

Table 2A: MSW Foundation year findings (AS 4.0.2) and actions taken (AS 4.0.3) fall 2014

Competency 1: Identify as a professional social worker and conducts oneself accordingly.						
PB 1.1: Students participate in social work advocacy practice to ensure people's access to services						
Measured In:	Specific Measure:	Who Evaluates	When Measured	Benchmark	Findings	Action Taken
Learning Agreement Evaluation 6900/6901	Task 1.1 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester End	80%	80%	No action needed
Course-level Assessment: SWRK 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions . Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students were assessed on the depth of their self-reflection and professional insight (See rubric)	Course Faculty	Fall Semester	80%	87%	Program level: This course is a good fit to measure this competency. Course level: A more effective/less subjective needed to be developed Modify the measurement tool to make it more objective.
PB 1.2: Students engage in beginning level personal reflection and self-correction to identify their professional strengths, limitations, biases, and challenges as part of continual professional development.						
Learning Agreement Evaluation 6900/6901	Task 1.2 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester End	80%	100%	No action needed
Course-level Assessment: SWRK 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions . Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students	Course Faculty	Fall Semester	80%	83%	No action needed

	were assessed on the depth of their self-reflection and professional insight (See rubric)					
PB 1.3: Students attend to professional roles and boundaries with systems of all sizes						
Learning Agreement Evaluation 6900/6901	Task 1.3 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	100%	No action needed
Course level Assessment: SWRK 6100	Mock Interview Feedback Form: Students practice verbal and non-verbal communication skills and receive verbal and written feedback from peers (See rubric)	Course Faculty	Fall Semester	80%	80%	<p>Course level:</p> <p>1) Standard was met for 2 of 4 standards or 50% of criteria</p> <p>2) Assessment criteria are based on feedback forms completed by the instructor while observing mock interviews in class. Students also completed feedback forms for each other, but these were not used for the purpose of this assessment.</p> <p>3) For PB 1.3, two different items on the feedback form were used for assessment. The ratings of “2” equate to insufficient demonstration or completion of interview elements that reflect this practice behavior.</p> <p>4) Given that the students participating in these mock interviews are beginning social work students, many of whom have limited or no experience with clients, it is to be expected that there are considerable growth opportunities in terms of these practice behaviors.</p> <p>5) The assessment of these practice behaviors is limited in</p>

						<p>simulated classroom situations, and being observed by peers and the instructor presents additional challenges. However, it is assumed that strengths and opportunities for improvement closely replicate those that exist for students when working in actual client situations.</p> <p>Course Level: This is the first time that this faculty member utilized the mock interviews for assessing practice behaviors. The interviews have considerable potential for accurate assessment and will be used in the future. Use of additional or more specific measures will be considered, as well as the possibility of utilizing feedback from students as well as that of the instructor</p>
<p>PB 1.4: Students identify as social work professionals and demonstrate professional demeanor in behavior, appearance, and communication in efforts to develop, manage, and maintain collaborative relationships with clients and professionals of other disciplines.</p>						
Learning Agreement Evaluation 6900/6901	Task 1.4 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	100%	No action needed
Course level Assessment: 6100	Mock Interview Feedback Form: Students practice verbal and non-verbal communication skills and receive verbal and written feedback from peers (See rubric)	Course Faculty		80%	100%	<p>Course level:</p> <p>1) Standard was met for 2 of 4 standards or 50% of criteria</p> <p>2) Assessment criteria are based on feedback forms completed by the instructor</p>

					<p>while observing mock interviews in class. Students also completed feedback forms for each other, but these were not used for the purpose of this assessment.</p> <p>3) For PB 1.4, two different items on the feedback form were also used for assessment. These two items focus on verbal and non-verbal communication skills. The rating of “3” equate to there being room for improvement in the intentional use of skills in communicating and collaborating with clients.</p> <p>4) Given that the students participating in these mock interviews are beginning social work students, many of whom have limited or no experience with clients, it is to be expected that there are considerable growth opportunities in terms of these practice behaviors.</p> <p>5) The assessment of these practice behaviors is limited in simulated classroom situations, and being observed by peers and the instructor presents additional challenges. However, it is assumed that strengths and opportunities for improvement closely replicate those that exist for students when working in actual client situations.</p>
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						<p>Course Level: This is the first time that this faculty member utilized the mock interviews for assessing practice behaviors. The interviews have considerable potential for accurate assessment and will be used in the future. Use of additional or more specific measures will be considered, as well as the possibility of utilizing feedback from students as well as that of the instructor</p>
PB 1.5: Students engage in career-long learning						
Learning Agreement Evaluation 6900/6901	Task 1.5 – student/field instructor identify on learning agreement	Field Instructor	Fall and Spring Semester	80%	100%	No action needed
Course level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions . Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students were assessed on the depth of their self-reflection and professional insight (See rubric)	Course Faculty	Fall Semester	80%	80%	<p>Program level: This course is a good fit to measure this competency.</p> <p>Course level: A more effective/less subjective measurement tool is needed to measure this PB. Modify the measurement tool to make it more objective.</p>
PB 1.6: Engage in consistent and continuous use of supervision and consultation.						
Learning Agreement Evaluation 6900	Task 1.6 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	100%	No action needed
Course level assessment: 6510	Continual class discussion on the importance of professional supervision and consultation. Particularly when faced with	Course Faculty	Fall Semester	80%	83%	Program Level: No modifications needed.

	personal/professional value conflicts (See rubric)					Course Level: Instructor needs to create a more objective assessment tool to measure students understanding of this PB.
Competency 2: Apply social work ethical principles to guide professional practice.						
PB 2.1: Students recognize, develop, and manage their personal and professional social work values to guide their practice.						
Learning Agreement Evaluation 6900/6901	Task 2.1 – student/field instructor identify on learning agreement	Field Instructor	Fall and Spring Semester	80%	100%	No action needed
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions . Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students were assessed on the depth of their self-reflection and professional insight (See rubric).	Course Faculty	Fall Semester	80%	83%	Program Level: No modifications needed. Course Level: No modifications needed.
PB 2.2: Students make ethical decisions in practice and research by critically applying ethical standards including, but not limited to, the NASW Code of Ethics and, as applicable, of the IFSW						
Learning Agreement Evaluation 6900/6901	Task 2.2 – student/field instructor identify on learning agreement	Field Instructor	Fall and Spring Semester	80%	93%	No action needed
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students	Course Faculty	Fall Semester	80%	83%	Program Level: No modifications needed. Course Level: No modifications needed.

	were assessed on the depth of their self-reflection and professional insight (See rubric)					
PB 2.3: Students begin to demonstrate tolerance toward ambiguity in resolving ethical conflicts.						
Learning Agreement Evaluation 6900/6901	Task 2.3 – student/field instructor identify on learning agreement	Field Instructor	Fall & spring Semester	80%	80%	No action needed
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students were assessed on the depth of their self-reflection and professional insight.	Course Faculty	Fall Semester	80%	83%	Program Level: No modifications needed. Course Level: No modifications needed.
PB 2.4: Students understand and apply strategies of ethical reasoning to arrive at principled decisions						
Learning Agreement Evaluation 6900/6901	Task 2.4 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	80%	No action needed
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to “live” on food stamp money. Each day they posted 1) their personal reactions to this restrictive condition and 2) their thoughts/ideas etc. to specific questions assessing their belief systems, values, and view of professional development. Students were assessed on the depth of their self-reflection and professional insight.	Course Faculty	Fall Semester	80%	83%	Program Level: No modifications needed. Course Level: No modifications needed.
Competency 3: Applies critical thinking to inform and communicate professional judgments.						
PB 3.1: Students distinguish, appraise and begin to integrate multiple sources of knowledge, including research-based knowledge, practice wisdom and different ways of knowing.						

Learning Agreement Evaluation 6900/6901	Task 3.1 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	87%	No action needed
Course-level Assessment: 6300	Large scale Evidence Based Practice literature review paper	Course Faculty	Fall Semester	80%	74%	Program level: None, this is an appropriate measure of competence. Course level: More lecture and demonstrations and instructions on assessing research knowledge is needed. Implement a required training session at the University library and add one additional lecture on assessing research data
PB 3.2: Students begin to understand and analyze models of assessment, prevention, and evaluation with systems of all sizes.						
Learning Agreement Evaluation 6900/6901	Task 3.2 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	78%	No action needed at this stage Will be assessed again in spring'15
Course-level Assessment: 6300	Large scale Evidence Based Practice literature review paper.	Course Faculty	Fall Semester	80%	74%	Program level: None, this is an appropriate measure of competence. Course level: More lecture and demonstrations and instructions on assessing research knowledge is needed. Implement a required training session at the University library and add one additional lecture on assessing research data
PB 3.3: Students begin to demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.						
Learning Agreement Evaluation 6900	Task 3.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	100%	No action needed Will be assessed again in spring'15

Course-level Assessment: 6300	Large scale Evidence Based Practice literature review paper and in-class presentation.	Course Faculty	Fall Semester	80%	83%	Program level: None, this is an appropriate measure of competence. Course level: More lecture and demonstrations and instructions on assessing research knowledge is needed. Implement a required training session at the University library and add one additional lecture on assessing research data
Competency 4: Engage diversity and difference in practice.						
PB 4.1: Students recognize the extent to which a culture's structures and values may marginalize, oppress, alienate and discriminate or create or enhance privilege and power against certain populations.						
Learning Agreement Evaluation 6900/6901	Task 4.1 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	100%	No action needed at this stage Will be assessed again in spring'15
Course-level Assessment: 6100	Paper on Helping Situation: Students apply the concepts of the Generalist Model, Ecosystems Perspective and interviewing skills to a helping situation with an individual client	Course Faculty	Fall Semester	80%	100%	Course level: 1) Standard was met for 6 of 6 standards or 100% of criteria No action needed
PB 4.2: Students gain sufficient self-awareness to eliminate the influence of personal biases and values, reflecting respect for diversity as a value that shapes practice with diverse populations.						
Learning Agreement Evaluation 6900/6901	Task 4.2 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	100%	No action needed at this stage Will be assessed again in spring'15
Course-level Assessment: 6100	Paper on Helping Situation: Students apply the concepts of the Generalist Model, Ecosystems Perspective and interviewing skills to a helping situation with an individual client.	Course Faculty	Fall Semester	80%	100%	Course level: 1) Standard was met for 6 of 6 standards or 100% of criteria No action needed
PB 4.3: Students recognize, describe and communicate their understanding of the importance of how difference shape and affect the life experiences of clients in different contexts.						

Learning Agreement Evaluation 6900	Task 4.3 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	100%	No action needed. Will be assessed again in spring '15
Course-level Assessment: 6200	<p>Final Exam 5 questions:</p> <ol style="list-style-type: none"> 1. Identify 5 key elements of culture: Accepted responses: behaviors, artifacts, values, beliefs, understandings, norms, customs, traditions, heritages, “way of life” 2. The idea that different cultures should be treated equally is a tenet of <ol style="list-style-type: none"> a. Cultural relativism * b. Cultural pluralism c. Multiculturalism d. Both a and c 3. _____ expresses how individuals associate themselves with a group through values, traditions, customs, etc. <ol style="list-style-type: none"> a. Culture * b. Cultural relativism c. Ethnicity d. Multiculturalism 4. _____ is defined as “one’s dominant ideas about what is correct and how things should be”. <ol style="list-style-type: none"> a. Ideology * b. Dominant reality c. Ethnocentrism d. Dysfunction 5. _____ implies recognizing and accommodating a variety of cultures. <ol style="list-style-type: none"> a. Multiculturalism b. Cultural relativism c. Ethnic identity d. Cultural pluralism * 	Course Faculty	Fall Semester	80%	88%	<p>Course Level:</p> <p>1) The 5 questions were designed to explore different terms and concepts related to culture, diversity and difference, as discussed in course readings, lectures, exercises and discussions within social-cultural dimensions of HBSE.</p> <p>2) Criteria were met for 3 of the 5 questions, but only minimally for 2 of those.</p> <p>3) Results for these 5 questions focused on aspects of diversity were noticeably lower than those for the other 50 questions on the final exam, as reported in a separate document. The method of delivering and scoring all exam questions was the same.</p> <p>Ensure that these concepts and terms are emphasized sufficiently within the course, including the increased use of case studies and other means to demonstrate application</p>

PB 4.4: Students begin to view themselves as life-long learners and recognize and affirm clients as the experts of their own lives

Learning Agreement Evaluation 6900/6901	Task 4.4 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	93%	No action needed. Will be assessed again in spring'15
Course-level Assessment: 6200	<p>Final Exam 5 questions:</p> <p>6. Identify 5 key elements of culture: Accepted responses: behaviors, artifacts, values, beliefs, understandings, norms, customs, traditions, heritages, “way of life”</p> <p>7. The idea that different cultures should be treated equally is a tenet of</p> <ol style="list-style-type: none"> Cultural relativism * Cultural pluralism Multiculturalism Both a and c <p>8. _____ expresses how individuals associate themselves with a group through values, traditions, customs, etc.</p> <ol style="list-style-type: none"> Culture * Cultural relativism Ethnicity Multiculturalism <p>9. _____ is defined as “one’s dominant ideas about what is correct and how things should be”.</p> <ol style="list-style-type: none"> Ideology * Dominant reality Ethnocentrism Dysfunction <p>10. _____ implies recognizing and accommodating a variety of cultures.</p> <ol style="list-style-type: none"> Multiculturalism 	Course Faculty	Fall Semester	80%	88%	<p>Course Level</p> <p>1) The 5 questions were designed to explore different terms and concepts related to culture, diversity and difference, as discussed in course readings, lectures, exercises and discussions within social-cultural dimensions of HBSE.</p> <p>2) Criteria were met for 3 of the 5 questions, but only minimally for 2 of those.</p> <p>3) Results for these 5 questions focused on aspects of diversity were noticeably lower than those for the other 50 questions on the final exam, as reported in a separate document. The method of delivering and scoring all exam questions was the same.</p> <p>Ensure that these concepts and terms are emphasized sufficiently within the course, including the increased use of case studies and other means to demonstrate application</p>

	<ul style="list-style-type: none"> b. Cultural relativism c. Ethnic identity d. Cultural pluralism * 					
Competency 5: Advance human rights and social and economic justice.						
PB 5.1: Students understand various forms and mechanisms of oppression and discrimination at multiple levels with systems of all sizes.						
Learning Agreement Evaluation 6900/6901	Task 5.1 – student /field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	87%	No action needed Will be assessed again in spring' 15
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to “live” on food stamp money. Each day they posted responses to questions that discussed issues of discrimination, and oppression. Students were assessed on the depth of their self-reflection and professional insight. (See rubric)	Course Faculty	Fall Semester	80%	83%	Program level: This is the appropriate course and assignment to measure this practice behavior. Course level: No modifications needed
PB 5.2: Students participate and advocate for human rights and social and economic justice						
Learning Agreement Evaluation 6900/6901	Task 5.2 – student/ field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	71%	No action needed Will be assessed again in spring' 15
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to participate in a project and “live” on food stamp money. Each day they posted responses to questions that discussed issues of discrimination, oppression, human rights, and social justice. Students were assessed on the depth of their self-reflection and professional insight.	Course Faculty	Fall Semester	80%	83%	Program level: This is the appropriate course and assignment to measure this practice behavior. Course level: No modifications needed
PB 5.3: Students recognize and engage in practicing the advancement of social and economic justice within diverse settings and systems of all sizes.						

Learning Agreement Evaluation 6900/6901	Task 5.3 – student/ field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	67%	No action needed. Will be assessed again in spring' 15
Course level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to participate in a project and “live” on food stamp money. Each day they posted responses to questions that discussed issues of discrimination, oppression, human rights, and social justice. Students were assessed on the depth of their self-reflection and professional insight. (See rubric)	Course Faculty	Fall Semester	80%	83%	Program level: This is the appropriate course and assignment to measure this practice behavior. Course level: No modifications needed
Competency 6: Engage in research-informed practice and practice informed research.						
PB 6.1: Students use beginning practice experience to inform scientific inquiry with systems of all sizes.						
Learning Agreement Evaluation 6900/6901	Task 6.1 – student /field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	77%	No action needed. Will be assessed again in spring' 15
Course-level Assessment: 6300	As part of a larger Evidence Based Practice intervention literature review, students are required to include content on how/when/why and in what ways this literature would impact social work practice.	Course Faculty	Fall Semester	80%	83%	Program level: None, this is an appropriate measure of competence. Course level: More focused lectures, demonstrations and instructions on assessing research knowledge are needed.
PB 6.2: Students utilize beginning level research evidence to inform practice.						
Learning Agreement Evaluation 6900/6901	Task 6.2 – student /field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	80%	No action needed Will be assessed again in spring' 15
Course-level Assessment: 6300	As part of a larger Evidence Based Practice intervention literature review, students are required to include content on how/when/why and in what ways this literature would impact social work practice.	Course Faculty	Fall Semester	80%	83%	Program level: None, this is an appropriate measure of competence. Course level: More focused lectures, demonstrations and

						instructions on assessing research knowledge are needed.
Competency 7: Apply knowledge of human behavior and the social environment						
PB 7.1: Students understand and begin to utilize conceptual frameworks including the generalist social work model and eco-system perspective with diverse populations to guide the processes of assessment, intervention, and evaluation						
Learning Agreement Evaluation 6900/6901	Task 7.1 – student /field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	77%	No action needed. Will be assessed again in spring '15
Course-level Assessment: 6200	<p>Final Exam 5 questions:</p> <ol style="list-style-type: none"> Identify 5 key elements of culture: Accepted responses: behaviors, artifacts, values, beliefs, understandings, norms, customs, traditions, heritages, “way of life” The idea that different cultures should be treated equally is a tenet of <ol style="list-style-type: none"> Cultural relativism * Cultural pluralism Multiculturalism Both a and c _____ expresses how individuals associate themselves with a group through values, traditions, customs, etc. <ol style="list-style-type: none"> Culture * Cultural relativism Ethnicity Multiculturalism _____ is defined as “one’s dominant ideas about what is correct and how things should be”. <ol style="list-style-type: none"> Ideology * 	Course Faculty	Fall Semester	80%	96%	<p>Course level:</p> <ol style="list-style-type: none"> Standard was met for 23 of 24 or 96% of students. The mean score on the exam was 88% Since a primary focus of this course is application of knowledge of human behavior and the social environment, the exam questions were designed to assess various aspects of HBSE throughout the life course. The one student who did not meet the standard also did not meet the minimum passing grade for the course based on grades for multiple a The questions on the final exam appear to be an adequate measure of students’ acquisition and application of concepts and knowledge related to this course

	<ul style="list-style-type: none"> b. Dominant reality c. Ethnocentrism d. Dysfunction <p>5. _____ implies recognizing and accommodating a variety of cultures.</p> <ul style="list-style-type: none"> a. Multiculturalism b. Cultural relativism c. Ethnic identity d. Cultural pluralism * 					competency and to these practice behaviors.
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PB 7.2: Students critique and apply human behavior and social environment knowledge to systems of all sizes.

Learning Agreement Evaluation 6900/6901	Task 7.2 – student/ field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	93%	No action needed. Will be assessed again in spring' 15
Course-level Assessment: 6200	<p>Final Exam 5 questions:</p> <p>1. Identify 5 key elements of culture: Accepted responses: behaviors, artifacts, values, beliefs, understandings, norms, customs, traditions, heritages, “way of life”</p> <p>2. The idea that different cultures should be treated equally is a tenet of</p> <ul style="list-style-type: none"> a. Cultural relativism * b. Cultural pluralism c. Multiculturalism d. Both a and c <p>3. _____ expresses how individuals associate themselves with a group through values, traditions, customs, etc.</p> <ul style="list-style-type: none"> a. Culture * b. Cultural relativism c. Ethnicity d. Multiculturalism <p>4. _____ is defined as “one’s dominant ideas about what is correct and how things should be”.</p>	Course Faculty	Fall Semester	80%	96%	<p>Course level:</p> <p>1) Standard was met for 23 of 24 or 96% of students.</p> <p>2) The mean score on the exam was 88%</p> <p>3) Since a primary focus of this course is application of knowledge of human behavior and the social environment, the exam questions were designed to assess various aspects of HBSE throughout the life course.</p> <p>4) The one student who did not meet the standard also did not meet the minimum passing grade for the course based on grades for multiple assignments.</p> <p>Course Level: The questions on the final exam appear to be an adequate measure of students’ acquisition and</p>

	<ul style="list-style-type: none"> a. Ideology * b. Dominant reality c. Ethnocentrism d. Dysfunction <p>5. _____ implies recognizing and accommodating a variety of cultures.</p> <ul style="list-style-type: none"> a. Multiculturalism b. Cultural relativism c. Ethnic identity d. Cultural pluralism * 					application of concepts and knowledge related to this course competency and to these practice behaviors.
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Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB 8.1: Students understand, analyze, formulate and advocate for culturally appropriate strategies to enhance social and economic well-being.

Learning Agreement Evaluation 6900/6901	Task 8.1 – student/ field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	80%	No action needed Will be assessed again in spring'15
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to participate in a project and “live” on food stamp money. Each day they posted responses to questions that discussed issues of discrimination, oppression, human rights, and social justice. Students were assessed on the depth of their self-reflection and professional insight. (See rubric)	Course Faculty	Fall Semester	80%	83%	<p>Program level: This is not the appropriate course and assignment to measure this practice behavior. These practice behaviors would be more effectively measured in the policy course.</p> <p>Course level: PB should be moved to the policy course in the spring (SWRK 6500) see ES 4.1</p>

PB 8.2: Students collaborate with social workers, other professionals, clients and communities to advocate for and influence policy changes and action.

Learning Agreement Evaluation	Task 8.2 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	60%	No action needed Will be assessed again
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6900/6901						in spring'15 (SWRK 6500 policy is a spring course)
Course-level Assessment: 6510	As part of the social work law and ethics course, students were required to do on-line discussion questions. Over a one week period they were asked to participate in a project and “live” on food stamp money. Each day they posted responses to questions that discussed issues of discrimination, oppression, human rights, and social justice. Students were assessed on the depth of their self-reflection and professional insight.	Course Faculty	Fall Semester	80%	83%	Program level: This is not the appropriate course and assignment to measure this practice behavior. These practice behaviors would be more effectively measured in the policy course. Course level: PB should be moved to the spring (SWRK 6500 policy)
Competency 9: Respond to contexts that shape practice.						
PB 9.1: Student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services						
Learning Agreement Evaluation 6900/6901	Task 9.1 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	80%	No action needed. Will be assessed again in spring'15
Course-level Assessment: 6510	In class discussion regarding the role of politics, changing locales, populations, science/technology, and trends. Discussion of what impact this has on social problem identification, assessment, intervention planning, practice interventions, and assessment.	Course Faculty	Fall Semester	80%	88%	Program Level: Move PB measurement to policy course. Course Level: Remove measurement of this PB from this course and move to Policy course SWRK 6500 for spring
PB 9.2: Students provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services						
Learning Agreement Evaluation 6900/6901	Task 9.2 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	87%	No action needed Will be assessed again in spring'15
Course-level Assessment: 6510	In class discussion regarding the role of politics, changing locales, populations, science/technology, and trends. Discussion of what impact this has on social problem identification, assessment, intervention	Course Faculty	Fall Semester	80%	88%	Program Level: Move PB measurement to policy course. Course Level: Remove measurement of this PB from this course and move to Policy course SWRK 6500 for spring

	planning, practice interventions, and assessment.					
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Competency 10: Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities

PB 2.1.10.A: Engagement
 a) **Students substantively and effectively prepare for engagement with individuals, families, groups, organizations, and communities**
 b) **Students substantively and effectively prepare empathy and other interpersonal skills**
 c) **Develop a mutually agreed-on focus on work and desired outcomes**

Learning Agreement Evaluation 6900/6901	Task 10.1 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	a) 93% b) 100% c) 93%	No action needed. Will be assessed again in spring '15
Course-level Assessment: 6100	Paper on Helping Situation: Students apply the concepts of the Generalist Model, Ecosystems Perspective and interviewing skills to a helping situation with an individual client	Course Faculty	Fall Semester	80%	100% (a-c)	Course level: 1) Standard was met for 6 of 6 standards or 100% of criteria 2) For PB 10.A, since the artifact and rating scale used for these PBs is based on a paper, there are limitations to assessing aspects of engagements. While students are required to document the engagement process, including skills and barriers, it is not directly observed. Use additional measures for PB 10 in order to allow for observation and more complete assessment.

PB 2.1.10.B: Assessment
 a) **Students collect, organize, and interpret client data**
 b) **Students assess client strengths and limitations**
 c) **Students develop intervention goals and competencies**
 d) **Students select appropriate intervention strategies**

Learning Agreement Evaluation 6900/6901	Task 10.2 – student/ field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	a) 80% b) 87% c) 80% d) 80%	No action needed. Will be assessed again in spring '15
Course-level Assessment: 6100	Paper on Helping Situation: Students apply the concepts of the Generalist Model, Ecosystems Perspective and interviewing skills to a helping situation with an individual client	Course Faculty	Fall Semester	80%	100% (a-d)	No action needed. Will be assessed again in spring '15
PB 2.1.10.C: Intervention a) Students initiate action to achieve clients of all sizes and/or organizational goals b) Implement prevention interventions that enhances client capacities of all sizes c) Help client systems of all sizes to resolve problems. d) Negotiate, mediate, and advocate for client systems of all sizes e) Facilitate transitions and endings with a client systems						
Learning Agreement Evaluation 6900/6901	Task 10.3 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	a) 80% b) 79% c) 73% d) 73% e) 67%	No action needed Will be assessed again in spring '15 through 6901
Course level Assessment: 6100	Paper on Helping Situation: Students apply the concepts of the Generalist Model, Ecosystems Perspective and interviewing skills to a helping situation with an individual client	Course Faculty	Fall Semester	80%	100% (a-e)	Course level: 1) Standard was met for 6 of 6 standards or 100% of criteria 2) For PB 10.C and 10.D, students are expected to plan and implement specific intervention strategies and to evaluate their effectiveness. Since many students are in the beginning phases of working with clients (in practicums), interventions are usually ongoing and not able to be fully evaluated. Therefore, for the Helping Paper, students are expected to project

						outcomes, which limits the strength of this aspect of the assessment. Use additional measures for PB 10 in order to allow for observation and more complete assessment.
PB 2.1.10.D: Evaluation						
Students begin to utilize evaluation tools to critically analyze, monitor, evaluate and document intervention outcomes and effectiveness.						
Learning Agreement Evaluation 6900/6901	Task 10.4 – student/field instructor identify on learning agreement	Field Instructor	Fall & Spring Semester	80%	67%	No action needed. Will be assessed again in spring '15
Course level Assessment: 6100	Paper on Helping Situation: Students apply the concepts of the Generalist Model, Ecosystems Perspective and interviewing skills to a helping situation with an individual client (See rubric)	Course Faculty	Fall Semester	80%	100%	Course level: 1) Standard was met for 6 of 6 standards or 100% of criteria 3) For 10.D, students are expected to plan and implement specific intervention strategies and to evaluate their effectiveness. Since many students are in the beginning phases of working with clients (in practicums), interventions are usually ongoing and not able to be fully evaluated. Therefore, for the Helping Paper, students are expected to project outcomes, which limits the strength of this aspect of the assessment. Use additional measures for PB 10 in order to allow for observation and more complete assessment.

Table 2B: MSW Advanced year findings (AS 4.0.2) and action taken (AS 4.0.3) for 2014/2015

Competency 1: Identify as a professional social worker and conducts oneself accordingly.						
PB 1.1: Students advocate ensuring people's access to services of social work in the context of diverse and multidisciplinary settings.						
Measured In:	Specific Measure:	Who Evaluates	When Measured	Benchmark	Findings	Action Taken
Learning Agreement Evaluation 7900	Task 1.1 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	No action needed
Course-level Assessment: 7103	Midterm Exam Question 4 Question 4: Compare and contrast the role and function of leadership and management within a Traditional and Serendipitous organization. What is your leadership style as it relates to these two organizational paradigms?	Faculty	Fall Semester	80%	87%	No action needed will be assessed again in Spring 2015
PB 1.2: Students practice in-depth critical personal reflection and self-correction to identify and understand strengths, limitations, biases, and challenges as part of their career-long learning, with continuous use of supervision and consultation.						
Learning Agreement Evaluation 7900	Task 1.2 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	92%	No action needed Will be assessed again in spring'15
Course-level Assessment: 7103	Midterm Exam Question 4 Question 4: Compare and contrast the role and function of leadership and management within a Traditional and Serendipitous organization. What is your leadership style as it relates to	Faculty	Fall Semester	80%	87%	No action needed. Will be assessed again in spring'15

	these two organizational paradigms?					
Cultural Competent Practice Student Self-Assessment Survey	Q2: I am aware of my life experiences as a person related to a culture ((e.g., family heritage, household and community events, values, beliefs, and practices).	Student	Spring	80%	100%	No action needed. Will be assessed again in spring'15
PB 1.3: Students practice professional roles and boundaries as it relates to cultural competent practice and systems of all sizes						
Learning Agreement Evaluation 7900	Task 1.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	94%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 4 Question 4: Compare and contrast the role and function of leadership and management within a Traditional and Serendipitous organization. What is your leadership style as it relates to these two organizational paradigms?	Faculty	Fall Semester	80%	80%	No action needed
PB 1.4: Students demonstrate professional leadership demeanor in behavior, appearance, and communication that is culturally appropriate in efforts to create change, evaluate and enhance the well-being and sustainability of systems of all sizes.						
Learning Agreement Evaluation 7900	Task 1.4 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	No action needed until end of spring 2015
Course level Assessment: 7103	Midterm Exam Question 4 Question 4: Compare and contrast the role and function of leadership and management within a Traditional and Serendipitous	Faculty	Fall Semester	80%	93%	No action needed

	organization. What is your leadership style as it relates to these two organizational paradigms?					
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PB 1.5: Students develop and demonstrate through career-long learning specific strategies to contribute to social entrepreneurship and to the knowledge-building and leadership of the profession.

Learning Agreement Evaluation 7900	Task 1.5 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	75%	This PB will be assessed again at the end of spring 2015 and data will be compared to assess whether students made progress on this PB
Course-level Assessment: 7103	Midterm Exam Question 4 Question 4: Compare and contrast the role and function of leadership and management within a Traditional and Serendipitous organization. What is your leadership style as it relates to these two organizational paradigms?	Faculty	Fall Semester	80%	93%	No action needed

PB 1.6: Students continuously seek out and using supervision and consultation as they engage with cultural competent practice

Learning Agreement Evaluation 7900	Task 1.6 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	86%	
Course level assessment: 7103	Midterm Exam Question 4 Question 4: Compare and contrast the role and function of leadership and management within a Traditional and Serendipitous	Faculty	Fall Semester	80%	93%	

	organization. What is your leadership style as it relates to these two organizational paradigms?					
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Competency 2: Apply social work ethical principles to guide professional practice.

PB 2.1: Students reconcile, integrate and manage their personal and professional social work values into a refined culturally competent ethical worldview that promote personal integrity and advance the quality of their practice to systems of all sizes.

Learning Agreement Evaluation 7900	Task 2.1 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	86%	No action needed until end of spring 2015
Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	100%	No action needed until end of spring 2015
Cultural Competent Practice Student Self-Assessment Survey	Q23. I am aware of my personal values, prejudices and biases, and manage them appropriately to the best interest of client systems.	Student	Spring	80%	96%	No action at this stage will be assessed again through 7901

PB 2.2: Students make ethical decisions and resolve ethical conflicts in practice and research by critically applying ethical standards including, but not limited to, the NASW Code of Ethics and, as applicable, of the IFSW.

Learning Agreement Evaluation 7900	Task 2.2 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	87%	No action needed until end of spring 2015
Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	95%	No action needed at program level

PB 2.3 Students demonstrate tolerance toward ambiguity in resolving ethical conflicts as they apply it to cultural competent practice.

Learning Agreement Evaluation 7900	Task 2.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	78%	It will be assessed again end of spring 2015 in 7901
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	80%	No action needed on program level
Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	100%	No action needed
Cultural Competent Practice Student Self-Assessment Survey	Q12. I know about culturally diverse values, beliefs and worldviews and their relationship to social work practice.	Student	Spring	80%	96%	No action needed

PB 2.4: Students demonstrate advanced leadership skills and strategies of ethical reasoning in resolving ethical conflicts in the context of diversity and multidisciplinary settings and intersectionality

Learning Agreement Evaluation 7900	Task 2.4 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	72%	No action needed until end of spring 2015 through student self-assessment in 7901
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	87%	No action needed until end of spring 2015

Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	89%	No action needed
Competency 3: Apply critical thinking to inform and communicate professional judgments.						
PB 3.1: Students distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom and different ways of knowing related to systems of all sizes from a cultural competent perspective						
Learning Agreement Evaluation 7900	Task 3.1 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	81%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	93%	No action needed
Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	95%	No action needed
Cultural Competent Practice Student Self-Assessment Survey	Q9. I have developed a critical thinking perspective on cultural diversity.	Student	Spring	80%	100%	No action needed
PB 3.2: Students analyze and use models of assessment, prevention, and evaluation with systems of all sizes within a frame work of cultural competent practice.						
Learning Agreement Evaluation 7900	Task 3.2 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	86%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	87%	No action needed until end of spring 2015
Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	100%	No action needed

PB 3.3: Students demonstrate effective culturally sensitive oral and written communication skills with diverse populations and systems of all sizes.						
Learning Agreement Evaluation 7900	Task 3.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	92%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	87%	No action needed until end of spring 2015
Course-level Assessment: 7300	Capstone Research Proposal	Faculty	Fall Semester	80%	95%	No action needed
Competency 4: Engage diversity and difference in practice.						
PB 4.1: Students recognize, critically analyze and demonstrate how cultural and social structures affect the life experiences of clients in different contexts.						
Learning Agreement Evaluation 7900	Task 4.1 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	81%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 2 (case study application) Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	73%	No action needed until end of spring 2015
Course-level Assessment: 7100	Research Paper on Cultural Group	Faculty	Fall Semester	80%	100%	No action needed
Cultural Competent Practice Student Self-Assessment Survey	Q3: I have frequent contact with other cultural and ethnic individuals, families, and groups.	Student	Spring	80%	Q3: 100% Q13: 96% Q24: 100%	No action needed

	<p>Q13. I understand how to overcome the potential resistance and lower communication barriers with diverse populations</p> <p>Q24. I am able to critically analyze and demonstrate how cultural and social structures affect the life experiences of clients in different contexts.</p> <p>Q4. I am aware of positive and negative experiences with regards to multicultural and multiethnic persons and events</p>				Q4: 100%	
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PB 4.2: Students demonstrate advanced self-awareness skills to eliminate personal values, prejudices and biases, and power differential, and manage them appropriately to the best interest of diverse client systems.

Learning Agreement Evaluation 7900	Task 4.2 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 2 Question 2: Choose 2 leadership styles, compare and contrast them as they are intended to promote excellence in a human service agency	Faculty	Fall Semester	80%	73%	No action needed until end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q19. I know how to assess cultural strengths and apply them to clients' issues and problems.	Students	Spring and fall	80%	96%	No action needed until end of spring 2015
Course-level Assessment: 7100	Research Paper on Cultural Group	Faculty	Fall Semester	80%	100%	No action needed until end of spring 2015

PB 4.3: Students integrate and communicate their understanding of the influences of differences as it shapes people’s life experiences within the context of diverse multidisciplinary and intersectional settings.

Learning Agreement Evaluation 7900	Task 4.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	
Course-level Assessment: 7100	Research Paper on Cultural Group	Faculty	Fall Semester	80%	79%	
Cultural Competent Student Self-Assessment Survey	Q10. I have knowledge of and theories related to cultural competence, awareness, and knowledge and skill development.	Students	Spring	80%	100%	

PB 4.4: Students view themselves as life-long learners to recognize, affirm, and respect clients as experts of their own life experience, and collaborate with them to design and implement effective culturally sensitive practices.

Learning Agreement Evaluation 7900	Task 4.4 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	94%	No action needed until end of spring 2015
Course-level Assessment: 7100	Research Paper on Cultural Group	Faculty	Fall Semester	80%	83%	No action needed until end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q15. I understand and practice relationship protocols with diverse clients.	Students	Spring	80%	96%	No action needed until end of spring 2015

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

PB 5.1: Students integrate and apply social and economic justice content grounded in an understanding of humanity, human and civil rights, and the global interconnections of oppression within the context of intersectionality.

Learning Agreement Evaluation 7900	Task 5.1 – student /field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	72%	No action needed until end of spring ‘15
Course-level Assessment: 7103	Midterm Exam Question 6 Question 6: Critically analyze the difference between “growth” and development” within a community context	Faculty	Fall Semester	80%	87%	No action needed until end of spring 2015

Course-level Assessment: 7100	Research Paper on Cultural Group	Faculty	Fall Semester	80%	83%	No action needed until end of spring '15
Cultural Competent Student Self-Assessment Survey	Q5. I know how to evaluate my cognitive, affective, and behavioral experiences and reactions to racism, prejudice, and discrimination.	Students	Spring and fall	80%	100%	No action needed until end of spring 2015
PB 5.2: Students take leadership in advocating for human rights, social and economic justice and the inclusion of at-risk, marginalized, oppressed, discriminated populations of all sizes.						
Learning Agreement Evaluation 7900	Task 5.2 – student/ field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	72%	No action needed until end of spring '15
Course-level Assessment: 7103	Midterm Exam Question 6 Question 6: Critically analyze the difference between “growth” and “development” within a community context	Faculty	Fall Semester	80%	87%	No action needed until end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q18. I know how to explain problem themes (racism, prejudice, discrimination) and expressions (oppression, powerlessness, stereotyping, acculturation, and exploitation).	Students	Spring	80%	96%	No action needed until end of spring 2015
PB 5.3: Students initiate appropriate culturally sensitive social action in collaboration with other professionals and communities to advance human rights of marginalized populations.						
Learning Agreement Evaluation 7900	Task 5.3 – student/ field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	75%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 6 (case study application)	Faculty	Fall Semester	80%	80%	No action needed until end of spring

	Question 6: Critically analyze the difference between “growth” and “development” within a community context					2015
Competency 6: Engage in research-informed practice and practice informed research.						
PB 6.1: Students use culturally competent and ethical practice experiences to inform scientific inquiry with systems of all sizes.						
Learning Agreement Evaluation 7900	Task 6.1 – student /field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	75%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 8 Question 8: Identify and discuss three key differences between the asset based approach (ABCD model of Kretzman & McKnight) and the needs assessment approach to community development	Faculty	Fall Semester	80%	87%	No action needed until end of spring ‘15
Course-level Assessment: 7300	Capstone Research Proposal (see rubric)	Faculty	Fall Semester	80%	100%	No action needed until end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q25. I am able to integrate indigenous and culturally sensitive/appropriate practices in the context of diverse and multidisciplinary settings.	Students	Spring	80%	96%	No action needed until end of spring 2015
PB 6.2: Students conduct research and contribute to new knowledge, through diverse and culturally appropriate research methodologies to inform practice with systems of all sizes						
Learning Agreement Evaluation 7900	Task 6.2 – student /field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	67%	No action needed until end of spring 2015
Course-level Assessment: 7300	Capstone Research Proposal (see rubric)	Faculty	Fall Semester	80%	100%	No action needed until end of spring 2015
Competency 7: Apply knowledge of human behavior and the social environment.						

PB 7.1: Students critically synthesize and apply conceptual frameworks such as eco-system perspective and other human behavior and social environment theories to guide assessment, intervention, and evaluation to diverse populations and their interactions with social/cultural/ political/economic environment or systems.						
Learning Agreement Evaluation 7900	Task 7.1 – student /field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	No action needed until end of spring 2015 after 7901 student and field instructor assessed students’ progress
Course-level Assessment: 7100	Research Paper on Cultural Group (see rubric)	Faculty	Fall Semester	80%	100%	No action needed
Cultural Competent Student Self-Assessment Survey	Q7. I understand positionality, intersectionality and the dialogic self and their implications for cultural competent social work practice Q11. I understand the history of and impact of oppression on diverse groups and individuals Q20. I know how to assess the biological, psychological, social, cultural, and spiritual dimensions of diverse clients and populations.	Students	Spring	80%	Q7: 96% Q11: 100% Q20: 96%	No action needed
PB 7.2: Students apply appropriate cultural human behavior and social environment knowledge to systems of all sizes						
Learning Agreement Evaluation 7900	Task 7.2 – student/ field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	83%	No action needed until end of spring 2015
Course-level Assessment: 7100	Research Paper on Cultural Group	Faculty	Fall Semester	80%	79%	No action needed until end of spring 2015

Cultural Competent Student Self-Assessment Survey	Q6. I have assessed my involvement with diverse ethnic communities and individuals in childhood, adolescence, young adulthood, and adulthood.	Students	Spring	80%	96%	No action needed until end of spring 2015
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Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB 8.1: Students apply policy analysis to formulate culturally appropriate strategies that advance social well-being.

Learning Agreement Evaluation 7900	Task 8.1 – student/ field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	58%	No action needed until end of spring 2015
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Course-level Assessment: 7103	Midterm Exam Question 8 Question 8: Identify and discuss three key differences between the asset based approach (ABCD model of Kretzman & McKnight) and the needs assessment approach to community development	Faculty	Fall Semester	80%	67%	No action needed until end of spring 2015
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PB 8.2: Students provide leadership in collaboration with social workers, other professionals, diverse client systems to advocate and influence culturally appropriate policy change and action.

Learning Agreement Evaluation 7900	Task 8.2 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	61%	No action needed until end of spring 2015
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Course-level Assessment: 7103	Midterm Exam Question 8 Question 8: Identify and discuss three key differences between the asset based approach (ABCD model of Kretzman & McKnight) and the needs assessment approach to community development	Faculty	Fall Semester	80%	73%	No action needed until end of spring 2015
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Competency 9: Respond to contexts that shape practice.

PB 9.1: Students continuously discover, appraise and attend to changing global/local, social/cultural/economic/political contexts, to provide culturally sensitive and appropriate social services to systems of all sizes.						
Learning Agreement Evaluation 7900	Task 9.1 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	69%	
Course-level Assessment: 7103	Midterm Exam Question 6 Question 6: Critically analyze the difference between “growth” and “development” within a community context	Faculty	Fall Semester	80%	80%	
Cultural Competent Student Self-Assessment Survey	Q25. I am able to integrate indigenous and culturally sensitive/appropriate practices in the context of diverse and multidisciplinary settings.	Students	Spring	80%	96%	
PB 9.2: Students apply culturally competent strategies to utilize scientific and technological advancement to provide relevant and effective social services to diverse client systems of all sizes.						
Learning Agreement Evaluation 7900	Task 9.2 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	80%	No action needed until end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 6 (case study application) Question 6: Critically analyze the difference between “growth” and “development” within a community context	Faculty	Fall Semester	80%	73%	No action needed until end of spring 2015
PB 9.3: Students provide culturally competent entrepreneurial and leadership in developing intervention plans to accomplish systemic change that is sustainable to improve quality of service delivery.						
Learning Agreement Evaluation 7900	Task 9.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	81%	No action needed until end of spring 2015 after 7901 student and field instructor assessed students’ progress

Course-level Assessment: 7103	Midterm Exam Question 6 (case study application) Question 6: Critically analyze the difference between “growth” and “development” within a community context	Faculty	Fall Semester	80%	80%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015
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Competency 10: Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.

PB 2.1.10.A: Engagement

a) Students substantive, and effectively demonstrate culturally competent engagement with individuals, families, groups, organizations, and communities

b) Students substantively and effectively demonstrate empathy and other interpersonal skills

c) Involve the client (all system sizes) as partners in goal-setting, focus of work, and desired outcomes

Learning Agreement Evaluation 7900	Task 10.1 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	a) 86% b) 94% c) 86%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 8 Question 8: Identify and discuss three key differences between the asset based approach (ABCD model of Kretzman & McKnight) and the needs assessment approach to community development	Faculty	Fall Semester	80%	86%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q17. I know how to assess and explain micro, mezzo, and macro contexts of diverse clients and their situations. Q26. I affirm and respect clients as experts of their own life experience, and collaborate with them to design and implement	Students	Spring	80%	100%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring

	effective culturally sensitive practices. Q16. I know how to obtain problem information, facilitate problem area disclosure, and promote problem understanding with diverse client populations					2015
PB 2.1.10.B: Assessment						
a) Students collect, organize, and interpret client data at a multidimensional level						
b) Assess client strengths and limitations at a multidimensional level						
c) Develop culturally appropriate intervention goals and competencies						
d) Select culturally appropriate intervention strategies						
Learning Agreement Evaluation 7900	Task 10.2 – student/ field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	a) 80% b) 86% c) 83% d) 74%	No action needed Need to follow up to see if students improved through their Practicum 7901 assessments at the end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 6 Question 6: Critically analyze the difference between “growth” and “development” within a community context	Faculty	Fall Semester	80%	87%	No action needed need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q8. I have assessed or plan to assess my academic and professional work experiences with cultural diversity and culturally diverse clients Q14. I know how to assess diverse clients and determine clients ethnic/cultural sense of identity Q21. I know how to collaboratively establish goals and agreements with clients that are culturally acceptable.	Students	Spring	80%	Q8: 100% Q14: 92% Q21: 100%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015

PB 2.1.10.C: Intervention

- a) Initiate action to achieve clients of all sizes and/or organizational goals and resolve problems at a multidimensional, culturally competent manner
- b) Implement prevention interventions that enhances client capacities of all sizes at a multidimensional, culturally competent manner
- c) Help and empower client systems of all sizes to resolve problems at a multidimensional, culturally competent manner
- d) Negotiate, mediate, and advocate for client systems of all sizes at a multidimensional, culturally competent manner
- e) Facilitate transitions and endings with a client systems at a multidimensional, culturally competent manner

Learning Agreement Evaluation 7900	Task 10.3 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	a) 77% b) 66% c) 78% d) 68% e) 69%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015
Course-level Assessment: 7103	Midterm Exam Question 6 Question 6: Critically analyze the difference between “growth” and “development” within a community context	Course Instructor	Fall Semester	80%	80%	No action needed Need to follow up to see if students improved through their practicum 7901 assessments at the end of spring 2015
Cultural Competent Student Self-Assessment Survey	Q22. I know how to formulate micro, mezzo, and macro intervention strategies that address the cultural needs of the client and special needs populations such as immigrants and refugees.	Students	Spring	80%	96%	No action needed Need to follow up to see if students improved through their Practicum 7901 assessments at the end of spring 2015

PB 2.1.10.D: Evaluation

Students utilize evaluation tools to critically analyze, monitor, evaluate and document intervention outcomes and effectiveness.

Learning Agreement Evaluation 7900	Task 10.4 – student/field instructor identify on learning agreement	Field Instructor	Fall Semester	80%	69%	No action needed Need to follow up to see if students improved through their Practicum 7901 assessments at the end of spring 2015
Course-level Assessment:	Midterm Exam Question 8	Faculty	Fall Semester	80%	87%	No action needed Need to follow up

7103	Question 8: Identify and discuss three key differences between the asset based approach (ABCD model of Kretzman & McKnight) and the needs assessment approach to community development					to see if students improved through their practicum 7901 assessments at the end of spring 2015
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