NORTHWESTERN COLLEGE
Social Work Department
DEPARTMENT ASSESSMENT REPORT –Long Version

To: NWC Assessment Committee
From: Dr. Valerie Stokes, Chair of Department of Social Work
RE: Assessment Report for 2015-2016 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 WEFLARE 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 4.2.4).
4.2.4.4 Annual Review of Student Learning

"Each year departments shall respond to the evidence they have collected regarding one or more Student Learning Goals. Departments shall submit to the Academic Program Assessment Committee by October 1 a brief report (i.e. two-to-three pages) detailing the following:

A. The Student Learning Goal(s) reviewed in the previous year,
B. The forms of evidence gathered to assess student learning,
C. The results of the assessment (in chart or narrative form),
D. The department's interpretation of the evidence,
E. The actions taken in light of the results, and
F. The Student Learning Goal(s) the department plans to review in the upcoming year.

The Annual Review should address pressing questions and be constructed in a way that will yield relevant, actionable evidence for departmental decision-making."

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 submits materials that include our department mission (see j:drive/SWK/Assessment folder and AS 1.0), our goals for student learning and educational outcomes (program core competencies as found AS B2.0), and our plan for evaluating whether that learning is occurring (AS 4.0.1). We have an assessment plan and an 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 by SWEAP)
- Standardized External Assessment/Exit Test (ACAT)

We were in consideration of developing an overall assessment of the program and student self-report inventory at graduation using Qualtrics survey, 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 decided to wait on this until post-reaffirmation process. And then to add this data to the next 6 year reaffirmation matrix (2016-2023).

For implicit educational standards, we have implemented a long-range survey that took place on May 11, 2015 via a Qualtrics link. This survey link was made available to current majors and alumni (2008-2015) of the program via Facebook on their graduating group pages. The survey analyzes the context, ethos, and environment of the program.
- Social Work Program Implicit Education Survey – a fourteen question survey of implicit curriculum was constructed on Qualtrics, with most questions using a seven point Likert scale: 1-very ineffective, 2-ineffective, 3-somewhat ineffective, 4-neither ineffective/effective, 5-somewhat effective, 6 – effective, 7 – very effective.

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/Assessment Reports/Northwestern College Social Work Department Assessment Data) 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://sweap.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.

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, 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 IDENTITY
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 >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
  - SWK 386 Community Practice Project
  - SWK 416 Ethical Position Paper
  - SWK 416 Reamer Case Book Logs
  - SWK 210 5-Stage Interview
  - Attend a regional/state/national conference

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;	8.33
B. practice personal reflection & self-correction to assure continual professional development;	8.33
C. attend to professional roles and boundaries;	8.22
D. demonstrate professional demeanor in behavior, appearance, and communication;	8.28
E. engage in career long learning;	8.11
F. use supervision and consultation.	8.22
Total Section Score	**8.23**

COMPETENCY: PROFESSIONAL IDENTITY	
EPAS 2.1.1. Identify as a professional social worker and conduct oneself accordingly.	**2015-2016**

PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	# STUD	% STUD
PB1. Advocate for client access to the services of SW.	**SWK386**	**M1. Community Practice Project**	**80% or >**				
				95%	Y	9	100%
	SWK419	**M2. FPAAI 2.1.1 Item A score**	**Level 5 or >**				
				8.33	Y	9	100%
PB2. Practice personal reflection and self-correction.	**SWK416**	**M1. Ethical Position/Resolution Paper**	**80% or >**				
				91%	Y	10	100%
	SWK419	**M2. FPAAI 2.1.1 Item B score**	**Level 5 or >**				
				8.33	Y	9	100%
PB3. Attend to professional roles and boundaries.	**SWK210**	**M1. 5-Stage Interview**	**80% or >**				
				91%	Y	9	100%
	SWK419	**M2. FPAAI 2.1.1 C score**	**Level 5 or >**				
				8.22	Y	9	100%
PB4. Demonstrate professional demeanor in behavior, appearance, and communication.	**SWK210**	**M1. 5-Stage Interview**	**80% or >**				
				91%	Y	9	100%
	SWK419	**M2. FPAAI 2.1.1 Item D score**	**Level 5 or >**				
				8.28	Y	9	100%
PB5. Engage in career-long learning.		**M1. Attend a regional/state/national conference.**	**Pass/No Pass**				
				C	Y	11	100%
	SWK419	**M2. FPAAI 2.1.1 Item E score**	**Level 5 or >**				
				8.11	Y	9	100%
PB6. Use supervision and consultation.	**SWK416**	**M1. Reamer Casebook Logs**	**80% or >**				
				94%	Y	10	100%
	SWK419	**M2. FPAII 2.1.1 Item F score**	**Level 5 or >**				
				8.22	Y	9	100%

RESULTS FOR COMPETENCY:	8.23	Y	9	100%

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. No further actions necessary.

Reflective Loop Educational Note:
This continues to be an area of strength for the department. We would hard to help students develop a sense of calling to their profession. We continue to take our students to professional conferences and workshops where they can participate in developing their research and/or advocacy skills (e.g. NASW-IA Legislative Day and 2016 Undergraduate Social Sciences Research conference). Plus, the group senior project in the offers the chance to present their results and advocate at the community-level continues to offer an opportunity to conduct oneself in a professional manner. Plus, in the classroom students receive a thorough review of the NASW Code of Ethics through an ethics course for seniors.

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.

PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET?	# STUD	% STUD
PB1. Recognize and manage personal values to allow professional values to guide practice.	SWK416	M1. Ethical Position Paper	80% or >	91%	Y	10	100%
	SWK419	M2. FPAAI 2.1.2 Item A score	Level 5 or >	8.22	Y	9	100%
PB2. Make ethical decisions by NASW Code, etc.	SWK416	M1. Reamer Casebook Logs	80% or >	94%	Y	10	100%
	SWK419	M2. FPAAI 2.1.2 Item B score	Level 5 or >	8	Y	9	100%
PB3. Tolerate ambiguity in resolving ethical conflicts.	SWK416	M1. Reamer Casebook Logs	80% or >	94%	Y	10	100%
	SWK419	M2. FPAAI 2.1.2 Item C score	Level 5 or >	8	Y	9	100%
PB4. Apply strategies of ethical reasoning to arrive at principled decisions.	SWK416	M1. Reamer Casebook Logs	80% or >	94%	Y	10	100%
	SWK419	M2. FPAAI 2.1.2 Item D score	Level 5 or >	8	Y	9	100%
Ethics Competency	SWK419	M1. FPAAI Overall	Level 5 or >	84%	Y	9	

		Ethics Score					
RESULTS FOR COMPETENCY:				8.06	Y	9	100%
Ethics Competency	**SWK416**	**M2. ACAT: Values and Ethics score**	**68th Percentile Rank or >**				

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;	8.22
B. make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable Statement of Principles	
	8.00
C. tolerate ambiguity in resolving ethical conflicts;	8.00
D. apply strategies of ethical reasoning to arrive at principled decisions.	8.00
Total Section Score	8.06

Table Findings for ACAT Ethics Scores

Yr*	Sz*	Ethics ACAT Scores	
		Standard	Percentile
15-16	9	601	84
14-15	11	621	89
13-14	11	567	75
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:
All benchmarks MET. No further action necessary.

Reflective Loop Educational Note:

We continue to score in the mid-eighties on the ACAT. The Ethics course remains excellent taught by Donna Van Peursem. Since implementing the Reamer text on Ethics with the corresponding casebook logs, we process through the entire NASW Code of Ethics one section at a time for a comprehensive understanding by the end of the course, SWK 416. Students critically reflect on each unit by a journal entry each class period, MWF.

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 >)
- Internal Departmental Assignment Grades (all @ 80% or > aggregate)
  - SWK 220 Research Project/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.				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**# STUD**	**% STUD**
PB1. Distinguish, appraise, integrate multiple sources of knowledge.	**SWK220**	**M1. Research Project**	**80% or >**	88%	Y	8	100%
	SWK419	**M2. FPAAI 2.1.3 Item A**	**Level 5 or >**	8	Y	9	89%
PB2. Analyze models of assessment, prevention, intervention, evaluation.	**SWK370**	**M1. Models of Practice Project**	**80% or >**	90%	Y	9	100%
	SWK419	**M2. FPAAI 2.1.3 Item B**	**Level 5 or >**	7.86	Y	9	89%

PB3. Demonstrate effective oral and written communication.	SWK386	M1. Community Practice Project/Presentation	80% or >				
				95%	Y	9	100%
	SWK419	M2. FPAAI 2.1.3 Item C	Level 5 or >	8.1	Y	9	100%
RESULTS FOR COMPETENCY:				**7.99**	**Y**	**9**	**89%**

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;	8.00
B. analyze models of assessment, prevention, intervention, and evaluation;	7.86
C. demonstrate effective oral and written communication in working with individuals, families, groups, and colleagues.	8.10
Total Section Score	**7.99**

Data Analysis/Action Plan:

All benchmarks **MET**. No further action necessary.

Reflective Loop:

Critical thinking continues to be a necessary component of social work practice. The measures chosen provide an opportunity for both micro and macro level critical thinking. First, at the macro-level, students must make judgments about how to proceed with their community practice project, such as what sources of knowledge to rely upon, examining the results in order to suggest a change model for the community, and demonstrating professional communication in their final report and community forum. Second, at the micro-level, students must demonstrate judgment in choosing between evidence-based models for the diagnosis/issue addressed in their Model of Practice project. And, while in the field at their practicum sites, their field site supervisors have the opportunity to observe the students making judgment decisions with clients and in case management.

In addition, Thursday's in Social Policy we critically reflect on current events in the country, state/national legislative and political news. It should be noted that student positively report that this time allows them the ability to think aloud with the group, and it offers critical thinking opportunity. We haven't measured their current event journals or group participation as part of the Critical Thinking competency, but it does seem to lend itself toward that end. We might consider this option for the next EPAS 2015.

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 Appreciation Conversation
  - 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.				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**% STUD**	**# STUD**
PB1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or	**SWK232**	**M1. Oppression-Diversity Appreciation Conversation**	**80% or >**				
				89%	Y	14	100%

create or enhance privilege and power.							
	SWK419	**M2. FPAAI 2.1.4 Item A**	**Level 5 or >**				
				8.22	Y	14	100%
PB2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	**SWK232**	**M1. Immersion Experience Paper**	**80% or >**				
				83%	Y	13	92%
	SWK419	**M2. FPAAI 2.1.4 Item B**	**Level 5 or >**				
				8.25	Y	9	100%
PB3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	**SWK231**	**M1. Self as a System Paper**	**80% or >**				
				88%	Y	11	91%
	SWK419	**M2. FPAAI 2.1.4. Item C**	**Level 5 or >**				
				8.11	Y	9	88%
PB4. View themselves as learners and engage those whom they work with as informants.	**SWK210**	**M1. Attending/Active Listening Practice Tapes**	**80% or >**				
				8.33	Y	9	100%
	SWK419	**M2. FPAAI 2.1.4 Item D**	**Level 5 or >**				
				8.33	Y	9	100%
RESULTS FOR COMPETENCY:				**8.23**	**Y**	**9**	**78%**
Diversity Overall Competency	**SWK416**	**M1. ACAT: Diversity score**	**68th Percentile Rank or >**				
				74%	Y	9	
	SWK416	**M2. ACAT: Populations at Risk score**	**68th Percentile Rank or >**				
				66%	N	9	

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
15-16	9	565	74
14-15	11	572	76
13-14	11	590	82
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
15-16	9	541	66
14-15	11	544	67
13-14	11	562	73
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,	8.22

alienate, or create/ enhance privilege/ power;	
B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	8.25
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;	8.11
D. view themselves as learners and engage those with whom they work as informants.	8.33
Total Section Score	**8.23**

Data Analysis/Action Plan:
All benchmarks **MET, except two ACAT scores**. No further action necessary.

Reflective Loop Educational Note:
We had an outlier in the data set for the ACAT results fall 2015 who scored very low. This brought the average score down. Therefore, without the outlier, the results appear within the trend of the past several years for the group.

Outside the classroom – Dr. Stokes, as co-chair of MERC, helped with the development an institutional Diversity Assessment Plan that links to the previous year's work, Vision for Diversity document. Prof. Van Peursem, as a member of FDC, organized the upcoming Fall Faculty Workshop on diversity with the invitation of Dr. Elizabeth Conde-Frazier.

The diversity competency includes four practice behaviors. The majority of the practice behaviors are measured in SWK 232 and during their practicum field experience. In SWK 232 (Diverse Populations and Social Justice), a theoretical foundation for understanding dynamics of social inequity, privilege, and oppression is built as well as a focus on diversity and on populations at risk due to racism, sexism and classism. Student are asked to do a self-assessment of their racial and cultural heritage as it shapes their attitudes and biases toward different cultural and racial groups in order to emphasis helping students become culturally competent social workers who are grounded in their faith and who identify with the profession's respect for diversity and commitment to social and economic justice. This course prepares students for effective culturally competent practice and helps them apply the social justice values of the social work profession. The content of this course provides a foundation for the social work curriculum. Toward that end, students are required to participate and reflect on an **Immersion Experience.** They are required to attend a cultural event or group different than themselves and identify a group within the United States that has historically been oppressed. The purpose is to increase their personal/social awareness. They must attend one meeting or activity of a group unfamiliar to them (e.g. ethnicity, age, sexual orientation, ability status). Plus, students participate in a **Multicultural Fair** either in Sioux City, Sioux Falls, or Orange City. The Sioux City Human Rights Commission host the Faces of Siouxland Multicultural fair. And, they host **Diversity Appreciation Conversation/Guest Speakers.** Finally, students write a professional/personal **Plan of Change** paper. The assignment is designed to help students synthesize the content and experiences in the course into a plan of action that is focused on personal attitude and behavior change. While micro-level change alone is insufficient to change discrimination and oppression in the United States, it is a pre-requisite for those whose seek to act as change agents. Students will reflect on their learning experience and develop a plan of change.

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 >)
- 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.				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**# STUD**	**% STUD**
PB1. Understand the forms and mechanisms of oppression and discrimination.	**SWK232**	**M1. Immersion Experience Papers**	**80% or >**				
				83%	Y	13	92%
	SWK419	**M2. FPAAI 2.1.5. Item A**	**Level 5 or >**	8.33	Y	13	92%
PB2. Advocate for human rights and socio-eco justice.	**SWK360**	**M1. Attendance/Reflection NASW Lobby Day**	**Attend/Absent**				
				C	Y	11	100%
	SWK419	**M2. FPAAI 2.1.5.**	**Level 5 or >**	8.33	Y	9	89%

		Item B					
PB3. Engage in practices that advance soci-eco justice.	**SWK232**	**M1. Personal/Professional Plan of Change Paper**	**80% or >**				
	SWK419	**M2. FPAAI 2.1.5 Item C**	**Level 5 or >**	8.22	Y	9	89%
RESULTS FOR COMPETENCY:				**8.3**	**Y**	**9**	**89%**
HR/Socio-Eco Justice Overall Competency	**SWK416**	**M1. ACAT: Social and Economic Justice score**	**68th Percentile Rank or >**				
				64%	N	9	

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**
15-16	9	536	64
14-15	11	580	79
13-14	11	554	71
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;	8.33
B. advocate for human rights and social and economic justice;	8.33
C. engage in practices that advance social and economic justice.	8.22
Total Section Score	**8.30**

Data Analysis/Action Plan:
All benchmarks **MET, except ACAT score**.

Reflective Loop Educational Note:
We had an outlier in the data set for the ACAT results fall 2015 who scored very low. This brought the average score down. Therefore, without the outlier, the results appear within the trend of the past several years for the group. This was disappointing because we had experienced an upward trend in scores over past several years.

We could do more work in the area of justice lectures. One idea we've considered is offering a Topics Seminar, Justice, next spring 2017. This course could discuss theories of justice, types of social justice, and justice advocacy. Dr. Stokes is considering the development of this course over the summer.

In practice, students advocated for human rights/social justice through their senior project on housing research. Their study brought to light racial discrepancies in the housing market, particularly related to rental properties in the local area.

In addition, through qualitative research studies, the junior cohort developed a series of research studies investigating the experience of the classroom for international students, African American and Latino students, White students. These studies highlighted classroom experiential differences between these student groups. Another student-led research project investigated successful professor development of inclusive classrooms on campus.

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 Planned Change 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.			**2015-2016**				
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**# STUD**	**% STUD**
PB1. Use practice experience to inform scientific inquiry.	**SWK220**	**M1. Qualitative Research Project**	**80% or >**				
				88%	Y	8	100%
	SWK419	**M2. FPAAI 2.1.6. Item A**	**Level 5 or >**				
				7.57	Y	9	78%
PB2. Use research evidence to inform practice.	**SWK418**	**M1. Planned Change Project**	**80% or >**				
				92%	Y	9	89%
	SWK419	**M2. FPAAI 2.1.6. Item B**	**Level 5 or >**				
				7.72	Y	9	89%
RESULTS FOR COMPETENCY:				**7.65**	**Y**	**9**	**78%**
Research Methods Overall Competency	**SWK416**	**M1. ACAT: Research Methods score**	**68th Percentile Rank or >**				
				79%	Y	9	

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**
15-16	9	581	79
14-15	11	560	73
13-14	11	620	88

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	7.57
B. use research evidence to inform practice.	7.72
Total Section Score	**7.65**

Data Analysis/Action Plan:
All benchmarks were **MET**. No action is necessary.

Reflective Loop Educational Note:
Research continues to be a strong focus of the department. Students complete a series of three courses that build research competencies: Research & Design (quantitative psychology course), Qualitative Research, and Community T&P (mixed methods design). We also have the students present their research in community forums and at an undergraduate research conference.

For FA2015, in SWK386 Community Theory and Practice, the senior project serves as a major capstone action-based research project that investigates and advocates for a significant social issue. This project provides an opportunity to apply and expand on course content about community practice and organizing. This year's senior social work majors completed a study sponsored by Community Health Partners wherein students developed housing research. Their study brought to light racial discrepancies in the housing market, particularly related to rental properties in the local area.

In addition, through qualitative research studies, the junior cohort developed a series of research studies investigating the experience of the classroom for international students, African American and Latino students, White students. These studies highlighted classroom experiential differences between these student groups. Another student-led research project investigated successful professor development of inclusive classrooms on campus. Titles included:

- A Grounded Theory Approach to Professors' Development of a Diversity Inclusive Classroom and Curriculum
- Black and Brown On A White Campus: In the Classroom
- International Voices in an American College Classroom

- White Privilege in the Classroom: "Does it matter?"

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 >)
- 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.				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**# STUD**	**% STUD**
PB1. Utilize conceptual frameworks to guide process of assessment, intervention, evaluation across	**SWK370**	**M1. Psycho-Social History, Assess, Intervention Plan**	**80% or >**				
				89%	Y	9	100%

lifespan.	SWK419	M2. FPAAI 2.1.7. Item A	Level 5 or >				
PB2. Critique and apply knowledge to understand person and environment.				8	Y	9	78%
	SWK231	M1. Self as a System Paper	80% or >				
				88%	Y	11	91%
	SWK419	M2. FPAAI 2.1.7. Item B	Level 5 or >				
				8.22	Y	9	89%
RESULTS FOR COMPETENCY:				**8.11**	**Y**	**9**	**78%**
HBSE Competency	SWK416	M1. ACAT: HBSE score	68th Percentile Rank or >				
				73%	Y	9	

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
15-16	9	560	73
14-15	11	556	71
13-14	11	555	71
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;	8.00
B. critique and apply knowledge to understand person and environment.	8.22
Total Section Score	**8.11**

Data Analysis/Action Plan:

All benchmarks **MET**. No further action necessary.

Reflective Loop Educational Note:

We continue to hold a consistent score in the 70's range in the ACAT score on this measure.

HBSE (Human Behavior in Social Environment) is measured by multiple sources: course assignments, FPAAI, and ACAT. Within HBSE course assignments, students work on understanding how systems interplay with individuals through examining their own lives, Self as a System assignment. HBSE is a human behavior course that focuses on interaction between an individual's development and the functioning of groups, organizations and communities. This course is the foundation course in the human behavior and the social environment sequence to prepare baccalaureate students for general practice. It utilizes the person-in-the-environment perspective to integrate theoretical knowledge and research from the human, biological, psychological and social sciences in understanding human behavior. Human development across the life span within the context of the influence of ethnicity, race, culture, gender, social class, age, sexual orientation and disability is specifically addressed in an attempt to understand human behavior. The overall intent is to equip students with skills and competencies necessary to understand what factors both within and outside the self that shape human behavior. Toward that goal, students conduct a Family Characteristics and Generalization Changes research project on their family history. Students review changes in their family over a minimum of three generations (maternal and paternal grandparents, parents and their siblings, and their generation) with a genogram and ecomap. In addition, students have a Social Cultural Development paper on the book, *The Other Wes Moore: One Name, Two Fates* by Wes Moore (2011). Plus, the Self as a System assignment is designed to assist students in beginning to think from the person-in-the-environment systems perspective, with an awareness and appreciation of the impact of diversity on human behavior. It is an opportunity for students to discover how the social environment, that is unique to each of us, has shaped their personality. And, in their junior year, students learn how to utilize conceptual frameworks for assessment, intervention, and evaluation with a student-partner in an across-the-semester assignment during SWK 370, Individual/Families Theory and Practice course.

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 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.				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**# STUD**	**% STUD**
PB1. Analyze, formulate, advocate for policies that advance social well-being.	**SWK360**	**M1. Policy Analysis Paper/Presentation**	**80% or >**				
				88%	Y	11	100%
	SWK360	**M2. Social Policy**	**80% or >**	92%	Y	11	100%

		Advocacy Letter					
PB2. Collaborate with colleagues and clients for effective policy action.	**SWK360**	**M1. FPAAI 2.1.8 Item B**	**Level 5 or >**				
				8.22	Y	9	89%
	SWK360	**M2. Attendance/Reflection NASW Lobby Day**	**Attend/Absent**				
				C	Y	11	100%
RESULTS FOR COMPETENCY:				**8.11**	**Y**	**9**	**78%**
Policy Competency	**SWK416**	**M1. ACAT: Policy & Services score**	**68th Percentile Rank or >**				
				79%	Y	9	

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**
15-16	9	580	79
14-15	11	549	69
13-14	11	584	80
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;	8.22
B. collaborate with colleagues and clients for effective policy action.	8.22

Total Section Score	8.11

Data Analysis/Action Plan:
All benchmarks **MET. No further action necessary.**

Reflective Loop Educational Note:
For the past two years we've met all the benchmarks. We continued that trend in 2015-2016. This has historically been a "red-zone" for us; and now, we continue to make improvements and stabilization.

Per student request on evaluations, we eliminated the weekly quizzes and replaced with weekly content journals. Students fervently reported 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. We continued the following actionable assignments:

- Social Policy Brief   This paper project will provides an opportunity to apply and expand on course content about social policy. Students will investigate a current legislative policy for the current spring legislative term (either state of Iowa or at the Federal level in the US Senate or US House).
- Federal Social Program Project.   The purpose of this assignment is to review one federal social program, how that program became a federally-funded social welfare program, and how services are delivered.
- Social Policy Advocacy Letter   The purpose of this assignment is to advocate on a social justice or social program to a legislator. Students will choose a social policy issue that you are passionate about and advocate. Prepare a letter to an elected official regarding your chosen social welfare issue.

We believe, in part, the scores reflect the internalization of teaching of the course. We have dropped use of an adjunct.

Also, students responded favorably to the current events dialogue on Thursdays. This seemed to offer a time for critical thinking in response to current events of the day related to politics, local/state/national legislation, and political news. The atmosphere of this is a round-table discussion led by students' interests and current news.

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.				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCHMARK**	**RAW SCO**	**MET?**	**# STUD**	**% 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 >**				
				89%	Y	11	91%
	SWK419	**M2. FPAAI 2.1.9. Item A**	**Level 5 or >**				
				8	Y	9	78%
PB2. Provide leadership in promoting sustainable change in service delivery and practice to	**SWK418**	**M1. Organizational Analysis Paper**	**80% or >**				
				94%	Y	9	89%

improve quality of services.					
	SWK419	M2. FPAAI 2.1.9. Item B	Level 5 or >		
			8.37	Y	9	89%
RESULTS FOR COMPETENCY:			**8.19**	**Y**	**9**	**78%**

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;	8.00
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	8.37
Total Section Score	8.19

Data Analysis/Action Plan:
All 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 418 Planned Change Process
  - SWK 370 Psychosocial History, Assessment, and Intervention Plan
  - SWK 370 Model of Practice Project
  - SWK 418 Organizational Analysis Paper
  - SWK 210 5-Stage Interview
  - SWK 210 Active/Attending Listening Interviews
  - SWK 376 Group Integrative Papers
  - SWK 376 Group Lab Participation
  - SWK 286 Community Practice 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: PROFESSIONAL PRACTICE							
EPAS 2.1.10(a). Engagement				**2015-2016**			
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCH MARK**	**RAW SCO**	**MET ?**	**# STUD**	**% STUD**
PB1. Substantively and affectively prepare for action (ind/fam/grp/org/comm)	**SWK376**	**M1. Group Lab - Final Integrative Papers**	**80% or >**				
				92%	Y	10	100%
	SWK419	**M2. FPAAI 2.1.10 Item A**	**Level 5 or >**				
				8.22	Y	9	89%
PB2. Use empathy and other interpersonal skills.	**SWK210**	**M1. Attending/Active Listening Tapes**	**80% or >**				
				88%	Y	9	88%
	SWK419	**M2. FPAAI 2.1.10 Item B**	**Level 5 or >**				
				8.44	Y	9	89%
PB3. Develop mutually agreed-on focus of work and desired outcomes.	**SWK210**	**M1. 5-Stage Interview**	**80% or >**				
				91%	Y	9	100%
	SWK419	**M2. FPAAI 2.1.10 Item C**	**Level 5 or >**	8.33	Y	9	89%
RESULTS FOR ENGAGEMENT COMPETENCY: (% of students achieving competency)							
COMPETENCY: PROFESSIONAL PRACTICE							
EPAS 2.1.10(b). Assessment							
PRACTICE BEHAVIOR	**COURSE**	**MEASURE CRITERIA**	**BENCH MARK**	**RAW SCO**	**MET ?**	**# STUD**	**% STUD**

PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCH MARK	RAW SCO	MET?	# STUD	% STUD
PB1. Collect, organize, interpret client data.	SWK418	M1. Planned Change Project	80% or >				
				92%	Y	9	89%
	SWK419	M2. FPAAI 2.1.10. Item D	Level 5 or >				
				8.33	Y	9	89%
PB2. Assess client strengths and limitations.	SWK370	M1. Psycho-Social History, Assess, Intervention Plan	80% or >				
				89%	Y	9	100%
	SWK419	M2. FPAAI 2.1.10. Item E	Level 5 or >				
				8.33	Y	9	89%
PB3. Develop mutually agreed-on intervention goals and objectives.	SWK210	M1. 5-Stage Interview	80% or >				
				91%	Y	9	100%
	SWK419	M2. FPAAI 2.1.10 Item F	Level 5 or >				
				8.44	Y	9	89%
PB4. Select appropriate intervention strategies.	SWK370	M1. Model of Practice Project	80% or >				
				90%	Y	9	100%
	SWK419	M2. FPAAI 2.1.10 Item G	Level 5 or >	8.11	Y	9	89%
RESULTS FOR ASSESSMENT COMPETENCY: (% of students achieving competency)							

COMPETENCY: PROFESSIONAL PRACTICE
EPAS 2.1.10(c). Intervention

PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCH MARK	RAW SCO	MET?	# STUD	% STUD
PB1. Initiate actions to achieve organizational goals.	SWK418	M1. Organizational Analysis Paper	80% or >				
				94%	Y	9	89%
	SWK419	M2. FPAAI 2.1.10. Item H	Level 5 or >				
				8.22	Y	9	100%

PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCH MARK	RAW SCO	MET?	# STUD	% STUD
PB2. Implement prevention interventions that enhance client capacities.	SWK376	M1 Group Lab Participation/ Journals	80% or >				
				96%	Y	10	90%
	SWK419	M2. FPAAI 2.1.10. Item I	Level 5 or >				
				8	Y	9	78%
PB3. Help clients resolve problems.	SWK210	M1. 5-Stage Interview	80% or >				
				91%	Y	9	100%
	SWK419	M2. FPAAI 2.1.10. Item J	Level 5 or >				
				8.22	Y	9	89%
PB4. Negotiate, mediate, advocate for clients.	SWK386	M1. Community Practice Organizing Project	80% or >				
	SWK419	M2. FPAAI 2.1.10 Item K	Level 5 or >				
				8.22	Y	9	89%
PB5. Facilitate transitions and endings.	SWK376	M1. Group Lab Participation	Completion				
				96%	Y	10	90%
	SWK419	M2. FPAAI 2.1.10. Item L	Level 5 or >	8.11	Y	9	89%
RESULTS FOR INTERVENTION COMPETENCY:							

COMPETENCY: PROFESSIONAL PRACTICE
EPAS 2.1.10(d). Evaluation

PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCH MARK	RAW SCO	MET?	# STUD	% STUD
PB1. Analyze, monitor, evaluate interventions.	SWK418	M1. Planned Change Project	80% or >				
				92%	Y	9	89%
	SWK419	M2. FPAAI 2.1.10 Item M	Level 5 or >	7.87	Y	9	78%
RESULTS FOR EVALUATON COMPETENCY:							
SW Practice Competency	SWK419	M2. FPAAI Section Score Overall	Level 5 or >				
				8.22	Y	9	78%

RESULTS FOR SOCIAL WORK PRACTICE OVERALL (2.1.10 (A-D)= PRACTICE COMPETENCY:

	SWK416	M1. ACAT: Social Work Practice score	68th Percentile Rank or >	82%	Y	9

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
15-16	9	571	76
14-15	11	568	69
13-14	11	578	78
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;	8.22
B. use empathy and other interpersonal skills;	8.44
C. develop a mutually agreed on focus of work and desired outcomes.	8.33
D. collect, organize, and interpret client data;	8.33
E. assess client strengths and limitations;	8.33
F. develop mutually agreed on intervention goals and objectives;	8.44
G. select appropriate intervention strategies.	8.11
H. initiate actions to achieve organizational goals;	8.22
I. implement prevention interventions that enhance client capacities;	8.00
J. help clients resolve problems;	8.22
K. negotiate, mediate, and advocate for clients;	8.22

L. facilitate transitions and endings.	8.11
M. critically analyze, monitor, and evaluate interventions.	7.87
Total Section Score	**8.22**

Data Analysis/Action Plan:
 All of the benchmarks were **MET**. No further action necessary.

In 2014-2015, we dropped to 69th percentile. However, we had one particular outlier that year. This year, 2015-2016, the ACAT scores increased to the 76th percentile.

For engagement, assessment, intervention, and evaluation components, measures are two-fold: 1) In-class assignments and 2) FPAAI (Field Placement/Practicum Assessment Instrument). This allows for pre-placement examination in order to examine if current coursework is addressing practice behaviors. And, then to examine the practice behaviors in student's lives at work in the placement settings via the perspective of active social workers in the field.

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)
    o   SWK 416 Social Work Values/Reamer Case Logs
    o   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 case logs. 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.

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				2015-2016			
PRACTICE BEHAVIOR	COURSE	MEASURE CRITERIA	BENCHMARK	RAW SCO	MET	# STUD	% STUD
PB1. Mediate between their spiritual value system and that of the social work profession and respond to their Christian motivation to serve others.	SWK416	M1. Reamer Casebook logs on values/faith	80% or >				
	SWK386	M2. Unit Analysis Paper, faith integration portion	Completion	94%	Y	10	100%
RESULTS FOR COMPETENCY:							

Data Analysis/Action Plan:
All benchmarks were **MET**. No further action necessary.

Reflective Loop:
We continue to work towards Christian faith integration across all levels of coursework. We hope to develop a cohesive ethos next year that markets our department with how justice related to Jesus.

The addition of faith integrative books continued to be a positive in SWK 386, e.g. Faith-Rooted Organizing by Salvatierra as well as Transforming Power by Linthicum. These texts supplemented students' ability to develop a theology of power and macro practice. We may consider adding other faith-rooted community development textbooks as well. This will be under consideration during the summer of 2016.

Overall ANNUAL REPORT analysis:

Table: Field Placement Assessment Instrument (FPPAI) Evaluation Results: Section

Category	Overall FPPAI Average Scores
	15-16
Professional Social Work Skills and Supervision	8.23
Professional Communication (2.1.1.D)	8.28
Social Work Values and Ethical Practice	8.06
Critical Thinking	7.99
Diversity	8.23
Human Rights, Social and Eco Justice and Policy Practice	8.30
Research	7.65
Human Behavior in the Social Environment	8.11
Policy	7.65
Contexts	8.19
Social Work Practice	8.22

Table Findings for ACAT Overall Performance Scores

Yr*	Sz*	Overall ACAT Scores	
		Standard	Percentile
15-16	9	593	82
14-15	11	593	82
13-14	11	606	86
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 7,768 graduating students taking an ACAT in Social Work with 8 areas, 82% would be expected to achieve at or below our overall performance score of 593, 18% would be expected to achieve a higher score.

Overall, the year 2015-2016 was a great year! We met every competency benchmark overall. And we completed our CSWE reaffirmation accreditation process. We received a positive letter from our Site Visitor following his visit in April 2016. We await remarks from the COA in October 2016.

We continue to have a positive, healthy working environment in the Social Work department. The faculty appreciates the work of each other, and there is a strong work ethic to build and market our program.

We turn our effort in earnest to growing the department, in numbers and in depth of competency for our students.