Assurance of Student Learning 2018-2019					
College of Health and Human Services	Department of Social Work				
# 157 Master of Social Work					

Use this page	to list learning outcomes, measurements, and summarize results for your program. Detailed information in the subsequent pages.	tion must b	e completed
Student Lear	ning Outcome 1: Demonstrate ethical and professional behavior.		
Instrument 1	Direct: Field Individual Learning Plan		
Instrument 2	Direct: Cultural Sensitivity Project Paper (Course-Embedded Measure)		
Instrument 3	Direct: Practice Readiness Exam		
Based on your i	esults, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Student Lear	ning Outcome 2: Engage diversity and difference in practice		
Instrument 1	Direct: Field Individual Learning Plan		
Instrument 2	Direct: Generational Paper (Course-Embedded Measure)		
Instrument 3	Direct: Practice Readiness Exam		
Based on your i	results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
Student Lear	ning Outcome 3: Engage in practice-informed research and research-informed practice.		
Instrument 1	Direct: Field Individual Learning Plan		
Instrument 2	Direct: Research Proposal Paper (Course-Embedded Measure)		
Instrument 3	Direct: Practice Readiness Exam		
Based on your I	esults, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Student Lear	ning Outcome 4: Engage in policy practice.	•	
Instrument 1	Direct: Field Individual Learning Plan		
Instrument 2	Direct: Social Policy Analysis/Formulation Paper (Course-Embedded Measure)		
Instrument 3	Direct: Practice Readiness Exam		
Based on your i	esults, circle or highlight whether the program met the goal Student Learning Outcome 4.	Met	Not Met

Student Learning Outcome 5: Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.					
Instrument 1 Direct: Field	d Individual Learning Plan				
Instrument 2 Direct: Practice	actice Readiness Exam				
Based on your results, circle	Met	Not Met			

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

For each of the SLOs, Measure 1 is assessed using students' Individual Learning Plan (ILP), which is rated by the students' Field Instructor at a community-based agency. Actions associated with this measure include advanced trainings for Field Instructors that were uploaded on the Department Website in the Field Instructor Toolbox. By placing these training videos online, Field Instructors are able to access trainings on demand. For Measure 2 on SLOs 1-4, students were assessed using a course-embedded measure. Actions associated with this measure included the revision of major assignments, changes in textbooks, and advanced training for part-time instructors. For Measure 3 on SLOs 1-4 and Measure 2 on SLO 5, actions included the revision of PRE items following an item analysis that identified poor questions.

		Student Learning Outcom	me 1			
Student Learning Outcome	Demonstrate	Demonstrate ethical and professional behavior.				
Measurement Instrument 1	degree and statu direct client con supervised by ar receive training Individual Learn These competen Work Education who is either a f simulated practi knowledge, value	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor, in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.				
Criteria for Student Success		essed by their field instructor on a scale of 1 to 5, ience and 5 being advanced level of skill demonst		st achieve in order to pass		
Program Success Target for this	Measurement	85%	Percent of Program Achieving Target	100%		
Methods	of the second se	s field supervisor rates the student at the end of the mester on Competency 1, which states that "stude ery of the SLO. Average of foundation-level and of the states are stated as a state of the states."	nts will demonstrate ethical and professional			
Measurement Instrument 2	year in SWRK 5 13 th week of the rubric items 6 ar	DIRECT measures of student learning: Students complete a Cultural Sensitivity Project over the course of their 1 st semester of the generalist year in SWRK 501: Cultural Competency in Social Work Practice. This assignment is submitted electronically on Blackboard during the 13 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Two rubric items, specifically rubric items 6 and 7, are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5, with 5 being the				
Criteria for Student Success		rn a minimum average score of 4 on items 6 and 7	of the rubric for the Cultural Sensitivity Proj	ect paper.		
Program Success Target for this	Measurement	70%	Percent of Program Achieving Target	100%		
Methods	This instructor of record downloads and grades students Cultural Sensitivity Project paper using a rubric. Specifically, two items on the rubric (item 6 and item 7) are used to assess ethical and professional behavior. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 6 and 7 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 25 students enrolled in SWRK 501 during the Fall 2018 semester who completed the Cultural Sensitivity Project. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 25 enrolled students.					
Measurement Instrument 3		res of student learning: Students in their final sem it with a score of 70% or higher. The PRE gives s				

	licensure exams annually by a P forth by the Cou	social work practice. The exam contains 100 multiples. These questions were written by faculty whose particular to ensure its applicability to social varieties on Social Work Education (CSWE) 2015 Education (CSWE) 2015 Education (CSWE)	primary assignment is in that content area. Questionary assignment is in that content area. Questionary content. These items were also mapped ucational Policy and Accreditation Standards	uestions are revie back to compete (EPAS).	ewed ncies set
Criteria for Student Success		pected to earn a 70% or higher on items related to EPAS). The number of students who achieved 70			
Program Success Target for this	Measurement	70%	Percent of Program Achieving Target	76.5	%
Methods		ents took the PRE on April 8, 2019 with 92.2% of sethical and professional behavior. The number of			
Based on your results, circle or h	nighlight whethe	r the program met the goal Student Learning C	Outcome 1.	<mark>Met</mark>	Not Met
Actions (Describe the decision-ma	king process and	actions planned for program improvement. The a	actions should include a timeline.)		
Results were discussed during the faculty meeting held at the beginning of the AY 19-20. Results were also presented at the Departmental Advisory Committee (DAC) meeting, which was held October 14, 2019. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Additionally, for Measure 1, the Field Director created online trainings for Field Instructors in order to assist the with objectively scoring students on their Individual Learning Plan in the area of Professionalism and Ethical Decision-Making. This training is available online so that Field Instructors are able to access resources on demand.					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
		ed by June 2020. As is standard, results will be will lead to a 5% increase in this SLO.	discussed with MSW faculty and the DAC a	and adjustments	will be made

	Student Learning Outcome 2				
Student Learning Outcome	Engage divers	ngage diversity and difference in practice			
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor, in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.				
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.				
Program Success Target for this		85%	Percent of Program Achieving Target	100%	

Methods	Direct: Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 2, which states that students will "engage diversity and difference in practice," was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.					
Measurement Instrument 2	swrk 510: Hut the semester. The and 3, are average	res of student learning: Students complete a Gene man Behavior in the Social Environment. This as his assignment is downloaded and graded by the in- ged and recorded in an Excel Spreadsheet, which is piles this data and determines what percentage of tems.	signment is submitted electronically on Black instructor using the rubric. Two rubric items, s is then shared with the assessment coordinator	board during the specifically rub The assessment	e 11 th week of ric items 2	
Criteria for Student Success	Students will ear	rn a minimum average score of 4 on items 2 and 3	of the rubric for the Generational Paper.			
Program Success Target for this	Measurement	70%	Percent of Program Achieving Target	80)%	
Methods	item 3) are used items 2 and 3 are coordinator com students enrolled	of record downloads and grades students Generation to assess diversity and difference in practice. Students averaged and recorded in an Excel Spreadsheet, piles this data and determines what percentage of the difference in SWRK 510 during the Fall 2018 semester where the second of the difference is the second of the difference in the second of the difference is the second of the difference is the second of the difference in the second of the difference in practice. Students are set to assess the second of the secon	dents are scored on a scale of 1 (beginning) to which is then shared with the assessment coor students earned a minimum of 4 out of 5 on the o completed the Generational Paper. The num	5 (exemplary) dinator. The anese items. The	. Rubric ssessment ere were 25	
Measurement Instrument 3	DIRECT measure (PRE) and pass content areas of licensure exams annually by a PI	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).				
Criteria for Student Success		ected to earn a 70% or higher on items related to			npetency 2 of	
Program Success Target for this		70%	Percent of Program Achieving Target	80.	4%	
Methods	Direct: 51 students took the PRE on April 8, 2019 with 92.2% of students achieving a passing score overall. There were 17 questions on the PRE related to diversity and difference in practice. The number of students who achieved 70% or higher were divided by the 51 students who took the exam.					
Based on your results, circle or l	nighlight whether	the program met the goal Student Learning C	Outcome 2.	Met	Not Met	
		actions planned for program improvement. The a				
Results were discussed during the which was held October 14, 2019. consistently meeting this benchma	faculty meeting he For Measure 1 (dark. Course conte	eld at the beginning of the AY 19-20. Results we irect field placement), it was decided to increase that in core classes (SWRK 501; SWRK 612) were K 612 that emphasizes diversity and difference in	re also presented at the Departmental Advisor the program success target from 70% to 85% du modified in order to emphasize cultural comp	e to a high num	ber of students	
		follow-up has occurred, describe how the actions				
		d by June 2020. As is standard, results will be nis SLO will increase by 5% as a result of these ef		nd adjustments	will be made	

		Student Learning Outcom	ne 3		
Student Learning Outcome	Engage in pra	actice-informed research and research-info	rmed practice.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor, in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.				
Criteria for Student Success		essed by their field supervisor on a scale of 1 to 5,		ust achieve in order to pass	
Program Success Target for this		85%	Percent of Program Achieving Target	96%	
Methods	of the second se	s field supervisor rates the student at the end of the mester on Competency 4, which states that student sed to determine mastery of the SLO. Average of	s will "engage in practice-informed research	and research-informed	
Measurement Instrument 2	year in SWRK 5 16 th week of the rubric items 2-4	res of student learning: Students complete a Resea 540: Foundation in Social Work Research Methods semester. This assignment is downloaded and gra, are averaged and recorded in an Excel Spreadsheapiles this data and determines what percentage of stems.	This assignment is submitted electronically ded by the instructor using the rubric. Three et, which is then shared with the assessment	y on Blackboard during the rubric items, specifically coordinator. The assessment	
Criteria for Student Success	Students will ea	rn a minimum average score of 4 on items 2-4 of the	he rubric for the Research Proposal paper.		
Program Success Target for this	Measurement	70%	Percent of Program Achieving Target	88%	
Methods	This instructor of record downloads and grades students Research Proposal paper using a rubric. Specifically, three items on the rubric (item 2; item 3; item 4) are used to assess practice-informed research and research-informed practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-4 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 24 students enrolled in SWRK 540 during the Fall 2018 semester who completed the Research Proposal paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 24 enrolled students. DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam				
Measurement Instrument 3	(PRE) and pass content areas of licensure exams	res of student learning: Students in their final seme it with a score of 70% or higher. The PRE gives so social work practice. The exam contains 100 multi. These questions were written by faculty whose pRE committee to ensure its applicability to social was social with the social was social with the social was social	tudents the opportunity to demonstrate basic tiple choice questions in an objective format, rimary assignment is in that content area. Q	competency in essential similar to social work uestions are reviewed	

	forth by the Cou	Forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).				
Criteria for Student Success	Students are exp	pected to earn a 70% or higher on items related to	practice-informed research and research-informed	med practice (i.e	e., items	
	related to Comp	petency 4 of CSWE's 2015 EPAS).				
Program Success Target for this	et for this Measurement 70% Percent of Program Achieving Target 56			56.9	9%	
Methods	Direct: 51 students took the PRE on April 8, 2019 with 92.2% of students achieving a passing score overall. There were 5 questions on the PRE related to practice-informed research and research-informed practice. The number of students who achieved 70% or higher were divided by the 51 students who took the exam.					
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. Met Not Met					Not Met	

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Results were discussed during the faculty meeting held at the beginning of the AY 19-20. Results were also presented at the Departmental Advisory Committee (DAC) meeting, which was held October 14, 2019. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. For Measure 3 (direct PRE), research items were examined for reliability and validity. Questions were rewritten for future administrations, including the scheduled exam on April 6, 2020. The MSW program also decided to institute sequence chairs, whom were responsible for examining texts across the research sequence (i.e., SWRK 540; SWRK 640) and ensuring that content was consistently taught across sections. The sequence chair and committee met twice over the course of the academic year.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Data are continuously collected and will be updated by June 2020. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that these actions will increase scores on this SLO by 10%.

	Student Learning Outcome 4			
Student Learning Outcome	Engage in poli	cy practice.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor, in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.			
Criteria for Student Success	Students are asse their field experie	ssed by their field supervisor on a scale of 1 to 5, ence.	with 3 being the minimum score a student m	ust achieve in order to pass
Program Success Target for this		85%	Percent of Program Achieving Target	90.5%
Methods		field supervisor rates the student at the end of the nester on Competency 5, which states that students		

	SLO. Average	of foundation-level and concentration-level score	s were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Social Policy Analysis/Formulation paper over the course of their 2 nd semester of the generalist year in SWRK 530: Foundation of Social Welfare Policy. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Seven rubric items, specifically rubric items 2-8, are recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5, with 5 being the highest possible score, on this item.				
Criteria for Student Success	Students will ea	rn a minimum average score of 4 on items 2-8 of	the rubric for the Social Policy Analysis/Form	ulation paper.	
Program Success Target for this	Measurement	70%	Percent of Program Achieving Target	73.9	9%
Methods	on the rubric (ite (beginning) to 5 assessment coor out of 5 on these Analysis/Formu	of record downloads and grades students Social P em 2; item 3; item 4; item 5; item 6; item 7; item (exemplary). Rubric items 2-8 are averaged and dinator. The assessment coordinator compiles the items. There were 23 students enrolled in SWR lation paper. The number of students achieving a 3 enrolled students.	8) are used to assess policy practice. Students I recorded in an Excel Spreadsheet, which is the is data and determines what percentage of stude K 530 during the Spring 2019 semester who co	are scored on a en shared with t ents earned a m ompleted the So	scale of 1 the ninimum of 4 ocial Policy
Measurement Instrument 3	(PRE) and pass content areas of licensure exams annually by a Pl	res of student learning: Students in their final senit with a score of 70% or higher. The PRE gives social work practice. The exam contains 100 mu. These questions were written by faculty whose RE committee to ensure its applicability to social uncil on Social Work Education (CSWE) 2015 Education (CSWE)	students the opportunity to demonstrate basic of altiple choice questions in an objective format, primary assignment is in that content area. Que work content. These items were also mapped	competency in estimilar to social testions are reviewable to compete	essential ıl work iewed
Criteria for Student Success	Students are exp EPAS).	pected to earn a 70% or higher on items related to	policy practice (i.e., items related to Competer	ncy 5 of CSWE	's 2015
Program Success Target for this	Measurement	70%	Percent of Program Achieving Target	68.0	6%
Methods	PRE related to p	nts took the PRE on April 8, 2019 with 92.2% of policy practice. The number of students who achieves the property of the prope	ieved 70% or higher were divided by the 51 stu		
Based on your results, circle or h	nighlight whether	r the program met the goal Student Learning (Outcome 4.	Met	Not Met
Results were discussed during the which was held October 14, 2019. consistently meeting this benchma including the scheduled exam on A new textbook was chosen for the a SWRK 630). It was also noted that added in order to improve perform	faculty meeting h For Measure 1 (d rk. For Measure April 6, 2020. Ad dvanced policy co t there were not en ance related to th	actions planned for program improvement. The eld at the beginning of the AY 19-20. Results we irect field placement), it was decided to increase to 3 (direct PRE), policy items were examined for reditionally, an in-person training was developed for burse as well as significant course revisions were mough face-to-face/synchronous sessions for SWI is SLO.	ere also presented at the Departmental Advisor, the program success target from 70% to 85% dueliability and validity. Questions will be rewritted or part-time faculty who typically teach at least made for both the generalist and advanced lever RK 630; therefore, one additional face-to-face/s	e to a high numl ten for future ac one section of a el policy courses synchronous cla	ber of students dministrations, this course. A s (SWRK 530;

Data are continuously collected and will be updated by June 2020. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that efforts will result in an increase of 10% on this SLO.

		Student Learning Outcon	ne 5			
Student Learning Outcome	Demonstrate of	Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.				
Measurement Instrument 1	degree and status direct client cont supervised by an receive training a Individual Learn These competen- Work Education who is either a fi simulated practic knowledge, valu	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor, in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.				
Criteria for Student Success	Students are asset their field experi	essed by their field supervisor on a scale of 1 to 5, ence.	with 3 being the minimum score a student m	ust achieve in order to pass		
Program Success Target for this	Measurement	85%	Percent of Program Achieving Target	97%		
Methods	of the second ser will "engage wit individuals, fam- groups, organiza	s field supervisor rates the student at the end of the mester on Competencies 6-9 were averaged in order h individuals, families, groups, organizations, and ilies, groups, organizations, and communities." Competency 9 states that communities." Average of foundation-level and	er to determine mastery of the SLO. Competer communities." Competency 7 states that studented that students will "intervent students will "evaluate practice with indivi-	tency 6 states that students idents will "assess ene with individuals, families,		
Measurement Instrument 2	DIRECT measur (PRE) and pass is content areas of licensure exams. annually by a PR forth by the Cou	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).				
Criteria for Student Success		ected to earn a 70% or higher on items related to ens related to Competencies 6-9 of CSWE's 2015 I		aluation across practice		
Program Success Target for this		70%	Percent of Program Achieving Target	56.9%		
Methods	PRE related to exthese four domain	Into the PRE on April 8, 2019 with 92.2% of some suggestion of the number of students who achieved 70% on the number of students who achieved 70% of the	tion ($n = 17$), and evaluation ($n = 5$). Studen or higher were divided by the 51 students where	t scores were averaged across no took the exam.		
Based on your results, circle or l	nighlight whether	the program met the goal Student Learning O	utcome 5.	Met Not Met		

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Results were discussed during the faculty meeting held at the beginning of the AY 19-20. Results were also presented at the Departmental Advisory Committee (DAC) meeting, which was held October 14, 2019. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. For Measure 3 (direct PRE), practice items were examined for reliability and validity. Questions will be rewritten for future administrations, including the scheduled exam on April 6, 2020. Additionally, an in-person training was developed for part-time faculty who typically teach at least one section of this course. A new textbook was chosen for the generalist practice course (SWRK 520), which focuses on engagement and assessment.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Data are continuously collected and will be updated by June 2020. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. As a result of the aforementioned actions, it is anticipated that scores will increase by 5% on this SLO.

SWRK 501: Cultural Sensitivity Project Paper

C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; and Communities: C7

Dimension	1	2	3	4	5	Score/
Dilliension	Beginning	Developing	Marginal	Proficient	Exemplary	Comments
Note to Instructor: Items 1 & 2						
C3: Advance Human Rights a	and Social, Economic, ar	d Environmental Justice				
1. Creation and	Vaguely defines and	Vaguely defines and	Weakly defines and	Thoroughly defines	Thoroughly defines	
Reflection of a Log of	describes the ism;	describes the ism;	describes the ism;	and describes the	and describes the	
collected "Ism's"			And includes a	ism;	ism;	
	AND does not	AND includes a	discussion of less	And includes a		
	include a discussion	discussion of less	than 3 of the	discussion or	And completely	Score
	of any of the	than 2 of the	following:	reflection of 3 of the	answers the	earned
	following:	following:		following:	following:	
			Were you personally			<mark>X 7</mark>
	Were you personally	Were you personally	affected by the	Were you personally	Were you personally	
	affected by the	affected by the	incident? If so, in	affected by the	affected by the	
	incident? If so, in	incident? If so, in	what way?	incident? If so, in	incident? If so, in	Score
	what way?	what way?	,	what way?	what way?	earned
	,	•	Were any false	,	,	
	Were any false	Were any false	stereotypes about	Were any false	Were any false	
	stereotypes about	stereotypes about	certain cultural	stereotypes about	stereotypes about	
	certain cultural	certain cultural	groups promoted by	certain cultural	certain cultural	
	groups promoted by	groups promoted by	the incident?	groups promoted by	groups promoted by	
	the incident?	the incident?		the incident?	the incident?	
			If other people			
	If other people	If other people	witnessed the	If other people	If other people	
	witnessed the	witnessed the	incident, what were	witnessed the	witnessed the	
	incident, what were	incident, what were	their reactions?	incident, what were	incident, what were	
	their reactions?	their reactions?		their reactions?	their reactions?	
			Did you do anything			
	Did you do anything	Did you do anything	to confront the	Did you do anything	Did you do anything	
	to confront the	to confront the	oppressive situation	to confront the	to confront the	
	oppressive situation	oppressive situation	(such as telling	oppressive situation	oppressive situation	
	(such as telling	(such as telling	someone that a	(such as telling	(such as telling	
	someone that a	someone that a	racist remark was	someone that a	someone that a	
	racist remark was	racist remark was	inappropriate)? If	racist remark was	racist remark was	

	1	T	T	T	T	
	inappropriate)? If	inappropriate)? If	so, how did they	inappropriate)? If	inappropriate)? If	
	so, how did they	so, how did they	react to you?	so, how did they	so, how did they	
	react to you?	react to you?		react to you?	react to you?	
			What did the person			
	What did the person	What did the person	or group making the	What did the person	What did the person	
	or group making the	or group making the	offensive remark or	or group making the	or group making the	
	offensive remark or	offensive remark or	gesture seem to	offensive remark or	offensive remark or	
	gesture seem to	gesture seem to	hope to gain from	gesture seem to	gesture seem to	
	hope to gain from	hope to gain from	being racist or	hope to gain from	hope to gain from	
	being racist or	being racist or	sexist?	being racist or	being racist or	
	sexist?	sexist?		sexist?	sexist?	
			How does the			
	How does the	How does the	incident you	How does the	How does the	
	incident you	incident you	observed relate to	incident you	incident you	
	observed relate to	observed relate to	prior incidents you	observed relate to	observed relate to	
	prior incidents you	prior incidents you	have witnessed	prior incidents you	prior incidents you	
	have witnessed	have witnessed	concerning this	have witnessed	have witnessed	
	concerning this	concerning this	particular cultural	concerning this	concerning this	
	particular cultural	particular cultural	group?	particular cultural	particular cultural	
	group?	group?		group?	group?	
			How will the			
	How will the	How will the	incident impact your	How will the	How will the	
	incident impact your	incident impact your	future interactions	incident impact your	incident impact your	
	future interactions	future interactions	with the cultural	future interactions	future interactions	
	with the cultural	with the cultural	group being	with the cultural	with the cultural	
	group being	group being	marginalized?	group being	group being	
	marginalized?	marginalized?		marginalized?	marginalized?	
2. Types and Categories	Includes 0-4	Includes 5-9	Includes 10-14	Includes 15-19	Includes at least 20	
of Isms	incidents of isms in 1	incidents of isms in 2	incidents of isms in 3	incidents of isms in 4	incidents of isms in	Score
	different categories	different categories	different categories	different categories	at least 5 different	earned
	and across 1	and across 2	and across 3	and across 4	categories and	
	different mediums	different mediums	different mediums	different mediums	across 5 different	<mark>х з</mark>
					mediums	
						Score
						earned
			•	•		

Note to Instructor:

Item 3

C6: Engage with Individuals, Families, Groups, Organizations, and Communities

immersion	AND only observed	BUT only observed	AND engaged with 1 person	AND engaged with 2-3 people	AND engaged with more than 3 people	X 5 Score earned
lote to Instructor: tem 4 C2: Engage Diversity and Diff	erence in Practice					earneu
experience	Thoroughly discusses 1 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 2 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 3 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.) AND demonstrates a deep analysis of the	Score earned X 5 Score earned

5.	Assessment of	Thoroughly	Thoroughly	Thoroughly	Thoroughly	Thoroughly	
	Cultural Experience	addresses 1 of the	addresses 2-3 of the	addresses 4-5 of the	addresses 6 of the	addresses the	
		following questions:	following questions:	following questions:	following questions:	following 7	
		 How was this 	 How was this 	 How was this 	 How was this 	questions:	Score
		experience	experience	experience	experience	 How was this 	earned
		different for	different for	different for	different for	experience	
		you?	you?	you?	you?	different for	<mark>X 5</mark>
		Did it force you	 Did it force you 	Did it force you	Did it force you	you?	
		to think outside	to think outside	to think outside	to think outside	 Did it force you 	
		of your comfort	of your comfort	of your comfort	of your comfort	to think outside	Score
		zone?	zone?	zone?	zone?	of your comfort	earned
		What did you	 What did you 	 What did you 	 What did you 	zone?	
		learn that you	learn that you	learn that you	learn that you	What did you	
		did not know	did not know	did not know	did not know	learn that you	
		about the	about the	about the	about the	did not know	
		cultural group	cultural group	cultural group	cultural group	about the	
		that you	that you	that you	that you	cultural group	
		investigated?	investigated?	investigated?	investigated?	that you	
		• What	• What	What	• What	investigated?	
		stereotypes	stereotypes	stereotypes	stereotypes	What	
		about the group	about the group	about the group	about the group	stereotypes	
		were confirmed	were confirmed	were confirmed	were confirmed	about the group	
		or rejected by	or rejected by	or rejected by	or rejected by	were confirmed	
		your	your	your	your	or rejected by	
		experience?	experience?	experience?	experience?	your	
		 How will you 	 How will you 	 How will you 	 How will you 	experience?	
		relate to this	relate to this	relate to this	relate to this	 How will you 	
		cultural group	cultural group	cultural group	cultural group	relate to this	
		differently	differently	differently	differently	cultural group	
		based on your	based on your	based on your	based on your	differently	
		attendance at	attendance at	attendance at	attendance at	based on your	
		the event or	the event or	the event or	the event or	attendance at	
		function?	function?	function?	function?	the event or	
		How will this be	 How will this be 	How will this be	How will this be	function?	
		different in both		different in both	different in both	How will this be	
		your personal	your personal	your personal	your personal	different in both	
		and	and	and	and	your personal	
1		professional	professional	professional	professional	and	
1		life?	life?	life?	life?	professional	
1		What is your	What is your	What is your	What is your	life?	
		perception of	perception of	perception of	perception of	What is your	
		the overall	the overall	the overall	the overall	perception of	

		T	T	1	T	1
	learning from	learning from	learning from	learning from	the overall	
	this exercise?	this exercise?	this exercise?	this exercise?	learning from	
					this exercise?	
Note to Instructor:						
Items 6 & 7						
C1: Demonstrate Ethical and	d Professional Behavior					
6. Oral Presentation to	Does not clearly	Clearly articulates	Clearly articulates	Clearly articulates	Clearly articulates	
classmates	articulate EITHER	EITHER the content	EITHER the content	BOTH the content	BOTH the content	
	the content (e.g.,	(e.g., setting and	(e.g., setting and	(e.g., setting and	(e.g., setting and	Score
	setting and	meaning) OR the	meaning) OR the	meaning) AND the	meaning) AND the	earned
	meaning) OR the	process;	process;	process;	process;	
	process;					
		BUT appearance is	AND appearance is	BUT appearance is	AND appearance is	
	AND appearance is	not reflective of own	reflective of own	not reflective of own	reflective of own	<mark>х з</mark>
	not reflective of own	personal culture	personal culture	personal culture	personal culture	
	personal culture				, , , , , , , , , , , , , , , , , , , ,	
						Score
						earned
						carried
7. Writing and APA	Paper has more than	Paper has 7-10	Paper has 4-6	Paper has 2-3	Paper has 0-1	
3 3	10 spelling and/or	spelling and/or	spelling and/or	spelling and/or	spelling and/or	Score
	grammar errors.	grammar errors;	grammar errors;	grammar errors;	grammar errors;	earned
	B. aa.	g. aa. c c c c,	g. aa. e e.e.	8	8.4	
	OR more than 10	or 7-10 APA errors;	OR 4-6 APA errors;	OR 2-3 APA errors;	OR 0-1 APA errors;	
	APA errors;	017 107 117 (011013)			0110 1711 71 011013)	
		AND lacks flow and	AND lacks flow, but	AND paper is	AND paper is	X 2
	AND is conceptually	is not logically	is conceptually	presented logically	logically and	
	and/or logically	presented.	sound.	so that ideas flow	conceptually sound.	
	unsound.	presenteu.	Journa.	nicely.	conceptually sould.	Score
	unsound.			incery.		earned
						earneu

			SV	VRK 510-Generational Pa	ner		
		C1: Demonst		sional Behavior; C2: Engag		e in Practice	
			Timeli	ness (10% deducted for e	ach day late)		
	Dimension	1	2	3	4	5	Score/
	Dilliension	Beginning	Developing	Marginal	Proficient	Exemplary	Comments
1.		Includes a cover	Includes a vague	Includes a cover page	Includes a vague	Includes a thorough	
	Abstract	page and abstract	cover page and	and abstract that	cover page and	cover page and	
		that includes only 1	abstract that	includes 2 of the	abstract that includes	abstract that includes	
		of the following	includes 2 of the	following co	ALL of the following	ALL of the following	
		characteristics of a	following	characteristics of a	characteristics of a	characteristics of a	Score earned
		cover page. And	characteristics of a	cover page and	cover page and	cover page and	
		abstract	cover page and abstract:	abstract:	abstract:	abstract:	
		Abstract covering		Abstract covering	Abstract covering	Abstract covering	
		important aspects	Abstract covering	important aspects of	important aspects of	important aspects of	
		of proposed study;	important aspects of proposed study;	proposed study;	proposed study;	proposed study;	
		Cover page with		Cover page with	Cover page with	Cover page with	
		summary	Cover page with	summary information	summary	summary	
		information	summary		information	information	
			information	2 pages			
		2 pages			2 pages	2 pages	
			2 pages				
_	te to Instructor: ms 2 & 3						
C2:	Engage Diversity	in Practice					
2.	Introduction	Includes an	Includes a vague	Includes an	Includes a vague	Includes a thorough	
		introduction that	introduction that	introduction that	introduction that	introduction that	
		includes only 1 of	includes 2 of the	includes 2 of the	includes ALL of the	includes ALL of the	
		the following	following	following	following	following	Score earned
		characteristics of an	characteristics of an	characteristics of an	characteristics of an	characteristics of an	
		introduction	introduction	introduction	introduction	introduction	X 2
		Clear Statement of	Clear Statement of	Clear Statement of	Clear Statement of	Clear Statement of	
		Topic	Topic	Topic	Topic	Topic	
		Introduction	Introduction	Introduction covering	Introduction covering	Introduction covering	
		covering important	covering important	important aspects of	important aspects of	important aspects of	
		aspects of problem	aspects of problem	problem investigated;	problem	problem	
		investigated;	investigated;		investigated;	investigated;	

			1-2 pages			
	1-2 pages	1-2 pages		1-2 pages	1-2 pages	
3. Main Body	Includes body of	Include vague body	Includes a body that	Includes a vague	Includes a thorough	
	paper that includes	that includes only 2	includes only 2 of the	body that includes	body that includes	
	only 1 of the	of the following	following	only ALL of the	only ALL of the	Score earned
	following	characteristics of an	characteristics of an	following	following	
	characteristics of an	ideal paper	ideal paper	characteristics of an	characteristics of an	X 5
	ideal paper			ideal paper	ideal paper	
		Body covering	Body covering			
	Body covering	important aspects	important aspects of 4	Body covering	Body covering	
	important aspects	of 4 topical areas	topical areas (Trends,	important aspects of	important aspects of	
	of 4 topical areas	(Trends, Self-Focus,	Self-Focus, Oppressed	4 topical areas	4 topical areas	
	(Trends, Self-Focus,	Oppressed Groups,	Groups, Summary)	(Trends, Self-Focus,	(Trends, Self-Focus,	
	Oppressed Groups,	Summary)		Oppressed Groups,	Oppressed Groups,	
	Summary)		Discussion of Diversity	Summary)	Summary)	
		Discussion of	in Paper			
	Discussion of	Diversity in Paper		Discussion of	Discussion of	
	Diversity in Paper		Ties to HBSE Concepts	Diversity in Paper	Diversity in Paper	
		Ties to HBSE	Discussed in Lectures			
	Ties to HBSE	Concepts Discussed	and Readings	Ties to HBSE	Ties to HBSE	
	Concepts Discussed	in Lectures and		Concepts Discussed	Concepts Discussed	
	in Lectures and	Readings		in Lectures and	in Lectures and	
	Readings			Readings	Readings	

			SWRK 540: Re	search Proposal Paper R	ubric		
	C1 : D	emonstrate Ethical and F	Professional Behavior; C4:			rch-Informed Practice	
				(10% deducted for each			T
	Dimension	1	2	3	4	5	Score/
		Beginning	Developing	Marginal	Proficient	Exemplary	Comments
1.	Cover Page &	Includes a cover page	Includes a vague cover	Includes a cover page	Includes a vague	Includes a thorough	
	Abstract	and abstract that	page and abstract that	and abstract that	cover page and	cover page and	
		includes only 1 of the	includes 2 of the	includes 2 of the	abstract that includes	abstract that includes	
		following	following	following	ALL of the following	ALL of the following	
		characteristics of a	Score				
		cover page. and	cover page and intro;	cover page and intro;	cover page and	cover page and	earned
		intro;	Alaskus ak a susasius a	Alastona et a socialista	abstract;	abstract;	
		Abstract covering	Abstract covering important aspects of	Abstract covering important aspects of	Abstract covering	Abstract covering	
		Abstract covering important aspects of	proposed study;	proposed study;	Abstract covering important aspects of	Abstract covering important aspects of	
		proposed study;	proposed study,	proposed study,	proposed study;	proposed study;	
		proposed study,	Properly formatted	Properly formatted	proposed study,	proposed study,	
		Properly formatted	cover page;	cover page;	Properly formatted	Properly formatted	
		cover page;	cover page,	cover page,	cover page;	cover page;	
		cover page,	2 pages	2 pages	cover page,	cover page,	
		2 pages		- 10.000	2 pages	2 pages	
Not	e to Instructor:						
	ns 2-4						
		e-Informed Research and	d Research-Informed Prac	tice			
2. 1	ntroduction	Includes an	Includes a vague	Includes an	Includes a vague	Includes a thorough	
		introduction that					
		includes only 1 of the	includes 2 of the	includes 2 of the	includes ALL of the	includes ALL of the	
		following	following	following	following	following	
		characteristics of an					
		introduction;	introduction;	introduction;	introduction;	introduction;	Score
		Class Chahamanh af	Class Chahamant of	Class Chahaman at af	Class Chahamant of	Class Chahamanh af	earned
		Clear Statement of					
		Topic	Topic	Topic	Topic	Topic	
		Introduction covering					
		important aspects of					
		problem	problem investigated;	problem	problem	problem	
		investigated;		investigated;	investigated;	investigated;	
			1-2 pages				
		1-2 pages		1-2 pages	1-2 pages	1-2 pages	

3. Literature	Includes a literature	Includes a vague	Includes a literature	Includes a vague	Includes a thorough	
Review	review that includes	literature review that	review that includes	literature review that	literature review that	
	only 1 of the	includes only 2 of the	only 2 of the	includes only ALL of	includes only ALL of	
	following	following	following	the following	the following	
	characteristics of a	Score				
	literature review	earned				
	Literature Review	<mark>X</mark> 2				
	covering important					
	aspects of problem					
	investigated (e.g.	investigated; (e.g.	investigated; (e.g.	investigated; (e.g.	investigated; (e.g.	Score
	history, conflicting	earned				
	opinions, important					
	terminology,	terminology,	terminology,	terminology,	terminology,	
	theoretical	theoretical	theoretical	theoretical	theoretical	
	perspectives);	perspectives);	perspectives);	perspectives);	perspectives);	
	Narrative flows from					
	more general to					
	specific sources on					
	problem investigated					
	Minimum of 10					
	sources including					
	book	book	book	book	book	
4. Methodology	Methodology is					
	outlined but lacks	outlined but lacks	outlined and has	outlined and has	outlined and has	
	logical flow;					
	AND	AND	AND	AND	AND	
	Accurately includes	Accurately includes 5-	Accurately includes	Accurately includes	Accurately includes	
	3-4 of the following	7 of the following	5-7 of the following	8-9 of the following	ALL of the following	
	dimensions:	dimensions:	dimensions:	dimensions:	dimensions:	
						Score
	Variables	Variables	Variables	Variables	Variables	earned
	Procedures	Procedures	Procedures	Procedures	Procedures	<mark>х</mark> 3
	Sampling Plan					
						Score
	Diversity Issues	earned				
	·					
	Statistical Procedures					

	Instrument	Instrument	Instrument	Instrument	Instrument	
	Setting	Setting	Setting	Setting	Setting	
	Participants	Participants	Participants	Participants	Participants	
	Ethics	Ethics	Ethics	Ethics	Ethics	
	Design	Design	Design	Design	Design	
Note to Instructor: Item 5 C1: Demonstrate Eth	ical and Professional Beł	navior				
5. Writing and APA	Significant APA and	Significant APA and	Significant APA and	Significant APA and	1 or fewer APA and	
Style	writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.)	writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.)	writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.)	writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.)	writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.)	earned X 3
						Score earned

and resources

and resources

SWRK 530: Social Policy Analysis/Formulation Paper

C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice;

C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice

			s (10% deducted for each			
	1	2	3	4	5	Score/
	Beginning	Developing	Marginal	Proficient	Exemplary	Comment
imension						
The Nature of	Vaguely defines and	Vaguely defines and	Thoroughly defines	Vaguely defines and	Thoroughly defines	
the Social	describes the	describes the	and describes the	describes the	and describes the	
Problem	problem;	problem;	problem;	problem;	problem;	
	AND does not include	AND does not include	BUT does not include	AND discusses who	AND discusses who	Score
	a discussion of any of	a discussion of 3-4 of	a discussion of 1-2 of	suffers from the	suffers from the	earned
	the following:	the following:	the following:	problem and how;	problem and how;	
	Discusses who suffers	Discusses who suffers	Discusses who suffers	AND identifies at risk	AND identifies at risk	
	from the problem and	from the problem and	from the problem and	groups;	groups;	
	how;	how;	how;			
				AND discusses who	AND discusses who	
	Identifies at risk	Identifies at risk	Identifies at risk	defines it as a social	defines it as a social	
	groups;	groups;	groups;	problem and who	problem and who	
				does not define it as a	does not define it as a	
	Discusses who defines	Discusses who defines	Discusses who defines	problem;	problem;	
	it as a social problem	it as a social problem	it as a social problem			
	and who does not	and who does not	and who does not	AND provides	AND provides	
	define it as a problem;	define it as a problem;	define it as a problem;	rationale for those	rationale for those	
				defining it as a	defining it as a	
	Provides rationale for	Provides rationale for	Provides rationale for	problem and those	problem and those	
	those defining it as a	those defining it as a	those defining it as a	who do not;	who do not;	
	problem and those	problem and those	problem and those			
	who do not;	who do not;	who do not;	AND identifies who	AND identifies who	
				the key decision	the key decision	
	Identifies who the key	Identifies who the key	Identifies who the key	makers are, including	makers are, including	
	decision makers are,	decision makers are,	decision makers are,	a discussion of	a discussion of	
	including a discussion	including a discussion	including a discussion	individuals and groups	individuals and groups	
	of individuals and	of individuals and	of individuals and	the control	the control	
	groups the control	groups the control	groups the control	distribution of power	distribution of power	
	distribution of power	distribution of power	distribution of power	and resources	and resources	

and resources

2. Causes of problem		Vague discussion of ALL of the following: Social structures; Sources inherent in those that share problem; How much verified knowledge	Vague discussion of at least two of the following: Social structures; Sources inherent in those that share problem; How much verified knowledge	Vague discussion of at least one of the following: Social structures; Sources inherent in those that share problem; How much verified knowledge	Thorough discussion of ALL three of the following: Social structures; Sources inherent in those that share problem; How much verified knowledge	Score earned
Note to Inst	ructor:					
Items 3 & 4	Diversity and Difference in Praction					
3. Current Policies Progran	Social Thorough discussion of EITHER policies OR	Thorough discussion of EITHER policies OR programs that currently address problem; AND includes a discussion regarding evaluation of these policies and programs; AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged	Thorough discussion of both policies and programs that currently address problem; AND includes a discussion regarding evaluation of these policies and programs; OR provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged	Partial, or vague, discussion of both policies and programs that currently address problem; AND includes a discussion regarding evaluation of these policies and programs; AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged	Thorough discussion of both policies and programs that currently address problem; AND includes a discussion regarding evaluation of these policies and programs; AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged	Score earned X 3 Score earned
4. Goals, Objectiv and Interver	Goal is not appropriate with respect to the	Goal is not appropriate with respect to the problem;	Includes an appropriate goal with respect to the problem;	Includes an appropriate goal with respect to the problem;	Includes an appropriate goal with respect to the problem;	Score earned

a discussion of at least a discussion of 1 of a discussion	not include BUT does not include AND includes
a discussion of at least a discussion of 1 of a discussion	on of 3of the a discussion of 1-2 of objectives that are Score
2of the following: the following: following:	the following: achievable; earned
Includes objectives Includes objectives Includes o	objectives Includes objectives AND objectives are
that are achievable; that are achievable; that are a	chievable; that are achievable; stated in operational,
	measurable terms;
Objectives are stated Objectives are stated Objective	s are stated Objectives are stated
in operational, in operational, in operati	onal, in operational, AND includes
measurable terms; measurable terms; measurab	ole terms; measurable terms; interventions at both
	the structural and
Includes interventions Includes interventions Includes i	nterventions Includes interventions individual levels;
at both the structural at both the structural at both th	ne structural at both the structural
and individual levels; and individual levels; and indivi	idual levels; and individual levels; AND those
	interventions directly
Interventions directly Interventions directly Interventi	ions directly Interventions directly link back to the stated
link back to the stated link back to the stated link back	to the stated link back to the stated objectives
objectives objectives objectives	s objectives
Note to Instructor:	
Item 5	
C3: Advance Human Rights and Social, Economic, and Environmental Justice	
5. Action Includes a vague Includes a vague Includes a	thorough Includes a thorough Includes a thorough
Considerations discussion of ALL 6; discussion of ALL 6 of discussion	n of 2-3 of discussion of 4-5 of discussion of ALL 6 of
the following: the follow	ving: the following: the following:
OR is missing a Institutions, Institution	ns, Institutions, Institutions,
discussion of at least organizations, and organizat	ions, and organizations, and organizations, and
3of the following: decision-makers who decision-r	makers who decision-makers who decision-makers who
are primarily are prima	rily are primarily are primarily
Institutions, responsible for responsib	le for responsible for responsible for Score
organizations, and resolving the resolving	the resolving the resolving the earned
decision-makers who problem; problem;	problem; problem;
are primarily	
	f support for Sources of support for Sources of support for
	stated goals achieving stated goals achieving stated goals
problem; and objectives; and objectives	
	X2
Sources of support for Sources of resistance Sources o	f resistance Sources of resistance Sources of resistance
	ng change; to effecting change; to effecting change;
' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	
achieving stated goals to effecting change; to effecting	
achieving stated goals and objectives; to effecting change; to effecting change;	ge needed to Knowledge needed to Knowledge needed to
achieving stated goals to effecting change; to effecting and objectives;	

	Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies) Discussion of professional social work values	Strategies to effect change (e.g., consensus, political, conflict strategies) Discussion of professional social work values	Strategies to effect change (e.g., consensus, political, conflict strategies) Discussion of professional social work values	Strategies to effect change (e.g., consensus, political, conflict strategies) Discussion of professional social work values	Strategies to effect change (e.g., consensus, political, conflict strategies) Discussion of professional social work values	
Note to Instructor: Item 6 C5: Engage in Policy	Practice					
6. Policy Proposal	Policy proposal does not logically flow from the evidence presented; AND includes 3 of the 5 following components: Policy goals benefits or services provided eligibility rules service delivery system financing	Policy proposal does not logically flow from the evidence presented; AND includes 3 of the 5 following components: Policy goals benefits or services provided eligibility rules service delivery system financing	Provides a policy proposal that logically flows from the evidence presented; AND includes 3 of the 5 following components: • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing	Provides a policy proposal that logically flows from the evidence presented; AND includes 4 of the 5 following components: • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing	Provides a policy proposal that logically flows from the evidence presented; AND includes ALL of the following components: • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing	Score earned X 3 Score earned
Note to Instructor: Item 7 C1: Demonstrate Eth	nical and Professional Beh	avior				
7. Writing and APA	Paper has more than 10 spelling and/or grammar errors.	Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors;	Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors;	Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors;	Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors;	

OR more than 10 APA errors; AND includes less	AND includes at least 3 peer-reviewed	AND includes at least 7 peer-reviewed	AND includes at least 11 peer-reviewed	AND includes at least 15 peer-reviewed	Score earned
than 3 peer-reviewed sources	AND lacks flow and is	AND lacks flow, but is	AND paper is	AND paper is logically	
AND is conceptually and/or logically unsound.	not logically presented.	conceptually sound.	presented logically so that ideas flow nicely.	and conceptually sound.	