

# **Social Work Annual Assessment 2016-2017**

**Created by Assessment Insight System**

# Annual Assessment

## Social Work

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

A student-centered, multifaceted BSW program grounded in the liberal arts and generalist foundation, that prepares competent beginning level social work professionals to enhance human and community well-being, work with diverse and vulnerable populations, increase access to resources and advocate for social and economic justice within all systemic levels of social work intervention. In addition to academic foundation preparation, the William Woods University Social Work Program strongly believes that parallel engagement is paramount to student development. As such, the program utilizes active observations, interactions and service learning opportunities with service delivery systems, the clients they serve and the communities in which they live. Through faculty mentored hands-on learning opportunities and the 500 hour senior field practicum, students are able to master the core competencies by demonstrating the knowledge, values and skills of the profession's practice behaviors.

#### The core belief held by the WWU Social Work Program is as follows:

- All human beings have intrinsic worth and dignity and deserve access to resources they need for safety and self-determination
- The uniqueness and individuality of each person is a strength.
- Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
- Social Workers are responsible for ethical conduct, competent practice and for life-long learning

#### Program Data

##### Delivery Method

Traditional On Campus (selected)  
Online  
Hybrid

##### Students Majors 2015-2016

31

##### Student Minors 2015-2016

10

##### Student Majors 2016-2017

19

##### Student Minors 2016-2017

9

##### Concentrations 2015-2016

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

N/A

### Concentrations 2016-2017

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

N/A

### Student Demographics

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Persistence rates for the social work program are high and consistent with the WWU overall rate. We have success in keeping our majors in our program and a high success rate of keeping students who transfer in our program. One of the reasons that students may leave our program is our national accreditation standards of maintaining a 2.5 GPA, criminal background check and our curriculum. Occasionally we have to counsel out some of our students who do not make grades.

### Is the Program Externally Accredited

Yes (selected)

No

### External Accreditation

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

Council on Social Work Education has accredited our program through 2024.

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

**Additional Standards/Outcomes**

<b>Identifier</b>	<b>Description</b>
<b>CSWE-2015.1</b>	Social Work Competencies
<b>CSWE-2015.1.A</b>	Competency 1 Demonstrate Ethical and Professional Behavior
<b>CSWE-2015.1.A.1</b>	Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
<b>CSWE-2015.1.A.1.a</b>	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
<b>CSWE-2015.1.A.1.b</b>	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
<b>CSWE-2015.1.A.1.c</b>	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
<b>CSWE-2015.1.A.1.d</b>	use technology ethically and appropriately to facilitate practice outcomes; and
<b>CSWE-2015.1.A.1.e</b>	use supervision and consultation to guide professional judgment and behavior.
<b>CSWE-2015.1.B</b>	Competency 2 Engage Diversity and Difference in Practice
<b>CSWE-2015.1.B.1</b>	Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
<b>CSWE-2015.1.B.1.a</b>	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
<b>CSWE-2015.1.B.1.b</b>	present themselves as learners and engage clients and constituencies as experts of their own experiences; and
<b>CSWE-2015.1.B.1.c</b>	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<b>CSWE-2015.1.C</b>	Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice
<b>CSWE-2015.1.C.1</b>	Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed

	equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
<b>CSWE-2015.1.C.1.a</b>	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
<b>CSWE-2015.1.C.1.b</b>	engage in practices that advance social, economic, and environmental justice.
<b>CSWE-2015.1.D</b>	Competency 4 Engage In Practice-informed Research and Research-informed Practice
<b>CSWE-2015.1.D.1</b>	Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
<b>CSWE-2015.1.D.1.a</b>	use practice experience and theory to inform scientific inquiry and research;
<b>CSWE-2015.1.D.1.b</b>	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
<b>CSWE-2015.1.D.1.c</b>	use and translate research evidence to inform and improve practice, policy, and service delivery.
<b>CSWE-2015.1.E</b>	Competency 5 Engage in Policy Practice
<b>CSWE-2015.1.E.1</b>	Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
<b>CSWE-2015.1.E.1.a</b>	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
<b>CSWE-2015.1.E.1.b</b>	assess how social welfare and economic policies impact the delivery of and access to social services;
<b>CSWE-2015.1.E.1.c</b>	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<b>CSWE-2015.1.F</b>	Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities
<b>CSWE-2015.1.F.1</b>	Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
<b>CSWE-2015.1.F.1.a</b>	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
<b>CSWE-2015.1.F.1.b</b>	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

<b>CSWE-2015.1.G</b>	Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities
<b>CSWE-2015.1.G.1</b>	Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decisionmaking. Social workers:
<b>CSWE-2015.1.G.1.a</b>	collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
<b>CSWE-2015.1.G.1.b</b>	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
<b>CSWE-2015.1.G.1.c</b>	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
<b>CSWE-2015.1.G.1.d</b>	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<b>CSWE-2015.1.H</b>	Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities
<b>CSWE-2015.1.H.1</b>	Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidenceinformed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:
<b>CSWE-2015.1.H.1.a</b>	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
<b>CSWE-2015.1.H.1.b</b>	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
<b>CSWE-2015.1.H.1.c</b>	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
<b>CSWE-2015.1.H.1.d</b>	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
<b>CSWE-2015.1.H.1.e</b>	facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>CSWE-2015.1.I</b>	Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
<b>CSWE-2015.1.I.1</b>	Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
<b>CSWE-</b>	select and use appropriate methods for evaluation of outcomes;

<b>2015.1.I.1.a</b>	
<b>CSWE-2015.1.I.1.b</b>	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
<b>CSWE-2015.1.I.1.c</b>	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
<b>CSWE-2015.1.I.1.d</b>	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed  
I - Introduced  
R - Reinforced  
M - Master

### Social Work 2016-2017

	SWK 215	SWK 230	SWK 312	SWK 313	SWK 315	SWK 314	SWK 316	SWK 317	SWK 338	SWK 450	SWK 451	SWK 452	SWK 453
<b>HLC-CRITERIA-2013.4</b> Criterion Four. Teaching and Learning: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.								R					
<b>WWU2016.1</b> Major Field Competence: Students will demonstrate excellence in an academic or											A, M	A, M	A, M

professional discipline, and engage in the process of academic discovery.													
<b>WWU2016.2 Ethics:</b> Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.													
<b>WWU2016.3 Self-Liberation:</b> Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.													
<b>CSWE-2015.1.A</b> Competency 1???Demonstrate Ethical and Professional Behavior	I	I, R				R	R	R	R	A	A	A	A
<b>CSWE-2015.1.A.1.a</b> make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	I	R					R	R	R	A	A	A	A
<b>CSWE-2015.1.A.1.b</b> use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	I	I, R					R	R	R	A	A	A	A
<b>CSWE-2015.1.A.1.c</b> demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	I	R, I					R	R	R	A	A	A	A
<b>CSWE-2015.1.A.1.d</b> use technology ethically and appropriately to facilitate practice outcomes; and	I	R				R	R	R	R	A	A	A	A
<b>CSWE-2015.1.A.1.e</b> use supervision and consultation to guide professional judgment and behavior.	I	R				R	R	R	R	A	A	A	A
<b>CSWE-2015.1.B</b> Competency 2 ???Engage	I	R				R	R	R	R	A	A	A	A



Diversity and Difference in Practice													
<b>CSWE-2015.1.B.1.a</b> apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.B.1.b</b> present themselves as learners and engage clients and constituencies as experts of their own experiences; and	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.B.1.c</b> apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.C</b> Competency 3 ???Advance Human Rights and Social, Economic, and Environmental Justice	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.C.1.a</b> apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.C.1.b</b> engage in practices that advance social, economic, and environmental justice.	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.D</b> Competency 4 ???Engage In Practice-informed Research and Research-informed Practice	I	I	R	M, A	R	R	R	R	M	A	A	A	A
<b>CSWE-2015.1.D.1.a</b> use practice experience and theory to inform scientific inquiry and research;	I	I	R	M, A	R	R	R	R	M	A	A	A	A
<b>CSWE-2015.1.D.1.b</b> apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	I	I	R	M, A	R	R	R	R	M	A	A	A	A
<b>CSWE-2015.1.D.1.c</b> use	I	R	R	M, A	R	R	R	R	M	A	A	A	A

and translate research evidence to inform and improve practice, policy, and service delivery.													
<b>CSWE-2015.1.E</b> Competency 5 ???Engage in Policy Practice	I	I	R	M, A	R	R	R	R	M, A	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.E.1.a</b> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	I	I	R	R	R	R	R	R	M, A	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.E.1.b</b> assess how social welfare and economic policies impact the delivery of and access to social services;	I	I	R	R	R	R	R	R	A, M	A	A	A	A, M
<b>CSWE-2015.1.E.1.c</b> apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	I	I	R	R	R	R	R	R	M, A	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.F</b> Competency 6 ???Engage with Individuals, Families, Groups, Organizations, and Communities	I	I, R	R		R	R	R	R	R	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.F.1.a</b> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	I	R	R	R	R	R	R	R	R	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.F.1.b</b> use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	I	R	R		R	R	R	R	R	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.G</b> Competency 7 ???Assess Individuals, Families, Groups, Organizations, and Communities	I	R	R		R	R	R	R	R	A, M	A, M	A, M	A, M
<b>CSWE-2015.1.G.1.a</b> collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	I	R	R	R	R	R	R	R	R	A, M	A, M	A, M	A, M

<b>CSWE-2015.1.G.1.b</b> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	I	R	R		R	R	I, R	I, R	R	A	A	A	A
<b>CSWE-2015.1.G.1.c</b> develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	I	R	R		R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.G.1.d</b> select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	I	R	R		R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.H</b> Competency 8 ???Intervene with Individuals, Families, Groups, Organizations, and Communities	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.H.1.a</b> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	I	R	R	R	R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.H.1.b</b> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	I	R	R		R	R	R	R	R	A	A	A	A
<b>CSWE-2015.1.H.1.c</b> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;			R		R	R	I	I	R	A	A	A	A
<b>CSWE-2015.1.H.1.d</b> negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	I	R	R		R	R	I	I		A, M	A, M	A, M	A, M

<b>CSWE-2015.1.H.1.e</b> facilitate effective transitions and endings that advance mutually agreed-on goals.	I	R	R		R	R	I			A, M	A, M	A, M	A, M
<b>CSWE-2015.1.I</b> Competency 9 ???Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	I	R	R		R	R				A, M	A, M	A, M	A, M
<b>CSWE-2015.1.I.1.a</b> select and use appropriate methods for evaluation of outcomes;	I	I	R	R	R	R				A, M	A, M	A, M	A, M
<b>CSWE-2015.1.I.1.b</b> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	I	I	R	R	R	R	R	R		A, M	A, M	A, M	A, M
<b>CSWE-2015.1.I.1.c</b> critically analyze, monitor, and evaluate intervention and program processes and outcomes; and		I	R	R	R	R	I			A, M	A, M	A, M	A, M
<b>CSWE-2015.1.I.1.d</b> apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	I	R, I	R	R	R	R				A, M	A	A, M	M, A

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Social Work 2016-2017

CSWE-2015.1.A Competency 1 Demonstrate Ethical and Professional Behavior				
Assessment Measures				
SWK 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			



CSWE-2015.1.A.1.a make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?		Bachelor_of_Social_Work_Competency_Results_S_2017.doc x	
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.A.1.b use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

#### Assessment Measures

<b>SWK 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.A.1.c demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			



Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.A.1.d use technology ethically and appropriately to facilitate practice outcomes; and

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.A.1.e use supervision and consultation to guide professional judgment and behavior.

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.B Competency 2 Engage Diversity and Difference in Practice

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
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CSWE-2015.1.B.1.a apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement</b>

Measure			Assessments	Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.B.1.b present themselves as learners and engage clients and constituencies as experts of their own experiences; and

#### Assessment Measures

SWK 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Survey of Advisory Board	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.B.1.c apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.C Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			



Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.C.1.a apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.C.1.b engage in practices that advance social, economic, and environmental justice.				
Assessment Measures				
<b>SWK 450</b>				

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

## CSWE-2015.1.D Competency 4 Engage In Practice-informed Research and Research-informed Practice

## Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.D.1.a use practice experience and theory to inform scientific inquiry and research;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

  

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.D.1.b apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
Assessment Measures				

  

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

  

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
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<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.D.1.c use and translate research evidence to inform and improve practice, policy, and service delivery.

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

### CSWE-2015.1.E Competency 5 Engage in Policy Practice

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>



Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.E.1.a Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.E.1.b assess how social welfare and economic policies impact the delivery of and access to social services;

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.E.1.c apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>CSWE-2015.1.F Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities</b>				
<b>Assessment Measures</b>				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor			

Report	evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.F.1.a apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.F.1.b use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Assessment Measures

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			



## CSWE-2015.1.G Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities

## Assessment Measures

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio			

	been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.G.1.a collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.G.1.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.G.1.c develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.G.1.d select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

## CSWE-2015.1.H Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities

## Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio			

Report	been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.H.1.a critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
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<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			



Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.H.1.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Direct - Portfolio Review	No data has been entered.			
Indirect - Student Self-Assessment	No data has been entered.			
<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.H.1.c use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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<b>SWK 452</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
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<b>SWK 453</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.H.1.d negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Assessment Measures

<b>SWK 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Report				
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

  

<b>SWK 451</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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Direct - Portfolio Review	No data has been entered.			

  

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.H.1.e facilitate effective transitions and endings that advance mutually agreed-on goals.

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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<b>SWK 453</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings , self-evaluation scale, and portfolio rubric been met yet?			

Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.I Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				
Assessment Measures				
<b>SWK 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
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Direct - Portfolio Review	No data has been entered.			
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<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.I.1.a select and use appropriate methods for evaluation of outcomes;				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.I.1.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

#### Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1.I.1.c critically analyze, monitor, and evaluate intervention and program processes and outcomes; and				
Assessment Measures				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

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CSWE-2015.1.I.1.d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Assessment Measures

<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

Assesment of all of the CSWE required practice behaviors and competencies take place during the senior year through the field evaluations, student evaluations, and portfolio evaluations. The social work program is changing standards to match the new CSWE criteria for social work accreditations. This senior graduating class is the last to go through our program with the old competencies. The new competencies will be used in all of our assessment data beginning in 2017-2018. Therefore, the data attached reflects the old completencies and have not been entered into the new via program and are attached in the spreadsheet.

Data collection will be done through via beginning next year with field instructors completing the student assessment online. Likewise, students will complete the student self assessment online as well.

Complete data is attached in a spreadsheet.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Senior performance review days are important for an accredited program like ours because it allows us two days to focus on assessing our students' competencies and our program effectiveness. We use those two days in a variety of ways and have conducted personal interviews, focus groups, student surveys, advisor evaluations, program evaluations, group activities and reviewing accreditation standards. Each year we spent a great deal of time going over our national accreditation standards, reviewing our program handbook, field education manual and the national competencies and practice behaviors that are required for social work majors.

Because we have all levels of students during performance days we are able to do interactive activities that allow our seniors to demonstrate their knowledge and skills to the younger students. This year we gave case examples and broke the students into groups to process those cases. The senior students led the discussions and walked through the assessment process with the underclassmen. Each group then presented their case to the class and came up with strategies for change.

Another way we use student performance days is to provide feedback to each of our junior students individually. Social work majors have to formally apply to our program during their junior year. Students complete five essays, obtain a criminal background check, submit three letters of recommendation, and participate in personal interviews with our faculty as part of the application process prior to performance day. We use assessment days to conduct those individual interviews with each of the junior social work students who are applying to go into their senior field internship for their senior year. In this interview we are able to discuss the student strengths and areas that we would like the student to work on prior to beginning their field placement their senior year. This also gives them the opportunity to practice their interviewing skills before they begin interviewing for field placements. Professor Garner is the director of our field education program and also uses information gathered during these interviews to assist the students with securing interviews with professional social work agencies.

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

Student\_performance\_review\_schedule\_2017.docx

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

The senior showcase is an important event to allow the senior students who are getting ready to graduate to reflect on all that they have learned and accomplished were in words in each of the academic programs.

In our particular program students are required to give a formal presentation demonstrating how they have mastered out 10 social work accreditation competencies through their year-long field practicum. Each of our students spend 500 supervised hours in a social service agency during their senior year learning how to manage a caseload, assess client needs, develop interventions, collaborate with other community service agencies, contribute to multidisciplinary teams, and research social problems. During senior showcase day our students share examples of how they have demonstrated our 10 competencies through their field practicum experiences.

It is incredibly rewarding to hear our seniors give examples of actual cases and client situations they have served, policies that they have helped develop, change, or implement, professional networking, and discuss their plans post graduation.

This year all of our students are going into the workforce immediately upon graduation. There are numerous opportunities in the social services field and our students have been very successful in finding positions.

Senior showcase may be most rewarding for the professors as it allows us to witness the progression and personal growth from our students, from the time that they were freshman in our introductory courses to the now in their capstone seminar, preparing for graduation and demonstrating in their readiness for employment.

Senior showcase day is also encouraging and motivating for our freshman and sophomore students to be able to see what they will learn, understand and demonstrate in a few short years.

After reflecting on senior showcase, we have decided to move the presentation assignment to the senior capstone seminar course so that

## Assessment Rubrics

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

## Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes (selected)

No

## Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

Service and community engagement are part of our program mission. We incorporate service learning into most of our classes and use community interaction to engage students with clients and agencies to better understand social work services and contexts.

SWK 215 each student completed 8 hours of volunteering in community agency

SWK 317 each student completed lifestory project where they interviewed an elderly resident of Mexico Veterans Home over the course of the semester and wrote their lifestory

SWK 350 each student participated in the Community Needs Assessment for Callaway County on Addiction which was shared with field supervisors

SWK 340 BACA came to campus and students helped collect jean jackets to donate to BACA

SWK 230 Students participated in the Reality Store and assisted middle school students with navigating the reality activities for the day

SWK 303 Students volunteered with child care during the FAST program with DYS. Students helped babysit and entertain children whose siblings were in the therapy program

SWK 230 students participated in the buddypack program and helped unload food

Service learning helps the students to connect their classroom learning with real world experiences. This also allows the students to demonstrate their skills and practice professionalism.

## LEAD Events

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

The Social Work Program held the following LEAD events this year.

1. Mentor Mentee Project LEAD event - Social Work in Mid Missouri - presented information about the various roles and responsibilities of social workers in mid missouri. Discussed career possibilities and educational requirements to work in the field of social work. Presented lessons learned through the mentor mentee project where we created a film about social work in missouri.
2. Bikers Against Child Abuse- BACA returned to campus to present on advocacy for children going through the court system. Volunteers presented on the training, roles and examples of cases they have worked on.
3. Jackson Katz - Masculinity and the Media - showed the video Tough Guise and discussed masculinity in the media and how the images shape our values and expectations.
4. Equality Matters - Immigration today - Guest speaker Miha Britt came to campus and presented on the new Executive Orders shaping immigration today. Historical information and current information was shared with an emphasis on equality.

5. Macro Advocacy - Martha Stephens - Representative Stephens presented on macro advocacy and her efforts in Jefferson City to advocate for social justice. She presented on the new 911 bystander bill she had introduced and discussed research supporting the idea of not charging a minor in possession of drugs with a crime for calling 911 if a person in their presence overdoses.
6. Research Results - fall 2016 - The social work students in the Research Methods class presented their posters and final results of their research project. Students viewed numerous professional research posters and completed evaluations of each.
7. Research project data collection- Student groups presented data on their research projects and distributed surveys to the audience with consent forms to participate.
8. Voices of Depression - Slaying Dragons - a play was sponsored in collaboration with Fulton State Hospital Foundation that focused on living with depression or other mental illnesses.

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

All 7/8 of our seniors completed 500 hours of supervised internships in agencies this year. One student had to take an incomplete due to medical issues.

2 of our students competed in the national basketball championships.

2 students in Presidents XX

5 students participated in Woods Around the World

1 student is in the Missouri National Gaurd.

10 students graduated this year - 9/10 have already secured a job in social work and the other is actively interviewing.

	3.000 <u>Assessment Reflects Best Practices</u>	2.000 <u>Assessment Meets the Expectations of the University</u>	1.000 <u>Assessment Needs Development</u>	0.000 <u>Assessment is Inadequate</u>	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>Detailed, measurable program learning objectives • Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Measurable program learning objectives. • Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>Program learning objectives are not clear or measurable</li> </ul>	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.</li> </ul>	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.</li> </ul>	N/A
Comment:	there is no evidence of data collected even though know it is.				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	N/A
Comment:	Because there is no data collected or uploaded to this assessment report.				
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan</li> </ul>	N/A
Comment:					