

Annual Goals for Social Work

2010-2011

Title:	Re-affirmation of Accreditation by the Council on Social Work Education
Description:	i. Faculty will complete the self-study process in preparation for Re-affirmation in October 2011. ii. Curriculum revisions will be made and program competencies reviewed to enhance the quality of Social Work education.
Budget:	0.00
University Goals:	1
Strategic Goals:	
Responsibility:	Department Chair
Participation:	Faculty
Results:	To ensure high quality education, the Department undertook a thorough revision of the program's mission and goals, curriculum, and assessment of program and student learning outcomes. The self-study narrative was submitted to CSWE in November 2010. The narrative received 100% compliance from the Commission on Accreditation of CSWE. This was followed by a successful site-visit on May 2nd, 2011. The Site Visit report from CSWE also indicated 100% compliance with no issues or concerns raised. The Department's final Reaffirmation Determination will be made by CSWE in the Commission's October 2011 meeting.
Actions:	The Department's response to the Site Visit Report was sent on June 6th, 2011.
Improvements:	

Title:	Strengthen Assessment Planning, Implementation and Continuous Improvement for CSWE and SACs Compliance
Description:	i. Continuous improvement of the BSW curriculum by refining measurement criteria and systematically collecting performance data in order to assess departmental effectiveness. ii. Update data reporting and tracking system. iii. Use assessment results to make curricular and co-curricular changes to

enhance student performance and thereby close the loop to ensure program renewal.

Budget: 0.00

University Goals: 1

Strategic Goals:

Responsibility: Chair

Participation: Assessment Chair and all faculty

Results: The Department utilizes an integrated assessment plan to assess its effectiveness in meeting its mission and goals. The Department's assessment plan is a comprehensive ongoing process that utilizes qualitative and quantitative data to measure program and student outcomes. Procedures used to aggregate, analyze, and review the data acquired from these measures, provide outcome information, which guides the Department's continuous improvement efforts. The Department has an Assessment Committee chaired by a faculty member who is responsible for coordinating the Assessment Plan. The Department's Assessment Plan is a collaborative process involving all faculty members and facilitated by the Department Chair.(See Assessment Plan Flow Chart)

Actions: The Department's Annual Faculty Meeting Retreat was held June 10, 2010 where the results of the Department's Assessment Review were reported by Dr. Joy Borah , Department Chair and Freda Coleman-Reed, MSW, LCSW, Assessment Chair, to determine if program changes were necessary. The Integrated Assessment Plan (with multiple measures to assess the attainment of the 10 SLOs and Departmental Mission and Goals) was reviewed for implementation. During the meeting, assessment outcomes were reported. After discussion by Faculty, it was determined that Matriculation was a critical point for students and faculty to assess the student's comprehension of SLOs prior to official admission to the program and the Professional Social Work Course sequences.

Improvements: The Course Assessment Plan for Core Competencies and Practice Behaviors (CAPCC) results were reviewed and changes were made to course content for areas that fell below established benchmarks. For example, In SW 316 Human Behavior in the Social Environment, a critical thinking component was implemented specifically targeted at tangible application of theoretical concepts to understand person in environment theories. (See attached Integrated Assessment Plan).

Title:	Promote Student Centered Environment for Teaching, Research and Community Service
Description:	<ul style="list-style-type: none"> i. Recruit and retain an outstanding and diverse student body. ii. Sponsor Annual Social Work Conference to build scholarship and professional practice activity. iii. Promote Community Service Learning opportunities at various levels of the Social Work major iv. Revise the Social Work Student Handbook which is an important component of advising in the Department. v. Continue to facilitate the operation of the North Alabama Girls Group Home sponsored by the Department of Youth Services and UNA (State-funded Grant).
Budget:	0.00
University Goals:	2
Strategic Goals:	
Responsibility:	Chair
Participation:	Faculty
Results:	<ul style="list-style-type: none"> i. Recruitment and retention of a diverse student body is a continuous goal of the department. As a result of the Department's recruitment efforts, such as participation in career fairs, student enrollment increased from 168 in 2009-2010 to 187 in 2010-2011. The Department has established specific policies for academic advisement and professional mentoring for all social work majors that helps in retention. ii. The Department of Social Work hosts the Annual Social Work Conference in March in celebration of National Social Work Month (Conference Flyer) iii. Community Service Learning which is a required component was enhanced in social work classes. iv. The Department of Social Work Student Handbook as revised. v. The Department of Social Work operates the North Alabama Group Home for Girls (NAGH), a grant project funded by the state of Alabama Department of Youth Services.
Actions:	The Annual Social Work Conference "Celebrating Inclusiveness" was held on March 16, 2011. New Service-learning opportunities were added to courses such as SW 316 Human Behavior and the Social Environment. The Social Work Student Handbook was revised and is now available online at http://www.una.edu/socialwork/documents.html The North Alabama Group

Home for Girls (NAGH), has received continuous accreditation by its accrediting body, the American Correctional Association (ACA). The program was most recently re-accredited on November 4, 2011.

Improvements:

Title:	Promote Diversity and Global Perspectives
Description:	<ul style="list-style-type: none"> i. Prepare students as leaders for a diverse and rapidly changing world. ii. Act as a resource for organizations seeking a more diverse workforce.
Budget:	0.00
University Goals:	3
Strategic Goals:	
Responsibility:	Chair
Participation:	Faculty
Results:	<ul style="list-style-type: none"> i. As reflected in the mission statement, the Department of Social Work is committed to prepare students who are culturally competent, professional social workers committed to promoting human rights and social and economic justice in a diverse and global world. ii. Service learning opportunities continue to be enhanced in selected core curriculum courses. Field Internship is a required component of the professional social work curriculum, requiring approximately 500 hours during the semester with the student being in the social services agency four days each week for a total of 32 hours.
Actions:	<ul style="list-style-type: none"> i. The Social Work curriculum was reviewed and designed to include content on understanding of and respect for diversity which is infused throughout the core courses and reflected in each of the course objectives. Infusion of global issues in the social work curriculum continues to be an area of enhancement for the Department. ii. BSW graduates in general, and the Field Internship program, in particular is an important resource for area agencies seeking a qualified, competent and diverse workforce. Field interns have provided valuable service to agencies facing budget cuts in the

current environment of economic downturn. Social Work graduates work in varied settings including government agencies such as Alabama Department of Human Resources and Alabama Department of Public Health as well as non-profit agencies such as hospitals, hospice care, Safeplace, Inc., Riverbend, Healing Place, nursing homes in the tri-city area and beyond.

Improvements: Service learning continues to be enhanced through additional opportunities in select agencies.

Title: Enhance University Community

Description:

- i. Active participation of the Department in the SACS Re-affirmation process.
- ii. Active involvement of Department faculty and students in University Committees, faculty senate, campus organizations and honor societies.
- iii. Partner with Continuing Education to sponsor professional development programs.
- iv. Continued involvement with the Presidential Mentor Academy program which seeks to recruit and retain qualified minority students at UNA.

Budget: 0.00

University Goals: 4

Strategic Goals:

Responsibility: Chair

Participation: Faculty

Results:

- i. The Department is actively involved in the SACS process: faculty serve on the Institutional Effectiveness and Assessment committee; The Department's integrative professional writing model has been selected as one of two models for the University SACS Quality Enhancement Plan (QEP).
- ii. Social work faculty are involved on campus in a variety of activities and committees such as the Faculty Senate, Arts and Sciences Faculty Development and Research Grants Committee, University Readmissions Committee, and other duties and committees as requested by the Administration. The Department's relationship with staff in Admissions, Records, Student Development Services, Counseling and Career Services, Library

and Continuing Education and Outreach is excellent. Department faculty are well known to these University units and have a close working relationship with their staff. Program faculty are involved in community service, ranging from agency boards of directors to consultants in a variety of service agencies.

- iii. The Department of Social Work provides continuing education hours for the professional development of licensed social workers and other professionals by offering workshops and conferences independently as well as in conjunction with the University of North Alabama Office of Continuing Studies and Outreach. iv. A faculty member is actively involved in the Presidential Mentor Academy program which serves to recruit and retain young scholars from minority communities to the University of North Alabama.

Actions:

- i. As part of the Institutional Effectiveness and Assessment committee, faculty are actively involved in writing for the SACS Self-Study narrative.
- ii. Attached is a partial list of the most recent Conferences approved for continuing education for relicensing for social workers licensed by the Alabama State Board of Social Work Examiners and other state boards for the academic year 2010–2011.

Improvements:

Student Learning Outcomes for Social Work

2010-2011

Title:	1. Identify as a professional social worker and conduct oneself accordingly
Description:	Social workers: a. Advocate for client access to the services of social work. b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries. d. Demonstrate professional demeanor in behavior, appearance, and communication. e. Engage in career-long learning. f. Use supervision and consultation.
Budget:	\$0.00
Core Competencies:	1

25% Online:

50% Online:

Core Competencies: 1

How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair/Assessment Chair

Participation: Faculty Team

Direct Assessments

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related; Matriculation (MASS), Field Evaluation

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

Indirect Assessments

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all but one course, target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 1 Student Learning Outcome 1 shows the Department's external and

internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.

Curriculum:	Faculty review of courses resulted in the addition of Critical Thinking assignments related to ethical practice in Welfare Policy which resulted in minimal change. This change will continue to be monitored to achieve the benchmark. The addition of an application assignment which included critical thinking regarding the Bio/Psycho/Social Perspective facilitated acquisition and use of professional assessment of the client's environment which helped students to identify with the profession of Social Work and thereby attain the established student learning outcome benchmarks. The attached chart displays the Department's external and internal curriculum assessment plan measures and the semesters administered.
Actions:	Instituted the Matriculation Self-Assessment Survey (MASS) as a means of the students self-evaluation in regards to attaining the student learning outcome. Attached you will an example of the Matriculation Assessment Instrument.
Improvements:	Field Students re-evaluate their attainment of this student learning outcome through pre- and post-test.

Title:	2. Apply social work ethical principles to guide professional practice.
Description:	Social workers a. recognize and manage personal values in a way that allows professional values to guide practice; b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics 2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 3 c. tolerate ambiguity in resolving ethical conflicts; and d. apply strategies of ethical reasoning to arrive at principled decisions.
Budget:	\$0.00
Core Competencies:	2
25% Online:	
50% Online:	
Core Competencies:	2
How Often:	Per semester
Assessed this Year?	Yes

Responsibility: Department Chair/Assessment Chair

Participation: Faculty Team

**Direct
Assessments**

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related, Matriculation (MASS), Field Internship

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

**Indirect
Assessments**

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Department Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all but one course, target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 2 Student Learning Outcome 2 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.

Curriculum: The Course not meeting Benchmarks was reviewed by faculty over two semesters to measure consistency of results. Results showed marked improvement in student attainment of Student Learning Outcomes the following semester and therefore no additional actions were taken.

Actions: No additional actions were needed.

Improvements: No additional actions were needed.

Title:	3. Apply critical thinking to inform and communicate professional
Description:	Social workers a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; b. analyze models of assessment, prevention, intervention, and evaluation; and c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Budget:	\$0.00
Core Competencies:	2
25% Online:	
50% Online:	
Core Competencies:	2
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair/Assessment Chair
Participation:	Faculty Team
Direct Assessments	<p>Course related</p> <p>Baccalaureate Education Assessment Project (BEAP)</p> <p>Course related, Matriculation (MASS), Field Internship</p> <p>Field Instruction Integration Portfolio (FIIP)</p> <p>Field Instruction Integration Portfolio (FIIP)</p>
Indirect Assessments	<p>Department Graduate Exit Exam, BEAP Exit Exam</p> <p>Bi-Annual Department and BEAP Employer Surveys</p> <p>Bi-Annual Department and BEAP Alumni Surveys</p>

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all but one course, target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 3 Student Learning Outcome 3 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.

Curriculum: The Course not meeting Benchmarks was reviewed by Faculty over two semesters to measure consistency of results. Results showed marked improvement in student attainment of Student Learning Outcomes the following semester and therefore no additional actions were taken.

Actions: No additional actions were needed.

Improvements: No additional actions were needed.

Title: 4. Engage diversity and difference in practice

Description: Social workers a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and d. view themselves as learners and engage those with whom they work as informants.

Budget: \$0.00

Core Competencies: 5

25% Online:

50% Online:

Core Competencies: 5

How Often: Per semester

Assessed this Year?	Yes
Responsibility:	Department Chair/Assessment Chair
Participation:	Faculty Team
Direct Assessments	<p>Course related</p> <p>Baccalaureate Education Assessment Project (BEAP)</p> <p>Course related, Matriculation (MASS), Field Internship</p> <p>Field Instruction Integration Portfolio (FIIP)</p> <p>Field Instruction Integration Portfolio (FIIP)</p>
Indirect Assessments	<p>Department Graduate Exit Exam, BEAP Exit Exam</p> <p>Bi-Annual Department and BEAP Employer Surveys</p> <p>Bi-Annual Department and BEAP Alumni Surveys</p> <p>Bi-Annual Alumni Survey</p> <p>Benchmarking</p> <p>Student and Community Advisory Boards</p> <p>Student and Community Advisory Boards</p>
Results:	Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all courses target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 4 Student Learning Outcome 4 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.
Curriculum:	Results showed students achieved Student Learning Outcomes each semester and therefore no actions were taken.
Actions:	No additional actions were needed.

Improvements: No additional actions were needed.

Title: 5. Advance human rights and social and economic justice

Description: Social workers a. understand the forms and mechanisms of oppression and discrimination; b. advocate for human rights and social and economic justice; and c. engage in practices that advance social and economic justice.

Budget: \$0.00

Core Competencies: 1

25% Online:

50% Online:

Core Competencies: 1

How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair/Assessment Chair

Participation: Faculty Team

Direct Assessments

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related, Matriculation (MASS), Field Internship

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

Indirect Assessments

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all courses target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 5 Student Learning Outcome 5 shows the Department's curriculum assessment plan including results, changes made and actions taken for continuous improvement.

Curriculum: Results showed students achieved Student Learning Outcome 5 and met benchmarks each semester and therefore no actions were taken.

Actions: No additional actions were needed.

Improvements: No additional actions were needed.

Title: 6. Engage in research-informed practice and practice-informed research

Description: Social workers a. use practice experience to inform scientific inquiry and b. use research evidence to inform practice.

Budget: \$0.00

Core Competencies: 5

25% Online:

50% Online:

Core Competencies: 5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair/Assessment Chair

Participation: Faculty Team

Direct

Assessments

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related, Matriculation (MASS), Field Internship

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

Indirect Assessments

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all but one course, target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 6 Student Learning Outcome 6 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.

Curriculum: The Course not meeting Benchmarks was reviewed by Faculty over two semesters to measure consistency of results. Results showed marked improvement in student attainment of Student Learning Outcomes the following semester and therefore no additional actions were taken.

Actions: No additional actions were needed.

Improvements: No additional actions were needed.

Title: 7. Apply knowledge of human behavior and the social environment

Description: Social workers a. utilize conceptual frameworks to guide the processes of

assessment, intervention, and evaluation; and b. critique and apply knowledge to understand person and environment.

Budget: \$0.00

Core Competencies: 4

25% Online:

50% Online:

Core Competencies: 4

How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair/Assessment Chair

Participation: Faculty Team

Direct Assessments

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related, Matriculation (MASS), Field Internship

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

Indirect Assessments

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results:	Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all but one course, target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 7 Student Learning Outcome 7 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.
Curriculum:	Faculty review of course indicated the addition of Social Work terminology/ Vocabulary assignments to facilitate acquisition and use of professional language which will help students to identify with the profession of Social Work and thereby attain student learning outcomes.
Actions:	Instituted the Matriculation Self-Assessment Survey (MASS) as a means of the students' self-evaluation in regards to attaining the student learning outcome.
Improvements:	Field Students re-evaluate their attainment of this student learning outcome through pre- and post-test.

Title:	8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
Description:	Social workers a. analyze, formulate, and advocate for policies that advance social well-being; and b. collaborate with colleagues and clients for effective policy action.
Budget:	\$0.00
Core Competencies:	2
25% Online:	
50% Online:	
Core Competencies:	2
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair/Assessment Chair
Participation:	Faculty Team
Direct	

Assessments

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related, Matriculation (MASS), Field Internship

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

Indirect Assessments

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all courses target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 8 Student Learning Outcome 8 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.

Curriculum: Results showed students achieved Student Learning Outcomes each semester and therefore no actions were taken.

Actions: No additional actions were needed.

Improvements: No additional actions were needed.

Title: 9. Respond to contexts that shape practice

Description: Social workers a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and b. provide leadership in

	promoting sustainable changes in service delivery and practice to improve the quality of social services.
Budget:	\$0.00
Core Competencies:	4
25% Online:	
50% Online:	
Core Competencies:	4
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair/Assessment Chair
Participation:	Faculty Team
Direct Assessments	
	Course related
	Baccalaureate Education Assessment Project (BEAP)
	Course related, Matriculation (MASS), Field Internship
	Field Instruction Integration Portfolio (FIIP)
	Field Instruction Integration Portfolio (FIIP)
Indirect Assessments	
	Department Graduate Exit Exam, BEAP Exit Exam
	Bi-Annual Department and BEAP Employer Surveys
	Bi-Annual Department and BEAP Alumni Surveys
	Bi-Annual Alumni Survey
	Benchmarking
	Student and Community Advisory Boards
	Student and Community Advisory Boards

Results:	Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all courses target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 9 Student Learning Outcome 9 depicts the Department's external and internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.
Curriculum:	Results showed students achieved Student Learning Outcomes each semester and therefore no actions were taken.
Actions:	No additional actions were needed.
Improvements:	No additional actions were needed.
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Title:	10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
Description:	Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Educational Policy 2.1.10(a)—Engagement Social workers a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; b. use empathy and other interpersonal skills; and c. develop a mutually agreed-on focus of work and desired outcomes. Educational Policy 2.1.10(b)—Assessment Social workers a. collect, organize, and interpret client data; b. assess client strengths and limitations; c. develop mutually agreed-on intervention goals and objectives; and d. select appropriate intervention strategies. Educational Policy 2.1.10(c)—Intervention Social workers a. initiate actions to achieve organizational goals; b. implement prevention interventions that enhance client capacities; c. help clients resolve problems; d. negotiate, mediate, and advocate for clients; and e. facilitate transitions and endings. Educational Policy 2.1.10(d)—Evaluation Social workers a. critically analyze, monitor, and evaluate interventions.
Budget:	\$0.00
Core Competencies:	2

25% Online:

50% Online:

Core Competencies: 2

How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair/Assessment Chair

Participation: Faculty Team

Direct Assessments

Course related

Baccalaureate Education Assessment Project (BEAP)

Course related, Matriculation (MASS), Field Internship

Field Instruction Integration Portfolio (FIIP)

Field Instruction Integration Portfolio (FIIP)

Indirect Assessments

Department Graduate Exit Exam, BEAP Exit Exam

Bi-Annual Department and BEAP Employer Surveys

Bi-Annual Department and BEAP Alumni Surveys

Bi-Annual Alumni Survey

Benchmarking

Student and Community Advisory Boards

Student and Community Advisory Boards

Results: Through a process of curriculum mapping, this competency was assessed at different points in the Program. Benchmarks at 80% or better were established to assess attainment of specific learning outcomes. The results were that in all but one course, target Benchmarks were met or exceeded indicating student success in meeting the learning outcome. The attached Chart 10 Student Learning Outcome 10 depicts the Department's external and

internal curriculum assessment plan measures including results, changes made, and actions taken for continuous improvement.

Curriculum:

Actions:

Improvements: