



NORTHWESTERN COLLEGE

Social Work Department
DEPARTMENT ASSESSMENT REPORT –Long Version

To : NWC Assessment Committee
From: Valerie Stokes, Chair of Department of Social Work
RE: Assessment Report for 2012-2013 Academic Year

The self-study report examined the 10 educational outcome areas required by CSWE (Council on Social Work Educators) as well as 1 additional educational outcome area designated by our department.

This report includes a review of student learning, our department's learning goals and recommendations for changes, a review of the extent to which the current curriculum adequately implements the department's learning goals and recommendations for changes, how we intend to maintain and improve the quality of the program based on that assessment, identification of issues and needs within the department, and finally, identify our department's strengths and weaknesses.

Below is a summary of departmental learning goals, a review of the assessment plan, as well as plans for maintaining and improving the quality of the program for any deficiency areas. Also included is a description of data collection measures. We conclude with our assessment plan tools, collection process, and analysis of multiple qualitative and quantitative measurement instruments for each EPAS (Educational Program Accreditation Standards) 2008 competency area.

Our program's objectives or outcomes stem from the program goals and assist with the department's development and adaptation of our social work curriculum. These objectives are based upon the Education Policy, Section 3.

Social Work Educational Outcomes/Program Core Competencies

Graduates of Northwestern Social Work Program will be able to demonstrate the following competencies:

1. **PROFESSIONAL SELF.** Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1).
2. **VALUES AND ETHICS.** Practice social work ethical principles to guide professional practice (EPAS 2.1.2).
3. **CRITICAL THINKING SKILLS.** Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3).
4. **NONDISCRIMINATION AND DIVERSITY.** Engage diversity and difference in practice (EPAS 2.1.4).
5. **HUMAN RIGHTS AND SOCIAL JUSTICE.** Advance human rights and social and economic justice by understanding the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice (EPAS 2.1.5).
6. **SOCIAL RESEARCH.** Engage in research-informed practice and practice-informed research (EPAS 2.1.6).
7. **HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT.** Apply knowledge of human behavior and social environment (EPAS 2.1.7).
8. **SOCIAL WELFARE POLICY.** Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services (EPAS 2.1.8).
9. **RESPOND TO CONTEXTS.** Respond to contexts that shape practice (EPAS 2.1.9).
10. **SOCIAL WORK PRACTICE.** Practice evidence-based entry-level social work with individuals, families, groups, organizations, and communities by engagement, assessment, intervention, and evaluation of practice (EPAS 2.1.10).

11. **FAITH INTEGRATION.** Integrate faith in learning and practice through a liberal arts perspective by engaging ideas, connecting knowledge and experience, responding to God's call (NWC Vision for Learning, 2009).

The first twelve of these objectives are drawn directly from the Council on Social Work Education's Foundation Program Objectives.

All academic departments at Northwestern College are required to have an assessment plan (FHB 2.32.44). For each of the goals assessed, an annual report should be implemented each academic year. The report should include the following components:

1. The goal (or goals) for student learning,
2. A description of how that goal is assessed,
3. A summary of the results of the assessment,
4. A response to the results, including plans to correct any deficits in student learning.

An annual report is submitted to the Academic Assessment committee. For each goal for student learning the department is to describe how that goal is measured and evaluated. This includes specific instruments, surveys, assignments, evaluative rubrics, etc. Departments summarize this evaluative information on student learning and respond to the results. These responses are expected to address any deficiencies in student learning that have been identified. The Social Work department is in compliance with these college-wide expectations.

The Social Work department has submitted materials that include our department mission (see j:drive/SWK/2008 EPAS/NWCAS 1 Program Mission_EPAS 2008.docx), our goals for student learning and educational outcomes(program core competencies as found in NWCAS 1 Program Mission_EPAS 2008.docx, p. 2-3), and our plan for evaluating whether that learning is occurring. We will have an assessment plan and our annual assessment review and analysis. Each program educational outcome is linked to EPAS 2008 core competencies. Each core competency stated as a practice behavior is associated with specific measurement procedures and methods. We describe how this plan has been implemented and how we are using the data we collect to affirm and improve our program.

For each competency-based outcome, we plan to measure:

- Assignment grades (both standardized multiple-choice quizzes/exams and essay/ papers)
- Field Instructor Assessment (FPAAI)
- Standardized External Assessment/Exit Test (ACAT)

We are in consideration of developing an overall assessment of the program, post-graduation. However, we have decided not to implement this as a post-graduate survey, but rather create an exit evaluation degree survey of the 41 practice behaviors:

- Exit Evaluation Survey (to be surveyed during their final semester and before May graduation)

We begin by briefly describing the primary assessment tools including the following: ACAT, FPAAI-Practicum Evaluations, assignment grades. We have both internal and external measurement tools for each educational outcome/competency. In general, assessment tools are used to evaluate multiple program practice behaviors. In selecting assessment tools, we have tried to follow good practice in using multiple measures that balance the objective/subjective and the qualitative/quantitative measurement. The measurement plan is listed in matrix grid for each educational outcome/practice behavior competency (see j:drive/SWK/EPAS 2008/EPAS 2008 Curriculum Matrix_NWC.docx) and posted on the MyNWC Social Work group page which students have access.

GENERAL DESCRIPTION OF ASSESSMENT INSTRUMENTS

ACAT - Area Concentrated Achievement Test

The ACAT for Social Work is a comprehensive and objective assessment instrument designed specifically for social work programs. ACAT is an exit test for seniors and is oriented to basic knowledge

acquisition and retention. One of the advantages of the ACAT over other instruments is that it is nationally standardized. ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile rank is the percent of student in the national reference group expected to obtain a score equal to or less than the one achieved by the NWC graduating cohort. Because of this we can begin to make comparisons between NWC social work majors and their peers in like institutions immediately. This instrument is used for outcomes assessment and provides social work programs with a procedure to measure knowledge of eight major content areas in the curriculum; Human Behavior in the Social Environment, Social Policy, Social Work Practice, Research Methods, Diversity, Populations at Risk, Social and Economic Justice, and Social Work Values and Ethics. We have incorporated its use as a quantitative tool to evaluate:

Educational Outcome #2 (Values and Ethics) – EP 2.1.2
Educational Outcome #4 (Nondiscrimination & Diversity) – EP 2.1.4
Educational Outcome #5 (Human Rights and Social Justice) – EP 2.1.5
Educational Outcome #7 (Human Behavior in the Social Environment) – EP 2.1.7
Educational Outcome #8 (Social Welfare Policy) – EP 2.1.8
Educational Outcome #10 (Social Work Practice) – EP 2.1.10

How Information Is Used – Students will complete this standardized examination in their senior year – fall semester. The exam is embedded in SWK 416, Fundamental Issues of Social Work syllabus with this wording:

“Students will be administered the Area Concentrations Achievements Test as a component of this course. The ACAT is a nationally standardized test that measures 8 social work competency areas: Populations at Risk, Diversity, Social and Economic Justice Values and Ethics, Policy and Services, Social Work Practice, Human Behavior in the Social Environment, Research Methods. Students must score a 68th Percentile Rank average or greater across these areas. Students receiving scores below 68th rank may not be allowed into practicum without sufficient evidence of knowledge acquisition of deficient areas. Students may opt to re-take the exam at their own expense within one week of score receipt.” Percentile Rank represents the relative standing of a score in relation to the distribution, namely the percent of measurements below his/her score value. Therefore, we would expect our students to do better than 68% of the others in the distribution pool.

We will use comparisons between NWC and other institutions to review student competence in these 8 areas compare to students in other institutions. This will give us better direction on where we can focus our efforts. Comparative data between graduating student within NWC will be used to ascertain the impact of those efforts on improving curriculum areas.

FPAAI (Field Placement/Practicum Assessment Instrument)

According to the instrument originators, BEAP (Baccalaureate Education Assessment Project of The Association of Baccalaureate Social Work Program Directors) is now referred to as SWEAP. The Baccalaureate Education Assessment Project (BEAP) team is reorganizing as the Social Work Education Assessment Project (SWEAP). In a move to protect the intellectual property rights of authors and expand services to graduate level social work programs, the project is no longer an entity of BPD. The team will continue to service existing assessment instrument users as the project grows and develops new accreditation-related services. –

“the FPPAI was developed to address the Educational Policy 2.1 (Core Competencies) and 2.3 (Signature Pedagogy: Field Education). A uniform and comprehensive instrument was developed to focus on the measurement of competencies in field education. Each of the competencies 2.1.1 – 2.1.10 is captured in operationalized definitions of practice behaviors. The measurement consists of 55 items scored on a 9-

point Likert scale. In addition to the quantitative portion of the FPPAI, an optional qualitative questionnaire is provided.” (see <http://beap.utah.edu>).

The instrument will be used for midterm and final evaluation points. The field instructor/supervisor will complete it online with the student’s ID tracking number provided by the Practicum Director. This is a security password protected website.

This instrument measures practice competencies across 10 domains including: Professional Social Work Skills and Supervision, Professional Communication, Social Work Values and Ethics, Critical Thinking, Diversity, Human Rights and Economic Justice and Policy, Research, Human Behavior in Social Environment, Generalist Practice, and Social Work Practice with Individuals, Groups, Organizations, and Communities. Each student is provided section and combined result; a total section aggregate is also provided for the entire practicum group of students.

This tool is used to evaluate across the entire domain of the following nine educational outcome/practice behavior competencies:

- Educational Outcome #1 (Professional Self) EP 2.1.1
- Educational Outcome #2 (Values & Ethics) EP 2.1.2
- Educational Outcome #3 (Critical Thinking) EP 2.1.3
- Educational Outcome #4 (Nondiscrimination and Diversity) EP 2.1.4
- Educational Outcome #5 (Human Rights and Social Justice) EP 2.1.5
- Educational Outcome #6 (Social Research) EP 2.1.6
- Educational Outcome #7 (Human Behavior in the Social Environment) EP 2.1.7
- Educational Outcome #8 (Social Welfare Policy) EP 2.1.8
- Educational Outcome #10 (Social Work Practice) EP 2.1.10

The practicum student evaluation is a quantitative instrument that their Field Instructor completes. The ratings provided on the instrument are an accurate reflection of the students’ practical skills in the field of social work during their practicum. Students and field instructors are encouraged to discuss the form together. This provides an opportunity for the student and the supervisor to discuss in detail areas in which they may or may not agree upon. An agreed upon evaluation is then submitted to the Field Director at midterm and at the end of the practicum. The final rating is used in determining our program assessment. The instrument becomes a very good tool for supervision as well.

The evaluation is influenced by the Field Instructors who have experiential knowledge of the most pressing needs and desirable skills that workers must have in their field. As a result, the ratings provided about NWC social work students is considered to be reliable and valuable.

This evaluation tool helps the social work department focus on very specific aspect(s) of a student’s knowledge and skills in social work practice; resulting in an accurate and concise measure in each evaluative area. The student is evaluated on their performance at both midterm and again at the completion of the practicum. This allows two evaluations measures of student performance. The midterm evaluation helps to determine areas which students needs to improve on and the final evaluation allows the social work department to determine if adequate improvement has been made.

Also included in this measurement tool is the opportunity for the evaluator to make qualitative statements about the students’ experiences. This has proven both validating and informative.

How information is used- This information is used to examine the change in the numbers from graduating students on a year to year basis. Students are expected to meet or exceed the Competent Performance category (FPAAI of 5 or >) in each category. Competence is defined as "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.” Less than competent performance of an aggregate graduating class will result in a review by faculty and to make curriculum changes and improvements, such as changing a class content or instruction method.

Integration of Faith and Learning Rubric

This Rubric is used as one measurement tool to evaluate Educational Outcome 11 (Faith Integration). This rubric will be used to measure a student's ability to integrate faith and learning through written assignments. Each student will complete a Values paper in the Introduction to Social Work Course, SWK 140, in the fall semester each year. The instructor will complete a rubric evaluating each student's capacity to integrate their faith and the discipline of social work. The student will be assigned an average based on their rubric scores. The second part of this measurement will take place when the student takes SWK 416, the Fundamental Issues in Social Work course in the fall of each year. Each student will be required to complete an "Ethical Position, Reflection, and Resolution" paper. The instructor will complete a rubric evaluating each student's capacity to integrate their faith and the discipline of social work. The student will be assigned an average based on their rubric scores. In addition, in SWK 386, students will qualitatively integrate community practice content with a personal faith perspective and Biblical narrative.

How this information is used- The scores from the rubrics will be used to determine the student's capacity to integrate their faith and the practice and values of the social work profession. Furthermore, since the rubric is utilized at both the beginning and the end of their program, changes in their capacity to integrate their faith can be observed. Lower or unchanged ratings on this rubric would indicate the need for additional attention in this area by faculty.

Internal Departmental Assignment Grades

Each educational outcome, competency will be evaluated with a combination of papers, quizzes, examinations in at least two (2) different social work courses across the curriculum structure. After participating in a CSWE reaffirmation training (9/2012), an adjustment was made to our assessment matrix. Therefore, these are the courses wherein practice behaviors are directly measured:

Educational Outcome #1 (Professional Self) EP 2.1.1
Measured in Courses: 418/419, 386, 416, 210

Educational Outcome #2 (Values & Ethics) EP 2.1.2
Measured in Courses: 418/419, 416

Educational Outcome #3 (Critical Thinking) EP 2.1.3
Measured in Courses: 418/419, 140, 370, 386

Educational Outcome #4 (Nondiscrimination and Diversity) EP 2.1.4
Measured in Courses: 418/419, 416, 232, 231, 210

Educational Outcome #5 (Human Rights and Social Justice) EP 2.1.5
Measured in Courses: 418/419, 416, 232, 360

Educational Outcome #6 (Social Research) EP 2.1.6
Measured in Courses: 418/419, 220, 416

Educational Outcome #7 (Human Behavior in the Social Environment) EP 2.1.7
Measured in Courses: 418/419, 416, 370, 231

Educational Outcome #8 (Social Welfare Policy) EP 2.1.8
Measured in Courses: 416, 360

Educational Outcome #9 (Respond to Contexts) EP 2.1.9
Measured in Courses: 418/419, 360

Educational Outcome #10 (Social Work Practice) EP 2.1.10
Measured in Courses: 418/419, 416, 370, 376, 210, 386

How information is used- This information is used to examine the change in the numbers from graduating students on a year to year basis. Students are expected to meet or exceed the competency level of 80% or

greater, typically a B- or greater. B grade-level work is defined as "having enough skill or ability to do something well." We would expect our students to conduct average to above average work. "Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level." Less than competent performance of an aggregate graduating class will result in a review by faculty and to make curriculum changes and improvements, such as changing a class content or instruction method.

DATA COLLECTION

Educational Outcome #1: PROFESSIONAL SELF

EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Measurement Tool & Benchmarks:

- FPAAI Professional Social Work Skills and Supervision – Practice Behaviors 2.1.1 A-F
 - Competent Performance category (FPAAI of 5 or >; 80%>)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 386 Community Practice Project
 - SWK 416 Ethical Position Paper
 - SWK 210 5-Stage Interview

Data Collection Timeline:

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses. The Program Director will review the database for analysis before end of May.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

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

A. advocate for client access to the services of social work;	7.42
B. practice personal reflection & self-correction to assure continual professional development;	6.75
C. attend to professional roles and boundaries;	7.65
D. demonstrate professional demeanor in behavior, appearance, and communication;	7.70
E. engage in career long learning;	7.80
F. use supervision and consultation.	7.75
Total Section Score	7.51

COMPETENCY: PROFESSIONAL IDENTITY

EPAS 2.1.1. Identify as a professional social worker and conduct oneself accordingly.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Advocate for client access to the services of SW.	SWK386	M1. Community Practice Project	80% or >	87.33%	Yes	100%
	SWK419	M2. FPAAI 2.1.1 Item A score	Level 5 or >	7.42	Yes	5(100%)
PB2. Practice personal reflection and self-correction.	SWK416	M1. Ethical Position/Resolution Paper	80% or >	94%	Yes	100%
	SWK419	M2. FPAAI 2.1.1 Item B score	Level 5 or >	6.7	Yes	4(80%)
PB3. Attend to professional roles and boundaries.	SWK210	M1. 5-Stage Interview	80% or >	88.60%	Yes	100%
	SWK419	M2. FPAAI 2.1.1 C score	Level 5 or >	7.65	Yes	5(100%)
PB4. Demonstrate professional demeanor in behavior, appearance, and communication.	SWK210	M1. 5-Stage Interview	80% or >	88.60%	Yes	100%
	SWK419	M2. FPAAI 2.1.1 Item D score	Level 5 or >	7.70	Yes	5(100%)
PB5. Engage in career-long learning.		M1. Attend a regional/state/national conference.	Pass/No Pass	Pass	Yes	100%
	SWK419	M2. FPAAI 2.1.1 Item E score	Level 5 or >	7.80	Yes	5(100%)

PB6. Use supervision and consultation.	SWK416	M1. Reamer Casebook Logs	80% or >	81%	Yes	90%
	SWK419	M2. FPAII 2.1.1 Item F score	Level 5 or >	7.75	Yes	5(100%)
RESULTS FOR COMPETENCY:						97.85%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall.

Data Analysis/Action Plan:

All of benchmarks were MET.

Reflective Loop Educational Note: Continue with measures and actions.

Educational Outcome #2: VALUES AND ETHICS

EPAS 2.1.2 Apply social work ethical principles to guide professional practice.

Measurement Tool & Benchmarks:

- ACAT Values and Ethics
 - 68th Percentile Rank average or greater
- FPAAI Social Work Values and Ethical Practice – Practice Behaviors A-D
 - Competent Performance category (FPAAI of 5 or >; 80%>)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 416 Ethical Position Paper
 - SWK 416 Reamer Case Book Logs

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: ETHICAL PRACTICE						
EPAS 2.1.2. Apply social work ethical principles to guide professional practice.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Recognize and manage personal values to allow professional values to guide practice.	SWK416	M1. Ethical Position Paper	80% or >	94%	Yes	100%
	SWK419	M2. FPAAI 2.1.2 Item A score	Level 5 or >	7.40	Yes	5(100%)
PB2. Make ethical decisions by NASW Code, etc.	SWK416	M1. Reamer Casebook Logs	80% or >	81%	Yes	90%
	SWK419	M2. FPAAI 2.1.2 Item B score	Level 5 or >	7.70	Yes	5(100%)
PB3. Tolerate ambiguity in resolving ethical conflicts.	SWK416	M1. Reamer Casebook Logs	80% or >	81%	Yes	100%
	SWK419	M2. FPAAI 2.1.2 Item C score	Level 5 or >	7.80	Yes	5(100%)
PB4. Apply strategies of ethical reasoning to arrive at principled decisions.	SWK416	M1. Reamer Casebook Logs	80% or >	81%	Yes	100%

Ethics Competency	SWK419	M2. FPAAI 2.1.2 Item D score	Level 5 or >	7.70	Yes	5(100%)
	SWK416	M1. ACAT: Values and Ethics score	68th Percentile Rank or >	65%	No	--
RESULTS FOR COMPETENCY:						98.75%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

FPAAI 2.1.2 Apply social work ethical principles to guide professional practice.	
A. recognize and manage personal values in a way that allows professional values to guide practice;	7.40
B. make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable Statement of Principles	7.70
C. tolerate ambiguity in resolving ethical conflicts;	7.80
D. apply strategies of ethical reasoning to arrive at principled decisions.	7.70
Total Section Score	7.65

Table Findings for ACAT Ethics Scores

Yr*	Sz*	Ethics ACAT Scores	
		Standard	Percentile
12-13	5	538	65
11-12	12	555	71
10-11	10	581	79
09-10	9	583	80
08-09	9	604	85
07-08	7	526	60
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until graduation class of 2008. The test is taken in the fall semester.

Data Analysis/Action Plan:

9 out of 10 of benchmarks were MET. We will monitor the ACAT score next year.

Educational Outcome #3: CRITICAL THINKING SKILLS

EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Measurement Tool & Benchmarks:

- FPAAI Critical Thinking – Practice Behaviors A-C
 - Competent Performance category (FPAAI of 5 or >; 80%>)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 140 Research Paper
 - SWK 370 Model of Practice Project
 - SWK 386 Community Practice Project/Presentation

Data Collection Timeline:

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: CRITICAL THINKING						
EPAS 2.1.3. Apply critical thinking to inform and communicate professional judgments.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Distinguish, appraise, integrate multiple sources of knowledge.	SWK140	M1. Research Paper	80% or >	93%	Yes	100%
	SWK419	M2. FPAAI 2.1.3 Item A	Level 5 or >	6.47	Yes	5(100%)
PB2. Analyze models of assessment, prevention, intervention, evaluation.	SWK370	M1. Models of Practice Project	80% or >	93.56%	Yes	100%

PB3. Demonstrate effective oral and written communication.	SWK419	M2. FPAAI 2.1.3 Item B	Level 5 or >	6.75	Yes	5(100%)
	SWK386	M1. Community Practice Project/Presentation	80% or >	87.3%	Yes	100%
	SWK419	M2. FPAAI 2.1.3 Item C	Level 5 or >	7.80	Yes	5(100%)
RESULTS FOR COMPETENCY:						100%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

FPAAI 2.1.3 Apply critical thinking to inform and communicate professional judgments	
A. distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom;	6.47
B. analyze models of assessment, prevention, intervention, and evaluation;	6.75
C. demonstrate effective oral and written communication in working with individuals, families, groups, and colleagues.	7.80
Total Section Score	7.00

Data Analysis/Action Plan:

6 out of 6 benchmarks were **MET**. No further action necessary.

Educational Outcome #4: NONDISCRIMINATION AND DIVERSITY

EPAS 2.1.4 Engage diversity and difference in practice.

Measurement Tool & Benchmarks:

- ACAT Populations at Risk
 - 68th Percentile Rank average or greater
- ACAT Diversity
 - 68th Percentile Rank average or greater
- FPAAI Diversity – Practice Behaviors A-D
 - Competent Performance category (FPAAI of 5 or >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 232 Oppression-Diversity Reflection Paper
 - SWK 232 Immersion Experience Paper
 - SWK 231 Self as a System Paper
 - SWK 210 Attending/Active Listening Skills Interviews

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: DIVERSITY						
EPAS 2.1.4. Engage diversity and difference in practice.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Recognize the extent to which a culture's structures and	SWK232	M1. Oppression-Diversity Reflection Paper	80% or >	92%	Yes	100%

values may oppress, marginalize, alienate, or create or enhance privilege and power.	SWK419	M2. FPAAI 2.1.4 Item A	Level 5 or >	7.84	Yes	5(100%)
	SWK232	M1. Immersion Experience Paper	80% or >	83%	Yes	92%
PB2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	SWK419	M2. FPAAI 2.1.4 Item B	Level 5 or >	7.77	Yes	5(100%)
	SWK231	M1. Self as a System Paper	80% or >	95%	Yes	100%
PB3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	SWK419	M2. FPAAI 2.1.4. Item C	Level 5 or >	7.60	Yes	5(100%)
	SWK210	M1. Attending/Active Listening Practice Tapes	80% or >	86.40%	Yes	90%
PB4. View themselves as learners and engage those whom they work with as informants.	SWK419	M2. FPAAI 2.1.4 Item D	Level 5 or >	8.10	Yes	5(100%)

Diversity Overall Competency	SWK416	M1. ACAT: Diversity score	68th Percentile Rank or >	93%	Yes	--
	SWK416	M2. ACAT: Populations at Risk score	68th Percentile Rank or >	62%	No	--
RESULTS FOR COMPETENCY:						97.75%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

Table Findings for ACAT Diversity Scores

Yr*	Sz*	Diversity ACAT Scores	
		Standard	Percentile
12-13	5	651	93
11-12	12	571	76
10-11	10	554	71
09-10	9	532	63
08-09	9	523	59
07-08	7	546	68
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until graduating class 2008.

Table Findings for ACAT Populations at Risk Survey

Yr*	Sz*	Populations At Risk ACAT Scores	
		Standard	Percentile
12-13	5	530	62
11-12	12	577	78
10-11	10	555	71
09-10	9	488	45
08-09	9	546	68
07-08	7	453	32
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until 2008.

2.1.4 Engage diversity and difference in practice.

A. recognize the extent to which culture's structures & values may oppress, marginalize, alienate, or create/ enhance privilege/ power;	7.84
B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	7.77
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;	7.60
D. view themselves as learners and engage those with whom they work as informants.	8.10
Total Section Score	7.83

Data Analysis/Action Plan:

9 out of 10 benchmarks **MET**. No further action necessary.

Reflective Loop Educational Note:

This area has had marked change over the course of the years. The ACAT Diversity content area was below the benchmark at 2010 – 63th percentile, 2009 – 59th percentile, and 2008 – 68th percentile. 2008 was the initial year of implementation of this standardized test. Year 2011 was the first year to meet the benchmark standard. The ACAT Populations at Risk content area has fluctuated with great variability across the testing years: 2010-11 – 71st percentile, 2009-10 – 45th percentile, 2008-09 – 68th percentile and 2007-08 – 32th percentile. In 2011-2012, the ACAT Populations at Risk score was 78th percentile. It is interesting to note that the ACAT diversity scores increased from 76 percentile in 2011-2012 to 96 percentile in 2012-2013, a remarkable increase. And, yet, the population-at-risk scores decreased (78%, 2011-2012; 62%, 2012-2013.) We will continue to watch these scores as well next year.

We believe the increased Diversity score was due to a restructuring of the course SWK 232 in 2010. And, the emphasis is now on competencies related to diversity. This increase in the ACAT Diversity scores (96%) reflects the strength of this course.

We have continued to make a concerted effort to develop new opportunities for students in Field/Practicum options to improve our student's knowledge and interaction with diverse populations. We have been working collaboratively within our institution and other entities, both nationally and internationally. So students can access a more diverse population than what can be found locally in Northwest Iowa.

As a result, we have formed a partnerships with

- Center for Global Education at Augsburg College to enable our students to access field experiences in Cuernavaca, Mexico. Two students have successfully completed their practicums in Mexico (Nicole Hulstein-2012 and Brianna Gmeinder-2010).
- We have also formed a partnership with The Philadelphia Center in Philadelphia. One student successfully completed her practicum in Philly (Laura Elder –2010).
- We have partnered with New Horizons, an NGO serving at-risk youth in Romania. One student has completed her practicum in RO (Heidi TeGrotenhuis-2010). This NGO has also recently hired one of our 2012 graduates (Janelle Silva). We also hope to have another students placed by spring 2014 in Romania again.
- After a summer exploratory visit by the Program Director, Valerie Stokes, we finalized the new practicum program with DUS (Denver Urban Semester) to provide another urban, community practicum experience. Three students completed a spring 2013 block-style practicums in Denver (Jenni Kahanic-2013; Angie Sass-2013; Taylor Kelly, 2013).
- We have begun to offer the Uganda Best Semesters’ social work practicum option available to students. We hope to have students placed by spring 2015.

As a result we were able to provide practicum placements in very diverse settings: Mexico, Romania, Chicago, Philadelphia, and now Denver- all of which have considerably higher percentages racial and ethnic populations than the college’s rural setting.

Corrective measures taken from the previous years appear to have made an impact.

Educational Outcome #5: HUMAN RIGHTS AND SOCIAL JUSTICE
EPAS 2.1.5 Advance human rights and social and economic justice.

Measurement Tool & Benchmarks:

- ACAT Social and Economic Justice
 - 68th Percentile Rank average or greater
- FPAAI Human Rights, Social and Economic Justice – Practice Behaviors A-C
 - Competent Performance category (FPAAI of 5 or >; 80%>)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 232 Immersion Experience Paper
 - SWK 360 NASW IA Lobby Day Attendance
 - SWK 232 Personal/Professional Plan of Change Paper

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: HUMAN RIGHTS/ SOCIO-ECON JUSTICE						
EPAS 2.1.5. Advance human rights and social and economic justice.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Understand the forms and mechanisms of oppression and discrimination.	SWK232	M1. Immersion Experience Papers	80% or >	83%	Yes	92%
	SWK419	M2. FPAAI 2.1.5. Item A	Level 5 or >	7.19	Yes	5(100%)

PB2. Advocate for human rights and socio-economic justice.	SWK360	M1. Attendance/Reflection NASW Lobby Day	Attend/Absent	Attend	Yes	100%
	SWK419	M2. FPAAI 2.1.5. Item B	Level 5 or >	7.22	Yes	5(100%)
PB3. Engage in practices that advance socio-economic justice.	SWK232	M1. Personal/Professional Plan of Change Paper	80% or >	81%	No	77%
	SWK419	M2. FPAAI 2.1.5 Item C	Level 5 or >	7.00	Yes	5(100%)
HR/Socio-Eco Justice Overall Competency	SWK416	M1. ACAT: Social and Economic Justice score	68th Percentile Rank or >	48%	No	--
RESULTS FOR COMPETENCY:						94.83%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

Table Findings for ACAT Social and Economic Justice Survey

Yr*	Sz*	Soc. and Eco. Justice ACAT Scores	
		Standard	Percentile
12-13	5	494	48
11-12	12	530	62
10-11	10	488	45
09-10	9	540	66
08-09	9	493	47
07-08	7	556	71
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until 2008.

2.1.5 Advance human rights and social and economic justice.

A. understand the forms and mechanisms of oppression and discrimination;	7.19
B. advocate for human rights and social and economic justice;	7.22
C. engage in practices that advance social and economic justice.	7.00
Total Section Score	7.14

Data Analysis/Action Plan:

5 of the 7 benchmarks were **MET**.

Reflective Loop Educational Note: This has historically been an educational outcome standard that has missed the mark in years past.

The ACAT Social and Economic Justice score has widely varied across year to year with up-and-down trends. The previous year 2011-2012 the score (62%) was an increase from last year by 17 points; however, it appears the score has dropped back down again (48%). This means we still have not meeting the threshold requirement of 68% percentile benchmark.

The action plan must be revised. The previous changes do not appear to help (see last year’s report for the implementation plan). The changes were not again implemented in SWK140. However this course is under major revisions in fall 2013. The students have qualitatively reported that the course change is positive.

We will work on the lecture in Social Justice in SWK 232. Add a week on classism, defining social justice, social justice theory, and types of social justice for greater clarification.

Educational Outcome #6: SOCIAL RESEARCH

EPAS 2.1.6 Engage in research-informed practice and practice-informed research.

Measurement Tool & Benchmarks:

- ACAT Research Methods
 - 68th Percentile Rank average or greater
- FPAAI Research – Practice Behaviors A-B
 - Competent Performance category (FPAAI of 5 or >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 220 QLR Research Project
 - SWK 418 Program Evaluation Project

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: RESEARCH						
EPAS 2.1.6. Engage in research-informed practice and practice-informed research.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCORE	MET ?	%STUDENT
PB1. Use practice experience to inform scientific inquiry.	SWK220	M1. Qualitative Research Project	80% or >	93%	Yes	100%
	SWK419	M2. FPAAI 2.1.6. Item A	Level 5 or >	6.47	Yes	5(100%)
PB2. Use research evidence to inform practice.	SWK418	M1. Program Evaluation Project	80% or >	95%	Yes	100%
	SWk419	M2. FPAAI 2.1.6. Item B	Level 5 or >	6.47	Yes	5(100%)
Research Methods Overall Competency	SWK416	M1. ACAT: Research Methods score	68th Percentile Rank or >	84%	Yes	--
RESULTS FOR COMPETENCY:						100%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

Table Findings for ACAT Research Methods Survey

Yr*	Sz*	Research Methods ACAT Scores	
		Standard	Percentile
12-13	5	601	84
11-12	12	564	74
10-11	10	582	79
09-10	9	590	82
08-09	9	583	80
07-08	7	545	67
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until 2008.

2.1.6 Engage in research informed practice and practice informed research.

A. use practice experience to inform scientific inquiry	6.47
B. use research evidence to inform practice.	6.47
Total Section Score	6.47

Data Analysis/Action Plan:

5 out of 5 benchmarks were MET.

Reflective Loop Educational Note: No changes necessary.

It is notable that our ACAT research scores have seen a rise from the previous year (74%, 2011-2012; 84%, 2012-2013). We did initiate that our junior majors present their qualitative research projects at the Siouxland Undergraduate Research Conference. We have verbally emphasized the importance of research in both practice and practice informed research.

Educational Outcome #7: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT
EPAS 2.1.7 Apply knowledge of human behavior and the social environment.

Measurement Tool & Benchmarks:

- ACAT Human Behavior and Social Environment
 - 68th Percentile Rank average or greater
- FPAAI Human Behavior and Social Environment – Practice Behaviors A-B
 - Competent Performance category (FPAAI of 5 or >; 80%>)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 370 Psychosocial History, Assessment, and Intervention Plan
 - SWK 231 Self as System Paper

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: HBSE

EPAS 2.1.7. Apply knowledge of human behavior and the social environment.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Utilize conceptual frameworks to guide process of assessment, intervention, evaluation across	SWK370	M1. Psycho-Social History, Assess, Intervention Plan	80% or >	93%	Yes	100%

lifespan.							
		SWK419	M2. FPAAI 2.1.7. Item A	Level 5 or >	6.75	Yes	4(80%)
	PB2. Critique and apply knowledge to understand person and environment.	SWK231	M1. Self as a System Paper	80% or >	95%	Yes	100%
		SWK419	M2. FPAAI 2.1.7. Item B	Level 5 or >	6.75	Yes	4(80%)
HBSE Competency	SWK416	M1. ACAT: HBSE score	68th Percentile Rank or >	47%	No	--	
RESULTS FOR COMPETENCY:							90%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

Table Findings for ACAT Human Behavior in the Social Environment

Yr*	Sz*	HBSE ACAT Scores	
		Standard	Percentile
12-13	5	492	47
11-12	12	535	64
10-11	10	563	74
09-10	9	555	71
08-09	9	530	62
07-08	7	523	59
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until 2008.

2.1.7 Apply knowledge of human behavior and the social environment.

A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	6.75
B. critique and apply knowledge to understand person and environment.	6.75

Data Analysis/Action Plan:

4 out of 5 benchmarks were **MET**.

Reflective Loop Educational Note: No changes necessary.

Again, we noted another drop in the ACAT HBSE score (2012-2013, 47% from the 2011-2012 score (64%) which in turn was a substantial drop from 2010-2011 (74%). We will need to monitor this score next year, and if necessary implement course changes to SWK231, HBSE.

We have hired a new adjunct professor for the fall 2013. We will monitor these scores for the following year.

Educational Outcome #8: SOCIAL WELFARE POLICY

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

Measurement Tool & Benchmarks:

- ACAT Policy and Services
 - 68th Percentile Rank average or greater
- FPAAI Social Policy 2.1.8 – Practice Behaviors A-B
 - Competent Performance category (FPAAI of 5 or >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 360 Social Policy Analysis Paper
 - SWK 360 Social Policy Advocacy Letter
 - SWK 360 NASW IA Lobby Day & Reflection Paper

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: POLICY						
EPAS 2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Analyze, formulate, advocate for policies that advance	SWK360	M1. Policy Analysis Paper/Presentation	80% or >	92%	Yes	100%

social well-being.	SWK360	M2. Social Policy Advocacy Letter	Completion	86%	Yes	100%	
	PB2. Collaborate with colleagues and clients for effective policy action.	SWK360	M1. FPAAI 2.1.8 Item B	Level 5 or >	7.40	Yes	5(100%)
		SWK360	M2. Attendance/Reflection NASW Lobby Day	Attend/Absent	Attend	Yes	100%
	Policy Competency	SWK416	M1. ACAT: Policy & Services score	68th Percentile Rank or >	61%	N0	--
RESULTS FOR COMPETENCY:						100%	

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

Table Findings for ACAT Social Policy

Yr*	Sz*	Social Policy ACAT Scores	
		Standard	Percentile
12-13	5	528	61
11-12	12	535	64
10-11	10	493	47
09-10	9	512	55
08-09	9	527	61
07-08	7	512	55
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until 2008.

FPAAI 2.1.8 Engage in policy practice to advance social and economic wellbeing

and to deliver effective social work services.

A. analyze, formulate, and advocate for policies that advance social wellbeing;	7.17
B. collaborate with colleagues and clients for effective policy action.	7.40
Total Section Score	7.28

Data Analysis/Action Plan:
4 out of 5 MET.

Reflective Loop Educational Note: This has historically been a “red-zone” for us; yet, we have noted some improvements and stabilization. This year we met 80% of benchmarks; while previous years we only met 50% of the benchmarks.

We retained hovering at the low 60’s in percentile rank of the ACAT again this year. It remains an area is of continued concern to the faculty.

We continued to implement in SWK 360 Social Policy – Weekly Unit Quizzes on Segal (textbook) chapter material. Plus, a final multiple choice exam was given for accumulative learning retention. We hoped to see an improvement in ACAT scores this fall 2013, and we did not. The scores remain variable over the years, yet somewhat steady in the low 60’s.

Again, after recognition of this data, we qualitatively continued to ask students for their opinion. Students resounded that they felt their practice learning of engaging politically was greatly increased by the course requirements, e.g. Legislative Day at the state capitol and policy letter writing assignments. Once again, the area of difficulty in test-taking of the ACAT for students was retention of the particular service provisions by public government agencies/departments. We have implemented guest speakers in SWK140 and have continued to use the previous adjunct, Kim Scorza.

Educational Outcome #9: RESPOND TO CONTEXTS

EPAS 2.1.9 Respond to contexts that shape practice.

Measurement Tool & Benchmarks:

- FPAAI Respond to Context 2.1.9 – Practice Behaviors A-B
 - Competent Performance category (FPAAI of 5 or >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 360 Current Events Presentations
 - SWK 418 Organizational Analysis Project

Data Collection Timeline:

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: CONTEXTS						
EPAS 2.1.9. Respond to contexts that shape practice.				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	%STUD
PB1. Continuously discover, appraise, attend to changing locales, populations, sci-tech developments, social trends to provide relevant services.	SWK360	M1. Current Events Presentations	80% or >	100%	Yes	100%
	SWK419	M2. FPAAI 2.1.9. Item A	Level 5 or >	6.67	Yes	5(100%)
PB2. Provide leadership in promoting sustainable	SWK418	M1. Organizational Analysis Paper	80% or >	93.20%	Yes	100%

change in service delivery and practice to improve quality of services.	SWK419	M2. FPAAI	Level 5 or >	6.87	Yes	5(100%)
		2.1.9. Item B				
RESULTS FOR COMPETENCY:						100%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall.

2.1.9 Respond to contexts that shape practice.	
A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological relevant services;	6.67
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	6.87
Total Section Score	6.77

Data Analysis/Action Plan:

4 out of 4 benchmarks were **MET**. No further action necessary

Educational Outcome #10: SOCIAL WORK PRACTICE
EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Measurement Tool & Benchmarks:

- ACAT Social Work Practice
 - 68th Percentile Rank average or greater
- FPAAI Generalist Practice 2.1.10(a)-(d) – Practice Behaviors A-M
 - Competent Performance category (FPAAI of 5 or >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 370 Model of Practice Project
 - SWK 418 Program Evaluation
 - SWK 370 Psychosocial History, Assessment, and Intervention Plan
 - SWK 418 Organizational Analysis Paper
 - SWK 210 5-Stage Interview

Data Collection Timeline:

The data collection using measurement tool, ACAT, will be done by 3rd week of December each academic year. The course instructor for SWK 416 will enter the data into the matrix excel spreadsheet data base for analysis by end of December.

The data collection using measurement tool, FPAAI, will be done by 2nd week of May each academic year. The Practicum Director will enter the data into the matrix excel spreadsheet data base for analysis by May 15th.

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: PROFESSIONAL PRACTICE

EPAS 2.1.10(a). Engagement				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET ?	%STUD
PB1. Substantively and affectively prepare for action (ind/fam/grp/org/comm)	SWK376	M1. Group Lab - Final Integrative Papers	80% or >	91.33 %	Yes	100%
	SWK419	M2. FPAAI 2.1.10 Item A	Level 5 or >	6.97	Yes	(5)100%
PB2. Use empathy and other interpersonal skills.	SWK210	M1. Attending/Active Listening Tapes	80% or >	86.40 %	Yes	90%
	SWK419	M2. FPAAI 2.1.10 Item B	Level 5 or >	7.80	Yes	(5)100%
PB3. Develop mutually agreed-on focus of work and desired outcomes.	SWK210	M1. 5-Stage Interview	80% or >	88.60 %	Yes	100%
	SWK419	M2. FPAAI 2.1.10 Item C	Level 5 or >	7.45	Yes	(5)100%
RESULTS FOR ENGAGEMENT COMPETENCY: (% of students achieving competency)						96%

COMPETENCY: PROFESSIONAL PRACTICE

EPAS 2.1.10(b). Assessment				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET ?	%STUD

PB1. Collect, organize, interpret client data.	SWK418	M1. Program Evaluation Project	80% or >	95%	Yes	100%
	SWK419	M2. FPAAI 2.1.10. Item D	Level 5 or >	7.60	Yes	(5)100%
PB2. Assess client strengths and limitations.	SWK370	M1. Psycho-Social History, Assess, Intervention Plan	80% or >	93%	Yes	100%
	SWK419	M2. FPAAI 2.1.10. Item E	Level 5 or >	7.15	Yes	(5)100%
PB3. Develop mutually agreed-on intervention goals and objectives.	SWK210	M1. 5-Stage Interview	80% or >	88.6%	Yes	100%
	SWK419	M2. FPAAI 2.1.10 Item F	Level 5 or >	7.30	Yes	(5)100%
PB4. Select appropriate intervention strategies.	SWK370	M1. Psycho-Social History, Assess, Intervention Plan	80% or >	93%	Yes	100%
	SWK419	M2. FPAAI 2.1.10 Item G	Level 5 or >	7.18	Yes	(5)100%
RESULTS FOR ASSESSMENT COMPETENCY: (% of students achieving competency)						100%
COMPETENCY: PROFESSIONAL PRACTICE						
EPAS 2.1.10(c). Intervention				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET ?	%STUD
PB1. Initiate actions to achieve organizational goals.	SWK418	M1. Organizational Analysis Paper	80% or >	93.2%	Yes	100%
	SWK419	M2. FPAAI 2.1.10. Item H	Level 5 or >	7.28	Yes	(5)100%
PB2. Implement prevention interventions that enhance client capacities.	SWK376	M1 Group Lab Participation	Completion	Com-pletion	Yes	100%
	SWK419	M2. FPAAI 2.1.10.	Level 5 or >	7.03	Yes	(5)100%

	Item I					
PB3. Help clients resolve problems.	SWK210	M1. 5-Stage Interview	80% or >	88.6%	Yes	100%
	SWK419	M2. FPAAI 2.1.10. Item J	Level 5 or >	6.60	Yes	(5)100%
PB4. Negotiate, mediate, advocate for clients.	SWK386	M1. Community Practice Organizing Project	80% or >	87.33%	Yes	100%
	SWK419	M2. FPAAI 2.1.10 Item K	Level 5 or >	7.66	Yes	(5)100%
PB5. Facilitate transitions and endings.	SWK376	M1. Group Lab Participation	Completion	Completion	Yes	100%
	SWK419	M2. FPAAI 2.1.10. Item L	Level 5 or >	7.17	Yes	(5)100%
RESULTS FOR INTERVENTION COMPETENCY:						100%
COMPETENCY: PROFESSIONAL PRACTICE						
EPAS 2.1.10(d). Evaluation				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET ?	%STUD
PB1. Analyze, monitor, evaluate interventions.	SWK418	M1. Program Evaluation Paper	80% or >	95%	Yes	100%
	SWK419	M2. FPAAI 2.1.10 Item M	Level 5 or >	6.65	Yes	5(100%)
RESULTS FOR EVALUATION COMPETENCY:						100%
SW Practice Competency	SWK416	M1. ACAT: Social Work Practice score	68th Percentile Rank or >	41%	N	--
RESULTS FOR SOCIAL WORK PRACTICE OVERALL (2.1.10 (A-D)+ ACAT SCORE = PRACTICE COMPETENCY:						99%

Note: The results for the competency is a percentage of students who have achieved the benchmark overall. The ACAT scores cannot be included because the publisher does not provide the number of students who have met the benchmark, only the aggregate percentile rank.

Table Findings of ACAT Social Work Practice Survey

Yr*	Sz*	Social Work Practice ACAT Scores	
		Standard	Percentile
12-13	5	478	41
11-12	12	560	73
10-11	10	547	68
09-10	9	503	51
08-09	9	551	69
07-08	7	515	56
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until 2008.

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

A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	6.97
B. use empathy and other interpersonal skills;	7.80
C. develop a mutually agreed on focus of work and desired outcomes.	7.45
D. collect, organize, and interpret client data;	7.60
E. assess client strengths and limitations;	7.15
F. develop mutually agreed on intervention goals and objectives;	7.30
G. select appropriate intervention strategies.	7.18
H. initiate actions to achieve organizational goals;	7.28
I. implement prevention interventions that enhance client capacities;	7.03
J. help clients resolve problems;	6.60
K. negotiate, mediate, and advocate for clients;	7.66
L. facilitate transitions and endings.	7.17
M. critically analyze, monitor, and evaluate interventions.	6.65
Total Section Score	7.22

Data Analysis/Action Plan:

All of the benchmarks were MET, except one (the ACAT practice score). No further action necessary. We will just monitor the next year's ACAT practice score.

Educational Outcome #11: FAITH INTEGRATION

Vision for Learning: Integrate faith in learning and practice through a liberal arts perspective by engaging ideas, connecting knowledge and experience, and responding to God's call for service.

Measurement Tool & Benchmarks:

- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
 - SWK 416 Social Work Values/Faith Paper
 - SWK 386 Unit Analysis Papers

Data Collection Timeline:

The data collection for the internal Departmental Assignment Grades will be completed twice each academic year. The first collection occurs no later than two weeks after first semester grades are complete and before the 2nd semester starts. The second collection occurs by 2nd week of May. Each professor will enter the data into the matrix excel spreadsheet for his/her courses.

Each student will complete a Values paper in the Introduction to Social Work Course, SWK 140, in the fall semester each year. The instructor will complete a rubric evaluating each student's capacity to integrate their faith and the discipline of social work. The student will be assigned an average based on their rubric scores. The second part of this measurement will take place when the student takes SWK 416, the Fundamental Issues in Social Work course in the fall of each year. Each student will be required to complete an "Ethical Position, Reflection, and Resolution" paper. The instructor will complete a rubric evaluating each student's capacity to integrate their faith and the discipline of social work. The student will be assigned an average based on their rubric scores. The data will be done in the first week of November each fall. Students will improve in their capacity to articulate in writing the ways in which they integrate their Christian faith into the values and practice of social work. This will be evidenced by students achieving more desirable score on the SWK 416 rubric than was given on the SWK 140 rubric. Lower means indicate more favorable ratings on the grading rubric.

Raw Data:

Refer to the data matrix on excel as a spreadsheet @ j:drive/SWK/Matrix for original data entry and connecting competency.

COMPETENCY: FAITH INTEGRATION						
NWC Vision for Learning 2009				2012-2013		
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET	%STUD
PB1. Mediate between their spiritual value system and that of the social	SWK416	M1. Social Work Values and Faith/Evangelism Paper	80% or >	93%	Y	100%

work profession and respond to their Christian motivation to serve others.	SWK386	M2. Unit Analysis Paper, faith integration portion	Completion	Completion	Y	100%
	RESULTS FOR COMPETENCY:					100%

Data Analysis/Action Plan:

All the benchmarks were MET.

We made a change from the previous year. The Reamer Case book logs on Values & Faith replaced the Faith/Evangelism Paper in the fall 2012. Therefore we will no longer keep the findings change log (see above).

Overall ANNUAL REPORT analysis:

Table: Field Placement Assessment Instrument (FPPAI) Evaluation Results: (n=X)

Section	Average	Minimum	Maximum
1. Professional Social Work Skills and Supervision	7.78	5.43	9.00
2. Professional Communication	7.90	5.00	9.00
3. Social Work Values and Ethical Practice	8.08	6.00	9.00
4. Critical Thinking	7.56	4.33	9.00
5. Diversity	8.24	6.00	9.00
6. Human Rights, Social and Eco Justice and Policy Practice	7.73	5.00	9.00
7. Research	7.17	5.00	9.00
8. Human Behavior in the Social Environment	7.46	5.00	9.00
9. Generalist Practice	7.70	4.75	9.00
10. Social Work Practice	7.79	5.00	9.00
Average 7.74			

Table Findings for ACAT Overall Performance Scores

Yr*	Sz*	Overall ACAT Scores	
		Standard	Percentile
12-13	5	553	70
11-12	12	573	77
10-11	10	564	74
09-10	9	553	70
08-09	9	561	73
07-08	7	530	62
06-07	7	ND*	ND*
05-06	6	ND*	ND*
04-05	8	ND*	ND*
03-04	7	ND*	ND*
02-03	3	ND*	ND*

ND* No Data Available. This instrument was not implemented until graduation class of 2008. The test is taken in the fall semester.

Based on the reference group of 8,293 graduating students taking an ACAT in Social Work with 8 areas, 70% would be expected to achieve at or below our overall performance score of 553, 30% would be expected to achieve a higher score.