

**College or Unit Level Annual Assessment Report
Template and Guidelines**
(Rev. May 30, 2016)

College or Unit Name: College of Health and Human Services
Report Year: 2015-16
Submitted by: Christine Karshin, Associate Dean
Submitted on : June 17, 2016

EMU's Mission and Expectation for Assessment

[\(https://www.emich.edu/assessment/\)](https://www.emich.edu/assessment/)

Mission

EMU creates a culture of assessment through collaborative planning, systematic implementation, and rigorous analysis of collected data to make informed decisions that enhance opportunities for students to learn and to strengthen all curricular and co-curricular areas.

Expectation

EMU expects all curricular and co-curricular areas to generate and implement learning goals, collect relevant data, and use on-going assessment processes for continuous improvement.

1. **Description of Council/Committee.** Describe how your assessment council or committee is organized and provide a list of the faculty and staff who directly contribute to it.

The College's Faculty Advisory Council (FAC) reviewed and approved the initial charge of the CHHS Assessment Team in November 2013. FAC members were charged with sharing information with their faculty colleagues during their respective February 2013 school meetings. Eligible faculty members (see criteria listed on next page) were asked to submit their name and qualifications to the School Directors for consideration to join the Assessment Team. The first meeting of the CHHS Assessment Team took place in March 2013.

Team Composition

The Associate Dean leads the CHHS Assessment Team. Members include the four School Directors, and one faculty member from each School.

Christine Karshin, Associate Dean
Christopher Herman, HPHP School Director
Colleen Croxall, Health Sciences School Director
Michael Williams, Nursing School Director
Lynn Nybell, Social Work School Director
Jeanne Thomas, Professor, Social Work
Linda Myler, Assistant Professor, Nursing

Jodi Schumacher, Assistant Professor, Athletic Training (HHPH)
Debi Silverman, Assistant Professor Nutrition (Health Sciences)

Suggested selection criteria for faculty team members:

1. At least two years in a tenure track position (required)
 2. Experience in assessing/evaluating multiple learning modalities
 3. Commitment to participate in the University Faculty Development Workshops related to assessment (required)
 4. Commitment to an active member for three years (required)
 5. Commitment to provide School with regular feedback regarding the work of the committee (required)
 6. Experience as a current or past member of the School's Curriculum Committee (preferred)
2. **Assessment Goals.** In addition to the primary goal of assessing student learning, list other 2015-16 unit goals that were to support assessment of student learning (note whether these are direct, indirect or operational).
- a. Provide a forum for program coordinators/directors to discuss assessment strategies, successes and failures
 - b. Increase the role of the College's data analyst in program assessment.
 - c. Seek external reviewers/consultants to assist non-accredited programs.
3. **Summary of Accomplishments.** Summarize the accomplishments your unit achieved during 2015-16 toward assessing student learning (the primary goal). Next, summarize the activities your unit engaged in during 2015-16 toward meeting other goals listed above.
- a. The program coordinator/director forum took place in March. Representatives from the following programs were present: Dietetics, Clinical Laboratory Science, Occupational Therapy, Aging Studies, Athletic Training, Exercise Science, Sport Management, Physical Education, and Orthotics and Prosthetics. Participants shared strategies for assessing soft skills (leadership, patient empathy, etc.) that is often an accreditation requirement, and described tools used for various forms of data collection. The tools discussed were shared electronically to all in attendance following the meeting.
 - b. The Dean, Associate Dean and Data Analyst met individually with each School Director to discuss ways in which the Data Analyst could be more involved in program assessment. At the conclusion of each meeting, a set of tasks and objectives were developed. Additional time and effort is needed to create a sustainable work plan.
 - c. The plan to identify external consultants/reviewers was not realized this year. We will set this as a goal for next academic year.

- d. The Clinical Laboratory Science program submitted its self-study to the National Accrediting Agency for Clinical Laboratory Science. The program's site visit took place in May.
 - e. The Physician Assistant program submitted its self-study to the Accreditation Review Commission on Education for the Physician Assistant, Inc. The program's site visit took place in December.
 - f. The Athletic Training Education program submitted its self-study to the Commission on Accreditation of Athletic Training Education.
4. **Examples.** Provide 2-3 descriptive examples from your unit's activities that highlight how you assessed student learning, including "closing the loop."
- a. During the final semester of the Social Work undergraduate program (BSW), each student completes a self-evaluation of the performance across 41 critical domains of social work practice in ten core areas. The student's field supervisor at their internship also completes an evaluation across the same domains, and includes behavioral examples of the student's performance. Students and supervisors use the same scale to assess the student's current ability to perform each competency within the core areas. The scores are converted to percentages for the purposes of program evaluation.

The program observed that in the self-ratings, students consistently rate themselves lower than their field supervisors across all competencies. One reason for this is that students complete the self-rating early in the semester, whereas the supervisor ratings are done near the end of the semester. Students may not feel as confident in their practice behaviors earlier as they do near the end of their field placement. Additionally, before meeting with their field supervisors, students are asked to recall examples of practice behaviors that demonstrate their competence, and these are discussed in the meeting. The self-reflection required to prepare for this meeting, as well as the observations offered by the field supervisor during the meeting may boost students' awareness of and confidence in their own practice abilities. If students were to fill out the self-ratings *after* the meeting with the field supervisor, there may not be such a large and consistent discrepancy between self- and supervisor ratings. Finally, the rating surveys use the language in which the EPAS are written may seem formal and not directly connected to the behaviors that they carry out in their field placements.

The program proposed the following action items: (1) field instructors will be encouraged to use the practice competency language explicitly as discussion points in the field course so students become familiar with the formal language that describes behaviors in the field; (2) examine the EPAS language and determine how to add 'plain language' descriptions to the survey; (3) initiate discussions in the SW Instructional Committee to determine the best methods for incorporating the language of the EPAS into the curriculum in all courses across the program; and (4) coordinate future distribution of the student surveys so that all students complete them at the same time.

- b. Physician Assistant students are expected to demonstrate appropriate pharmacotherapeutic knowledge. The program uses multiple tools to assess this SLO (exams in Pharmacotherapeutics I, II and III, and the Standardized PAEA EOR Exam “clinical therapeutics” content areas for primary care clinical rotations. During the 2015-16 academic year, all students (n=30) have achieved an overall passing score (at least 80%) in Pharmacotherapeutics I and II (Pharmacotherapeutics III was being taught when this PA report was due to the CHHS Assessment Team). The overall average final course score in Pharmacotherapeutics I was 92.5% (range 82-99%). The overall class average final course score in Pharmacotherapeutics II was 92.4% (range 83-100%).

The program concluded that the students have adequate pharmacotherapeutic knowledge to function as physician assistants. However, there is significant variation between student knowledge in pharmacotherapeutics. The course instructor will work to adjust the timing of topic coverage to better coincide with other program courses. For instance, anti-hypertensive medications discussed in Pharmacotherapeutics II at the same time hypertension is taught in Clinical Medicine II. The course instructor for the pharmaceutical courses is also investigating additional options for teaching students about antibiotic medications.

5. **Closing the Loop.** Discuss what your unit learned from the 2015-16 efforts of assessing student learning and how it will use the findings to improve the program(s), unit, and opportunities for students to learn. In other words, how will your unit use findings to “close the loop” and improve the program?

Each program in the College uses different processes for collecting, analyzing and reporting student and program outcome data. Some larger programs (Nursing, Social Work) have purchased software that will allow them to better collect and organize their data outcomes. The reports that will be generated will guide the programs into making necessary changes to the curriculum, program policies, etc. The College’s accredited programs have a distinct advantage in the closing the loop process. They are required on an annual basis to submit annual reports to their accrediting bodies that highlight changes made to the program, and data/reasons for the changes. We will continue to work with our non-accredited programs to develop a system where closing the loop processes becomes an annual process.

6. **Next Year’s Goals.** As you turn toward the next academic year (2016-17), list and briefly describe goals that emerged from the current year and that you will focus on next year?
 - a. Continue to provide program coordinator/director forums.
 - b. Review current program assessment practices (i.e., three-year assessment cycle, assessment report format).
 - c. Identify external consultants/reviewers for two non-accredited programs.
 - d. Prepare program materials for upcoming HLC report/visit.

7. **Provide Template used for Reporting.** Finally, please provide a copy of a representative template that you used for programs to report their assessment findings.

The following pages contain the BSW Program Evaluation Report. The program did an exceptional job reporting its findings. The template for this report was developed by the CHHS Assessment Team, and is required of all programs (accredited and non-accredited).

Program Evaluation Report

4-5-16

Baccalaureate Social Work Program

INTRODUCTION

This evaluation of the Baccalaureate Social Work program is based on data from 2014-2015, the most recent school year for which we have full data. The current program evaluation attempts to gauge how well we are preparing our students for employment in the field of social work. Most of the Student Learning Outcomes presented here are measured by three types of assessment; two of which are based on ratings of graduating seniors. The third assessment is represented by grades on signature assignments from several different courses in the program, grades collected each semester from all students enrolled in those courses. Because the signature assignments are from courses across the program curriculum, they are not specific to graduating seniors, but from students at all levels. Thus, this assessment attempts to gauge the success of the program as a whole, at all levels where the different competencies are taught.

PROCEDURE:

In their final semester in the BSW program, each student fills out a self-evaluation of their performance across forty-one critical domains of social work practice in ten core areas. The competencies are the Educational Policy and Educational Standards (EPAS) specified by the Council for Social Work Education (CSWE), which is the national accreditation body for schools of social work. The student's field supervisor at their internship also completes an evaluation across the same domains, and includes behavioral examples of the student's performance.

Students and supervisors use the following scale to assess the student's current ability to perform each competency within the core areas. The scores are converted to percentages for the purposes of program evaluation:

5	Excellent	Student consistently exceeds expectations regarding required performance	100%
4	Above Average	Student frequently exceeds expectations regarding required performance	80%
3	Average	Student consistently meets the requirements	60%
2	Below Average	Student occasionally fails to meet requirements; must improve	40%
1	Unsatisfactory	Student frequently fails to meet requirements; must improve	20%
0	No Opportunity	Student has not yet had an opportunity to exhibit this practice behavior	

In addition to student and supervisor ratings, all ten core areas of competency include at least one signature assignment (assigned in courses other than the field instruction course) that is

relevant to those competencies. Student grades on assignments are expressed as percentages for the purposes of program evaluation.

BENCHMARK

Student self-ratings and field supervisor ratings of practice competencies, and signature assignments (where specified) are averaged within each core area to determine whether we have reached the benchmark: 80% of students will average 80% or better in each core area.

GENERAL INTERPRETATION:

We have observed that in the self-ratings, students consistently rate themselves lower than their field supervisors across all competencies. Some possibilities have been raised to explain this phenomenon. One possibility is that many students complete the self-ratings early in the semester, whereas the supervisor ratings are done near the end of the semester. Students may not feel as confident in their practice behaviors earlier as they do near the end of their field placement. Additionally, before meeting with their field supervisors, students are asked to recall examples of practice behaviors that demonstrate their competence, and these are discussed in the meeting. The self-reflection required to prepare for this meeting, as well as the observations offered by the field supervisor during the meeting may boost students' awareness of and confidence in their own practice abilities. If students were to fill out the self-ratings *after* the meeting with the field supervisor, there may not be such a large and consistent discrepancy between self- and supervisor ratings. Finally, the rating surveys use the language in which the EPAS are written may seem formal and not directly connected to the behaviors they carry out in their field placements. How that language connects to their day-to-day practice may only become clear to them as they discuss each competency in the meeting with the field supervisor.

In two core areas, research and policy, we noted that both students *and* supervisors gave quite low ratings, far below our benchmark. Field supervisors and students may presume that "research" and "policy" practice behaviors are more limited than CSWE outlines in the formal language of the EPAS. Alternately, there may be limited opportunities for students to engage in these behaviors in their internship settings, so they may not have sufficient opportunity to develop the skills. Despite low ratings, performance on the policy signature assignment was above the benchmark (93%), and the research signature assignment was not as far below benchmark (73%) as the self-ratings were.

ACTION PLAN:

- 1) Field instructors will be encouraged to use the practice competency (EPAS) language explicitly as discussion points in the field course, so that students become familiar with the formal language that describes their behaviors in the field. For example, the competency "ability to tolerate ambiguity in resolving ethical conflicts" may seem vague when read out-of-context, but field instruction class frequently includes discussions of

actual ethical conflicts (and how to handle them) that arise in students' internships. The field instructors can use those discussions to improve students' understanding of their own practice competencies, which may result in better-informed self-ratings that will be less discrepant with supervisor ratings of student practice.

- 2) We will examine the EPAS language and determine how to add "plain language" description of competencies to the surveys to better explain how the EPAS as written connect to concrete practice behaviors, to improve student comprehension of what they are rating themselves on. This may help also field supervisors more easily identify and evaluate students' practice behaviors. Along with this, field instructors, in their initial site visits, will verify that field supervisors are conversant with the language of the EPAS competencies, and explain anything unfamiliar.
- 3) We will initiate discussions in our Instructional Committee to determine the best methods for incorporating the language of the EPAS into the curriculum in all courses across the program, to advance student understanding of how the language relates to practice.
- 4) We will coordinate future distribution of student self-rating surveys so that all students fill them out at the same time. Current practice is that the surveys are distributed to the field course instructors who decide when there is time in their schedule for students to complete the survey during class. Consistency in timing could aid in evaluation: For example, if all student self-ratings were done at the beginning of the final semester, they could be compared to the supervisor ratings (near the end of the final semester), and could be used as a measure of *development* of practice skills. Alternately, if students filled out evaluations after being rated by their supervisors, they may have an understanding of their performance more in line with their supervisors' ratings.
- 5) In the current assessment, supervisor and self-ratings include those who marked "no opportunity to exhibit" a practice behavior; that is, to achieve the 80% benchmark, those with "no opportunity" are assigned "0" and count against the 80% achievement level. Since not every field placement can be expected to offer sufficient opportunities to practice all 41 skills spelled out by CSWE, it may make sense in the future, for purposes of program evaluation, to exclude from analysis those who report they had no opportunity to demonstrate a particular competency. Our current practice of including those surveys with a "no opportunity" rating for a particular competency may also contribute to low overall achievement in some specific skills, as well as in the core areas of research and policy.
- 6) Ongoing review and revision of signature assignments will continue program-wide to ensure that the assignments are specifically addressing the EPAS with which they are associated.

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Identify as a professional social worker & conduct oneself accordingly (2.1.1) Includes: a. Advocate for client access to the services of social work practice 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</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Self-assessment & values essay
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 90% across six domains, with none below 86%. Student self-ratings averaged 77.5% across domains. Signature assignment grades averaged 95%. <ul style="list-style-type: none"> • 84% of students achieved 80%, above benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students as <i>Above Average</i> or <i>Excellent</i> in their identification and practice as social work professionals, suggesting students are being adequately prepared to enter the social work field as professionals. Students rated themselves lower than their field supervisors in all domains, but adequately identify as professional social workers in four of six domains in this core competency. Self-ratings were low (65%) for “advocate for client access to services” (a. above) compared to supervisor ratings of 86%. Students may lack confidence in their ability to act as advocates, they may not recognize how they are performing these skills in their practice, or they completed the ratings early in the semester before they had opportunities to engage in advocacy. Likewise, below benchmark self-ratings were seen for “use of supervision/consultation” (f.; 74%) contrasted with 95% supervisor ratings. Students may not be aware that their engaged and active</p>

	participation in supervision represents appropriate professional practice. Alternately, the low self-ratings may be due to completing the survey early in the semester, before they have spent much time in supervision.
Action Plan	We will investigate why self-ratings were low in the competencies outlined in a. and f. above. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of the meaning of these domains. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills.

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Apply social work ethical principles to guide professional practice (2.1.2) Includes: b. Make ethical decisions by applying standards of the NASW Code of Ethics c. Tolerate ambiguity in resolving ethical conflicts d. Apply strategies of ethical reasoning to arrive at principled decisions</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Self-assessment & values essay
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 84% across four domains; lowest 77%. Student self-ratings averaged 75%. Signature assignment grades averaged 95%. <ul style="list-style-type: none"> • 81% of students achieved 80%, above benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students as <i>Above Average</i> or <i>Excellent</i> in their ability to use ethical principles to guide their practice, suggesting that students are adequately prepared. Students rated themselves lower than their field supervisors in all domains, with self-ratings particularly low for “tolerate ambiguity in resolving ethical conflicts” (c.; 66%).</p>
<p>Action Plan</p>	<p>Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to ethical practice. Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills.</p>

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Apply critical thinking to inform and communicate professional judgements (2.1.3) Includes: a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom b. Analyze models of assessment, prevention, intervention, and treatment c. Demonstrate effective oral & written communication in working with individuals, families, groups, organizations, communities, & colleagues</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignments: Client assessment, treatment plan, case file; Behavior Change Plan
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignments Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 83% across three domains; lowest 81%. Student self-ratings averaged 63%. Signature assignment grades averaged 92%. <ul style="list-style-type: none"> • 79% of students achieved 80%, below benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students between <i>Above Average</i> and <i>Excellent</i> in their ability to apply critical thinking, suggesting that students are adequately prepared to make professional judgments. Students rated themselves particularly low in “appraise/integrate multiple sources of knowledge” (a.; 58%) and “analyze models...” (b.; 57%) and these two ratings brought the overall percentage just below our benchmark.</p>
<p>Action Plan</p>	<p>Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Engage diversity & difference in practice (2.1.4) Includes: a. Recognize the extent to which a culture’s structures & values oppress, marginalize, alienate, or create or enhance privilege & power b. Gain sufficient self-awareness to eliminate influence of personal biases & values in working w/ diverse groups c. Recognize & communicate understanding of the importance of difference in shaping life experiences d. View themselves as learners & engage those with whom they work as informants</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Anti-racism activist self-audit paper
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 87.5% across four domains; lowest 87%. Student self-ratings averaged 76%. Signature assignment grades averaged 96%. <ul style="list-style-type: none"> • 84% of students achieved 80%, above benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students as <i>Above Average</i> or <i>Excellent</i> in their engagement with diversity and difference in practice, suggesting that students are adequately prepared for work with diverse clients. Students’ self-ratings fell just below the 80% threshold.</p>
<p>Action Plan</p>	<p>Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Advance human rights and social and economic justice (2.1.5) Includes: a. Understand the forms & mechanisms of oppression & discrimination b. Advocate for human rights and social & economic justice c. Engage in practices that advance social and economic justice</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Critical analysis of community action project
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 85% across three domains; lowest 80%. Student self-ratings averaged 74%. Signature assignment grades averaged 92%. <ul style="list-style-type: none"> • 81% of students achieved 80%, above benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students as <i>Above Average</i> or <i>Excellent</i> in their advancement of human rights and social/economic justice, suggesting that students are adequately prepared to engage in social work practice. Students' self-ratings were especially low for "engage in practices that advance social/economic justice" (c.; 68%). It is possible that students feel they are capable of <i>advocating</i> for social/economic justice, but are less confident whether they are actually <i>advancing</i> it, despite their supervisors' ratings.</p>
<p>Action Plan</p>	<p>Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

Baccalaureate Social Work Program

Student Learning Outcome (SLO)	<p>Engage in research informed practice & practice-informed research (2.1.6)</p> <p>Includes:</p> <ul style="list-style-type: none"> a. Use practice experience to inform scientific inquiry b. Use research evidence to inform practice
Assessment Tool(s)	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Becoming a Savvy Consumer of the Research (paper)
Metrics	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment</p> <p>Benchmark: 80% of students attaining 80% or greater for this competency</p>
Results	<p>Supervisor ratings averaged 75% across two domains; lowest 71%. Student self-ratings averaged 54.5%. Signature assignment grades averaged 73%.</p> <ul style="list-style-type: none"> • 66% of students achieved 80%, below benchmark
Interpretation	<p>Results for this SLO must be improved, if they are a true indication of program performance. Enrollment in the BSW research course is typically delayed by students until they can avoid it no longer—our experience is that most feel research is irrelevant to their careers as social workers, without realizing the various ways in which “research” goes beyond carrying out formal studies or spending hours in the library. Rather, research skills of several types are employed at many levels in practice. Similarly, it is possible that many field supervisors also have a limited view of the ways in which they themselves use research in their practice; these beliefs may contribute to the low ratings.</p>
Action Plan	<p>Research instructors will be encouraged to discuss with students how the various research skills being taught may translate to direct practice, and how different aspects of “research” apply at every level of practice. Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Apply knowledge of human behavior & the social environment (HBSE; 2.1.7) Includes: a. Utilize conceptual frameworks to guide the processes of assessment intervention, & evaluation b. Critique and apply knowledge to understand person and environment</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Demonstrated analysis/critique
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 84% across two domains; lowest 81%. Student self-ratings averaged 66%. Signature assignment grades averaged 84%. <ul style="list-style-type: none"> • 76% of students achieved 80%, below benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students as <i>Above Average</i> or <i>Excellent</i> in their ability to apply knowledge of human behavior and the social environment, suggesting that students are adequately prepared for practice. Students' self-ratings were very low for "utilize conceptual frameworks to guide...[practice]" (a.; 60%). This language may challenge students in understanding how their concrete practice behaviors demonstrate the use of conceptual frameworks they learned in their HBSE courses.</p>
<p>Action Plan</p>	<p>Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

Baccalaureate Social Work Program

<p>Student Learning Outcome (SLO)</p>	<p>Engage in policy practice to advance social & economic well-being & deliver effective social work services (2.1.8)</p> <p>Includes:</p> <ul style="list-style-type: none"> a. Analyze, formulate, and advocate for policies that advance social well-being b. Collaborate with colleagues and clients for effective policy action
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Policy analysis paper
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater</p>
<p>Results</p>	<p>Supervisor ratings averaged 71% across two domains; lowest 70%. Student self-ratings averaged 49%. Signature assignment grades averaged 93%. <ul style="list-style-type: none"> • 66% of students achieved 80%, below benchmark </p>
<p>Interpretation</p>	<p>Results for this SLO must be improved if they are a true indication of program performance. The BSW policy course is another requirement that students often avoid until they must enroll (similar to the research course). Many students feel policy is irrelevant to their desire to work in direct practice, even though policy permeates every decision in the field. Notably, students perform well on the signature assignment (a policy analysis paper), even as self-ratings are slightly below “consistently meets requirements.” This suggests that it is not necessarily a lack of understanding being reflected in the ratings, but perhaps field placements offer insufficient opportunities to intersect with policy decision-making and policy evaluation for BSW interns.</p>
<p>Action Plan</p>	<p>We will investigate whether students and field supervisors show agreement on whether they believe opportunities are offered for engagement with policy in the internships. Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will discuss the EPAS competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

Baccalaureate Social Work Program

Student Learning Outcome (SLO)	<p>Respond to contexts that shape practice (2.1.9) Includes:</p> <ul style="list-style-type: none"> a. Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services b. Provide leadership in promoting sustainable changes in service deliver & practice to improve quality of social services
Assessment Tool(s)	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Policy analysis paper
Metrics	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
Results	<p>Supervisor ratings averaged 77.5% across two domains; lowest 75%. Student self-ratings averaged 55%. Signature assignment grades averaged 93%.</p> <ul style="list-style-type: none"> • 72% of students achieved 80%, below benchmark
Interpretation	<p>Supervisor ratings place students nearly at our benchmark, but self-ratings were particularly low despite high marks on the signature assignment, and must be improved if they truly reflect program performance. Again, it may be a tenuous connection between the EPAS language and actual practice behavior, or there may be few opportunities in their internships to engage in “discovering, appraising, and promoting (etc.)” changing “contexts, populations, and societal trends (etc.)”</p>
Action Plan	<p>Language will be added to surveys to clarify how the EPAS relate to behavioral practice skills. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills. Field instructors will be asked to discuss the competencies with students in the field instruction course to improve their understanding of how the language relates to actual practice.</p>

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<p>Student Learning Outcome (SLO)</p>	<p>Practice Engagement (2.1.10a) Includes: a. Substantively & effectively prepare for action with individuals, families, groups, organizations, & communities b. Use empathy and other interpersonal skills c. Develop a mutually agreed-on focus of work and desired outcomes</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignments: Feedback sheets from videotaped roleplay interactions
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 87% across three domains; lowest 83%. Student self-ratings averaged 72%. Signature assignment grades averaged 99%. <ul style="list-style-type: none"> • 83% of students achieved 80%, above benchmark </p>
<p>Interpretation</p>	<p>Field supervisors rate students as <i>Above Average</i> or <i>Excellent</i> in their ability to engage in direct practice with clients. These competencies are those that students would most likely identify as what they are preparing to do with their degree. Thus, it is not surprising that signature assignment grades were so high—they reflect actual role-play practice in class. Student self-ratings dropped below benchmark, however, which may be a reflection of when they completed their ratings. If completed early in the semester, they would represent themselves as less competent in skills that later in the semester they would have had more opportunity to practice.</p>
<p>Action Plan</p>	<p>Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills.</p>

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<p>Student Learning Outcome (SLO)</p>	<p>Practice Assessment (2.1.10b) Includes: a. Collect, organize, & interpret client data b. Assess client strengths and limitations c. Develop mutually agreed on intervention goals and objectives d. Select appropriate intervention strategies</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignments: Client assessment & treatment plan
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 79% across four domains; lowest 75%. Student self-ratings averaged 72%. Signature assignment grades averaged 96%. <ul style="list-style-type: none"> • 78% of students achieved 80%, below benchmark </p>
<p>Interpretation</p>	<p>Overall, students nearly achieved the benchmark in this practice area. Field supervisors rate most students above average in their ability to assess their practice with clients. Signature assignment grades were very high, demonstrating that students understand the concepts involved in practice assessment. However, self-ratings were below our benchmark, which may reflect ratings carried out early in the semester. Alternately, students may understand the concepts well but not have enough opportunity to practice the skills in their internships.</p>
<p>Action Plan</p>	<p>We will investigate whether students and field supervisors show agreement on whether they believe opportunities are offered for client assessment and proactive development of interventions in the internships. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills.</p>

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<p>Student Learning Outcome (SLO)</p>	<p>Practice Intervention (2.1.10c) Includes: 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 e. Facilitate transitions and endings</p>
<p>Assessment Tool(s)</p>	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings
<p>Metrics</p>	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory) Benchmark: 80% of students attaining 80% or greater for this competency</p>
<p>Results</p>	<p>Supervisor ratings averaged 77% across five domains; lowest 68%. Student self-ratings averaged 63%. <ul style="list-style-type: none"> • 69% of students achieved 80%, below benchmark </p>
<p>Interpretation</p>	<p>Student achievement must be improved for this SLO if it is a true reflection of program performance. Field supervisors rate most students above average in their ability to intervene in practice with clients, but self-ratings were low. This may reflect self-ratings occurring early in the semester, before much time spent in the internship, or may reflect the offering of few opportunities for direct intervention.</p>
<p>Action Plan</p>	<p>We will investigate whether students and field supervisors show agreement on whether they believe opportunities are offered for intervening directly with clients in the internships. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills.</p>

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Student Learning Outcome (SLO)	<p>Practice Evaluation (2.1.10d) Includes: Critically analyze, evaluate, and monitor interventions</p>
Assessment Tool(s)	<ul style="list-style-type: none"> • Field supervisor ratings • Student self-ratings • Signature Assignment: Behavior Change Plan
Metrics	<p>Student and supervisory ratings from 4 (Excellent) to 0 (Unsatisfactory); grades on signature assignment Benchmark: 80% of students attaining 80% or greater for this competency</p>
Results	<p>Supervisor ratings averaged 72% for one domain. Student self-ratings averaged 56%. Signature assignment grades averaged 86%. <ul style="list-style-type: none"> • 71% of students achieved 80%, below benchmark </p>
Interpretation	<p>Student achievement must be improved for this SLO if it is a true reflection of program performance. Field supervisors rate most students above average in their ability to intervene in practice with clients, but self-ratings were low. This may reflect self-ratings occurring early in the semester, before much time spent in the internship, or may reflect the offering of few opportunities for direct assessment of client interventions.</p>
Action Plan	<p>We will investigate whether students and field supervisors show agreement on whether they believe opportunities are offered for assessment of interventions for clients in the internships. Timing of the distribution of surveys will be optimized for best student self-assessment of practice skills.</p>