

Social Work (BA)

Learning Outcomes	Assessment Measures	Benchmarks		Improvement Actions
Identify as a professional social worker and conduct oneself accordingly.	Field Instructor Evaluation – Field instructors rate students on 6 professional conduct items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	85.7%	No action needed.
Apply social work ethical principles to guide professional practice.	Field Instructor Evaluation – Field instructors rate students on 5 ethics items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	94.0%	No action needed.
Apply critical thinking to inform and communicate professional judgments.	Field Instructor Evaluation – Field instructors rate students on 4 critical thinking items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	83.3%	The staff has discussed the importance of furthering our students' abilities to think critically, to make sound professional judgments, and to communicate effectively. We also have re-emphasized the need to address these skills in each of our courses as applicable to the content of the respective course. Within the Social Work Policy courses we will enhance the curriculum to assist students with critical thinking by encouraging students to read local media/ news within the community and discuss how local concerns impact the broader community/ populations. In the social work Research courses we will enhance critical thinking through the student research proposals and projects. This research activity continues to be beneficial to our student success and we often see students excel and grow within this class activity. Many of our other social work courses are encouraging more written and oral reflections of social work practice and programming to work on enhancing student reflections and critical thinking needed within our profession. Because these issues affect all areas of professional

				performance, we also have included emphasis on these concerns in the training of our field instructors with an emphasis on how the supervisory relationship can be used as a forum in which students can enhance both their critical thinking and their communication skills. This year we trained over 55 Field Instructors in field programming and supervision in an attempt to remediate the deficit areas of student critical thinking. Also, in this year's Social Work Success Seminar, we will include a separate unit intended to heighten the students' attention to developing effective communication in all areas of their performance within our program/ major.
Engage diversity and difference in practice.	Field Instructor Evaluation – Field instructors rate students on 4 diversity items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	89.3%	No action needed.
Advance human rights and social and economic justice.	Field Instructor Evaluation – Field instructors rate students on 3 social & economic justice items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	92.9%	No action needed.
Engage in research-informed practice and practice-informed research.	Field Instructor Evaluation – Field instructors rate students on 5 research items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence..	85% with a score of 7 or higher	88.1%	No action needed.
Apply knowledge of human behavior in the social	Field Instructor Evaluation – Field instructors rate students on 3 human behavior & the	85% with a score of 7 or higher	90.5%	No action needed.

environment.	social environment items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.			
Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.	Field Instructor Evaluation – Field instructors rate students on 2 policy items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	88.1%	No action needed.
Respond to the contexts that shape practice.	Field Instructor Evaluation – Field instructors rate students on 2 context items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	92.8%	No action needed.
Engage with individuals, families, groups, organizations, and communities.	Field Instructor Evaluation – Field instructors rate students on 3 engagement items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	92.9%	No action needed.
Assess with individuals, families, groups, organizations, and communities.	Field Instructor Evaluation – Field instructors rate students on 5 assessment items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	86.9%	No action needed.
Intervene with individuals, families, groups, organizations, and	Field Instructor Evaluation – Field instructors rate students on 5 intervention items. Rating is on a 1-9 scale with 1-3	85% with a score of 7 or higher	85.7%	No action needed.

communities.	indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.			
Evaluate with individuals, families, groups, organizations, and communities.	Field Instructor Evaluation – Field instructors rate students on 2 evaluation items. Rating is on a 1-9 scale with 1-3 indicating not competent, 4-6 indicating progressing, and 7-9 indicating competence.	85% with a score of 7 or higher	83.3%	The final three skills that define our curriculum – assessment, intervention, and evaluation – all are taught within our sequence of practice courses. It should be noted that the scores on evaluations for these three areas were quite good for students who were in the latter part of field placement (SWRK 4831); it was the students who were in the earlier stages of placement (SWRK 4830) who received the lower scores – thus, drawing the overall scores below the benchmark of 85% for these three indicators. Nonetheless, the scores have served as an impetus for re-emphasis on these three elemental concerns in each of our practice courses, with increased opportunities for real-world application by inclusion of activities/assignments that require students to go into the community and use these skills in interactions with persons in need. This emphasis is accentuated further by training our field instructors to attend carefully to these skills in their supervision of the students in their respective field placements. Again, the turn out for the field instructors was at an all-time high this academic year so we are anticipating improvements in this area in the 2015-2016 year. Each faculty member identified ways in which our current and possible future curriculum/ course activities could assist in improving this outcome and the faculty identified the following courses as being appropriate to address this need: Practice I, Practice II, and Research. In Social Work Practice I, the students will have an opportunity to evaluate themselves in practice and compare their perspectives to those of their field supervisors in an attempt to improve student outcomes. In the Practice II class, students will have an opportunity to participate in community based engaged scholarship activities at a local middle school. These students will have the opportunity to assess, intervene, and evaluate success of the middle school students once they have participated in the support groups hosted by social work

				students. Lastly, the research project completed by each student during the Research course course allows the student the opportunity to assess, intervene, and evaluate outcomes of their chosen topic/ population.
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