

Assuring Authentic Assessment of the 2015 EPAS at Grand Valley State University

CSWE Assessment Academy
November 5, 2016

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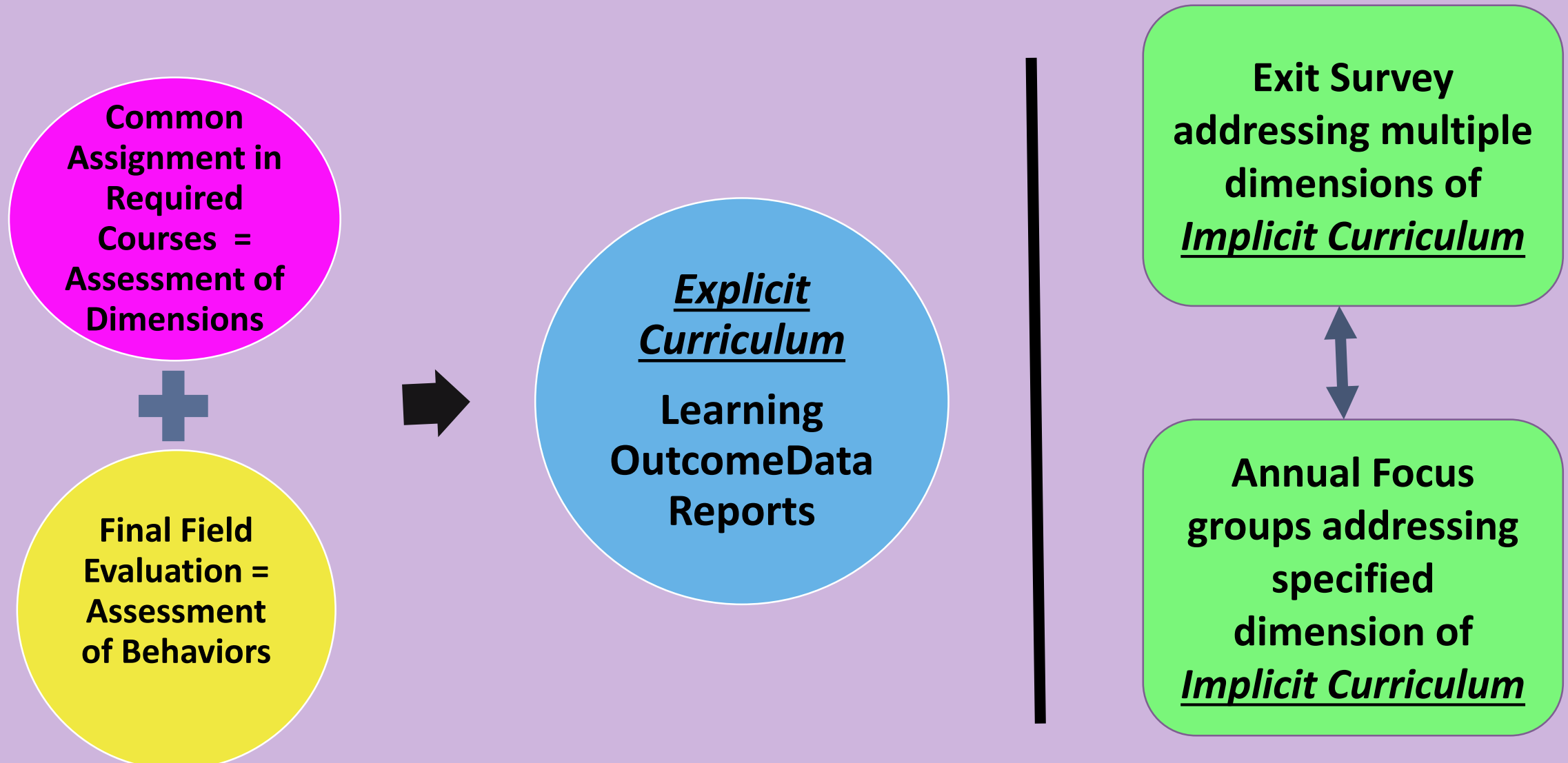
Introduction

- In the fall of 2015, Grand Valley State University (GVSU) School of Social Work (SSW) initiated the process of updating its current assessment system. While the school's assessment model remained much the same, there was a new focus on assessment of the dimensions of each competency (Knowledge, Values, Skills & Cognitive/Affective ability) as well as observable behaviors associated with each competency.
- In the 2014-15 academic year, the program launched an assessment of our implicit curriculum through an end of program exit survey, collecting information in regard to the following areas: diversity, faculty, student development, resources, and administrative/governance structure.

First Steps: 2015 EPAS significant Self-study Events

- faculty planning meetings
- development of specialized advanced practice competency language
- curricular modifications
- development and adoption of an assessment model for explicit and implicit curriculum
- revision of all measurement instruments
- piloting of data collection and analysis.
- revision of assessment plan

Assessment Model of Explicit & Implicit Curriculum at GVSU



Explicit Curriculum: Common Assignment Assessment

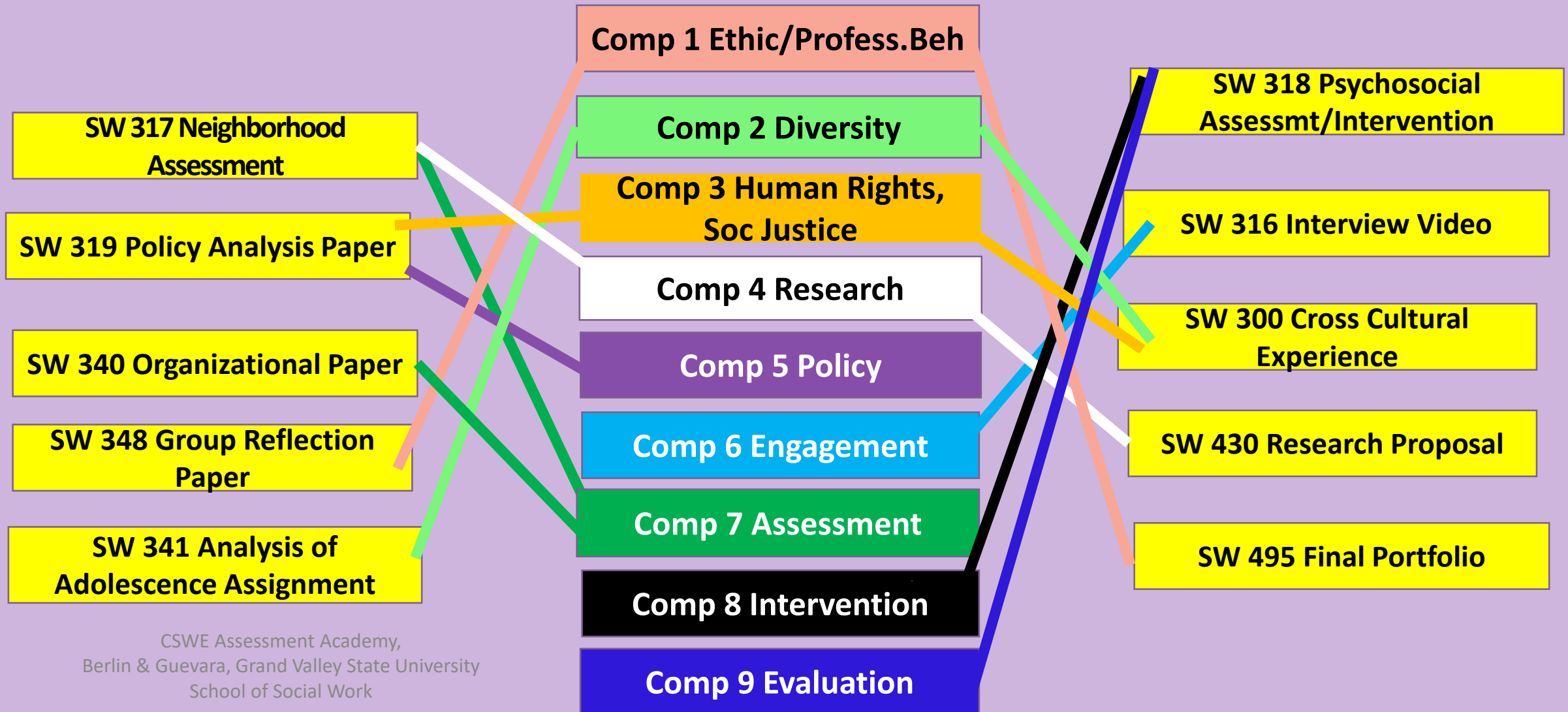
Lead instructors work with all faculty across sections of core courses to develop a common assignment. Quantitative embedded measures include a rated rubric within Chalk & Wire (an internet based assessment platform) that assesses the competency to be demonstrated through the common assignment. Each assignment is electronically linked to designated competencies which include **selected dimensions**. All individual assessments are based on a five-point scale when linked to competencies, allowing for across-course student and/or cohort comparisons. This allows the SSW faculty to assess student performance holistically on all competencies. Upon the completion of the pilot period the SSW will establish competency benchmarks based on data.

Chalk and Wire Description

Chalk & Wire is an internet-based software package that assists faculty and administrators in gathering data and generating reports with regard to teaching and learning.

- **What You Can Do With Chalk & Wire**
- **Students** can build various portfolios while they are in school and afterwards that can demonstrate a single skill or multiple skills. They can showcase a collection of artifacts that reveal a variety of accomplishments, as well as display how they have fulfilled assignments.
- **Faculty members** can build learning objectives, assignments and assessment instruments tied to any standards desired.
- **Administrators** can customize the entire system to college/departmental processes and goals. They can create a chain linking assignments, assessment instruments, standards and learner demographics. In short, the system is a tool for monitoring the quality of learning assessments and for ensuring that educational standards are being met.

Competency Linkage to Assignments



Explicit Curriculum: Field Learning Contract / Evaluation

- The field instructor administers the Field Learning Contract and Evaluation tool, with oversight by program staff. This instrument contains all operationalized competencies which include **all observable behaviors** for both programs with a numeric rating of 1-5 for each semester of student training. Field instructors and students jointly create plans for activities to practice and develop each of the 9 competencies. The field instructor assesses students' observable behavior of each at the end of each semester in field. While not part of the assessment provided to CSWE, students are asked to assess themselves using the same rating scale in their field evaluation.

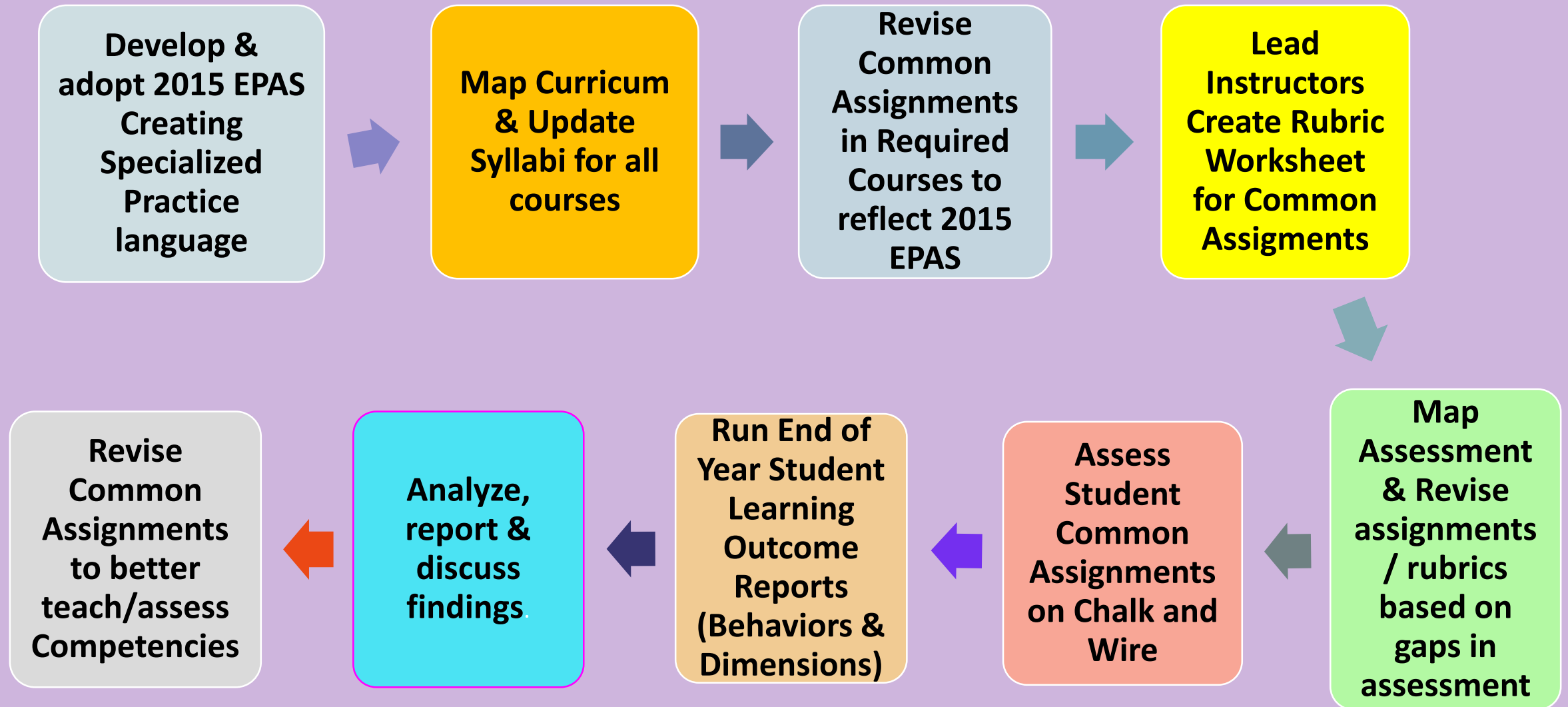
Implicit Curriculum: End of Program Exit Surveys & Focus Groups

- Beginning in 2014, the SSW integrated a program exit survey to assess implicit curriculum. As students complete their final semester in both programs, they complete an end of program exit survey asking them to rate the implicit curriculum: diversity, faculty, student development, resources, advising and admissions. The summary results of the survey are presented to focus groups of graduates to enhance the quantitative findings with qualitative narrative comments from students. Upon the completion of analysis and discussion of these results, revisions are made in relation to the program's implicit curriculum.

Assessment Data Analysis

Each summer, all aggregate data collected from the explicit and implicit assessment measures gathered from the previous academic year are analyzed and an annual assessment report is produced. This report addresses each component of the assessment model articulated above, with resultant data charts, graphs, and narrative highlights of all results. Explicit and implicit curriculum are reviewed and revised utilizing findings.

Assessment Process for 2015 EPAS Explicit Curriculum



Questions and Thoughts

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