Program-Level Assessment: Annual Report

Program Name (no acronyms) Social Work	Department:
Degree or Certificate Level: PhD	College/School: School of Social Work

ram's student learning outcomes were assessed in this annual assessment cycle? (Please list the
ning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

In this assessment cycle the main learning outcomes that were narrowed down to and focused on include:
- x A doctoral student's ability to critically apply themselves in order to evaluate and identify gaps in the existing literature and scientific knowledge that is related to the program. Furthermore, students are encouraged to apply concepts learnt through classes to develop alternative explanations and research strategies.
- x Graduates will be able to design, conduct, and defend dissertation research that expands scientific knowledge in the field of social work. This includes the ability to demonstrate comprehensive knowledge of a specific area of research in their discipline and research topic.
- x Graduates will be able to apply basic principles of ethical behavior (e.g., the Social Work Code of Ethics, human rights framework, other moral theories) and be familiar with codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data, and how these are applied within research.
- x For SLO 3, the outcome is assessed by students' success completion of University IRB training modules.

2. Assessment Methods: Artifacts of Student Learning
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.
   The artifacts that are typically used to ensure that students achieve the listed outcomes include their work, written examination, oral examination, dissertation defense and specific forms of scholarly evidence such as publications and conference presentations. As the PhD program in social work is not a clinical or practice degree (like the MSW degree) these types of research products are important.
   - x For the first SLO, the courses that are used to help assess this include: SWRK 6000 (Foundations of Social Theory Development) SWRK 6010 (Principle well.
     - x For the second SLO, which is an ongoing process for the PhD students, the outcome is a student's comprehensive written and oral exams, in addition to a satisfactory dissertation dissertation —

Moreover, while this is done throughout the year, at the end of the academic year, PhD SW Program Director reviews progress of each student annually with their mentor and reaches out to student about potential concerns. Each academic year the program director and mentor will evaluate the progress and performance of each student. Although we expect our

More professional development sessions have been implemented throughout this semester given that students are able to come back in-person even more, this was drastically reduced because of Covid in the previous semesters. The frequency has increased to have a professional development every other week this allows current students to learn from people who have been through the process, allows them to understand what dissertation defenses may look like, allows them to ask thoughtful and engaging questions with practitioners and researchers in the field.

B. How has this change/have these changes been assessed?

Regularly scheduled research presentations (mock job presentations) by students enrolled in the program final year will is also something we are hoping to implement more. Moreover, the program implemented an Exit Survey for graduating students as well. Beyond this, as a program we always keep an open discussion with our students and give .8 (t)nd . (l)(,)-4 (is)-1.3 (6e0.8 (2.3 (e)-p16.6 (p74(a)-384(a (B)-3(v)-8.5 (e-3.3 (o)-9

Appendix B

PhD program School of Social Work
WRITTEN EXAM
Evaluation Form

Date:
Name of student_____

		Unacceptable	Acceptable	Good	Excellent
1	Demonstrate comprehensive knowledge or research methods, measurement, statistics, philosophy of science, theory construction and testing.				
2	Demonstrate comprehensive knowledge of a specific area of research in your discipline.				

Comments:

Signature (lead faculty)

_____
Signature (faculty)

_____
Signature (faculty)

_____

Appendix C

PHD SOCIAL WORK ORAL COMPREHENSIVE EXAMINATION

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
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.				

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

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

- x   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 member.

Appendix D

Students' Progress Report Publications and Grants List

2022

PUBLISHED

Carbone, J. T., **Dell, N. A.**, Issa, M., & Watkins, M. A. (2022). Associations between allostatic load and post-traumatic stress disorder: A scoping review. Health & Social Work, 47(2), 132-242.

Carbone, J. T., Kremer, K. P., **Holzer, K. J.**, Kondis, J., & Vaughn, M. G. (2022). Emergency department admissions for physical child abuse: Evidence from the 2016 Nationwide Emergency Department Sample. Journal of Interpersonal Violence, 37,1-65-

Dell, N. A., Brandt-Lubart, K., & Maynard, B. R. (2022). Perspectives on coping with traumatic stress and substance use among Seeking Safety group participants: A photovoice study. British Journal of Social Work.

Dell, N. A., Murphy, A. M., Stewart, M., *Sasaki, N., & *Klier, M. (2022). Promoting Recovery among Older Adults with Serious Mental Illness. Social Work, 67(2), 180-.

Dell, N. A., Srivastava Presad, S., Vaughn, M. G., Salas-Wright, C., Hai, A. H., & Qian, Z. (2022). Binge drinking in early adulthood: A machine learning approach. Addictive Behaviors, 124, 107122.

Dell, N. A., Vaughn, M. G., Srivastava, S. P., Alsolami, A., & Salas-Wright, C. P. (2022). Correlates of cannabis use disorder in the United States: A comparison of logistic regression, classification trees, and random forests. Journal of Psychiatric Research, 151, 590-

Holzer, K. J., Vaughn, M. G., Loux, T. M., Mancini, M. A., Fearn, N. E., & Wallace, C. L. (2022). Prevalence and correlates of antisocial personality disorder in older adults. Aging & Mental Health, 26,81,169-

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- Bello-Kottenstette, J., **Dell, N.A., Laxton, A.M.,** & Conte, M.A. (2022) Prevalence and predictors of MAT among reproductive-aged women. 13th National Harm Reduction Conference (submitted)
- **Coccia, K.** (2022). Advance care planning and hospice utilization for people with dementia: A report from the health and retirement study. SSWR 26th Annual Conference.
- **Termos, M**. (2022).Reproductive Coercion as a form of IPV in Low to Middle Income Countries: A Systematic Review. CUGH 2022 Conference.
- **Termos, M.** (2022). Contraceptive Disparities: Do immigration and Marital status predict a difference in the use of contraceptives ? CUGH 2022 Conference.

GRANTS AND FELLOWSHIPS
- **Nketsiah, E. T.** (2022-2023). Association for Gerontology Education in Social Work (AGESW) Pre-Dissertation Fellowship