. |

1. **It is <u>not recommended</u> to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

Responsibility	Timeline	Process
Program Director/ Associate Dean for Academic Affairs: organized the assessment PhD program director and staff compiles information.	Fall 2016 - Summer 2017	Productivity document aggregated.
	Fall 2016 – Summer 2019	Monitoring and aggregation of program objectives from ras and oral exams and dissertation defenses every 3 years to facilitate identification of trends.
		Exit surveys given to each graduate.
	Fall 2017 - Summer 2018	As above
	Fall 2018 - Summer 2019	As above
	Fall 2019 - Summer 2020	As above
	Fall 2020 - Summer 2021	As above

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)? N/A**

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)
   This plan will be reviewed annually by the doctoral program director and doctoral program committee.

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
   Two students from the SWRK PhD student association were included in the formulation of this assessment plan. These students met with the program director and collaborated throughout. At least two students from the program will be involved with ongoing assessment review.
   c. What external sources were consulted in the development of this assessment plan? The Group for Advancement of Doctoral Education (GADE) was consulted in the development of this plan.

   d. Assessment of the manageability of the plan in relation to departmental resources and personnel
   The doctoral program director will work with two or more PhD students with administrative help from the administrative assistant Amelia Blanton to manage the plan.

PhD program in Social Work: Courses and activities through which competencies are met

Core Competencies	Course Number and Name	Course Number and Name	Other Learning Experience
SL01 - Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.	SWRK 6040 Research Area Synthesis course (P)		Written and oral exams and dissertation (R)
SL02 - Demonstrate comprehensive knowledge of a specific area of research in your discipline.	SWRK 6040 Research Area Synthesis course (P)		Written and oral exams and dissertation (R)
SL03 - Use, and interpret basic and inferential statistics.	SWRK 6010 Principles of Statistics and Data Analysis (P)	SWRK 6030 Multivariate Data Analysis (P)	Written and oral exams, and dissertation (R)
SL04 – Evidence scholarly and/or professional integrity in the field of study.	SWRK 6020 Research Design and Measurement(P)		Successful completion of University IRB training modules; Summer institute on developing research proposals; written and oral exams, and dissertation (R)
SL05 - Communicate and disseminate scientific information through publications, lay documents, and grant applications	SWRK 6000 Foundations of theory development (P)	SWRK 6020 Research Design and Measurement (P)	Submission of peer-reviewed articles; community and conference presentations; written and oral exams and dissertation (R)
SL06 - Understand and apply pedagogic methods.			Teaching practicum (teaching assistance) and attend center on teaching excellence workshop (P)

P=Primary, R=Reinforcing

Indicate which competencies are primarily gained (P) or reinforced (R) in each course or other learning experience (eg, practicum placement, culminating experience, service learning requirement, lecture series), as applicable. Add or delete rows and columns as appropriate. If the school or program has a single set of core competencies, a single matrix will suffice.

Schools and programs may also consider creating a table for each degree or concentration. This more detailed analysis is suggested for the benefit of the school/program. They do not have to be included in the self-study document. However, matrices by degree or concentration may be included in the self-study if their inclusion would be helpful to reviewers.

Research Area Synthesis
Evaluation Form

Date:
Name of student_____
Title of Research Area Synthesis

_____

		Unacceptable	Acceptable	Good	Excellent
1	Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.				
2	Demonstrate comprehensive knowledge of a specific area of research in your discipline.				

Grade_____
Comments:

ORAL EXAM WORKSHEET

STUDENT OUTCOME EVALUATION WORKSHEET
Each committee member completes his/her own worksheet either during the exam or immediately following. At-large members do not need to complete this worksheet but are encouraged to make notes for questions/comments.

		Unacceptable	Acceptable	Good	Excellent	Comments
1	Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.					
2	Demonstrate comprehensive knowledge of a specific area of research in your discipline.					
3	Use and interpret basic and inferential statistics.					
4	Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data.					
5	Communicate and disseminate scientific information through publications, lay documents, and grant applications.					

- Committee Members may change their initial votes throughout the process. Members are encouraged to make notes throughout the presentation and QA session.
- After the exam, this worksheet will be given to the mentor as a tool to help address problems or deficiencies in the project.

Criterion for a Failing Grade: A student receives one or more "Unacceptable" in categories 1-7 from two or more members of the committee.

- For example, if committee member A felt category 4 was unacceptable and committee member B felt category 6 was unacceptable, then the student should fail the exam.

Step 1: After the presentation is completed, the mentor conducts at least two formal rounds of questions from the committee members, and then permits follow-up questions and additional inquiries until the committee is finished. The mentor will invite questions from the audience. *It is very important that the student demonstrates his/her command of the topic by answering the questions and not relying on the committee members for assistance.*

Step 2: After questions have concluded, the mentor will close the public portion of the examination. Other students, faculty, and guests are excused. If needed, the committee, including at-large members, will meet with the student privately to go over additional questions not suitable for the public forum.

Step 3: The mentor will excuse the student when all questions have concluded in the private portion.

Step 4: The committee, including at-large members, will meet in private to discuss the examination. The student's dissertation committee (not at-large members) then vote and based on these votes the mentor will complete the results form and make sure that it is returned to the Doctoral Program Coordinator who will forward it to Graduate Education. The committee should return the completed results form in a timely manner after the oral exam either passing or failing the student. <u>The committee can no longer "hold" the results form until the student completes the requested changes to the Dissertation Prospectus.</u> If the changes to the dissertation prospectus requested by the committee are significant (as determined by the committee) or the student receives two or more unacceptable evaluations from the committee members, then the student fails the examination.