

**Student Learning Summary Form AY2015-16**

**Due to your dean by June 1**

**Due from dean to assessment office by June 15**

**Degree Program Name:** \_\_\_\_\_ Social Work MSW \_\_\_\_\_ **Contact Name and Email** Robert Guell, Dianna Cooper-Bolinskey, and Diane VanCleave \_\_\_\_\_

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

**Part One**

<b>a. What learning outcomes did you assess this year?</b>  If this is a graduate program, indicate the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.	<b>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b>	<b>c. What expectations did you establish for achievement of the outcome?</b>	<b>d. What were the actual results?</b>	<b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b>		
C1:Identify as a professional social worker & conduct oneself accordingly. PB 1: Advocate for client access to social work	615 Final Field Evaluation 615 Case Study	<table border="1"> <tr><td>80</td></tr> <tr><td>80</td></tr> </table>	80	80	96.67 95.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
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C1:Identify as a professional social worker & conduct oneself accordingly. PB 2: Practice personal reflection and self correction	620 Culminating Project 615 Career Long Learning Paper	<table border="1"> <tr><td>80</td></tr> <tr><td>80</td></tr> </table>	80	80	100 88.33	Relevant Course instructor and BSW Director; Email in May discussion in August.
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C1: Identify as a professional social worker & conduct oneself accordingly. PB 3: Attend to professional roles and boundaries	615 Final Field Evaluation 610 Process Recording	<table border="1"> <tr><td>80</td></tr> <tr><td>80</td></tr> </table>	80	80	97.27 99.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
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C1:Identify as a professional social worker & conduct oneself accordingly. PB 4: Demonstrate professional demeanor	615 Final Field Evaluation 620 Culminating Project 615 Clinical Staffing Presentation		98.33 100 100	Relevant Course instructor and BSW Director; Email in May discussion in August.		
C1:Identify as a professional social worker & conduct oneself accordingly. PB 5: Engage in career long learning	615 Career Long Learning Paper 620 Culminating Project	<table border="1"> <tr><td>80</td></tr> <tr><td>80</td></tr> </table>	80	80	96.67 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
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C1:Identify as a professional social worker & conduct oneself accordingly. PB 6: Use supervision and consultation	615 Final Field Evaluation 615 Field Journal	<table border="1"> <tr><td>80</td></tr> <tr><td>80</td></tr> </table>	80	80	95 94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
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C1:Identify as a professional social worker & conduct oneself accordingly. APBC1 Readily identify as social work professional	615 Final Field Evaluation 606 IPE Event	<table border="1"> <tr><td>80</td></tr> <tr><td>80</td></tr> </table>	80	80	94.17 92.73	Relevant Course instructor and BSW Director; Email in May discussion in August.
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C1:Identify as a professional social worker & conduct oneself accordingly. APBC2 Demonstrate professional use of self with clients	615 Final Field Evaluation	80	94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
	610 Process Recording	80		
C1:Identify as a professional social worker & conduct oneself accordingly. APBC3 Understand and identify professional strengths, limitations, and challenges	615 Field Journal	80	94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Career Long Learning Paper	80		
C1:Identify as a professional social worker & conduct oneself accordingly. APBC4 Develop, manage, and maintain therapeutic relationships with clients	615 Final Field Evaluation	80	95	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Clinical Staffing Presentation	80		
C1:Identify as a professional social worker & conduct oneself accordingly. APBSU1 Identify opportunities for social work involvement in prevention of substance use disorders	620 Culminating Project	80	20.8	Relevant Course instructor and BSW Director; Email in May discussion in August.
	550 Policy Paper	80		

C2.:Apply social work ethical principals to guide professional practice. PB 7: Recognize and manage personal values	610 Process Recording 615 Case Study	80 80	95 97.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2.:Apply social work ethical principals to guide professional practice. PB 8: Make ethical decisions by applying standards	620 Culminating Project 610 Ethics Presentation	80 80	90.79 97.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2.:Apply social work ethical principals to guide professional practice. PB 9: Tolerate ambiguity in resolving ethical conflicts	615 Final Field Evaluation 615 Case Study	80 80	93.33 85	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2.:Apply social work ethical principals to guide professional practice. PB 10: Apply strategies of ethical reasoning	620 Culminating Project 610 Ethics Presentation	80 80	92.93 98.33	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2:Apply social work ethical principles to guide professional practice. APBC5 Apply ethical decision making to clinical issues	620 Culminating Project 610 Ethics Presentation	80 80	90.1 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2:Apply social work ethical principles to guide professional practice. APBC6 Employ strategies of ethical reasoning for technology	615 Clinical Staffing Presentation 610 Ethics Presentation	80 80	85.83 90	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2:Apply social work ethical principles to guide professional practice. APBC7 Identify and use knowledge of relationship dynamics	620 Culminating Project 615 Final Field Evaluation	80 80	100 95	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2:Apply social work ethical principles to guide professional practice. APBC8 Recognize and manage personal biases	620 Culminating Project 615 Final Field Evaluation	80 80	98.18 94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C2:Apply social work ethical principles to guide professional practice. APBSU2 Apply ethical decision making skills with substance use disorders	615 Clinical Staffing Presentation 610 Ethics Presentation	80 80	85.83 97.5	Relevant Course instructor and BSW Director; Email in May discussion in August.

C3.:Apply critical thinking to inform and communicate professional judgements.. PB 11: Distinguish, appraise, and integrate multiple sources of knowledge	620 Culminating Project	70	98.93	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Clinical Staffing Presentation	70	94.17	
C3.:Apply critical thinking to inform and communicate professional judgements.. PB 12: Analyze models of assessment, prevention, intervention, and evaluation	615 Final Field Evaluation	70	92.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Case Study	70	95.83	
C3.:Apply critical thinking to inform and communicate professional judgements.. PB 13: Demonstrate effective oral and written communication	620 Culminating Project	70	98.57	Relevant Course instructor and BSW Director; Email in May discussion in August.
	611 Research Paper	70	*	
	611 Research Presentation	70	*	
C3:Apply critical thinking to inform and communicate professional judgments. APBC9 Engage in reflective practice	620 Culminating Project	70	100	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Field Journal	70	90.83	
C3:Apply critical thinking to inform and communicate professional judgments. APBC10 Identify and articulate clients' strengths and vulnerabilities	615 Final Field Evaluation	70	91.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Clinical Staffing Presentation	70	90	
C3:Apply critical thinking to inform and communicate professional judgments. APBC11 Evaluate, select, and implement appropriate multidimensional assessment	615 Final Field Evaluation	70	90.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
	620 Culminating Project	70	97.73	
C3:Apply critical thinking to inform and communicate professional judgments. APBC12 Evaluate the strengths and weaknesses of multiple theoretical perspectives	620 Culminating Project	70	19.3	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Case Study	70	94.17	
C3:Apply critical thinking to inform and communicate professional judgments. APBC13 Communicate professional judgments	615 Final Field Evaluation	70	92.73	Relevant Course instructor and BSW Director; Email in May discussion in August.
	611 Research Paper	70	*	
	611 Research Presentation	70	*	
C3:Apply critical thinking to inform and communicate professional judgments. APBSU3 Evaluate, select, and implement appropriate assessment	615 Case Study	70	91.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
	620 Culminating Project	70	97.73	
C3:Apply critical thinking to inform and communicate professional judgments. APBSU4 Communicate effectively with diverse populations	615 Final Field Evaluation	70	91.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
	550 Addictions Case Study	70	80	

\*Data not submitted by faculty member. Interim Chair will address its omission.

C4.:Engage diversity and difference in practice.. PB 14: Recognize a culture's values, structures & beliefs	615 Final Field Evaluation	80	95	Relevant Course instructor and BSW Director; Email in May discussion in August.
	601 Cultural Competence Paper	80	91.8	
C4.:Engage diversity and difference in practice.. PB 15: Gain self awareness to eliminate the influence of personal biases and values	610 Process Recording	80	97.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Final Field Evaluation	80	94.17	
C4.:Engage diversity and difference in practice.. PB 16: Recognize and communicate the importance of difference	615 Final Field Evaluation	80	93.33	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Clinical Staffing Presentation	80	96.67	
C4.:Engage diversity and difference in practice.. PB 17: View self as learner and engage those with whom they work as informants	615 Field Journal	80	94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Final Field Evaluation	80	95	
C4:Engage diversity and difference in practice. APBC14 Research and apply knowledge of diversity	620 Culminating Project	80	98.18	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Clinical Staffing Presentation	80	93.33	
C4:Engage diversity and difference in practice. APBC15 Work effectively with diverse populations	615 Final Field Evaluation	80	94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
	620 Culminating Project	80	95.45	
C4:Engage diversity and difference in practice. APBC16 Identify and use practitioner/client differences	615 Final Field Evaluation	80	89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Field Journal	80	94.17	
C4:Engage diversity and difference in practice. APBSU5 Identify appropriate substance use disorders	615 Final Field Evaluation	80	89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
	620 Culminating Project	80	20.8	
C4:Engage diversity and difference in practice. APBSU6 Assess predictive factors competently within groups	550 Addictions Case Study	80	62.58	Relevant Course instructor and BSW Director; Email in May discussion in August.
	615 Case Study	80	10.9	
C4:Engage diversity and difference in practice. APBSU7 Analyze and compare different social construction for substance use	550 Addictions Case Study	80	71.47	Relevant Course instructor and BSW Director; Email in May discussion in August.
	620 Culminating Project	80	10.9	

C5.:Advance human rights and social and economic justice.. PB 18: Understand the forms and mechanisms of oppression and discrimination	610 Cultural Presentation 606 Risk Assessment	80 80	86.67 92.73	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5.:Advance human rights and social and economic justice.. PB 19: Advocate for human rights and social and economic justice	607 Policy Change Paper 615 Final Field Evaluation 620 Culminating Project	80 80 80	91.82 95.83 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5.:Advance human rights and social and economic justice.. PB 20: Engage in practices that advance social and economic justice	615 Final Field Evaluation 615 Clinical Staffing Presentation	80 80	91.67 92.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5:Advance human rights and social and economic justice. APBC17 Use knowledge of the effects of oppression	615 Final Field Evaluation 620 Culminating Project	80 80	92.5 91	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5:Advance human rights and social and economic justice. APBC18 Advocate at multiple levels for mental health parity	607 Policy Change Paper 620 Culminating Project	80 80	91.82 85.1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C5:Advance human rights and social and economic justice. APBSU8 Advocate at multiple levels for health promotion for populations affected by substance use disorders	607 Policy Change Paper 620 Culminating Project	80 80	91.82 12	Relevant Course instructor and BSW Director; Email in May discussion in August.

C6.:Engage in research informed practice and practice informed research.. PB 21: Use practice experience to inform scientific inquiry	611 Research Paper 615 Case Study 620 Culminating Project	70 70 70	* 90 98.75	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6.:Engage in research informed practice and practice informed research.. PB 22: Use research evidence to inform practice	606 Literature Review 615 Final Field Evaluation 620 Culminating Project	70 70 70	83.64 94.17 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBC19 Use the evidence based practice process in clinical assessment	606 EBP Paper 615 Final Field Evaluation 620 Culminating Project	70 70 70	89.09 94.17 97.73	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBC20 Participate in the generation of new clinical knowledge	611 Research Paper 611 Research Presentation	70 70	* *	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBC21 Use research methodology to evaluate clinical practice	615 Case Study 620 Culminating Project	70 70	90 95.45	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBSU9 Relate substance use disorder theories	550 Addictions Case Study 620 Culminating Project	70 70	54.29 19	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBSU10 Identify, evaluate, and select effective substance use disorder strategies	550 Addictions Case Study 620 Culminating Project	70 70	68.57 10.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBSU11 Apply foundation research skills to evaluate substance use disorders	550 Policy Paper 620 Culminating Project	70 70	68.57 10.9	Relevant Course instructor and BSW Director; Email in May discussion in August.
C6:Engage in research-informed practice and practice-informed research. APBSU12 Work collaboratively with researchers to assess intervention	615 Case Study 615 Final Field Evaluation	70 70	92.5 91.67	Relevant Course instructor and BSW Director; Email in May discussion in August.

\*Data not submitted by faculty member. Interim Chair will address its omission.

C7.:Apply human behavior and the social environment.. PB 23: Utilize conceptual frameworks	610 Process Recording 615 Final Field Evaluation 620 Culminating Project	80 80 80	100 92.5 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7.:Apply human behavior and the social environment.. PB 24: Critique and apply knowledge	610 Process Recording 610 Theory Paper 620 Culminating Project	80 80 80	88.33 94.17 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7:Apply knowledge of human behavior and the social environment. APBC22 Synthesize and apply theories of human behavior	615 Final Field Evaluation 620 Culminating Project	80 80	93.33 71.64	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7:Apply knowledge of human behavior and the social environment. APBC23 Use bio-psycho-social spiritual theories in diagnostic systems	615 Clinical Staffing Presentation 620 Culminating Project	80 80	93.33 77.45	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7:Apply knowledge of human behavior and the social environment. APBC24 Consult with medical professional to confirm diagnosis	600 Case Staffing 615 Final Field Evaluation	80 80	94.62 92.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C7:Apply knowledge of human behavior and the social environment. APBXU13 Relate substance use disorders theories to client systems	615 Final Field Evaluation 620 Culminating Project	80 80	89.17 46	Relevant Course instructor and BSW Director; Email in May discussion in August.



C8.:Engage in policy practice to advance social and economic well being and to deliver effective social work practices. PB 25: Analyze, formulate, and advocate for policies	607 Policy Analysis Paper 615 Final Field Evaluation	70 70	95 90.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8.:Engage in policy practice to advance social and economic well being and to deliver effective social work practices. PB 26: Collaborate for effective policy action	607 Policy Analysis Paper 615 Final Field Evaluation	70 70	91.82 91.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8:Engage in policy practice to advance social and economic well-being and to deliver effective social work services. APBC25 Communicate to stakeholders the implications of policy	607 Policy Analysis Paper 615 Final Field Evaluation	70 70	90.91 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8:Engage in policy practice to advance social and economic well-being and to deliver effective social work services. APBC26 Use EBP and practice based evidence in advocacy	607 Policy Analysis Paper 620 Culminating Project	70 70	95 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8:Engage in policy practice to advance social and economic well-being and to deliver effective social work services. APBC27 Advocaate with and inform administrators to influence policy	607 Policy Analysis Paper 615 Final Field Evaluation	70 70	85.83 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C8:Engage in policy practice to advance social and economic well-being and to deliver effective social work services. APBSU14 Apply policy practice skills for substance use disorder prevention	615 Final Field Evaluation 620 Culminating Project	70 70	90.83 1	Relevant Course instructor and BSW Director; Email in May discussion in August.

C9.:Respond to contexts that shape practice.. PB 27: Continuously discover, appraise, and attend	607 Policy Analysis Paper 615 Final Field Evaluation 620 Culminating Project	70 70 70	90.91 90 99.29	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9.:Respond to contexts that shape practice.. PB 28: Provide Leadership	611 Research Presentation 615 Final Field Evaluation 620 Culminating Project	70 70 70	* 86.67 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9:Respond to contexts that shape practice. APBC28 Assess the quality of cleint interactions	601 Interview & Analysis 615 Final Field Evaluation	70 70	* 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9:Respond to contexts that shape practice. APBC29 Develop intervention plans	615 Final Field Evaluation 620 Culminating Project	70 70	95 98.18	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9:Respond to contexts that shape practice. APBC30 Work collaboratively with others to affect change	615 Clinical Staffing Presentation 615 Final Field Evaluation	70 70	90.83 95	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9:Respond to contexts that shape practice. APBSU15 Act as change agent to promote prevention of substance use	615 Final Field Evaluation 620 Culminating Project	70 70	86.67 1	Relevant Course instructor and BSW Director; Email in May discussion in August.
C9:Respond to contexts that shape practice. APBSU16 Advocate at multiple levels for health promotion for those affected by substance use	615 Final Field Evaluation 620 Culminating Project	70 70	91.69 78.64	Relevant Course instructor and BSW Director; Email in May discussion in August.

\*Data not submitted by faculty members. Interim Chair will address its omissions.

C10A:Engagement. PB 29: Substantively and effectively prepare for action	615 Final Field Evaluation 620 Culminating Project	80 80	92.5 99.09	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. PB 30: Use empathy and other interpersonal skills	615 Clinical Staffing Presentation 615 Final Field Evaluation	80 80	86.36 97.5	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. PB 31: Develop mutually agreed upon focus of work & desired outcomes	615 Final Field Evaluation 620 Culminating Project	80 80	90 96.07	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. APBC31 Develop a culturally responsivel therapeutic relationship	615 Final Field Evaluation 610 Cultural Presentation	80 80	90.83 81.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. APBC32 Attend to the interpersonal dynamics that affect therapeutic alliance	615 Final Field Evaluation 620 Culminating Project	80 80	94.17 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. APBC33 Establish a relationally based process that encourage clients	615 Final Field Evaluation 610 Process Recording	80 80	93.33 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10A:Engagement. APBSU17 Engage diverse groups in prevention practice	615 Final Field Evaluation 603 Group Activity	80 80	89.17 100	Relevant Course instructor and BSW Director; Email in May discussion in August.

C10B:Assessment. PB 32: Collect, organize, and interpret client data	615 Final Field Evaluation 620 Culminating Project	80 80	93.3 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 33: Assess client strengths and limitations	615 Final Field Evaluation 620 Culminating Project	80 80	95.83 94.55	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 34: Develop mutually agreed upon intervention goals and objectives	615 Final Field Evaluation 620 Culminating Project	80 80	93.33 95.45	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. PB 35: Select appropriate intervention strategies	620 Culminating Project 615 Final Field Evaluation	80 80	91.67 100	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBC34 Use multidimensional bio-psycho-social spiritual assessment tools	615 Final Field Evaluation 606 Risk Assessment	80 80	92.5 92.73	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBC35 Assess client readiness for change	606 Risk Assessment 615 Final Field Evaluation	80 80	90.83 90.91	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBC36 Assess client coping strategies	615 Final Field Evaluation 606 Risk Assessment	80 80	90.83 85.45	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBC37 Select and modify appropriate intervention strategies	615 Final Field Evaluation 606 Risk Assessment	80 80	90.83 93.08	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBC38 Use differential and multiaxial diagnoses	600 Psychopathology Case Staffing 615 Final Field Evaluation	80 80	91.67 93.08	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBSU18 Adapt, modify, and use assessment tools	550 Addictions Case Study 615 Final Field Evaluation	80 80	88.57 86.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBSU19 Evaluate, select, and implement appropriate assessment instruments	600 Psychopathology Case Staffing 615 Final Field Evaluation	80 80	93.08 85.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBSU20 Conduct needs assessment for prevention of substance use disorders	550 Addictions Case Study 615 Final Field Evaluation	80 80	88.57 88.33	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10B:Assessment. APBSU21 Relate substance use disorders theories to client systems	550 Addictions Case Study 611 Research Paper	80 80	* *	Relevant Course instructor and BSW Director; Email in May discussion in August.

C10C: Intervention. PB 36: Initiate actions to achieve organizational goals	615 Final Field Evaluation 610 Ethics Presentation	70 70	90.42 80.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. PB 37: Implement prevention interventions that enhance client capacities	615 Final Field Evaluation 615 Case Study	70 70	89.17 95	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. PB 38: Help clients resolve problems	615 Final Field Evaluation 615 Case Study	70 70	91.67 95.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. PB 39: Negotiate, mediate, and advocate for clients	615 Final Field Evaluation 615 Clinical Staffing Presentation	70 70	94.17 94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. PB 40: Facilitate transitions and endings	615 Clinical Staffing Presentation 615 Final Field Evaluation	70 70	91.67 94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBC39 Critically evaluate, select, and apply best practices in interventions	615 Final Field Evaluation 615 Case Study	70 70	93.33 93.33	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBC40 Demonstrate the use of appropriate clinical techniques	615 Case Study 615 Final Field Evaluation	70 70	92.5 94.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBC41 Collaborate with other professionals in treatment interventions	615 Final Field Evaluation 615 Clinical Staffing Presentation	70 70	90 96.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBSU22 Apply types of prevention strategies	550 Addictions Case Study 615 Final Field Evaluation	70 70	57.14 90.83	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBSU23 Develop and implement collaborative multidisciplinary strategies	550 Addictions Case Study 615 Final Field Evaluation	70 70	88.57 90	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBSU24 Implement effective substance use disorder prevention strategies	550 Addictions Case Study 615 Final Field Evaluation	70 70	88.57 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10C: Intervention. APBSU25 Identify, evaluate, and select effective substance use disorders strategies	550 Addictions Case Study 615 Final Field Evaluation	70 70	68.57 88.33	Relevant Course instructor and BSW Director; Email in May discussion in August.

C10D:Evaluation. PB 41: Critically analyze, monitor, and evaluate interventions	615 Final Field Evaluation 611 Research Paper	70 70	92 *	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. APBC42 Contribute to the theoretical knowledge base	615 Final Field Evaluation 611 Research Paper	70 70	91.67 *	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. APBC43 Use clinical evaluation to develop best practice	620 Culminating Project 615 Final Field Evaluation	70 70	100 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. APBSU26 Apply research skills to the evaluation	620 Culminating Project 615 Final Field Evaluation	70 70	10.9 88.33	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. APBSU27 Identify and use evaluation tools	550 Addictions Case Study 615 Final Field Evaluation	70 70	88.57 89.17	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. APBSU28 Communicate and disseminate evaluation results	611 Research Paper 615 Final Field Evaluation	70 70	* 91.67	Relevant Course instructor and BSW Director; Email in May discussion in August.
C10D:Evaluation. APBSU29 Work collaboratively with researchers to assess intervention	611 Research Paper 615 Final Field Evaluation	70 70	* 88.33	Relevant Course instructor and BSW Director; Email in May discussion in August.

\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

*If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

#### Notes

- Use your outcomes library as a reference.
- Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark).
- This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

## Part Two

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.**

In the receipt of raw data from student work within the assignments in courses, there were some individual students whose scores were missing. The impact was minimal as majority of student scores were collected per assignment.

Only two Practice Behaviors (APBC20, APBSU21) were not assessed in the 2015-16 reporting cycle; both measures were assessed in a class that was not reported this year. This is significant improvement from 2014-15 where multiple measures were missed in multiple courses.

Contact with Sowk620 instructor: Reported that some student practice behavior scores were not reported for assignment where the instructor was absent at the time of a student evaluation; zeros were recorded where individual students did not meet the assessment items within the assignment. Note: this occurred primarily with students who did not address a substance abuse case or issue within the case during the culminating project.

Not all instructor rationales or explanations could be verified, given summer break and alternative out-of-office activities. In those cases, no changes or alterations were made in the data reported scores. Scores were accepted as recorded.

### Action Plan for Benchmarks:

It is apparent that assignment directions/rubrics need to be clearly addressed by course faculty with students to ensure consistent and reliable collection. Achievement of measures for practice behaviors need to be more methodically recorded. While Sowk550 and Sowk620 present clear departures from previously reported measures, it is imperative to solicit feedback from course instructors to discover their perceptions for the score discrepancies and discernment of score reliability across courses. As a faculty, it will be necessary to develop feedback loops, reminders, and training; with alerts to signal faculty of pending deadlines. Equally important is to develop a collaborative dialog with faculty on the necessity and importance of timely, accurate, and reliable participation in the process of reporting and recording assessment data measures. It is not just the responsibility of the few to be accountable for a truly collaborative effort where course improvements can be recognized and course successes can be replicated.

### Analysis of the Issue of Variability of Students Number in Courses:

In reference to list variation in student numbers within courses, the Sowk620 Culminating Project covers a spring and summer semester for 2015 and 2016. In 2015, there were three (3) MSW students who participated in the Sum I course. In 2016, there were eleven (11) MSW students who participated in the SP 2016 Culminating Project course. The number of students who submitted assignments, satisfying the Practice Behavior received a score. Other variables affecting score collection: human error in proper recording, an alternate faculty being present during one data collection for the student, students who did not satisfy or respond to receive a score for the Practice Behavior, and other unknown transpositions or calculation errors.

### Action Plan for Student Number Variability:

The advantage of a team process, provides faculty an opportunity for inquiry, brainstorming, and strategizing solutions to Department issues. Beyond a collaborative review, the participation in 2015 EPAS will offer more focused on analysis through utilizing a significant reduction in the number of assessment items. Such simplification should strengthen focus and provide for expedited solutions—giving more control of recording and data verification, reducing data recording time, and improving accuracy and attention to Practice Behaviors that give the students clarity in rubrics, expectations, and written evaluative responses. An opportunity for training, education, and management systems should also affect outcomes positively.

## 2016-17 Proposed MSW Assessment Plan

These are to be understood as preliminary and to be finalized by October 1, 2016. The Council on Social Work Education mandates that all assessment be done consistent with the 2015 Educational Policy and Accreditation Standards beginning in Fall 2017. The existing standards require more than 100 assessment elements. The new standards reduce that number by 75%. Because the CSWE allows the new standards to be used earlier, the BSW Director and Department Interim Chairperson agreed to a preliminary mapping of those new standards to older ones and agreed that this mapping would be verified/validated by the faculty in the Fall 2016 semester.

### CSWE Educational Policies (Competencies)

#### 2016-17 MSW Competencies and Measures

*The first two items in each category are evaluated in 615 Field Education by the FITS. The third is evaluated by the instructor in the specified course.*

### Competency 1: Demonstrate Ethical and Professional Behavior

#### Core Behaviors

C1CB1	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 the context (C2PB8)
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C1CB2	Use supervision and consultation to guide professional judgment and behavior (C1PB6)
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C1CBO	Values assessment in SOWK 615 Career Long Learning Paper
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#### Advanced Behaviors – Clinical

C1ABC1	Understand and identify professional strengths, limitations, and challenges (C1APBC3)
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C1ABC2	Apply ethical decision making skills to issues specific to clinical social work (C2APBC5)
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C1ABCO	Exercise of Judgement assessment in SOWK 615 Field Case Study Paper
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#### Advanced Behaviors – Substance Use Disorders

C1ABSU1	Identify opportunities for social work involvement in prevention of substance use disorders (C1APBSU1)
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C1ABSU2	Apply ethical decision making skills to the prevention of substance use disorders (C2APBSU2)
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C1ABSUO	Knowledge assessment in SOWK 610 Ethics Presentation
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### Competency 2: Engage Diversity and Difference in Practice



### **Core Behaviors**

C1CB3 Present themselves as learners and engage clients and constituencies as experts of their own experiences (C4PB17)

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C1CB4 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (C4PB15)

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C2CBO Knowledge assessment in SOWK 601 Cultural Competence Paper

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### **Advanced Behaviors – Clinical**

C2ABC3 Research and apply knowledge of diverse populations to enhance client well-being (C4APBC14)

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C2ABC4 Identify and use practitioner/client differences from a strengths perspective (C4APBC16)

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C2ABCO Skills assessment in SOWK 620 Culminating Project

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### **Advanced Behaviors – Substance Use Disorders**

C2ABSU3 Assess predictive factors competently within and across groups (gender, ethnicity/race, age, SES, sexual orientation) and across systems (C4APBSU6)

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C2ABSU4 Analyze and compare different social constructions of substance use, misuse, abuse, and dependence and their implications (C4APBSU7)

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C2ABSUO Values assessment in SOWK 550 Addictions Case Study Assignment

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## **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

### **Core Behaviors**

C3CB5 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (C5PB19)

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C3CB6 Engage in practices that advance social, economic, and environmental justice (C5PB20)

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C3CBO Skills assessment in SOWK 607 in Policy Change Paper

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### **Advanced Behaviors – Clinical**

C3ABC5 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention (C5APBC17)

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C3ABC6 Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations (C5APBC18)

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C3ABCO Affective Reactions assessment in SOWK 615 Field Journal

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**Advanced Behaviors – Substance Use Disorders**

C3ABSU5 Advocate at multiple levels for health promotion, for reduction of health disparities, and stigma for diverse populations affected by substances and substance use disorders (C5APBSU8)

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C3ABSU6 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention with clients affected by substances and substance use disorders (C5APBC17)

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C3ABSUO Knowledge assessment in SOWK 615 Field Journal

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**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

**Core Behaviors**

C4CB7 Use practice experience and theory to inform scientific inquiry and research (C6PB21)

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C4CB8 Use and translate research evidence to inform and improve practice, policy, and service delivery (C6PB22)

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C4CBO Critical Thinking assessment in SOWK 611 Research Paper

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**Advanced Behaviors – Clinical**

C4ABC7 Use the evidence based practice process in clinical assessment and intervention with clients (C6APBC19)

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C4ABC8 Use research methodology to evaluate clinical practice effectiveness and/or outcomes (C6APBC21)

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C4ABCO Knowledge assessment in SOWK 606 Evidence Based Practice Paper

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**Advanced Behaviors – Substance Use Disorders**

C4ABSU7 Identify, evaluate, and select effective substance use disorder prevention strategies (C6APBSU10)

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C4ABSU8 Apply foundation research skills to the evaluation of prevention of substance use disorders (C6APBSU11)

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### Competency 5: Engage in Policy Practice

#### Core Behaviors

C5CB9 Assess how social welfare and economic policies impact the delivery of and access to social services (C8PB26 collaborate for effective policy action)

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C5CB10 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (C8PB25)

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C5CBO Knowledge assessment in SOWK 607 Advanced Policy Analysis Paper

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#### Advanced Behaviors – Clinical

C5ABC9 Communicate to stakeholders the implications of policies and policy changes in the lives of clients (C8APBC25)

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C5ABC10 Advocate with and inform administrators and legislators to influence policies that affect clients and service (C8APBC27)

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C5ABCO Skills assessment in SOWK 607 Advanced Policy Analysis Paper

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#### Advanced Behaviors – Substance Use Disorders

C5ABSU9 Apply policy practice skills for substance use disorders prevention (C8APBSU14)

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C5ABSU10 Communicate to stakeholders the implications of policies and policy changes in the lives of clients affected by substances and substance use disorders (C8APBSU25)

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C5ABSUO Critical Thinking in SOWK 607 Advanced Policy Analysis Paper

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### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

#### Core Behaviors

C6CB11 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (C7PB 23 and 24 combined)

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C6CB12 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (C10aPB30)

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C6CBO Critical Thinking in SOWK 615 Clinical Staffing Presentation

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**Advanced Behaviors – Clinical**

C6ABC11 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance (C10aAPBC32)

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C6ABC12 Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (C10aAPBC33)

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C6ABCO Exercise of Judgement assessment in SOWK 603 Group Activity

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**Advanced Behaviors – Substance Use Disorders**

C6ABSU11 Engage diverse groups (gender, race/ethnicity, sexual orientation, gender, age) in prevention practice (C10aAPBSU17)

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C6ABSU12 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance with clients affected by substances and substance use disorders (C10aAPBC32)

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C6ABSUO Affective Reactions assessment in SOWK 610 Process Recording Assignment

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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities****Core Behaviors**

C7CB13 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (C10bPB32)

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C7CB14 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (C10bPB35)

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C7CBO Exercise of Judgement assessment in SOWK 620 Culminating Project

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**Advanced Behaviors – Clinical**

C7ABC13 Select and modify appropriate intervention strategies based on continuous clinical assessment (C10bAPBC37)

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C7ABC14 Use differential diagnosis (C10bAPBC38)

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C7ABCO Critical Thinking assessment in SOWK 600 Psychopathology Case Staffing Assignment

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**Advanced Behaviors – Substance Use Disorders**

C7ABSU13 Adapt, modify, and use assessment tools and approaches including situations in which specific abilities and functions may be affected by substance use, misuse, abuse, and dependence – such as short and long term cognitive, affective, and physiological effects (C10bAPBSU18)

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C7ABSU14 Evaluate, select, and implement appropriate assessment instruments for use with target populations (C10bAPBSU19)

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C7ABSUO Skills assessment in SOWK 606 Risk Assessment Assignment

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## **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

### **Core Behaviors**

C8CB15 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (C7PB 23 and 24 combined)

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C8CB16 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (C10cPB39)

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C8CBO Affective Reactions assessment in SOWK 610 Process Recording Assignment

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### **Advanced Behaviors – Clinical**

C8ABC15 Critically evaluate, select, and apply best practices and evidence based interventions (C10cAPBC39)

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C8ABC16 Collaborate with other professionals to coordinate treatment interventions (C10cAPBC41)

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C8ABCO Values assessment in SOWK 615 Clinical Staffing Presentation

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### **Advanced Behaviors – Substance Use Disorders**

C8ABSU15 Implement effective substance use disorder prevention strategies with fidelity (C10cAPBSU24)

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C8ABSU16 Identify, evaluate, and select effective substance use disorders prevention strategies (C10cAPBSU25)

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C8ABSUO Exercise of Judgement assessment in SOWK 615 Field Case Study Assignment

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## **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**Core Behaviors**

C9CB17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (C7PB 23 and 24 combined)

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C9CB18 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and (c10dPB41)

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C9CBO Skills assessment in SOWK 620 Culminating Project

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**Advanced Behaviors – Clinical**

C9ABC17 Contribute to the theoretical knowledge base of the social work profession through practice-based research (C10dAPBC42)

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C9ABC18 Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial spiritual conditions (C10dAPBC43)

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C9ABCO Critical Thinking assessment in SOWK 620 Culminating Project

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**Advanced Behaviors – Substance Use Disorders**

C9ABSU17 Identify and use evaluation tools for substance use disorders and prevention (C10dAPBSU27)

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C9ABSU18 Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness (C10dAPBSU29)

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C9ABSUO Values assessment in SOWK 600 Psychopathology Case Staffing Assignment

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*Codes in parentheses at the end of each behavior indicate the code for which the item was collected in the 2014-15 year.*

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: Master of Social Work Date: 8.10.16

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were

<p><b>2. Measures &amp; Performance Goals</b></p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p>	<p>assessed in this cycle.</p> <p><input checked="" type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.</p>
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				<input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
<b>3. Results</b>	<input type="checkbox"/> No data are being collected.  <input type="checkbox"/> No information is provided about the data collection process.  <input type="checkbox"/> No results are provided.  <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected.  <input type="checkbox"/> Some data are being analyzed.  <input type="checkbox"/> Some results are provided.  <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.  <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed.  <input checked="" type="checkbox"/> Results are provided.  <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.  <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.  <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <input type="checkbox"/> Assessment primarily is the responsibility of the program chair.  <input type="checkbox"/> No improvements (planned or actual) are identified.  <input type="checkbox"/> No reflection is offered about previous results or	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.  <input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input checked="" type="checkbox"/> Results regularly are shared with the faculty.  <input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.  <input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.  <input type="checkbox"/> Faculty and other important

	plans.	<input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.	<input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.	<input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input type="checkbox"/> <b>Level 1 - Developing</b>	<input checked="" type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>		

## COMMENTS

### Strengths, Concerns, Recommendations for Improvement

#### 1. Learning Outcomes

The forty-one outcomes listed in graduate program report also are specific in measurable. Again, I won't quibble about those that use vague verbs like "understand" and "recognize," since I am sure your accreditor is responsible for them.

#### 2. Measures & Performance Goals

The program used at least nineteen discrete assignments/instruments (a total of about 200!) to measure student achievement. Again, I appreciate your plan to reduce this number next year, though you will need to include the licensure exam and an indirect measure as well. While I have no idea what an "IPE Event" is, my bigger concern is that there are so few details about the assignments to demonstrate their connection to the outcomes. Please provide more information in next year's report, including links to the actual rubrics used to assess them. In addition, clarify your performance expectations. Do you expect 100% of students to earn scores of at least 80% (70%)?

#### 3. Results

Students met established standards for approximately 90% of the measures for which results were available. Please provide the N's (i.e., the number of students who participated in the assessment). I also would like to know more about what the results tell you about student learning. See #4.

#### 4. Engagement & Improvement

In next year's report, identify the faculty collecting and analyzing the results so that I can gauge the extent of participation. In Part Two, you provide information about plans to improve data collection processes, which is very important to the program. But I would like to see more specific information about student learning (or the lack thereof). Students did not achieve about twenty of the measures identified in Part One. What weaknesses in their performance has assessment allowed you to identify? What plans do you have to improve learning, and to ensure it continuously improves? Be sure to discuss licensure exam pass rates, which should be a key measure of student success.

Again, I appreciate the amount of time and effort you put into assessing the MSW program. Thanks so much!