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**WILLIAM WOODS  
UNIVERSITY**

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**Social Work Annual Assessment 2019-2020**

## Contents

ANNUAL ASSESSMENT 2019-2020 .....	3
SOCIAL WORK.....	3
PROGRAM PROFILE .....	3
PROGRAM ASSESSMENT.....	5
CURRICULUM MAP.....	10
ASSESSMENT FINDINGS .....	16
PROGRAM ACTIVITIES.....	62
ASSESSMENT RUBRIC.....	66

## Annual Assessment 2019-2020

### 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

##### Student Majors 2018-19

19

##### Students Majors 2019-2020

31

##### Student Minors 2018-19

9

##### Student Minors 2019-20

10

##### Concentrations 2018-19

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

N/A

##### Concentrations 2019-20

*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 inter-professional 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-</b>	apply and communicate understanding of the importance of diversity and difference in shaping life

<b>2015.1.B.1.a</b>	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-</b>	Social workers understand that engagement is an ongoing component of the dynamic and interactive

<b>2015.1.F.1</b>	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 inter-professional 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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. 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 evidence informed 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational 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;

CSWE-2015.1.H.1.d	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
CSWE-2015.1.H.1.e	facilitate effective transitions and endings that advance mutually agreed-on goals.
CSWE-2015.1.I	Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
CSWE-2015.1.I.1	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:
CSWE-2015.1.I.1.a	select and use appropriate methods for evaluation of outcomes;
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;
CSWE-2015.1.I.1.c	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
CSWE-2015.1.I.1.d	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### Alignment to the University Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

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

### General Education Alignment to Program

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

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

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

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

## **NSSE Objectives Discussed Fall 2019**

### **Program Alignment to NSSE Objectives**

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*

1) We worked with the art department, education department and the Missouri Gold this year. We partnered with Bethanie Irons to plan an interactive art party for children from the Central Missouri Dream factory. We utilized education faculty to speak in our social work classes to talk about mandated reporting and child abuse and bullying in schools. Missouri Gold partnered with us on the Out of Darkness suicide walk planning. I also utilized this program for guest speakers on suicide prevention and substance abuse for veterans. Finally, we worked with the athletics department for collaboration on fall suicide awareness campaign.

2 & 3) Current social issues are critical to our program and curriculum. Papers and assignments were designed around current news stories and issues affecting clients. Class sessions would begin with current news or updates. Students followed current bills and policies, wrote reflections, and interviewed professionals in the field. We also added interviews to all research papers so that students would have a direct source.

## Curriculum Map

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

### Social Work 2016-2017

	SWK 215	SWK 230	SWK 312	SWK 313	SWK 315	SWK 314	SWK 316	SWK 317
<b>CSWE-2015.1.A</b> Competency 1 Demonstrate Ethical and Professional Behavior	I	I, R				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	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	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	R
<b>CSWE-2015.1.A.1.d</b> use technology ethically and appropriately to facilitate practice outcomes; and	I	R				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	R
<b>CSWE-2015.1.B</b> Competency 2 Engage Diversity and Difference in Practice	I	R				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	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	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	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	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	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>SWK 317</b>
<b>CSWE-2015.1.C.1.b</b> engage in practices that advance social, economic, and environmental justice.	I	R	R	R	R	R	R	R
<b>CSWE-2015.1.D</b> Competency 4 Engage In Practice-informed Research and Research-informed Practice	I	I	R	M, A	R	R	R	R
<b>CSWE-2015.1.D.1.a</b> use practice experience and theory to inform scientific inquiry and research;	I	I	R	M, A	R	R	R	R
<b>CSWE-2015.1.D.1.b</b> apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	I	I	R	M, A	R	R	R	R
<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	R
<b>CSWE-2015.1.E</b> Competency 5 Engage in Policy Practice	I	I	R	M, A	R	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	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	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	R
<b>CSWE-2015.1.F</b> Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities	I	I, R	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	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	R
<b>CSWE-2015.1.G</b> Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	I	R	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	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	I, R



	SWK 215	SWK 230	SWK 312	SWK 313	SWK 315	SWK 314	SWK 316	SWK 317
<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 338	SWK 450	SWK 451	SWK 452	SWK 453
<b>CSWE-2015.1.A</b> Competency 1 Demonstrate Ethical and Professional Behavior	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	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	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	A	A	A	A
<b>CSWE-2015.1.A.1.d</b> use technology ethically and appropriately to facilitate practice outcomes; and	R	A	A	A	A
<b>CSWE-2015.1.A.1.e</b> use supervision and consultation to guide professional judgment and behavior.	R	A	A	A	A
<b>CSWE-2015.1.B</b> Competency 2 Engage Diversity and Difference in Practice	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	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	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	A	A	A	A
<b>CSWE-2015.1.C</b> Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice	R	R	R	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	R	R	R	A	A

	<b>SWK 338</b>	<b>SWK 450</b>	<b>SWK 451</b>	<b>SWK 452</b>	<b>SWK 453</b>
system levels; and					
<b>CSWE-2015.1.C.1.b</b> engage in practices that advance social, economic, and environmental justice.	R	R	R	A	A
<b>CSWE-2015.1.D</b> Competency 4 Engage In Practice-informed Research and Research-informed Practice	R	R	M	A	A
<b>CSWE-2015.1.D.1.a</b> use practice experience and theory to inform scientific inquiry and research;	R	R	M	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	R	M	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	R	M	A	A
<b>CSWE-2015.1.E</b> Competency 5 Engage in Policy Practice	R	R	M, A	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	R	M, A	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	R	A, M	A	A
<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	R	M, A	A, M	A, M
<b>CSWE-2015.1.F</b> Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities	R	R	R	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	R	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	R	A, M	A, M
<b>CSWE-2015.1.G</b> Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	R	R	R	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	R	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	I, R	R	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	R	A	A
<b>CSWE-2015.1.G.1.d</b> select appropriate intervention	R	R	R	A	A

	<b>SWK 338</b>	<b>SWK 450</b>	<b>SWK 451</b>	<b>SWK 452</b>	<b>SWK 453</b>
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	R	R	R	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	R	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	R	A	A
<b>CSWE-2015.1.H.1.c</b> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	I	I	R	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	I		A, M	A, M
<b>CSWE-2015.1.H.1.e</b> facilitate effective transitions and endings that advance mutually agreed-on goals.	I			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
<b>CSWE-2015.1.I.1.a</b> select and use appropriate methods for evaluation of outcomes;				A, M	A, M
<b>CSWE-2015.1.I.1.b</b> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	R	R		A, M	A, M
<b>CSWE-2015.1.I.1.c</b> critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	I			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
<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
<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 2016-2017

CSWE-2015.1.A Competency 1 Demonstrate Ethical and Professional Behavior				
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			
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.			

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

<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	Has the criterion Students will earn 3 or 4 on field instructor ratings, self-evaluation			

Report	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.b use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

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

<b>CSWE-2015.1.A.1.d use technology ethically and appropriately to facilitate practice outcomes; and</b>				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 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</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement</b>

Measure			Assessments	Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings, self-evaluation scale, and portfolio rubric been met yet? 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.

**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.			
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**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
	Has the criterion Students will earn 3 or 4 on field instructor ratings, self-evaluation scale, and portfolio rubric been met yet? Met			

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

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

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

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

<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.B.1.b present themselves as learners and engage clients and constituencies as experts of their own experiences; and
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<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 - Survey of Advisory Board	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.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.

<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>				
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.C Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice				
<b>SWK 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 452</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? 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 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				
<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.			

<b>CSWE-2015.1.C.1.b engage in practices that advance social, economic, and environmental justice.</b>				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 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.			

<b>CSWE-2015.1.D Competency 4 Engage In Practice-informed Research and Research-informed Practice</b>				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet?			

	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 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**

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

**SWK 453**

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

<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.D.1.b apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
<b>SWK 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings, self-evaluation scale, and portfolio rubric been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 451</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings, self-evaluation scale, and portfolio rubric been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 452</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will earn 3 or 4 on field instructor ratings, self-evaluation scale, and portfolio rubric been met yet? Met			
Indirect - Student Self-Assessment	No data has been entered.			
Direct - Portfolio Review	No data has been entered.			
<b>SWK 453</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion 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.c use and translate research evidence to inform and improve practice, policy, and service delivery.				
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	Criterion	Summary	Attachments of the	Improvement

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

#### SWK 451

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.			

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

<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.E.1.b assess how social welfare and economic policies impact the delivery of and access to social services;				
<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.E.1.c apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

<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.			

**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.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	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor			

Report	evaluations, self-evaluation and portfolio been met yet? 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 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.			

<b>SWK 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? 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 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

<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.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.			

<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.			

<b>CSWE-2015.1.G Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities</b>				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor evaluations, self-evaluation and portfolio been met yet? 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 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.			

  

<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	Has the criterion 90% of our students will earn a 3 or 4 on their field instructor			

Report	evaluations, self-evaluation and portfolio been met yet? 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 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;

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

<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 - Observation Report	No data has been entered.			
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#### 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			
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.			

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

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.			

<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.H.1.c use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;				
<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.			

<b>CSWE-2015.1.H.1.d</b> negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and				
<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.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			
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.l.1.a select and use appropriate methods for evaluation of outcomes;

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

<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.l.1.c critically analyze, monitor, and evaluate intervention and program processes and outcomes; and				
<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.			

<b>CSWE-2015.1.I.1.d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</b>				
<b>SWK 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion 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.			

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.			

### 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. **All practice behaviors were met this year, and we met all competencies.**

This year we implemented the following changes to improve our curriculum:

Increased focus on the NASW Code of Ethics in all practice classes.

Increase number of research assignments that use evidence based practice.

Increase number of case analyses in all practice classes.

Increased the number of research papers over 5 pages.

Increased the assignments in Intervention Strategies to focus on case planning and interventions.

Increased the focus of HBSE to include social work roles.

These changes were based on the assessment results from last year. This year's assessment demonstrated that these changes worked as all of our students scored above a 3 (meets expectations) on the field evaluation, portfolio and self-evaluation.

## Improvement Narrative List

### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## Program Activities

### Student Performance Review

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

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 procedures. This year we conducted 4 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.*

assessment\_day\_rubric.docx

swk\_interview\_scoring.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?*

This year we used virtual Portfolios for our senior showcase. Students created their portfolios online using google site and shared with the class. We used the portfolios to share with our advisory board as well.

Shelby Scott: <https://sites.google.com/s/1E7KOiQoSutm-IMrhZPrI15bMgH41ssTh/p/11ZWvBFk-0mb5g4UBWQP3WcNOvI9yclrb/edit>

Mikayla Miller: <https://sites.google.com/view/mikaylamiller/home>

Tiffney Diehl: <https://sites.google.com/s/1uGLfdYfzLaRdzmHiET404U5uw2cpwQF5/edit?ts=5e836f70>

Michalah Knarr: <https://sites.google.com/view/michaelah-knarr-portfolio>

Andy Brendell:

Anna Counts

### **Assessment Rubrics**

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

portfolio\_instructions.docx

portfoio\_findings.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:

#### **SERVICE 2019-2020**

1. RESPOND training- This year Dr. Wilson partnered with Counseling and Health Services to provide three 8-hour RESPOND trainings on campus. This training was to teach suicide warning signs and how to help a student who might be experiencing a mental health crisis. <https://news.williamwoods.edu/index.php/william-woods-university-faculty-and-staff-train-to-respond-to-mental-health-crises/> <https://www.instagram.com/p/B58i-MCBxRq/>
2. Buddy Packs – Professor Garner coordinated monthly service opportunities for students to unload, sort, pack and deliver food to K-5 children in Callaway County. This benefits 4 school districts in Callaway County.
3. Professor Garner and SWK 230-Interaction Skills partnered with Central MO Community Action Poverty Simulation to help facilitate a poverty simulation with freshmen students of North Callaway High School.
4. Professor Garner and SWK 314-Group Dynamics partnered with the Division of Youth Services-Rosa Parks Center for WWU students to develop and facilitate educational groups with residents in their treatment facility.

5. Professor Garner and SWK 230-Interaction Skills partnered with Mexico Middle School to help facilitate the national simulation program Reality Store. All 8<sup>th</sup> grad students from 5 school districts in Audrain County participated in this event.
6. Professor Garner developed and coordinated Hornet WINGS (lunch mentor program) for the Fulton Public Schools District and trained 50 WWU students to become mentors with K-8 students. Mentors ate with their respective student one time per week.
7. Professor Garner took SWK 230-Interaction Skills on agency field trips for students to engage with social workers and consumers. Agencies included: SERVE, Children's Division, Division of Youth Services, Fulton State Hospital, Mexico Veteran's Home, and Department of Corrections Substance Abuse Program.
8. Maintained WWU Social Work social media account - <https://www.facebook.com/William-Woods-University-Social-Work-340389832102/> - will be adding twitter and Instagram
9. Community meetings – Our students and faculty attended monthly CRN (community resource network) meetings to learn about resources in the community and to volunteer
10. Community needs assessment with Callaway County Community – Dr. Wilson partnered with Central Missouri Community Action to help plan, conduct, and assess the 2020 community needs assessment. BSW students also helped in collecting the surveys and identifying gaps in services.
11. Poverty simulation – brought students to the Central Missouri Poverty Simulation
12. COVID alumni speakers – Dr. Wilson organized an alumni speaker series during the COVID pandemic to learn about social work services around the country
13. Guest speakers in class – 16 professional social workers as guest speakers in classes this year
14. HBSE students passed out teddy bears with Callaway County Administrators office at the Mexico Veterans Home and Riverside Nursing Home
15. SWK215 students helped sort and organize Toys for tots in Jefferson City with the Marine Corps
16. WWU BSW program collaborated in the fall for a suicide awareness campaign with athletics
17. Policy Day Cancelled due to COVID
18. Lifestory cancelled due to COVID
19. Out of Darkness Walk Cancelled

### **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.*

#### **LEAD events 2019-2020**

During the 2019-2020 academic year our program sponsored **LEAD events** for the campus. Most of these events were also open to the public and had members of the public in attendance. They are described below.

#### **Social Work Lunch and Learn Series – the last Tuesday of each month we had a professional social work speaker who presented about their career in our profession.**

1. Missouri Children's Division – investigating child abuse and neglect, foster care, and adoption
2. Missouri Attorney General's Office, Safe at Home program – exploring resources for victims of domestic violence in Missouri
3. CARDV clothesline project – we listened to the Executive Director of CARDV speak about local services for victims of domestic violence
4. CARDV In Her Shoes experiential learning where participants walk through a month in the life of a victim of domestic violence
5. Missouri Association of Prosecuting Attorneys Victim Advocate – we learned the history of victim advocacy in Missouri and current updates to the laws
6. 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.
7. Stu22 speaker –The executive director came to campus to share the story of their son's death, teach the warning signs to prevent suicide
8. MU School of Social Work graduate school presentation
9. Organized School of Social Science LEAD event

10. Bridging Difference Symposium – I assisted in organizing and planning 4 events
11. Monthly Participation with Buddy Pack Program (1 LEAD point)
12. Hornet WINGS Lunch Mentor Training (1 LEAD point)

#### **LEAD events that were cancelled due to COVID**

1. Out of the Darkness Suicide Walk
2. Art Party with Dream Factory
3. Kionna Sinks – Conversations on Inclusive Communities
4. Sex Trafficking – Dr. Kathleen Preble University of Missouri social work month speaker
5. BACA – Bikers Against Child Abuse –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
6. Social Work Career Fair – we worked with Career Services to organize career day but was cancelled due to Covid
7. Buddy Packs

#### **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.*

One of our seniors was awarded the William Woods Service Award for contributions to the campus and community. [https://news.williamwoods.edu/index.php/fulton-resident-wins-prestigious-service-award-from-william-woods-university/?fbclid=IwAR3yw-7MD-UYEaVHF31hCEBISQTrG-OBirCVxl\\_MvtJcIDc3Mqviw7Aw8bk](https://news.williamwoods.edu/index.php/fulton-resident-wins-prestigious-service-award-from-william-woods-university/?fbclid=IwAR3yw-7MD-UYEaVHF31hCEBISQTrG-OBirCVxl_MvtJcIDc3Mqviw7Aw8bk)

100% of our students who applied, were accepted to graduate school! All of our seniors completed over 400 hours of field internship.

#### **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.*

Two of our graduating seniors were accepted to graduate school and begin in the fall.

One student was hired by Missouri Children's Division

One graduate was hired by her field internship, Safe Care in Fulton

One graduate moved out of state and was offered a job in the field.

One student will graduate this summer.

One student was offered a job by her field placement in Jefferson City.

3 alumni graduated with their masters of social work

#### **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.*

WWU program and Dr. Wilson awarded Jane Bierdeman-Fike Humanitarian Award

<https://www.fultonsun.com/news/local/story/2019/dec/15/2019-jane-bierdeman-fike-award-winner-named/808296/>

## Assessment Rubric

	3.000 <b>Exceeds</b>	2.000 <b>Meets</b>	1.000 <b>Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	<p>✓ 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>✓ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✓ The mission statement is minimal at best.</p>	<p>✓ N/A</p>
Comment:				
Reflection on Retention weight: 1.000	<p>✓ 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>✓ The program provides a basic reflection on the retention data provided.</p>	<p>✓ The program does not reflect on retention data in a detailed way.</p>	<p>✓ N/A</p>
Comment:				
Defines External Accreditation Standards weight: 1.000	<p>✓ 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>✓ The program provides a basic explanation of the accreditation organizations in the field.</p>	<p>✓ The program fails to provide any accreditation information.</p>	<p>✓ N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p>✓ 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>✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p>✓ The curriculum map is detailed and complete.</p>	<p>✓ The curriculum map is complete</p>	<p>✓ The curriculum map is not complete</p>	<p>✓ N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p>✓ 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>✓ 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>✓ 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>	<p>✓ N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p>✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p>✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p>✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p>✓ N/A</p>
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:				