



---

**WILLIAM WOODS  
UNIVERSITY**

---

**Social Work Annual Assessment 2018-2019**

{ TOC \o "1-3" \h \z \u }

# Annual Assessment 18-19

## 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 2017-18

31

#### Student Majors 2018-19

19

#### Student Minors 2017-18

10

#### Student Minors 2018-19

9

#### Concentrations 2017-18

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

N/A

**Concentrations 2018-19**

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

N/A

**Student Demographics**

*What are the program goals for student retention, persistence and degree completion? 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. Our retention rate is very high and we rarely lose students from our program unless they leave the university for some other reason. 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. This academic year, we had 2 students transfer to social work from deaf human services.

**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 2022. I submit annual assessment data to CSWE and complete an annual program survey where I provide information on our program, faculty and curriculum.

**Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

The Marketing department reworked our Social Work website last summer and made a lot of improvements. We now have a video on our main page which shows what people can do with a social work degree. I would like to see additional updates with alumni stories that are more current and possibly highlight our field program. Also, social work is listed as a humanities on this page and it is a social science and not a humanities: [http://www.williamwoods.edu/academics/undergraduate/programs\\_and\\_degrees/humanities/index.html](http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/humanities/index.html)

This year we were able to add our Program Handbook, our assessment report summary for CSWE and our Field Handbook to the webpage. CSWE also requires us to post our assessment data using their summary form. Our most recent data form is attached as well as the information that we updated on our webpage.

## Marketing Material

CSWE\_Changes\_for\_the\_website\_for\_Social\_Work\_Program\_final.docx  
 CSWE\_Assessment\_Outcomes\_Reportin g\_Form\_2018.pdf

## Program Assessment

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	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.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	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

Identifier	Description
<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-2015.1.I.1.a</b>	select and use appropriate methods for evaluation of outcomes;
<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.

## Curriculum Map

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

### Social Work

	SWK 215	SWK 230	SWK 312	SWK 313	SWK 315	SWK 314	SWK 316
<b>CSWE-2015.1. A Competency 1 Demonstrate Ethical and Professional Behavior</b>	I	I, R				R	R
<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
<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
<b>CSWE-2015.1. A.1.c</b> demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	I	R, I					R
<b>CSWE-2015.1. A.1.d</b> use technology ethically and appropriately to facilitate practice outcomes; and	I	R				R	R
<b>CSWE-2015.1. A.1.e</b> use supervision and consultation to guide professional judgment and behavior.	I	R				R	R
<b>CSWE-2015.1. B Competency 2 Engage Diversity and Difference in Practice</b>	I	R				R	R
<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
<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
<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
<b>CSWE-2015.1.C</b> Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice	I	R	R	R	R	R	R
<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
<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
<b>CSWE-2015.1. D Competency 4 Engage in Practice-informed Research and Research-informed Practice</b>	I	I	R	M, A	R	R	R
<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

	<b>SWK 215</b>	<b>SWK 230</b>	<b>SWK 312</b>	<b>SWK 313</b>	<b>SWK 315</b>	<b>SWK 314</b>	<b>SWK 316</b>
<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
<b>CSWE-2015.1. D.1.c</b> use and translate research evidence to inform and improve practice, policy, and service delivery.	I	R	R	M, A	R	R	R
<b>CSWE-2015.1. E</b> Competency 5 Engage in Policy Practice	I	I	R	M, A	R	R	R
<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
<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
<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
<b>CSWE-2015.1. F</b> Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities	I	I, R	R		R	R	R
<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
<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
<b>CSWE-2015.1. G</b> Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	I	R	R		R	R	R
<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
<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
<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
<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
<b>CSWE-2015.1.H</b> Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	I	R	R	R	R	R	R

	<b>SWK 215</b>	<b>SWK 230</b>	<b>SWK 312</b>	<b>SWK 313</b>	<b>SWK 315</b>	<b>SWK 314</b>	<b>SWK 316</b>
<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
<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
<b>CSWE-2015.1. H.1.c</b> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;			R		R	R	I
<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
<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
<b>CSWE-2015.1. I</b> Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	I	R	R		R	R	
<b>CSWE-2015.1. I.1.a</b> select and use appropriate methods for evaluation of outcomes;	I	I	R	R	R	R	
<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
<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
<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	
<b>WWU2016.1</b> Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.							
<b>WWU2016.2</b> 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.							
<b>WWU2016.3</b> Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.							

	SWK 317	SWK 338	SWK 450	SWK 451	SWK 452	SWK 453
<b>CSWE-2015.1. A</b> Competency 1 Demonstrate Ethical and Professional Behavior	R	R		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;	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;	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;	R	R	A	A	A	A
<b>CSWE-2015.1. A.1.d</b> use technology ethically and appropriately to facilitate practice outcomes; and	R	R	A	A	A	A
<b>CSWE-2015.1. A.1.e</b> use supervision and consultation to guide professional judgment and behavior.	R	R	A	A	A	A
<b>CSWE-2015.1. B</b> Competency 2 Engage Diversity and Difference in Practice	R	R	A	A	A	A
<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;	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	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.	R	R	A	A	A	A
<b>CSWE-2015.1.C</b> Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice	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	R	R	A	A	A	A
<b>CSWE-2015.1. C.1.b</b> engage in practices that advance social, economic, and environmental justice.	R	R	A	A	A	A
<b>CSWE-2015.1. D</b> Competency 4 Engage in Practice-informed Research and Research-informed Practice	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;	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	R	M	A	A	A	A
<b>CSWE-2015.1. D.1.c</b> use and translate research evidence to inform and improve practice, policy, and service delivery.	R	M	A	A	A	A
<b>CSWE-2015.1. E</b> Competency 5 Engage in Policy Practice	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;	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;	R	A, M	A	A	A	A, M

	SWK 317	SWK 338	SWK 450	SWK 451	SWK 452	SWK 453
<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.	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	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	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.	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	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;	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	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	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.	R	R	A	A	A	A
<b>CSWE-2015.1. H</b> Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	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;	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;	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;	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		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.			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			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;			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	R		A, M	A, M	A, M	A, M

	SWK 317	SWK 338	SWK 450	SWK 451	SWK 452	SWK 453
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			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			A, M	A	A, M	M, A
<b>WWU2016.1</b> Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.				A, M	A, M	A, M
<b>WWU2016.2</b> 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.						
<b>WWU2016.3</b> Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.						

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

No changes were made to the map this year.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Social Work

CSWE-2015.1. A Competency 1 Demonstrate Ethical and Professional Behavior				
SWK 451	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	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?			
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
SWK 452	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	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?			
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
SWK 453	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	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?			
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? Met			
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

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

SEK 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? Met			
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? Not met	See field evaluation rubric 5/6 of our students met this competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	
Indirect - Student Self-Assessment	No data has been entered.			- Curriculum Revision: Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics,

				Community and Org and Senior Seminar
Direct - Portfolio Review	No data has been entered.		Assessment_findings_SWK_Portfolio_Assessment_2019.docx	

SWK 453				
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? Not met	See portfolio rubric 5/6 of our students met this competency	Assessment_findings_SWK_Portfolio_Assessment_2019.docx	- Curriculum Revision: Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar
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				
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? Met			
Indirect - Student Self Assessment	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? Met			
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? Met			
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? Met			
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

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

SWK 453				
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? Met			
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				
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? Met			
Indirect - Student Self Assessment	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? Met			
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? Met			

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

SWK 453				
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? Met			
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				
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? Met			
Indirect - Student Self Assessment	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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Curriculum Revision: Increase discussion on the role of professional consultation and supervision will be added to Senior Seminar
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? Met			
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

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? Met		Assessment_data_Competency_2.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

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

SWK 453	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? Met			
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

SWK 450	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? Met			
Indirect - Survey of Advisory Board	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 451	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? Met			
Indirect - Student Self-Assessment	No data has been entered.			

Direct - Portfolio Review	No data has been entered.			
---------------------------	---------------------------	--	--	--

SWK 452		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
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? Met			
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.				
SWK 450		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
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? Met			
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? Met			
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? Met			
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? Met			
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

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? Met		Assessment_data_Competency_3.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
---------	--	--	--	--

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

SWK 453	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? Met			
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.

SWK 450	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? Met			
Indirect - Student Self Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 451	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? Met			

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

SWK 453				
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? Not met	See portfolio rubric %83 of our students met this practice behavior benchmark 6/6 of our students met this competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_findings_SWK_Portfolio_Assessment_2019.docx	- Curriculum Revision: Add assignments that focus on social and economic justice to Community and Org, HBSE and Senior seminar discussions
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

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? Met		Assessment_data_Competency_4.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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;

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

SWK 453				
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? Met			
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				
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? Met			
Indirect - Student Self Assessment	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? Met			

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? Met			
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? Not met	See portfolio rubric %83 of our students met this practice behavior benchmark 6/6 of our students met this competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_findings_SWK_Portfolio_Assessment_2019.docx	- Curriculum Revision: Increase research articles in Intervention Strategies and Group Dynamics
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.

SWK 450	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met			
Indirect - Student Self Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 451	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 452	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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	See portfolio rubric %83 of our students met this practice behavior benchmark 6/6 of our students met this	Assessment_fin_dings_SWK_Portfolio_Assessment_2019.docx	- Curriculum Revision: Add research findings and articles to

	scale, and portfolio rubric been met yet? Not met	competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation		practice courses
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

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? Met		Assessment_data_Competency_5.docx	
Indirect - Student Self-Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio			

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

SWK 453				
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? Met			
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;

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? Met			
Indirect - Student Self Assessment	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? Met			

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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Curriculum Revision: Emphasize policy in Senior Seminar - particularly Mo state policy and connection to field placement
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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;

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

SWK 453				
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? Met			
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.
--

SWK 450	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met			
Indirect - Student Self Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 451	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 452	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met			

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

SWK 453				
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

CSWE-2015.1. F Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities				
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? Met		Assessment_data_Competency_6.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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				
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? Met			
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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Refine Assessment Tool: Work on rewording the field instructor tool to make it more user friendly in this section Also emphasize HBSE theories in field
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? Met			
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.

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

SWK 453				
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? Met			

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

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? Met		Assessment_data_Competency_7.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation			

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

SWK 453				
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? Met			
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;

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? Met			
Indirect - Student Self Assessment	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? Met			

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? Met			
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? Met			
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;

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

SWK 453				
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? Met			
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				
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? Met			
Indirect - Student Self Assessment	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? Met			
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	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Curriculum Revision: Add case management assignments to Intervention Strategies - add planning and evaluation to Interaction Skills and Intervention

	yet? Not met	their portfolio 6/6 met this in their self-evaluation		Strategies. Emphasize this in Group and Community and Org
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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.				
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? Met			
Indirect - Student Self Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
SWK 451				

<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? Met			
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? Met			
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? Not met	See portfolio rubric %83 of our students met this practice behavior benchmark 6/6 of our students met this competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_findings_SWK_Portfolio_Assessment_2019.docx	- Curriculum Revision: Add assessment assignments and role plays to Intervention Strategies
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Observation Report	No data has been entered.			

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

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? Met		Assessment_data_C ompetency_8.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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;
--

SWK 450	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? Met			
Indirect - Student Self Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 451	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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 452	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	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Curriculum Revision: Add assessment content and practice

	rubric been met yet? Not met	practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation		opportunities to Intervention Strategies
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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;				
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? Met			
Direct - Portfolio Review	No data has been entered.			
Indirect - Student Self Assessment	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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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;

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

SWK 453				
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? Not met	See portfolio rubric %83 of our students met this practice behavior benchmark 6/6 of our students met this competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_findings_SWK_Portfolio_Assessment_2019.docx	
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				
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? Met			
Indirect - Student Self Assessment	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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Curriculum Revision: Add additional case studies to Intervention Strategies and focus on diverse populations. Add diversity content to Groups class.
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? Met			
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.

<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? Met			
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? Met			
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? Met			
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? Met			
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

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? Met		Assessment_data_Competency_9.docx	
Indirect - Student Self Assessment	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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
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 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
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;				
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? Met			
Indirect - Student Self Assessment	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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 452	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure				
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure				
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? Met			
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;

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? Met			
Indirect - Student Self Assessment	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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Refine Assessment Tool: Look at revising tool to list theories Also reinforce HBSE and the role in field
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
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				
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? Met			
Indirect - Student Self Assessment	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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

SWK 453				
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? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			

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

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? Met			
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? Met			
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? Not met	See field evaluation rubric %83 of our students met this practice behavior benchmark 5/6 of our students met this competency in their field practicum. 6/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_outcomes_Field_Supervisor_Assessment_2019.docx	- Curriculum Revision: Add evaluation methods to Intervention Strategies and Group Dynamics. Add evaluation to Senior Seminar
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? Not met	See portfolio rubric %83 of our students met this practice behavior benchmark 6/6 of our students met this competency in their field practicum. 5/6 met this in their portfolio 6/6 met this in their self-evaluation	Assessment_findings_SWK_Portfolio_Assessment_2019.docx	
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.

CSWE requires accredited programs to assess 9 core competencies by evaluating 53 each practice behavior using multiple methods. Our program uses field evaluations, portfolio and student self evaluations to demonstrate our requirements. Practice behaviors are then added together and divided by the number of each under that competency to determine whether we met the competency. Each program is responsible for creating their own benchmarks. The data below reflects only practice behaviors, not the 9 competencies. **Our students met each of the 9 core competencies for CSWE.** The below list indicates the practice behaviors that fell below our benchmark of 90% of our students scoring above a 3/5 on the rubric. Results are evaluated at the end of each year by both George, myself and we brainstorm ideas for improvement. This year we did not use require our students to take the ACAT exam as the results are not aligned with our new accreditation competencies and practice behaviors. Our main program evaluation tools are field instructor surveys and student assessment surveys that do not allow the field instructor to complete the evaluation online in VIA. It will be helpful when field instructors have access to via to complete the evaluation. All results are uploaded to this report. **While not all practice behaviors were met this year, however it should be noted that we met all competencies.** It also should be noted that the total number of seniors who comprise this data was 6, which meant if one fell below the benchmark, it skewed the numbers to 83% instead of 90%. For the practice behaviors that did not meet the mark, we added suggestions for either improving content in foundation courses, or revising the assessment tool based off field instructor feedback.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

Standard/Outcome	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;				
Legend	A				
Course/Event	SWK 452				
Assessment Measure	Indirect - Student Self Assessment				
Assessment Findings					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Curriculum Revision</td><td>Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar</td></tr> </tbody> </table>	Improvement Type	Summary	Curriculum Revision	Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar
Improvement Type	Summary				
Curriculum Revision	Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar				

Standard/Outcome	CSWE-2015.1.A.1.e use supervision and consultation to guide professional judgment and behavior.
Legend	A
Course/Event	SWK 452

Assessment Measure	Direct - Observation Report	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Curriculum Revision	Increase discussion on the role of professional consultation and supervision will be added to Senior Seminar

Standard/Outcome	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;	
Legend	A	
Course/Event	SWK 452	
Assessment Measure	Direct - Observation Report	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Curriculum Revision	Emphasize policy in Senior Seminar - particularly Mo state policy and connection to field placement

Standard/Outcome	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	
Legend	A	
Course/Event	SWK 452	
Assessment Measure	Direct - Observation Report	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	Work on rewording the field instructor tool to make it more user friendly in this section Also emphasize HBSE theories in field

Standard/Outcome	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					
Legend	A					
Course/Event	SWK 452					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Add case management assignments to Intervention Strategies - add planning and evaluation to Interaction Skills and Intervention Strategies. Emphasize this in Group and Community and Org</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Add case management assignments to Intervention Strategies - add planning and evaluation to Interaction Skills and Intervention Strategies. Emphasize this in Group and Community and Org
Improvement Type	Summary					
Curriculum Revision	Add case management assignments to Intervention Strategies - add planning and evaluation to Interaction Skills and Intervention Strategies. Emphasize this in Group and Community and Org					

Standard/Outcome	CSWE-2015.1.H.1.a critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;					
Legend	A					
Course/Event	SWK 452					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Add assessment content and practice opportunities to Intervention Strategies</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Add assessment content and practice opportunities to Intervention Strategies
Improvement Type	Summary					
Curriculum Revision	Add assessment content and practice opportunities to Intervention Strategies					

Standard/Outcome	CSWE-2015.1.H.1.d negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and			
Legend	A			
Course/Event	SWK 452			
Assessment Measure	Direct - Observation Report			
Assessment Findings	Not met			
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> </table>		Improvement Type	Summary
Improvement Type	Summary			

	Curriculum Revision	Add additional case studies to Intervention Strategies and focus on diverse populations. Add diversity content to Groups class.
--	---------------------	---

Standard/Outcome	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;					
Legend	A					
Course/Event	SWK 452					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Look at revising tool to list theories Also reinforce HBSE and the role in field</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Look at revising tool to list theories Also reinforce HBSE and the role in field
Improvement Type	Summary					
Refine Assessment Tool	Look at revising tool to list theories Also reinforce HBSE and the role in field					

Standard/Outcome	CSWE-2015.1.I.1.d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels					
Legend	A					
Course/Event	SWK 452					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Add evaluation methods to Intervention Strategies and Group Dynamics. Add evaluation to Senior Seminar</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Add evaluation methods to Intervention Strategies and Group Dynamics. Add evaluation to Senior Seminar
Improvement Type	Summary					
Curriculum Revision	Add evaluation methods to Intervention Strategies and Group Dynamics. Add evaluation to Senior Seminar					

Standard/Outcome	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;	
Legend	A	
Course/Event	SWK 453	
Assessment Measure	Direct - Observation Report	
Assessment Findings	Not met	

Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Curriculum Revision</td><td>Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar</td></tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar
Improvement Type	Summary					
Curriculum Revision	Increase focus on the NASW Code of Ethics - add assignments in Intervention Strategies, Group Dynamics, Community and Org and Senior Seminar					

Standard/Outcome	CSWE-2015.1.C.1.b engage in practices that advance social, economic, and environmental justice.					
Legend	A					
Course/Event	SWK 453					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Curriculum Revision</td><td>Add assignments that focus on social and economic justice to Community and Org, HBSE and Senior seminar discussions</td></tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Add assignments that focus on social and economic justice to Community and Org, HBSE and Senior seminar discussions
Improvement Type	Summary					
Curriculum Revision	Add assignments that focus on social and economic justice to Community and Org, HBSE and Senior seminar discussions					

Standard/Outcome	CSWE-2015.1.D.1.b apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and					
Legend	A					
Course/Event	SWK 453					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Curriculum Revision</td><td>Increase research articles in Intervention Strategies and Group Dynamics</td></tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Increase research articles in Intervention Strategies and Group Dynamics
Improvement Type	Summary					
Curriculum Revision	Increase research articles in Intervention Strategies and Group Dynamics					

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

Course/Event	SWK 453				
Assessment Measure	Direct - Observation Report				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Add research findings and articles to practice courses</td> </tr> </tbody> </table>	Improvement Type	Summary	Curriculum Revision	Add research findings and articles to practice courses
Improvement Type	Summary				
Curriculum Revision	Add research findings and articles to practice courses				

Standard/Outcome	CSWE-2015.1.G.1.d select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					
Legend	A					
Course/Event	SWK 453					
Assessment Measure	Direct - Observation Report					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Add assessment assignments and role plays to Intervention Strategies</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Add assessment assignments and role plays to Intervention Strategies
Improvement Type	Summary					
Curriculum Revision	Add assessment assignments and role plays to Intervention Strategies					

## 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?

Student performance days are used to evaluate seniors as well as juniors. Because we are an accredited program, we can only formally admit students during their junior year through an application process. Juniors complete a formal application by writing 5 essays, providing 2 letters of recommendation and completing a family registry background check through the state of Missouri. Personal interviews are then conducted during student performance days. Essays and the interviews are evaluated using the rubric attached and feedback is provided to the students the following week. Feedback is used to help the student prepare for field placement interviews that take place over the remainder of the semester. Please see attached rubric and admission procedure. This year we conducted 9 personal interviews during Student Performance Days.

Seniors are also evaluated during performance days. This year we had our seniors take a practice exam that would be similar to licensure exam and reviewed the information. Seniors were also evaluated on a presentation on their field placement that they gave to the entire social work students.

**Student Performance Review Schedule***Upload the program schedule for students during Performance Reviews.*

2019\_social\_work\_performance\_days\_schedule.docx

Social\_work\_application\_packet\_and\_scoring\_rubric.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?*

Senior Showcase provided an opportunity for each senior to present a powerpoint on how they have met each of the 9 core competencies through their field practicum. Each student presented a 20 minute professional presentation and were evaluated using the rubric attached.

We decided that this presentation format was important for our program because it required them to represent an organization in a professional manner and demonstrate their verbal communication skills in front of an audience. It also is helpful for the freshmen and sophomore students to attend and learn more about field.

Next year we may focus more on the portfolio for senior showcase since that assignment is more complex and measures each of the practice behaviors instead of just the 9 core competencies.

Next year we are going to require students to create their Student portfolios online through VIA and then present that on senior showcase instead of a new powerpoint.

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

Portfolio\_instructions\_2019.docx

Portfolio\_instructions\_Assessment\_findings\_2019.docx

Senior\_Showcase\_rubric.docx

**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 learning is a key component of our program and our profession. It is in our mission statement that students have hands on opportunities to learn and practice skills. Each semester we have key service learning experiences for students. This year we had the following opportunities for students:

Buddy pack - SWK215, social work club - Professor Garner provided opportunities for students to work unloading and packing food for the Callaway County Buddy Pack program. This activity was mandatory in SWK 215 Intro to Social Work and SWK451 Senior Seminar. Students in the social work club and other students on campus also were involved in this ongoing project. This opportunity allowed students a deeper understanding of community services offered for children experiencing poverty.

Lifestory - SWK 317- This is an annual project in conjunction with the Missouri Veterans Home in Mexico Mo. Students were partered with a veteran and met with them numerous times over the semester to learn about their life and write their lifestory. The residents came to campus in April for a celebration where the students presented them with their lifestory book. This experience provides students the opportunity to practice interviewing and listening skills, critical thinking and documentation.

Childcare - SWK340, Social Work Club - Each month, social work students provided childcare for Mom's Central in Callaway County and for Foster Care support groups in Columbia. Students provided care for infants through school age and were able to observe child development, family dynamics and provided a free respite service for the parents.

Group Interaction with Rosa Parks Center - SWK314 - Students visited the Rosa Parks facility many times and talked with the residents about social issues and educational issues. Students then created an educational group that they would offer the residents as part of their SWK314 course. The Social Work Club hosted a pumpkin painting contest for the residents and invited the residents to numerous LEAD events that the department hosted.

Reality Store - HBSE I, Senior Seminar, Field Practicum - This is an annual service learning opportunity for all of the social work majors. This year, one of our seniors coordinated community volunteers including the Chamber of Commerce, Bright Futures, business owners, community partners, WWU students and all school districts in Audrain County. At the end of the event, EVERY 8<sup>th</sup> grade student in Audrain County had the opportunity to participate in the simulation.

## 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.*

### Wilson Sponsorship of LEAD Events on Campus

During the 2018-2019 academic year, Professor Wilson sponsored and led the following LEAD events for the campus. Most of these events were also open to the public and had members of the public in attendance.

- Dark Side of the Moon Documentary and discussion – Postpartum Depression Task Force. I was an invited panelist at Westminster College to discuss the film and provide insight into postpartum depression. I organized a viewing on our campus with Dr. Lisa Sitler and led a discussion.
- Operation Christmas Child – I sponsored this event in November where we collected toys and packed shoe boxes with Christmas gifts and messages to the children.
- Cyber seniors- I showed the documentary and encouraged volunteers to get involved and teach the senior citizens in their lives how to communicate with technology.
- 3 LEAD events on Domestic violence with student life – I was invited to help present with Lacey Sweeten on the cycle of violence, dating violence, warning signs and how to help a friend.
- Suicide awareness event - ASCF came to campus to present on signs and warnings of suicide. I organized a LEAD event where students viewed a short film and discussed how to help a friend and where to locate campus resources.
- Suicide walk – Kevin Hines story – I assisted in the showing of the documentary about the man who jumped from the golden gate bridge and lived to share his perspective and stop suicide.
- Suicide walk – Out of the Darkness campus walk – I helped organize the Out of the Darkness walk on campus. 2 social work students in my community and organizational development class worked on this project all semester and I helped bring the walk to campus and offered it as a LEAD event.
- Interplay stress relief - 2 students in my community and organizations class coordinated a LEAD event where they brought a licensed clinical social worker to WWU where she taught the audience stress relieving activities and movements
- Life in color – 2 students in my community and organizational development class organized a LEAD event to discuss bullying in middle schools and then created painted murals to hang in the Mexico Middle School.
- BACA – Bikers Against Child Abuse – I organized BACA to come to campus and present on their organization and educate our students about child abuse services in the state. We collected denim vests to give to their organization

- Becoming an advocate – Kiona Sinks spoke about becoming an advocate and the importance of cultural diversity within colleges and organizations. She also came to my community and organizational development class and met with my students.

**Profesor George Garner sponsored the following LEAD events during the 2018-2019 year.**

**November 2018**

- 1) Buddy Pack Program Unload and Sort
- 2) Buddy Pack Program Pack
- 3) Mom's Central Childcare

**December 2018**

- 1) Buddy Pack Program Unload and Sort
- 2) Buddy Pack Program Pack

**January 2019**

- 1) Buddy Pack Program Unload and Sort
- 2) Buddy Pack Program Pack
- 3) Mom's Central Childcare

**February 2019**

- 1) Buddy Pack Program Unload and Sort
- 2) Buddy Pack Program Pack
- 3) Mom's Central Childcare

**March 2019**

- 1) Mom's Central Childcare

**April 2018**

- 1) Buddy Pack Program Unload and Sort
- 2) Buddy Pack Program Pack
- 3) Mom's Central Childcare

**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 of our seniors completed 500 hours of internship over the academic year. Those placements included schools, child protection agencies, working with veterans, mental health facility, residential treatment facility. Each placement is competitive and the students were selected through an interview process. One student was hired by the agency during the second semester of her internship and is now a full time employee.

100% of our students who applied, were accepted to graduate school!

One student was accepted to University of Denver, Colorado

One graduate was accepted to the PeaceCorps and working in Tanzania

One student was hired by Fulton State Hospital (her internship location) and accepted to the University of Missouri Social Work Program - the State Hospital is reimbursing her for her MSW

One student was accepted to graduate school in Chicago

One student was hired by Great Circle and is working in Jefferson City

One of our graduates received the William Woods Service Learning Award which is one of the highest honors that a graduating student can receive.

**Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

This year several of our graduates from last academic year were scheduled to graduate with their masters degrees in social work and several of our students received their licensure for Clinical Social Work.

Our department has an alumni facebook closed group where alumni share job postings, graduate school recommendations and other information that alumni want to share. We have a strong alumni base who are supportive of our program and often assist our students with job placement and practicums. This year we utilized our alumni group to seek stories for WWU marketing and one of our graduates was featured on the WWU webpage showcasing her experience as a medical social worker. We also utilized this page for class assignment for SWK215 Intro where students interviewed a social worker about their job.

**Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

Elizabeth completed the mentor mentee project with student, Ari Arnold and nursing faculty Lisa Sitler.

Elizabeth reviewed a research textbook for the publisher and was asked to serve on an editorial board for Technology in Human Services journal.

George presented the following professional presentations during the academic year:

February 2019

“Kids and Cooperation”

Fulton Public Schools

Bartley Elementary

\*Recorded for Teacher Prof Dev

\*Face Book Live Streamed for parents not able to attend in person

March 2019

“Kids and Cooperation”

Fulton Public Schools

Bush Elementary

\*Face Book Live Streamed for parents not able to attend in person

April 2019

“Mental Health in Middle School Students”

WWU, speaker for SWK Community and Organization Student Assignment

## Assessment Rubric

Annual Assessment Rubric 2018

34.000 pts 80.95%

	<b>3.000 Exceeds</b>	<b>2.000 Meets</b>	<b>1.000 Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<input checked="" type="checkbox"/> N/A
Comment:	<p>the majority of the assessment is in the last few classes of the program. There is not much assessment early on in the program.</p>			

Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				

Filename: Social\_Work\_Annual\_Assessment\_2018\_2019.docx  
Directory: /Users/carriemccray/Library/Containers/com.microsoft.Word/Data/Docum  
ents  
Template: /Users/carriemccray/Library/Group Containers/UBF8T346G9.Office/User  
Content.localized/Templates.localized/Normal.dotm  
Title:  
Subject:  
Author: Microsoft Office User  
Keywords:  
Comments:  
Creation Date: 11/30/20 6:42:00 PM  
Change Number: 2  
Last Saved On: 11/30/20 6:42:00 PM  
Last Saved By: Microsoft Office User  
Total Editing Time: 0 Minutes  
Last Printed On: 11/30/20 6:42:00 PM  
As of Last Complete Printing  
Number of Pages: 79  
Number of Words: 19,748 (approx.)  
Number of Characters: 112,570 (approx.)