

CSWE ASSESSMENT: Oglala Lakota College, Social Work Program

Accreditation Outcomes Assessment Plan, November 2014

Educational Policy 4.0 -- Assessment: *Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.*

Accreditation Standard 4.0.1: *The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3)*

Oglala Lakota College prepares students for BSW-level generalist practice. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations of both Lakota and Western cultures. Upon completion of the program, students are expected to have achieved ten programmatic competencies, which align with the 2008 EPAS. Program outcomes are measured through:

- Assessment matrix of practice behaviors and competencies, through achievement on coursework and in the field practicum
- Faculty review of artifacts associated with identified culmative assignments
- Qualitative assessment via student group interviews, field instructor interviews, and faculty review
- SWEAP surveys (these were just begin in spring 2014, and will be three years before full data is available)

Assessment tools and benchmark standards for Oglala Lakota College are as follows:

- SWEAP assessment: to provide both student achievement assessment and comparative assessment
 - SWEAP Foundation Curriculum Assessment Instrument Exit Exam: 70% of students each year will answer each question on the exam correctly; measured at the practice behavior level
 - SWEAP Field/Practicum Placement Assessment Instrument: 70% of the students will receive a 5.0 or higher on each field evaluation item on a scale of 1 to 9, with 1 = lacking performance to 9 = mastered performance; measured at the practice behavior level
 - SWEAP Alumni Survey: exploratory assessment; benchmarks will be determined after first review of alumni

- Assessment Matrix: completed at the end of each semester and aggregated into a yearly report; specific assessment measures may/will change as curriculum changes are made
 - Classroom average for each identified assignment/exam/activity; 80% of students will earn 70% or better of total available points; measured at practice behavior level
 - Field evaluation; 90% of students will be rated a 3 or better (1 = unacceptable, 2 = needs improvement; 3 = meets expectations; 4 = above average; 5 = exceptional); measured at practice behavior level
 - Practice behavior level measures are then used to calculate competency level (80% of students will demonstrate the competency; 80% determined as the benchmark due to typically small class sizes of 4-6 students)
- Artifact assessment: per rubric, 80% of artifacts will be assessed as competent or exemplary

Qualitative assessments have no benchmarks and are utilized to assess the program overall. They are especially used to assess the overall curriculum and to assess that the courses in the curriculum support each other.

Course review

In the spring of 2014, the faculty reviewed all courses with regard to practice behaviors. For each practice behavior, the primary courses at the introductory level, reinforcement level, and mastery level were identified. Pass rates were also assessed for each course identified, by each practice behavior (please see results table in 4.0.2). Faculty felt it important to look at pass rates, as the small class sizes can sometimes skew individual assignment level assessment.

In addition, comprehensive review of objectives and assignments for each course in the social work curriculum will be reviewed over a two-year cycle (please see table below). The intent of this review is to help further program development and evaluation of program competencies and practice behaviors.

| Semester Course | 203 & 213 | 313 | 323 | 333 | 343 | 403 | 406-416 | 413 | 423 | 443 |
|------------------------|----------------------|------------|------------|------------|------------|------------|----------------|------------|------------|------------|
| Spr 2014 | X | X | X | X | X | X | X | X | X | X |
| Fall 2014 | | X | | X | | | | X | | |
| Spr 2015 | | | | | X | | | | | X |
| Fall 2015 | | | | | | X | X | | | |
| Spr 2016 | X | | X | | | | | | X | |
| Fall 2016 | | X | | X | | | | X | | |
| Spr 2017 | | | | | X | | | | | X |

Assessment Flow Chart

The assessment flow chart below provides an overall depiction of the process.

| Syllabi | Competency Matrix | Assessment Instruments | Practice Behavior Achievement Benchmarks | Feedback Narrative |
|--|---|---|--|--|
| Sowk 203 Sowk 303 Sowk 313 Sowk 323 Sowk 333 Sowk 343 Sowk 403 Sowk 413 Sowk 423 Sowk 406 Sowk 416 | Course readings, activities, pedagogy used to teach practice behavior 10 Competencies 41 Practice Behaviors | Assessment Matrix SWEAP assessment instruments Artifact assessment Qualitative assessments | 41 Practice Behavior Assessments and Multiple Scores for each Practice Behaviors | How assessment is used to affirm or change program |

The following tables list the competencies and associated practice behaviors. For each practice behavior, measures and outcomes benchmarks are indicated. Benchmarks and calculation of achievement are also indicated for each competency.

Assessment Matrix: Measures, Procedures, and Benchmarks

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|--|--|--|--|--|--|---|
| 2.1.1 Professional identity: Identify as a professional social worker and conduct oneself accordingly | 80% of students will demonstrate this competency | Social workers advocate for client access to the services of social work | Measure 1: Sowk 343, Presentation grading rubric Measure 2: Sowk 423, Legislative testimony grading rubric | Measure 1: score for content section of grading rubric Measure 2: score for content section of grading rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers practice personal reflection & self-correction to assure continual professional development | Measure 1: Sowk 313, Role Play Checklist from text Measure 2: Sowk 406/416, Field assessment | Measure 1: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |
| | | Social workers attend to professional roles and boundaries | Measure 1: Sowk 323, Role playing-evaluation score sheets from text Measure 2: Sowk 406/416, Field assessment | Measure 1: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| | | | | | | |
|--|--|---|--|---|---|--|
| | | Social workers demonstrate professional demeanor in behavior, appearance, & communication | <p>Measure 1: Sowk 423, Legislative testimony</p> <p>Measure 2: Sowk 443, Final project presentation</p> | <p>Measure 1: score for oral presentation quality section of grading rubric</p> <p>Measure 2: score for oral presentation quality section of grading rubric</p> | <p>Measure 1: 80% of students will earn 70% of available points</p> <p>Measure 2: 80% of students will earn 70% of available points</p> | |
| | | Social workers engage in career-long learning | <p>Measure 1: Sowk 403, assignment # 2</p> <p>Measure 2: Sowk 443, Research project discussion section</p> | <p>Measure 1: overall score for assignment</p> <p>Measure 2: overall score for the discussion section</p> | <p>Measure 1: 80% of students will earn 70% of available points</p> <p>Measure 2: 80% of students will earn 70% of available points</p> | |
| | | Social workers use supervision & consultation | <p>Measure 1: Sowk 313, Midterm exam</p> <p>Measure 2: Sowk 406/416, Field assessment</p> | <p>Measure 1: overall score for exam</p> <p>Measure 2: Field evaluation, line item</p> | <p>Measure 1: 80% of students will earn 70% of available points</p> <p>Measure 2: 90% of students score 3 or better</p> | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|--|--|---|--|--|--|---|
| 2.1.2 Ethical practice: apply social work ethical principles to guide professional practice | 80% of students will demonstrate this competency | Social workers recognize and manage personal values in a way that allows professional values to guide practice | Measure 1: Sowk 203, Belief paper Measure 2: Sowk 313, Self-reflection exercises | Measure 1: overall score for assignment Measure 2: overall score for exercises (scores for exercises to be totaled, then percentage of total available points to be calculated) | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers make ethical decisions by applying standards of the <i>NASW Code of Ethics</i> and, as applicable, of the <i>IFSW/IASSWESW Statement of Principles</i> | Measure 1: Sowk 403, Ethics assignments #1 & #2 Measure 2: Sowk 406/416, Field assessment | Measure 1: overall score for assignments (score for two assignments to be averaged) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |
| | | Social workers tolerate ambiguity in resolving ethical conflicts | Measure 1: Sowk 313, Self-appraisals Measure 2: Sowk 406/416, Field assessment | Measure 1: overall score for self-appraisals (scores to be totaled, then percentage of total available points calculated) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |
| | | Social workers apply strategies of ethical reasoning to arrive at principled decisions | Measure 1: Sowk 313, Midterm Measure 2: Sowk 406/416, Ethics paper | Measure 1: overall score for exam Measure 2: score for content, integration, and critical thinking sections, per rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|--|--|---|---|--|--|---|
| 2.1.3 Critical thinking: Apply critical thinking to inform and communicate professional judgments | 80% of students will demonstrate this competency | Social workers distinguish, appraise, & integrate multiple sources of knowledge, including research- based knowledge & practice wisdom | Measure 1: Sowk 303, oral presentation Measure 2: Sowk 443, Research project | Measure 1: score for critical thinking section of grading rubric Measure 2: overall score for discussion section of project | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers analyze models of assessment, prevention, intervention, & evaluation | Measure 1: Sowk 413, Final exam Measure 2: Sowk 443, Research project | Measure 1: overall score for exam Measure 2: overall score for methodology section of project | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers demonstrate effective oral & written communication in working with individuals, families, groups, organizations, communities, & colleagues | Measure 1: Sowk 313, Final exam Measure 2: Sowk 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|--|--|---|---|--|--|---|
| 2.1.4 Diversity in practice: Engage in diversity and difference in practice | 80% of students will demonstrate this competency | Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege & power | Measure 1: Sowk 203, Oppression paper Measure 2: Sowk 343, Presentations | Measure 1: score for content section of grading rubric Measure 2: score for content section of grading rubric (scores for presentations to be totaled, then percentage of total available points to be calculated) | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers gain sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups | Measure 1: Sowk 313, Self-appraisals Measure 2: Sowk 323, Self-appraisals | Measure 1: overall scores for self-appraisals (scores for exercises to be totaled, then percentage of total available points to be calculated) Measure 2: overall scores for self-appraisals (scores for exercises to be totaled, then percentage of total available points to be calculated) | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers recognize & communicate their understanding of the importance of difference in shaping life experiences | Measure 1: Sowk 343, Presentations Measure 2: Sowk 406/416, Field assessment | Measure 1: scores for oral communication section of grading rubric for presentations (scores for presentations to be totaled, then percentage of total available points to be calculated) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |
| | | Social workers view themselves as learners & engage those with whom they work as informants | Measure 1: Sowk 313, Midterm exam Measure 2: Sowk 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|---|--|--|---|
| 2.1.5 Human rights and justice: Advance human rights and social and economic justice | 80% of students will demonstrate this competency | Social workers understand the forms and mechanisms of oppression and discrimination | Measure 1: Sowk 203, Oppression paper Measure 2: Sowk 303, Reflection papers | Measure 1: score for content section of grading rubric Measure 2: overall scores for reflection papers (scores for reflection papers to be totaled, then percentage of total available points to be calculated) | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers advocate for human rights and social and economic justice | Measure 1: Sowk 303, Policy analysis presentation Measure 2: Sowk 423, Legislative Testimony | Measure 1: score for content section of presentation, per rubric Measure 2: score for content section of testimony, per rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers engage in practices that advance social and economic justice | Measure 1: Sowk 413, Coalition paper Measure 2: Sowk 423, Legislative testimony | Measure 1: score for content section of paper, per rubric Measure 2: score for content section of testimony, per rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|--|---|--|---|
| 2.1.6 Research based practice: Engage in research-informed practice and practice-informed research | 80% of students will demonstrate this competency | Social workers use practice experience to inform scientific inquiry | Measure 1: Sowk 403, Evaluation Assignments Measure 2: Sowk 443, Research Project | Measure 1: overall scores for assignments (scores for assignments to be totaled, then percentage of total available points to be calculated) Measure 2: score for literature review, methodology, and results sections of project (average three scores) | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers use research evidence to inform practice | Measure 1: Sowk 403, Article critiques Measure 2: Sowk 406/416, Field assessment | Measure 1: overall score for critiques (average score for two critiques) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|--|--|--|---|
| 2.1.7 Human behavior: Apply knowledge of human behavior and the social environment | 80% of students will demonstrate this competency | Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, & evaluation | Measure 1: Sowk 343, Final exam Measure 2: Sowk 413, Final exam | Measure 1: overall score on exam Measure 2: overall score on exam | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers critique & apply knowledge to understand the person & environment | Measure 1: Sowk 343, Final exam Measure 2: Sowk 413, Final exam | Measure 1: overall score on exam Measure 2: overall score on exam | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|---|---|--|---|
| 2.1.8 Policy practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 80% of students will demonstrate this competency | Social workers analyze, formulate, & advocate for policies that advance social well-being | Measure 1: Sowk 303, Policy Analysis Presentation Measure 2: Sowk 423, Class leadership presentation | Measure 1: score on content and integration sections of grading rubric Measure 2: overall score on class leadership presentation | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers collaborate with colleagues & clients for effective policy action | Measure 1: Sowk 413, Coalition paper Measure 2: Sowk 423, Follow bill in Legislature | Measure 1: score on content and integration sections of grading rubric Measure 2: score for assignment on content, integration, and critical thinking sections of grading rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |

| Competency | Competency benchmark | Practice behavior | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|---|--|--|---|
| 2.1.9 Practice contexts: Respond to contexts that shape practice | 80% of students will demonstrate this competency | Social workers continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services | Measure 1: Sowk 403, qualitative analysis assignment Measure 2: Sowk 413, Final Exam | Measure 1: overall score for assignment Measure 2: overall score for exam | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | Measure 1: Sowk 413, Leadership paper Measure 2: Sowk 423, Leadership paper | Measure 1: score for content and integration sections of grading rubric Measure 2: score for content and integration sections of grading rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |

| Competency | Competency benchmark | Practice behavior: Engagement | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|--|--|--|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers substantively & effectively prepare for action with individuals, families, groups, organization, & communities | Measure 1: Sowk 413, Coalition paper Measure 2: Sowk 423, Legislative testimony | Measure 1: score for content and integration sections of grading rubric Measure 2: score for content section of grading rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers use empathy & other interpersonal skills | Measure 1: Sowk 313, Role Play Measure 2: Sowk 323, Role Play | Measure 1: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) Measure 2: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers develop a mutually agreed-on focus of work & desired outcomes | Measure 1: Sowk 313, Final Exam Measure 2: SOWK 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior: Assessment | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|---|--|---|--|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers collect, organize, & interpret client data | Measure 1: Sowk 313, Midterm exam Measure 2: SOWK 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers assess client strengths and limitations | Measure 1: Sowk 313, Final exam Measure 2: Sowk 323, Analyze & critique group session | Measure 1: overall score for exam Measure 2: overall score for critique | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers develop mutually agreed-on intervention goals & objectives | Measure 1: Sowk 313, Final exam Measure 2: Sowk 413, Completed Coalition role play | Measure 1: overall score for Measure 2: overall score for role play | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers select appropriate intervention strategies | Measure 1: Sowk 413, Final Exam Measure 2: SOWK 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior: Intervention | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|--|--|--|--|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers initiate actions to achieve organizational goals | Measure 1: Sowk 413, Final exam Measure 2: SOWK 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |
| | | Social workers implement prevention interventions that enhance client capacities | Measure 1: Sowk 413, Final exam Measure 2: SOWK 406/416, Field assessment | Measure 1: overall score for exam Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |
| | | Social workers help clients resolve problems | Measure 1: Sowk 313, Role Play Measure 2: Sowk 413, Friere paper | Measure 1: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) Measure 2: score for integration section of grading rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers negotiate, mediate, & advocate for clients | Measure 1: Sowk 323, Role playing Measure 2: Sowk 423, Grant proposal | Measure 1: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) Measure 2: scores for content and integration sections, per grading rubric | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | |
| | | Social workers facilitate transitions & endings | Measure 1: Sowk 313, Role Play Measure 2: Sowk 406/416, Field assessment | Measure 1: overall scores for role plays (scores for role plays to be totaled, then percentage of total available points to be calculated) Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | |

| Competency | Competency benchmark | Practice behavior: Evaluation | Measures | Assessment procedures: Practice behaviors | Outcome measure benchmark | Assessment procedures: Competency |
|---|--|--|---|--|--|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers critically analyze, monitor, & evaluate interventions | Measure 1: Sowk 323, Group Project Measure 2: SOWK 406/416, Field assessment | Measure 1: overall score for project Measure 2: Field evaluation, line item | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Calculate mean percentage of total percentages for each outcome measure to obtain percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark. |

Core Competencies: Artifacts for Assessment

As an additional review of core competencies, it was determined that faculty would review artifacts, identifying for each core competency two to three culmative assignments for review

2.1.1: Identify as a professional social worker and conduct oneself accordingly

- 323, group project
- 423, legislative testimony
- 443, project presentation

2.1.2: Apply social work ethical principles to guide professional practice

- 403, ethics assignment # 1 & # 2
- 416, ethics paper

2.1.3: Apply critical thinking to inform and communicate professional judgments

- 303, policy analysis
- 423, grant assignment
- 423, by-laws/constitution analysis

2.1.4: Engage diversity and difference in practice

- 403, ethics assignments # 2
- 413, oppression paper

2.1.5: Advance human rights and social and economic justice

- 303, policy analysis
- 423, legislative testimony
- 423, constitution paper

2.1.6: Engage in research-informed practice and practice-informed research

- 403, ethics paper
- 443, research project (literature review, results, discussion)

2.1.7: Apply knowledge of human behavior and the social environment

- 343, assignments to be developed (course is being revamped)

2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- 303, policy analysis
- 423, legislative testimony

2.1.9: Respond to contexts that shape practice

- 403, qualitative/quantitative methods assignments
- 423 leadership assignment

2.1.10 (a)-(d): engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- 2.1.10(a): Engagement
 - 413, coalition paper
- 2.1.10(b) Assessment
 - 323, group project
- 2.1.10(c): Intervention
 - 406/416, journals
- 2.1.10(d): Evaluation
 - 406/416, critical thinking logs

Assessment of artifacts will begin in fall 2014, and are scheduled as follows (by core competency):

- Year one (Fall, 2014, artifacts from 2013):
 - 2.1.1, professional identity
 - 2.1.2, ethics
 - 2.1.6, research
- Year two:
 - 2.1.3, critical thinking
 - 2.1.7, HBSE
 - 2.1.10, engage, assess, intervene, evaluate
- Year three:
 - 2.1.4, diversity
 - 2.1.5, human rights and social and economic justice
 - 2.1.8, policy practice
 - 2.1.9, contexts that shape practice

Accreditation Standard 4.0.2: *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark*

Data for core competencies and practice behaviors for the academic year 2013-2014 is depicted in the tables below.

Assessment Matrix: Outcomes

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|--|--|--|--|---------------------------------------|--|-----------------------------|--|
| 2.1.1 Professional identity: Identify as a professional social worker and conduct oneself accordingly | 80% of students will demonstrate this competency | Social workers advocate for client access to the services of social work | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 94% Measure 2: 100% | 91% | Yes | |
| | | Social workers practice personal reflection & self-correction to assure continual professional development | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |
| | | Social worker attend to professional roles and boundaries | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 84% Measure 2: 100% | | | |
| | | | | | | | |

| | | | | | | | |
|--|--|---|---|---|--|--|--|
| | | Social workers demonstrate professional demeanor in behavior, appearance, & communication | <p>Measure 1: 80% of students will earn 70% of available points</p> <p>Measure 2: 80% of students will earn 70% of available points</p> | <p>Measure 1: 100%</p> <p>Measure 2: 100%</p> | | | |
| | | Social workers engage in career-long learning | <p>Measure 1: 80% of students will earn 70% of available points</p> <p>Measure 2: 80% of students will earn 70% of available points</p> | <p>Measure 1: 74%</p> <p>Measure 2: 100%</p> | | | |
| | | Social workers use supervision & consultation | <p>Measure 1: 80% of students will earn 70% of available points</p> <p>Measure 2: 90% of students score 3 or better</p> | <p>Measure 1: 72%</p> <p>Measure 2: 100%</p> | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|--|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.2 Ethical practice: apply social work ethical principles to guide professional practice | 80% of students will demonstrate this competency | Social workers recognize and manage personal values in a way that allows professional values to guide practice | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 43% Measure 2: 72% | 80% | Yes | |
| | | Social workers make ethical decisions by applying standards of the <i>NASW Code of Ethics</i> and, as applicable, of the <i>IFSW/IASSWESW Statement of Principles</i> | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 79% Measure 2: 100% | | | |
| | | Social workers tolerate ambiguity in resolving ethical conflicts | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |
| | | Social workers apply strategies of ethical reasoning to arrive at principled decisions | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|--|--|---|---|---------------------------------------|---|----------------------|---|
| 2.1.3 Critical thinking: Apply critical thinking to inform and communicate professional judgments | 80% of students will demonstrate this competency | Social workers distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge & practice wisdom | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points: | Measure 1: 86% Measure 2: 100% | 89% | Yes | |
| | | Social workers analyze models of assessment, prevention, intervention, & evaluation | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 74% Measure 2: 100% | | | |
| | | Social workers demonstrate effective oral & written communication in working with individuals, families, groups, organizations, communities, & colleagues | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|--|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.4 Diversity in practice: Engage in diversity and difference in practice | 80% of students will demonstrate this competency | Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege & power | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 43% Measure 2: 94% | 82% | Yes | |
| | | Social workers gain sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 72% Measure 2: 84% | | | |
| | | Social workers recognize & communicate their understanding of the importance of difference in shaping life experiences | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 94% Measure 2: 100% | | | |
| | | Social workers view themselves as learners & engage those with whom they work as informants | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.5 Human rights and justice: Advance human rights and social and economic justice | 80% of students will demonstrate this competency | Social workers understand the forms and mechanisms of oppression and discrimination | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 43% Measure 2: 86% | 82% | Yes | |
| | | Social workers advocate for human rights and social and economic justice | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 86% Measure 2: 100% | | | |
| | | Social workers engage in practices that advance social and economic justice | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 79% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.6 Research based practice: Engage in research-informed practice and practice-informed research | 80% of students will demonstrate this competency | Social workers use practice experience to inform scientific inquiry | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 60% Measure 2: 100% | 82.5% | Yes | |
| | | Social workers use research evidence to inform practice | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 70% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|--------------------------------------|---|----------------------|---|
| 2.1.7 Human behavior: Apply knowledge of human behavior and the social environment | 80% of students will demonstrate this competency | Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, & evaluation | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 94% Measure 2: 74% | 84% | Yes | |
| | | Social workers critique & apply knowledge to understand the person & environment | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 94% Measure 2: 74% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.8 Policy practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 80% of students will demonstrate this competency | Social workers analyze, formulate, & advocate for policies that advance social well-being | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 86% Measure 2: 100% | 91% | Yes | |
| | | Social workers collaborate with colleagues & clients for effective policy action | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 79% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.9 Practice contexts: Respond to contexts that shape practice | 80% of students will demonstrate this competency | Social workers continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 74% Measure 2: 74% | 84% | Yes | |
| | | Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 89% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior: Engagement | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|-----------------------------------|---|----------------------|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers substantively & effectively prepare for action with individuals, families, groups, organization, & communities | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 79% Measure 2: 100% | 84.5% | Yes | |
| | | Social workers use empathy & other interpersonal skills | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 72% Measure 2: 84% | | | |
| | | Social workers develop a mutually agreed-on focus of work & desired outcomes | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior: Assessment | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|---|--|---------------------------------------|---|----------------------|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers collect, organize, & interpret client data | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | 82% | Yes | |
| | | Social workers assess client strengths and limitations | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 72% Measure 2: 84% | | | |
| | | Social workers develop mutually agreed-on intervention goals & objectives | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 72% Measure 2: 79% | | | |
| | | Social workers select appropriate intervention strategies | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 74% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior: Intervention | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|--|--|-----------------------------------|---|----------------------|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers initiate actions to achieve organizational goals | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 74% Measure 2: 100% | 86.5% | Yes | |
| | | Social workers implement prevention interventions that enhance client capacities | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 74% Measure 2: 100% | | | |
| | | Social workers help clients resolve problems | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 72% Measure 2: 89% | | | |
| | | Social workers negotiate, mediate, & advocate for clients | Measure 1: 80% of students will earn 70% of available points Measure 2: 80% of students will earn 70% of available points | Measure 1: 84% Measure 2: 100% | | | |
| | | Social workers facilitate transitions & endings | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 72% Measure 2: 100% | | | |

| Competency | Competency benchmark | Practice behavior: Evaluation | Outcome measure benchmark | Percent attaining | Percentage of students achieving competency | Competency attained? | Changes made if competency not attained |
|---|--|--|--|---------------------------------------|---|----------------------|---|
| 2.1.10 Engage, assess, intervene, evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 80% of students will demonstrate this competency | Social workers critically analyze, monitor, & evaluate interventions | Measure 1: 80% of students will earn 70% of available points Measure 2: 90% of students score 3 or better | Measure 1: 84% Measure 2: 100% | 92% | Yes | |

While benchmarks for all core competencies were met, review of specific measure outcomes for some practice behaviors gave rise to some concerns. For this reason, faculty reviewed specific measures in more depth. In some cases (i.e., SOWK 403), lower percentages were due to one or two students not submitting the specific assignment being measured. In other cases (i.e., SOWK 203), low achievement percentages were shown on more examination to be part of a pattern, which the faculty then addressed (please see AS 4.0.3 for steps taken).

Faculty identified primary courses for each practice behavior and the level of the course (introductory, reinforce, mastery). In developing this matrix, faculty were able to take a comprehensive and overall view of the program and the curriculum. This provided the faculty with a stronger sense of the program overall, each course's place in the curriculum, and how the courses build upon on another.

These courses were then reviewed for pass rates. The benchmark for pass rates was set at 80%. The following tables show the core competencies, practice behaviors, courses, course level, and pass rates for 2013-2014. (Because of small class sizes, a pass rate of 79% was considered meeting the benchmark.) Rates are for the course, so if two classes were offered, they were combined to determine the course pass rate. The exception to this is SOWK 203, where two pass rates are given; this is because the two sections of the course were taught by different instructors, so pass rates were given for each instructor.

Assessment Matrix: Courses, Levels, Pass Rates, by Practice Behavior

2.1.1: Identify as a professional social worker and conduct oneself accordingly

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|---|---------------|--------------|--------------------------------|--------------------------------|
| Advocate for client access to the services of social work | 203 | Introduced | 54% / 75% | |
| | 343 | Reinforced | 80% | |
| | 406/416 | Mastery | 100% | |
| | 423 | Mastery | 100% | |
| Practice personal reflection and self-correction to assure continual professional development | 313 | Introduced | 88% | |
| | 406/416 | Reinforced | 100% | |
| Attend to professional roles and boundaries | 203 | Introduced | 54% / 75% | |
| | 313 | Reinforced | 88% | |
| | 323 | Reinforced | 89% | |

| | | | | |
|--|---------|------------|-----------|--|
| | 406/416 | Mastery | 100% | |
| Demonstrate professional demeanor in behavior, appearance, and communication | 203 | Introduced | 54% / 75% | |
| | 343 | Reinforced | 80% | |
| | 423 | Reinforced | 100% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Mastery | 100% | |
| Engage in career-long learning | 313 | Introduced | 88% | |
| | 403 | Reinforced | 79% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Mastery | 100% | |
| Use supervision and consultation | 313 | Introduced | 88% | |
| | 406/416 | Reinforced | 100% | |

2.1.2: Apply social work ethical principles to guide professional practice

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|--------------------------------|--------------------------------|
| Recognize and manage personal values in a way that allows professional values to guide practice | 203 | Introduced | 54% / 75% | |
| | 313 | Reinforced | 88% | |
| | 323 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Make ethical decision by applying standards of NASW <i>Code of Ethics</i> and, as applicable, the IFSW/IASSW <i>Ethics in Social Work, Statement of Principles</i> | 203 | Introduced | 54% / 75% | |
| | 313 | Reinforced | 88% | |
| | 323 | Reinforced | 89% | |
| | 343 | Reinforced | 80% | |
| | 403 | Mastery | 79% | |
| | 406/416 | Mastery | 100% | |
| Tolerate ambiguity in resolving ethical conflicts | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |

| | | | | |
|---|---------|------------|------|--|
| | 406/416 | Mastery | 100% | |
| Apply strategies of ethical reasoning to arrive at principled decisions | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 403 | Reinforced | 79% | |
| | 406/416 | Mastery | 100% | |

2.1.3: Apply critical thinking to inform and communicate professional judgments

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|---|---------------|--------------|--------------------------------|--------------------------------|
| Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | 213 | Introduced | Not offered | |
| | 303 | Reinforced | 79% | |
| | 403 | Reinforced | 79% | |
| | 423 | Mastery | 100% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Mastery | 100% | |
| Analyze models of assessment, prevention, intervention, and evaluation | 313 | Introduced | 88% | |
| | 403 | Reinforced | 79% | |
| | 413 | Reinforced | 89% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Mastery | 100% | |
| Demonstrate effective oral and written communication | 213 | Introduced | Not offered | |

| | | | | |
|--|---------|------------|------|--|
| in working with individuals, families, groups, organizations, communities, and colleagues | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 423 | Mastery | 100% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Mastery | 100% | |

2.1.4: Engage diversity and difference in practice

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|--------------------------------|--------------------------------|
| Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | 203 | Introduced | 54% / 75% | |
| | 303 | Introduced | 79% | |
| | 343 | Reinforced | 80% | |
| | 403 | Reinforced | 79% | |
| | 406/416 | Mastery | 100% | |
| Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 203 | Introduced | 54% / 75% | |
| | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Recognize and communicate their understanding of the importance of difference in shaping life | 313 | Introduced | 88% | |
| | 343 | Reinforced | 80% | |
| | 406/416 | Mastery | 100% | |

| | | | | |
|--|---------|------------|------|--|
| experiences | | | | |
| View themselves as learners and engage those with whom they work as informants | 313 | Introduced | 88% | |
| | 406/416 | Reinforced | 100% | |

2.1.5: Advance human rights and social and economic justice

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|----------------------------|----------------------------|
| Understand the forma and mechanisms of oppression and discrimination | 203 | Introduced | 54% / 75% | |
| | 303 | Reinforced | 79% | |
| | 343 | Reinforced | 80% | |
| | 406/416 | Mastery | 100% | |
| Advocate for human rights and social and economic justice | 303 | Introduced | 79% | |
| | 413 | Reinforced | 89% | |
| | 423 | Reinforced | 100% | |
| | 406/416 | Mastery | 100% | |
| Engage in practices that advance social and economic justice | 303 | Introduced | 79% | |
| | 413 | Reinforced | 89% | |
| | 423 | Reinforced | 100% | |
| | 406/416 | Mastery | 100% | |

2.1.6: Engage in research-informed practice and practice-informed research

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|-------------------------|--------------------------------|--------------------------------|
| Use practice experience to inform scientific inquiry | 403 | Introduced & reinforced | 79% | |
| | 443 | Reinforced | 100% | |
| | 406/416 | Mastery | 100% | |
| Use research evidence to inform practice | 313 | Introduced | 88% | |
| | 403 | Reinforced | 79% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Reinforced | 100% | |

2.1.7: Apply knowledge of human behavior and the social environment

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|-------------------------|----------------------------|----------------------------|
| Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | 203 | Introduced | 54% / 75% | |
| | 313 | Introduced | 88% | |
| | 343 | Reinforced | 80% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Critique and apply knowledge to understand person and environment | 343 | Introduced & reinforced | 80% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |

2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|--------------------------------|--------------------------------|
| Analyze, formulate, and advocate for policies that advance social well-being | 303 | Introduced | 79% | |
| | 423 | Mastery | 100% | |
| | 406/416 | Reinforced | 100% | |
| Collaborate with colleagues and clients for effective policy action | 303 | Introduced | 79% | |
| | 413 | Reinforced | 89% | |
| | 423 | Reinforced | 100% | |
| | 406/416 | Reinforced | 100% | |

2.1.9: Respond to contexts that shape practice

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|--------------------------------|--------------------------------|
| Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | 203 | Introduced | 54% / 75% | |
| | 403 | Reinforced | 79% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Reinforced | 100% | |
| Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services | 343 | Introduced | 80% | |
| | 413 | Reinforced | 89% | |
| | 423 | Reinforced | 100% | |
| | 406/416 | Reinforced | 100% | |

2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

2.1.10(a): Engagement

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|---|---------------|--------------|--------------------------------|--------------------------------|
| Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | 313 | Introduced | 88% | |
| | 323 | Introduced | 89% | |
| | 413 | Reinforced | 89% | |
| | 423 | Reinforced | 100% | |
| | 406/416 | Mastery | 100% | |
| Use empathy and other interpersonal skills | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Develop a mutually agreed-on focus of work and desired outcomes | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |

2.1.10(b) Assessment

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|--------------------------------|--------------------------------|
| Collect, organize, and interpret client data | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Assess client strengths and limitations | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Develop mutually agreed-on intervention goals and objectives | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Select appropriate intervention strategies | 313 | Introduced | 88% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |

2.1.10(c): Intervention

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|---|---------------|--------------|--------------------------------|--------------------------------|
| Initiate actions to achieve organizational goals | 413 | Introduced | 89% | |
| | 406/416 | Reinforced | 100% | |
| Implement prevention interventions that enhance client capacities | 323 | Introduced | 89% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Reinforced | 100% | |
| Help clients resolve problems | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 413 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |
| Negotiate, mediate, and advocate for clients | 323 | Introduced | 89% | |
| | 423 | Reinforced | 100% | |
| | 406/416 | Mastery | 100% | |

| | | | | |
|------------------------------------|---------|------------|------|--|
| Facilitate transitions and endings | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 406/416 | Mastery | 100% | |

2.1.10(d): Evaluation

| Practice Behavior | Course | Level | Pass Rate 2013-2014 | Pass Rate 2014-2015 |
|--|---------------|--------------|--------------------------------|--------------------------------|
| Social workers critically analyze, monitor, and evaluate interventions | 313 | Introduced | 88% | |
| | 323 | Reinforced | 89% | |
| | 403 | Reinforced | 79% | |
| | 443 | Mastery | 100% | |
| | 406/416 | Reinforced | 100% | |

Pass rates for nearly all the courses have met the benchmark and are strong. The exception to this is SOWK 203, which has not met the benchmark for pass rates. SOWK 203 measures in the assessment matrix were also of concern. This course will be revamped for the 2014-2015 academic year (please see AS 4.0.3 for discussion).

Qualitative Analyses

Qualitative assessments have no benchmarks and are utilized to assess the program overall. They are especially used to assess the overall curriculum and to assess that the courses in the curriculum support each other. These analyses were obtained through group discussion with students and with field instructors. They were then discussed by the faculty.

Several primary findings came from student group interviews. First, students in the field practicum focused on how the curriculum and course work prepared them for the field practicum. Students were excited by the way, during the field practicum, they were able to integrate and apply classroom learning. Students also found the critical thinking logs and journals to be an effective way of “stepping back” and assessing what happened in the field and their own knowledge development. They also found it to be an excellent forum for initiating discussions with the field coordinator to enhance learning. Students also indicated a preference for a primary textbook for each class, indicating that this helps them organize their understanding. Courses without a primary textbook are generally more difficult for students to focus learning in a cohesive manner.

Another primary finding from the student group interviews centered around professional writing. Students indicated that they struggled with the writing requirements, with APA, with how to write professionally. Students appreciated the writing review they received at the beginning of SOWK 403 (Research), but felt this was much too late in the curriculum. They also felt a need for more in-depth instruction with regard to professional writing.

Field instructor interviews were overwhelmingly positive. Field instructors found the orientation prior to the beginning of the fall semester to be very helpful (this through interviews and the orientation assessment). They were, as a group, very happy with the work performed by students and overall with the knowledge and skills the students brought to the field practicum. However, they also remarked that students needed extra help with regard to professional writing. Oral communication skills were considered a major strength, but written communications required more assistance than they would have expected at that point in the students’ education.

Faculty review of the qualitative assessments concurred. While students overall meet the benchmark for writing, they often fall at the lower end of this continuum. In addition, faculty report spending quite a bit of time with students on writing skills. This is especially problematic in the first semester of the advanced major courses, when students are very unprepared for professional writing.

Accreditation Standard 4.0.3: *The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.*

Outcomes are evaluated by the faculty as a whole. Each semester, faculty provide data for specific practice behavior measures to the chair, who then compiles the data into the assessment matrix. At the end of the academic year, faculty review the full year's data for specific measures that may be of concern as well as the competency benchmark attainment. At this time, pass rates are also reviewed with regard to overall achievement.

Each semester, artifacts scheduled for review are collected. These are then reviewed at the end of the semester/prior to the beginning of the following semester. The information culled from these reviews is included in the year-end review. Also included in the year-end review is data from the qualitative assessments.

The year-end reviews are a time for faculty to look at the assessment measures and make plans for the following year. These plans may be curricular or may be broader (i.e., retention and persistence).

To date, faculty review of the assessment matrices and qualitative assessments have resulted in some general program changes:

- A student orientation (required of all students entering the advanced major and held the week before fall classes begin)
- A field practicum orientation (required of all students entering the field practicum and held the week before fall classes begin)
- Development of a course syllabus template, a master template upon which each course's master syllabus will be founded
- Development of a grading rubric template, upon which each grading rubric will be founded
- Review of the application for admission into the advanced major – both the process and the application are being reviewed for revision for the spring 2015 application process; this is to ensure admission of students prepared for the advanced coursework
- Revision of the plan of study format to make it easier for both students and center counselors to review with regard to the program status sheets

Specific course changes as a result of assessment findings include:

- SOWK 213 has been added to the curriculum; this is a professional writing course that will build on the knowledge students have gained in core English courses and prepare them for writing in the field of social work
- SOWK 203 is being revised and revamped for the spring 2015 semester; the revised course will emphasize social work values and ethics, the fields of practice, and the social work experience in those fields of practice
- SOWK 413 syllabus is being reviewed and revised; this is to include a primary textbook and more cohesive approach

Accreditation Standard 4.0.4: *the program uses Form AS 4(B) and/or Form AS 4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

Form AS 4(B) has been posted on the social work department website, and may be accessed through the following website link: http://www.olg.edu/departments/swk/swk_assessment.htm or the document may be accessed directly via http://warehouse.olg.edu/local_links/socialwork/docs/index.php?dir=assessment/department_assessment_plans/&file=11_17_2014_assessment_of_student_learning_outcomes_for_mbsw.pdf

In addition, the department is updating its website, also with the department’s OLC Annual Report, which also includes the assessment matrix, on the website. These will be updated each fall and the updated form(s) posted on the website. Form AS 4(B) is also included below.

**OLC BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES**

LAST COMPLETED ON 11/17/2014

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

-
- This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standards below:
- 4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*
 - 4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

| COMPETENCY | COMPETENCY BENCHMARK | PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK |
|----------------------------|------------------------------------|--|
| Identify as a Professional | 80% of students achieve competency | 91% |

| | | |
|---|---|--------------|
| Social Worker | | |
| Apply Ethical Principles | 80% of students achieve competency | 80% |
| Apply Critical Thinking | 80% of students achieve competency | 89% |
| Engage Diversity in Practice | 80% of students achieve competency | 82% |
| Advance Human Rights/ Social and Economic Justice | 80% of students achieve competency | 82% |
| Engage Research Informed Practice/ Practice Informed Research | 80% of students achieve competency | 82.5% |
| Apply Human Behavior Knowledge | 80% of students achieve competency | 84% |
| Engage Policy Practice to Advance Well-Being and Deliver Services | 80% of students achieve competency | 91% |
| Respond to Practice Contexts | 80% of students achieve competency | 84% |
| Practice Engagement | 80% of students achieve competency | 84.5% |
| Practice Assessment | 80% of students achieve competency | 82% |
| Practice Intervention | 80% of students achieve competency | 86.5% |
| Practice Evaluation | 80% of students achieve competency | 92% |

Accreditation Standard 4.0.5: *The program appends copies of all assessment instruments used to assess the program competencies.*

In the following pages are:

- Grading Rubric Template
- Group Facilitator/Leadership Skills Evaluation Checklist
- Social work Interviewing Rating Form
- Field Instructor Orientation Evaluation

Grading Rubric Template

RUBRIC: *name of assignment*

Course number and title

Student:

Date due:

Date received:

| Criterion | Exemplary (90-100%) | Competent (80-89%) | Developing (70-79%) | Unacceptable (<=69%) |
|--|---|--|--|--|
| <i>Content</i> <i>(50%, n points)</i> | Thoroughly and completely covers all aspects of the assignment | Generally covers all aspects of the assignment | Some aspects of the assignment are covered, but other aspects are unaddressed, unclear, or vague | Notably incomplete in addressing key aspects of assignment; paper content is unclear and does not indicate an understanding of what is asked for in the assignment; work does not cover the full/actual assignment |
| <i>Integration of course reading and concept application</i> <i>(15%, n points)</i> | Key course concepts are exceptionally well integrated and correctly applied, indicating a thorough understanding of course material | Generally integrates within the assignment key course concepts discussed in class and addressed in assigned readings | Integration of key concepts discussed in class and addressed in assigned readings is inconsistent | Inadequate, inaccurate, or poor application of most key concepts discussed in class or covered in assigned readings |
| <i>Critical thinking/analysis</i> <i>(15%, n points)</i> | In-depth analysis evident. Shows evidence of the ability to grasp more complex concepts and to think critically. Positions are well grounded in and supported by empirical evidence | Generally demonstrates the ability to think critically about the topic and is able to analyze objectively and support positions. A few assumptions or aspects are not critically assessed. | Little evidence of the ability to think critically. Simple, concrete observations evident, but with little or no in-depth analysis. Writing reflects thinking that is mostly concrete with unrecognized assumptions. | No evidence of the ability to think critically. Arguments/positions are illogical, lack objectivity, indicate bias, and are not grounded in factual information. |
| <i>Quality of research</i> | Exceptionally thorough and well researched analysis using relevant, current professional social work literature. Web resources used have been critically | Generally well researched, using primarily current professional social work literature. Most web resources used represent timely, accurate, objective | Some quality resources used, but less than what would be expected from a perusal of the professional literature. Some reliance upon popular literature and/or the use of | Minimal and/or inadequate use of current relevant professional social work literature. Web resources have not been critically evaluated and are of |

| | | | | |
|--|--|--|---|--|
| (10%, n points) | evaluated regarding timeliness, sponsorship, accuracy, and objectivity and complement or support the traditional professional resources used | information and compliment professional social work resources | resources which are tangential to the assignment. Not all web resources have been critically evaluated and some are of questionable timeliness, sponsorship, accuracy, or objectivity | questionable timeliness, sponsorship, accuracy, or objectivity. List of references is missing, inadequate, and/or not cited within the text of the assignment |
| <p>Writing quality (10%, n points)</p> <p>OR</p> <p>Oral presentation (10%, n points)</p> | <p>Essentially error-free, with clear evidence of proof reading/editing in regards to typing, grammar, spelling, punctuation, sentence and paragraph structure. Correct use of introduction, headings, and summary. Consistent use of professional terms/ language. Follows APA format</p> <p>OR</p> <p>Demonstrates professional demeanor in behavior, appearance, and communication. Consistent and appropriate use of professional terms and language. Points made are clear, concise, and based upon evidence and reason.</p> | <p>Generally an absence of errors with regard to typing, grammar, spelling, punctuation, sentence and paragraph structure. Assignment was proofread and edited prior to submission</p> <p>OR</p> <p>Generally professional in behavior and communication. Some use of slang or idiomatic language. Points generally clear</p> | <p>Several errors, some of which are significant/ glaring and are evident with regard to typing, grammar, spelling, punctuation, sentence and paragraph structure. Needed further proofreading.</p> <p>OR</p> <p>Communication utilizes slang and/or idiomatic language throughout. Professional demeanor needs improvement. Points at time based on emotion and/or personal opinion without reason and/or supporting evidence</p> | <p>Significant/glaring errors throughout with regard to typing, grammar, spelling, punctuation, sentence and paragraph structure. No evidence paper was proofread or edited.</p> <p>OR</p> <p>Lacking in professional demeanor. Communication does not utilize professional language but is primarily conversational (when not appropriate), slang, and idiomatic. Points primarily based upon opinion and/or emotion without support of reason evidence.</p> |

Total points earned:

Late point deduction (if applicable):

Final grade/total points:

Comments:

Group Facilitator/Leadership Skills Evaluation Checklist

(Circle one for each of seven skills)

1. **Supports involvement of others** (encourages identification and description of thoughts, feelings, and behaviors)

Needs improvement Acceptable Excellent Insufficient Observation

2. **Reframes and redefines** (restates what a person says to ensure it is understood and the person feels visible)

Needs improvement Acceptable Excellent Insufficient Observation

3. **Links group member's communication** (Explicitly related one group member's statement to another member's statement)

Needs improvement Acceptable Excellent Insufficient Observation

4. **Directing** (asking group member or members how their statement relate to topic – focuses group back to topic)

Needs improvement Acceptable Excellent Insufficient Observation

5. **Summarizing** (After a group member makes a statement, leader summarizes what was said)

Needs improvement Acceptable Excellent Insufficient Observation

6. **Clarifies** (restates a group member's statement with the intent to make clear point being made)

Needs improvement Acceptable Excellent Insufficient Observation

7. **Resolves conflict** (uses six-step relationship building/problem-solving process to encourage group members to express, understand and resolve negative emotions between group members)

Needs improvement Acceptable Excellent Insufficient Observation

Facilitator: _____ Evaluator: _____

Date: _____

Social Work Interviewing Rating Form

Talking (Speech & language)

+

--

Comments

Nonverbal Communications (attending)

+

--

Comments

Hearing (Receiving messages)

+

--

Comments

Observing

+

--

Comments

Encouraging

+

--

Comments

Exploring (open & closed ended q's)

+

--

Comments

Seeking Clarification

+

--

Comments

Reflecting (content, meaning, feelings)

+

--

Comments

Partializing

+

--

Comments

Identifying Issues

+

--

Oglala Lakota College, Social Work Department

Field instructor Orientation Evaluation

Please take a moment to answer the following questions. Your responses will aid us in our continuing efforts to make this orientation meaningful and useful for field instructors.

Content presented:

Excellent _____ Good _____ Satisfactory _____ Unsatisfactory _____ Poor _____

Presentation of content:

Excellent _____ Good _____ Satisfactory _____ Unsatisfactory _____ Poor _____

Packet materials:

Excellent _____ Good _____ Satisfactory _____ Unsatisfactory _____ Poor _____

Field manual:

Excellent _____ Good _____ Satisfactory _____ Unsatisfactory _____ Poor _____

This session met my professional needs:

Excellent _____ Good _____ Satisfactory _____ Unsatisfactory _____ Poor _____

Convenience of location, time, length of session:

Excellent _____ Good _____ Satisfactory _____ Unsatisfactory _____ Poor _____

If you were dissatisfied with the location, time, or length of session, please make suggestions for the future:

Please give your suggestions for the following:

Any of today's content that should be expanded:

Any of today's content that should be shortened or deleted:

Other content that you would like to see added to improve the orientation:

Any other comments?