

Program-Level Assessment: Annual Report

Program: Bachelor of Science in Social Work

Department: Social Work

Degree or Certificate Level: BSSW

College/School: School of Social Work

Date (Month/Year): November 2023

Assessment Contact: Shannon Cooper-Sadlo, PhD/LCSW

In what year was the data upon which this report is based collected? AY 2022-23

In what year was the program's assessment plan most recently reviewed/updated? AY 2022-23

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

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

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts 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 identified student learning outcomes were assessed using the newly comprehensive master measure developed by the BSSW curriculum committee. This was administered in the final semester of the senior year in SWRK 4250 (Integrative Seminar). This assessment was administered in class.

Based on the feedback from the University Assessment committee, we also are including our Field placement instrument to capture how knowledge and skills taught in the courses translate into practice in the field.

No classes are offered off-campus or online.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The BSSW Field Liaison administered the assessment during the final month of the senior year in SWRK 4250. Upon completion of the assessment, the Program Director reviewed and scored the responses. The results were shared with the curriculum committee in September 2023. During the curricular meeting in September, the faculty reviewed the scores, compared them to the previous year's results, and reviewed the master measure. The faculty that is responsible for the competency area is reviewing curriculum, assignments, and course content for the areas that are identified as low performing. Throughout the AY the committee will present changes to either the master measure or to the course to address the deficits. The master measure will be administered to the next class in April 2024.

The master measure is included with this assessment. Additionally, in response to feedback from the University assessment committee, we have included the Field placement assessment measure in the evaluation process. This provides a second source of data for evaluating the competencies identified. The Field Assessment is included with this report.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (questions 31-35)
 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (questions 36-40)
 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (questions 41-45)

Competency 7: Master Measure score: 76.3%/ Field Assessment Score: 95.8%: **86.05%**
 Competency 8: Master Measure score: 92.6% /Field Assessment Score: 94.7%: **93.65%**
 Competency 9: Master Measure Score: 83.7%/Field Assessment Score: 91.1%: **87.4%**

All courses are offered in- person on STL campus.

2) Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The results from the data collected tell the BSSW committee that our students tend to do very well with understanding the material being presented in the classroom and can retain the core concepts, sometimes a few years after the course in which the material was introduced. We also identified that our students effectively translate their classroom learning to their work in practicum. Students can engage with lectures, readings, and other modalities of teaching and produce above average outcomes. By the completion of their in-class experiences and field placements, our students rate above average in all areas required by our accrediting body, CSWE.

There were a few questions that addressed each objective that were answered incorrectly by many of the students. These questions will be reviewed by the committee to ensure the quality of the questions, as well as whether the material was effectively taught in the courses. We included the field placement assessment measure this assessment cycle and were able to determine that the coursework is effectively translating into practice.

3) Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The results of the data collected are shared with the BSSW program committee. This committee meets monthly to discuss and review the curriculum and any proposed changes that have come to the attention of the committee through this assessment process. This academic year we reviewed each section to determine the changes needed to be made to the measure. The measure will be updated and administered again this academic year. Furthermore, the BSSW committee continues to participate in curricular reviews of each course. The committee agreed with the University assessment feedback & we included the field tool results, in addition to including the master measure with this report.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

- | | | |
|-----------------------------------------|-------------------------------|----------------------------------------------------------|
| Changes to the Curriculum or Pedagogies | ● Course content | ● Course sequence |
| | ● Teaching techniques | ● New courses |
| | ● Improvements in technology | ● Deletion of courses |
| | ● Prerequisites | ● Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan | ● Student learning outcomes | ● Evaluation tools (e.g., rubrics) |
| | ● Student artifacts collected | ● Data collection methods |
| | ● Evaluation process | ● Frequency of data collection |

Please describe the actions you are taking as a result of the findings.

Based on the outcomes of both the master measure and the field assessment scores, the BSSW committee determined that one of the questions on the master measure for SLO #7 was problematic. There is a significant discrepancy between the students' ability to sufficiently perform the skill and the knowledge in the field as evidenced by the score of the field measure and their ability to answer one of the questions on the measure. This

question is under review by the committee to address the issue with the measurement. Furthermore, the BSSW program is implementing a new course in AY 23-24 that will address this area of competency in a more intentional manner.

If no changes are being made, please explain why.

4) Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We continue a full curriculum review and have adjusted course offerings, content in courses and sequencing of courses. Based on previous assessments we noted that our students have not scored as strongly in the SLO that addressed engagement in policy practice in the practice of social work. We conducted full syllabi review of all BSSW syllabi to ensure that we are consistently addressing and integrating policy practice throughout the curriculum. We also reviewed the master measure to ensure the questions were consistent with the material being taught and practiced and adjusted those assessment questions as needed.

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

Based on the curriculum review, assignments were changed or enhanced and the scores of the master measure increased from 80.96% in AY 21-22 to 98.5%. Based on feedback from the University, we included the field placement assessment measure in addition to the master measure to determine how the coursework is translating into applied skills and knowledge and saw an increase from 79.2% in AY 21-22 to 94.7% in AY 22-23.

C. What were the findings of the assessment?

With minimal changes to the curriculum, we were able to determine a baseline from the results of the master measure and will continue to assess improvement or areas of deficit.

D. How do you plan to (continue to) use this information moving forward?

Due to our accreditation requirements, we are required to review all our competencies (learning objectives) annually. This provides us with the information needed to assess how our curriculum is meeting or not meeting the needs of our students. As stated above, this information has and will continue to inform our decisions about our courses and assessment tools. Finally, we are including the results of our field assessment instrument to have a better understanding of how our students are implementing the material from the classroom.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

See attached.

Intro Questions

Instructions for Completing the Final Evaluation for BSSW 4200:

At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. *Comments are encouraged.*

I have reviewed and approved the Student's Practicum Hours Log.

(Prior to submitting this Final Evaluation you must review and approve the student's Practicum Hours Log)

Yes

No

Field Instructor Last Name

Field Instructor Email

Agency Name

Student Last Name

Student First Name

Semester

Year

Title

Competencies 1 & 2

GENERALIST PRACTICE COMPETENCIES

(Competencies are followed by numbered Behaviors)

COMPETENCY 1. Demonstrate Ethical and Professional Behavior.

1. Demonstrate knowledge of social work values and ethical principles in ethical decision making. (Apply the NASW Code of Ethics).

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Field Instructor First Name

2. Demonstrate professionalism and professional behavior in all communications (oral, written, technology) in generalist practice.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

3. Use supervision to reflect and seek feedback to develop strong social work practice.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>

	Quality of Performance
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:**COMPETENCY 2. Engage diversity and difference in practice.****1. Demonstrate through communications the importance of diversity and difference in practice at the micro, mezzo, or macro level.**

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Demonstrate cultural competence through self-awareness and respect for diversity in age, class, color, culture, disability or ability, ethnicity, gender, gender expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

Competencies 3-6

COMPETENCY 3. Advance human rights and social, economic, and environmental justice.

1. Identify the forms and mechanisms of oppression and discrimination faced by vulnerable groups, as well as the role of power and privilege in society.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Engage in advocacy activities that seek to empower vulnerable groups and advance social, economic, and environmental justice.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

COMPETENCY 4. Engage in practice-informed research and research-informed practice.

1. Use research evidence to inform and improve practice, policy, and service delivery.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Use practice experience and data to engage in research methods to determine outcomes.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

COMPETENCY 5. Engage in policy practice.

1. Identify, analyze, and advocate for social policies at the local, state, or federal level that impact social well-being, service delivery, and access to social services.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

COMPETENCY 6. Engage with individuals, families, groups, organizations, and communities.

1. Apply knowledge of human behavior and social work theoretical frameworks to engage clients.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Demonstrate empathy and effective interpersonal skills with clients/client systems to engage in changes.

	Quality of Performance
--	------------------------

- | | |
|-------------------------------------------------------------------|-----------------------|
| 1. Performance is generally unacceptable; rarely meets competency | <input type="radio"/> |
| 2. Inconsistently meets competency | <input type="radio"/> |
| 3. Meets competency at expected level most of the time | <input type="radio"/> |
| 4. Consistently meets competency | <input type="radio"/> |
| 5. Consistently exhibits mastery of competency | <input type="radio"/> |

Comments:

Competencies 7 & 8

COMPETENCY 7. Assess with individuals, families, groups, organizations, and communities.

1. Demonstrate assessment skills through effective interviewing and data collection with individuals, families, groups, organizations and/or communities.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Use a bio-psycho-social-spiritual assessment framework in assessment with individuals, families, groups, organizations, and/or communities.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>

	Quality of Performance
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

3. Through assessment, develop goals and objectives using a strengths, needs and challenges based approach.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

COMPETENCY 8. Intervene with individuals, families, groups, organizations, and communities.

1. Implement interventions to achieve practice goals and enhance well-being of clients and constituencies/client systems.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Participate with inter-professional groups, teams, and/or coalitions in practice interventions.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

Competency 9

COMPETENCY 9. Evaluate practice with individuals, families, groups, organizations, and communities.

1. Select and use appropriate methods for evaluation of practice or program outcomes.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

2. Apply evaluation findings to improve practice at the micro, mezzo, and macros.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	<input type="radio"/>
2. Inconsistently meets competency	<input type="radio"/>

	Quality of Performance
3. Meets competency at expected level most of the time	<input type="radio"/>
4. Consistently meets competency	<input type="radio"/>
5. Consistently exhibits mastery of competency	<input type="radio"/>

Comments:

Professional Work Behaviors

Professional Work Behaviors
(Completion Only)

1. Professional responsibility/interest in professional development

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Poise and self-control

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Assertiveness

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Personal appearance related to agency standards

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Plan and arrange work/self-motivated

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Ability to assume responsibility for own learning

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Understands and works within agency structure

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Written and verbal communication

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Use of supervision

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Appropriate use of technology (e.g., personal or agency computer or electronic devices)

- | | | | | |
|-------------------------------------------------------------------|------------------------------------|--------------------------------------------------------|----------------------------------|------------------------------------------------|
| 1. Performance is generally unacceptable; rarely meets competency | 2. Inconsistently meets competency | 3. Meets competency at expected level most of the time | 4. Consistently meets competency | 5. Consistently exhibits mastery of competency |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

Field Instructor recommendation of Final Grade:

(Please mark this Evaluation as Satisfactory or Unsatisfactory.)

- Satisfactory
- UnSatisfactory

Field Instructor will provide student with a copy of this Evaluation.

- Yes

Comments:

(Required)

Please provide a summary of performance including strengths and areas for further growth.

Student's Score

The student's score is: $\${e://Field/mean}$

If the Score is below a 3, please contact the student's Faculty Liaison

	# of Correct Responses	Incorrect Responses	Total Responses	Percentage	Field	Average	Competency Met?
Competency 1							
1	26	1	27	96%			
2	24	3	27	89%			
3	26	1	27	96.30%			
4	24	3	27	88.90%			
5	26	1	27	96.30%			
Average				93.34%	96.4%	94.87%	yes
Competency 2							
1	23	4	27	85.20%			
2	27	0	27	100%			
3	22	5	27	81.50%			
4	25	2	27	93%			
5	22	5	27	82%			
Average				88.16%	96.5%	92.33%	yes
Competency 3							
1	27	0	27	100.00%			
2	20	7	27	74.10%			
3	26	1	27	96.30%			
4	27	0	27	100%			
5	26	1	27	96%			
Average				93.34%	97.3%	95.32%	yes
Competency 4							
1	27	0	27	100.00%			
2	27	0	27	100%			
3	27	0	27	100.00%			
4	26	1	27	96.30%			
5	23	4	27	85%			
Average				96.30%	94.7%	95.50%	yes
Competency 5							
1	25	2	27	92.60%			
2	27	0	27	100%			
3	27	0	27	100%			
4	27	0	27	100.00%			
5	27	0	27	100.00%			
Average				98.52%	89.3%	93.91%	yes
Competency 6							
1	20	7	27	74.10%			

2	27	0	27	100%		
3	26	1	27	96%		
4	19	8	27	70%		
5	22	5	27	81.50%		
Average					84.46%	98.2% 91.33% yes

Competency 7						
1	21	6	27	77.80%		
2	26	1	27	96%		
3	8	19	27	29.60%		
4	22	5	27	82%		
5	26	1	27	96%		
Average					76.30%	95.8% 86.05% yes

Competency 8						
1	24	3	27	88.90%		
2	25	2	27	92.60%		
3	24	3	27	88.90%		
4	26	1	27	96%		
5	26	1	27	96.30%		
Average					92.60%	94.7% 93.65% yes

Competency 9						
1	27	0	27	100.00%		
2	24	3	27	88.90%		
3	24	3	27	88.90%		
4	13	14	27	48.10%		
5	25	2	27	92.60%		
Average					83.70%	91.1% 87.40% yes