

## Student Outcomes Assessment & Success Reports

### Annual Reporting Guidelines for Academic Programs

#### Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

#### Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 21-22**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. **NEW FOR 2022:** Complete either the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

**For programs currently undergoing accreditation review:** It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

#### Deadlines

To accommodate demands on faculty time and programs undergoing accreditation or program review, SOASR will be accepted on a rolling basis.

**CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.**

**Early Submission:**  
**September 1, 2022**

**Last Day to Submit:**  
**November 23, 2022**

**How to Submit:**  
Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

**For assistance contact Kelley Woods-Johnson:**  
**[kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu)** or **x7975**, or visit **Fall Office Hours in the FCTE, Tuesdays 8:30a-9:30a & Wednesdays 3:30p-4:30p or by appt.**



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<b>Academic Program:</b>	Social Work	<b>Date:</b>	11/20/22
<b>Author(s):</b>	Robin P Bonifas		
<p>Verify that each of the following documents is correct and current on the <a href="#">ISU Assessment Results Webpage</a> by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment &amp; Accreditation Coordinator at <a href="mailto:kelley.woods-johnson@indstate.edu">kelley.woods-johnson@indstate.edu</a>.</p>			<p><input type="checkbox"/> Learning Outcomes - <i>Not current</i></p> <p><input type="checkbox"/> Curriculum Map – <i>Broken link</i></p> <p><input type="checkbox"/> Assessment Plan - <i>Missing</i></p>
<p>Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.</p>			<p><input type="checkbox"/> Yes X No <input type="checkbox"/> Hybrid</p>

**Student Learning Outcomes Assessment** Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
<p><b>MSW Program - Competencies 1-10 relate to CSWE Accreditation Requirements under EPAS 2015, see <a href="https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS">https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS</a></b></p>						
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 605 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 605 Ethics Presentation 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation	Rubric  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	100%
		<u>Clinical Practice Year</u> 4. SOWK 615 Career Long Learning Paper 5. SOWK 615 Field Evaluation	Rubric  Field Instructor evaluation		85%	99%
Competency 2: Engage Diversity and Difference in Practice	SOWK 504 SOWK 605 SOWK 615 SOWK 620	<u>Generalist Practice Year</u> 1. SOWK 504 Midterm Exam 2. SOWK 605 Field Presentation	Exam key  Rubric	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	100%



		3. SOWK 605 Field Evaluation <u>Clinical Practice Year</u> 4. SOWK 615 Field Evaluation 5. SOWK 620 Culminating Project - Engagement	Field Instructor evaluation  Field Instructor evaluation Rubric		  100%	  99%
Competency 3: Advanced Human Rights and Social, Economic, and Environmental Justice	SOWK 506 SOWK 605 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 506 Macro Project Proposal 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation <u>Clinical Practice Year</u> 4. SOWK 615 Field Journal 5. SOWK 615 Field Evaluation	Rubric  Rubric  Field Instructor evaluation  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	100%
					100%	99.5%
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	SOWK 507 SOWK 605 SOWK 606 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 507 Literature Review 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation <u>Clinical Practice Year</u> 4. SOWK 606 Evidence Based Practice Paper 5. SOWK 615 Field Evaluation	Rubric  Rubric  Field Instructor evaluation  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	100%
					100%	94.5%
Competency 5: Engage in Policy Practice	SOWK 502 SOWK 605 SOWK 607 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 502 Social Policy Paper 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation	Rubric  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	87%	99%



		<u>Clinical Practice Year</u> 4. SOWK 607 Social Policy Analysis Paper 5. SOWK 615 Field Evaluation	Rubric  Field Instructor evaluation		83%	97.5%
Competency 6: Engage with individuals, families, groups, organizations, and communities.	SOWK 503 SOWK 605 SOWK 603 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 503 Practice Framework Simulation – Engagement 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation	Rubric  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	100%
		<u>Clinical Practice Year</u> 4. SOWK 603 Psychotherapy Module – Setting Goals 5. SOWK 603 Psychotherapy Module – Intervene 6. SOWK 615 Field Evaluation	Rubric  Rubric  Field Instructor evaluation		90%	97%
Competency 7: Assess individuals, families, groups, organizations, and communities.	SOWK 506 SOWK 605 SOWK 615 SOWK 620	<u>Generalist Practice Year</u> 1. SOWK 503 Biopsychosocial Assessment 2. SOWK 506 Needs Assessment 3. SOWK 605 Field Presentation 4. SOWK 605 Field Evaluation	Rubric  Rubric  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	99%
		<u>Clinical Practice Year</u> 5. SOWK 615 Field Evaluation 6. SOWK 620 Culminating Project - Assessment	Field Instructor evaluation Rubric		100%	96.5%



Competency 8: Intervene with individuals, families, groups, organizations, and communities.	SOWK 503 SOWK 605 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 503 Biopsychosocial – Spiritual Assessment and Treatment Plan 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation	Rubric  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	85%	82%
		<u>Clinical Practice Year</u> 4. SOWK 615 Clinical Staffing Presentation – Intervene 5. SOWK 615 Field Evaluation	Rubric  Field Instructor evaluation		97%	96.5%
Competency 9: Evaluate individuals, families, groups, organizations, and communities.	SOWK 505 SOWK 605 SOWK 615 SOWK 620	<u>Generalist Practice Year</u> 1. SOWK 505 Photo Voice Community Theory Presentation 2. SOWK 605 Field Presentation 3. SOWK 605 Field Evaluation	Rubric  Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	93.25%
		<u>Clinical Practice Year</u> 4. SOWK 615 Field Evaluation 5. SOWK 620 Culminating Project - Evaluation	Field Instructor evaluation Rubric		99%	96.5%
Competency 10: Practice effectively within a rural social work context.	SOWK 501 SOWK 605 SOWK 601 SOWK 615	<u>Generalist Practice Year</u> 1. SOWK 501 Interview paper 2. SOWK 605 Field Evaluation	Rubric  Field Instructor evaluation	80% of students will achieve an 80% or higher score on combined measures for each year.	100%	100%
		<u>Clinical Practice Year</u> 3. SOWK 601 Rural Ethics Culturally and Spiritually Sensitive Assessment Simulation	Rubric		84%	83%



		4. SOWK 601 Cultural Competency Paper 5. SOWK 615 Field Evaluation	Rubric  Field Instructor evaluation			
<b>BSW Program – Competencies 1-9 relate to CSWE Accreditation Requirements under EPAS 2015, see <a href="https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS">https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS</a></b>						
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 494 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 494 Comprehensive Exam (values questions)	Field Instructor evaluation Exam Key	80% of students will achieve an 80% or higher score on combined measures	100%	94.5%
Competency 2: Engage Diversity and Difference in Practice	SOWK 498 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 498 Diversity Presentation	Field Instructor evaluation Rubric	80% of students will achieve an 80% or higher score on combined measures	100%	94%
Competency 3: Advanced Human Rights and Social, Economic, and Environmental Justice	SOWK 491 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 491 Grant proposal	Field Instructor evaluation Rubric	80% of students will achieve an 80% or higher score on combined measures	91.65%	93.5%
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	SOWK 490 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 490 General Intervention Model Paper	Field Instructor evaluation Rubric	75% of students will achieve an 75% or higher score on combined measures	90%	88.5%
Competency 5: Engage in Policy Practice	SOWK 494 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 494 Policy Paper	Field Instructor evaluation Rubric	75% of students will achieve an 75% or higher score on combined measures	100%	92.4%
Competency 6: Engage with individuals, families, groups, organizations, and communities.	SOWK 493 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 493 Group Simulation	Field Instructor evaluation Rubric	80% of students will achieve an 80% or higher score on combined measures	100%	92.2%
Competency 7: Assess individuals, families, groups, organizations, and communities.	SOWK 490 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 499 Planning Simulation	Field Instructor evaluation Rubric	80% of students will achieve an 80% or higher score on combined measures	100%	89.3%
Competency 8: Intervene with individuals, families, groups, organizations, and communities.	SOWK 499	1. SOWK 499 Field Evaluation	Field Instructor evaluation Rubric	80% of students will achieve an 80% or higher	100%	92.4%



		2. SOWK 499 Process Recording		score on combined measures		
Competency 9: Evaluate individuals, families, groups, organizations, and communities.	SOWK 490 SOWK 499	1. SOWK 499 Field Evaluation 2. SOWK 499 Planning Simulation	Field Instructor evaluation Rubric	75% of students will achieve an 75% or higher score on combined measures	100%	89.3%

### Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	The faculty host Student Success meetings to support students who are struggling academically (in the classroom) or professionally (in field internship). These success interventions help target individual areas of student challenge and facilitate student-centered intervention, thereby promoting retention.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	<ol style="list-style-type: none"> <li>1. Cohort Sizes: MSW - 26; BSW -99</li> <li>2. Year-to-Year Retention: First Time freshman Fall 2021 - 67.65%; First Time Transfer Fall 2021 - 60%</li> <li>3. 5-Year Graduation Rate – 34.72 (this number is lower than past years and could potentially reflect an error or pandemic-related changes)</li> <li>4. Average time to completion: Undergraduate 3.6 years; Graduate 2.0 years.</li> </ol> <p>The learning experiences for SOWK 130 <i>Introduction to Social Welfare</i> have been redesigned to better attract students to the profession; in particular, heavy assignment expectations have been eliminated and replaced with immersion activities that expose students to practice and service delivery in community agencies.</p> <p>In addition, the Department is actively engaged in aligning programs to meet the needs of first-generation students and students of color by increasing faculty diversity and by eliminating program requirements that hinder access to the program. For example, many students struggle with statistics requirement; in reviewing the syllabi for statistics options, faculty noted that content did not meet social work students’ learning needs. The requirement is being eliminated and instead necessary statistics information will be incorporated into required research/program evaluation courses.</p>



	The Department is engaging in numerous internal and external recruitment activities to strengthen enrollment in the BSW and MSW program. For example, faculty met with high school students and incoming freshmen throughout the summer, are hosting on campus and online visits with regional two-year programs and 4-year programs without an MSW option and are promoting the advance standing MSW program to BSW students. BSW student interest in the advance standing program is the highest it has been since the pandemic.
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If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

**Continuous Quality Improvement**

<p>Describe primary insights gained from analysis of findings.  <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p><u>BSW Program</u>  Undergraduate student achievement of benchmarks improved across all competencies between 2020-2021 and 2021-2022. In particular, one curricular revision implemented in SOWK 490 was deemed a contributing factor to student gains in Competencies 6-9. The revision incorporated nine additional simulations into the student experience for a total of ten simulations. The curriculum was broken down by teaching each individual step of the General Intervention Model in social work, allowing for in class practice, then using a simulation to practice the learned skill in a realistic practice environment.</p> <p><u>MSW Program</u>  Although graduate student achievement in all benchmarks were met, declines from the previous year were noted in one area for both the generalist and clinical year: policy practice; and in two areas for the clinical year: ethical/professional behavior and client engagement. The declines are associated with in-class assignments rather than the field evaluation, and appear related to changes in instructor evaluation processes (i.e. measurement error). The MSW curriculum committee is assessing for other contributing factors. At the same time, graduate student benchmarks increased in three areas: assessment, research, and evaluation. Historically, research and evaluation have been areas of struggle, so the gains are celebrated. Improvements stem from stronger linkage of research methods to practice evaluation within the curriculum. The gains in assessment are linked to reorganizing the curriculum such that students complete SOWK 606 – Advanced Clinical Practice before beginning the clinical year internship rather than completing it conjointly.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p><u>BSW Program - Course specific changes</u>  Given the positive outcomes associated with incorporating additional micro-simulations in SOWK 490 <i>Generalist Practice II</i>, micro simulations will also be</p>



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	<p>incorporated in SOWK 480 <i>Generalist Practice I</i>. Faculty anticipate this will facilitate student preparation for the simulation experiences in SOWK 490, thus further bolstering student learning outcomes in both courses.</p> <p>Although students have met Competency 1 <i>Demonstrate Ethical and Professional Behavior</i> and exceeded last year's performance, course design and measurement outcomes for SOWK 494 will be redesigned for Spring 2023 to align more strongly with accreditation requirements. In particular, both EPAS 2015 and 2022 require assessment outcomes linked to four domains: knowledge, skills, cognitive processes, and affective processes. In its current form, SOWK 494 addresses primarily knowledge outcomes. As the "capstone" course for the BSW program, faculty believe the course and associated outcome measures would be strengthened by emphasizes all four domains. As such, students will complete assignments that apply knowledge to practice via case studies and case discussions rather than rote demonstration of knowledge via a comprehensive exam.</p> <p><u>BSW Program - Assessment specific changes</u> To further strengthen assessment procedures, assignment-specific outcomes data will be reported to the BSW Director throughout the semester, rather than waiting to submit scores at the end of the semester. This will enable the BSW Director to be informed immediately when students have not met the benchmarks.</p> <p><u>MSW Program - Course specific changes</u> Although not specifically reflected in the above assessment outcomes, SOWK 620 is being revised for Spring 2023 to reflect national data released by the Association of Social Work Boards (ASWB) indicating ethnic disparity in licensing exam pass rates. Exam preparation materials and experiences are being incorporated into the course to help address this disparity for our MSW students.</p> <p><u>MSW Program - Assessment specific changes</u> The MSW Program Committee is assessing what may have contributed to benchmark declines noted above and will be revising assessment strategies accordingly. For example, evaluation procedures may benefit from refinement to minimize measurement error associated with differences in instructor style.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Assessment will continue to focus on the competencies required for accreditation; revisions to accreditation standards via EPAS 2022 necessitate additional focus on anti-</p>

	<p>racism, diversity, equity, and inclusion. The Program Committees will be updating measures to capture outcomes in this area.</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>Faculty teaching each course complete assessment measures, which are then compiled and interpreted by the Program Directors (BSW or MSW) and shared with the Program Committee. The Program Committee is comprised of all faculty teaching in the program; they determine findings-based actions and assessment improvement strategies in consultation with the Chair. The overall findings are discussed during Department meetings with all faculty and are shared online with stakeholders as required for Accreditation. In addition, findings are discussed with Field Instructors and Advisory Council members during team meetings.</p>

Updated July 2022



## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: MSW Social Work Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

**Evaluation Key:** Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p><b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>	<p>LO language is directly aligned with CSWE accreditation requirements – language is linked</p>	<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	<p>Some of the competencies are very broad – presumably there are more granular outcomes/objectives the assessment is based upon? No need to add these, but maybe make note, as the combined measures approach does not help infer this.</p>	<p>Exemplary</p>
<p><b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Very strong assessment approach samples from multiple displays of student performance in various points of the curriculum. Major assignments are across outcomes, clinical feedback is provided, and relevant, rich displays of learning are utilized.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		<p>Exemplary</p>

<p><b>Results &amp; Analysis</b> Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Analysis includes thoughtful reflection on student performance trends, including insights into measurement error issues and observable impacts from curricular changes intended to improve student clinical performance.</p>	<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>I loved the note in the Student Success section about how faculty adapted curriculum in regards to statistics to ensure disciplinary appropriateness while removing unnecessary barriers for students. Although it isn't directly LO assessment, it would be really interesting to see data in any future reports comparing student data prior to/after this change to see how this change influenced the intended goal.</p> <p>It seems evident from the variations in the data that rubrics for assignments used to evaluate student mastery of multiple competencies are likely analytical, isolating each individual outcome for precise assessment. If I am incorrect in this assumption, it would be helpful to do so to produce stronger data. No need to reference this in future reports – just something I wanted to note.</p>	<p>Exemplary</p>
<p><b>Continuous Improvement</b> Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Clear continuous improvement focus as evidenced by thoughtful analysis of performance dips, despite consistent exceeding of baseline expectations, as well as continued review of curriculum based on accreditation standards and professional trends.</p> <p>Assessment clearly is a shared activity, informs practice, and is shared with a broad audience of stakeholders.</p>	<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>Noting that ASWB is monitoring trends in ethnic disparities in licensing exam pass rates, consider whether disaggregating data for any/all competencies would provide insights into whether ISU MSW students are reflecting those trends. If able, analyze whether ISU MSW grads reflect those trends when they sit for exams.</p>	<p>Exemplary</p>

Contact Kelley Woods-Johnson at [kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu) or x7975 with questions or for support.