

**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 must be completed in the subsequent pages.

Student Learning 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 results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning 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 results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning 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 results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Student Learning 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 results, circle or highlight whether the program met the goal Student Learning Outcome 4.	Met	Not Met
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Student Learning Outcome 5: Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.			
Instrument 1	Direct: Field Individual Learning Plan		
Instrument 2	Direct: Practice Readiness Exam		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.		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 Outcome 1

Student Learning Outcome	Demonstrate ethical and professional behavior.		
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 instructor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience and 5 being advanced level of skill demonstrated..		
Program Success Target for this Measurement	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 1, which states that "students will demonstrate ethical and professional behavior," was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	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 highest possible score, on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 6 and 7 of the rubric for the Cultural Sensitivity Project 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	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	Students are expected to earn a 70% or higher on items related to professional and ethical behavior (i.e., items related to Competency 1 of CSWE's 2015 EPAS). The number of students who achieved 70% or higher were divided by the 51 students who took the exam.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	76.5%
Methods	Direct: 51 students took the PRE on April 8, 2019 with 92.2% of students achieving a passing score overall. There were 12 questions on the PRE related to ethical and professional behavior. 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 1.			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. 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.)			
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 the actions above will lead to a 5% increase in this SLO.			

Student Learning Outcome 2			
Student Learning Outcome	Engage 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 Measurement	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	DIRECT measures of student learning: Students complete a Generational Paper over the course of their 1 st semester of the generalist year in SWRK 510: Human Behavior in the Social Environment. This assignment is submitted electronically on Blackboard during the 11 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Two rubric items, specifically rubric items 2 and 3, 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 highest possible score, on these items.		
Criteria for Student Success	Students will earn 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	This instructor of record downloads and grades students Generational Paper using a rubric. Specifically, two items on the rubric (item 2 and item 3) are used to assess diversity and difference in practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2 and 3 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 510 during the Fall 2018 semester who completed the Generational Paper. 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	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	Students are expected to earn a 70% or higher on items related to diversity and difference in practice (i.e., items related to Competency 2 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	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 highlight whether the program met the goal Student Learning Outcome 2.			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. Course content in core classes (SWRK 501; SWRK 612) were modified in order to emphasize cultural competence and cultural humility. Additionally, a new textbook was selected for SWRK 612 that emphasizes diversity and difference in practice.			
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 scores related to this SLO will increase by 5% as a result of these efforts.			

Student Learning Outcome 3

Student Learning Outcome	Engage in practice-informed research and research-informed 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 Measurement	85%	Percent of Program Achieving Target	96%
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 4, which states that students will "engage in practice-informed research and research-informed practice," was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Research Proposal paper over the course of their 1 st semester of the generalist year in SWRK 540: Foundation in Social Work Research Methods. This assignment is submitted electronically on Blackboard during the 16 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Three rubric items, specifically 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, with 5 being the highest possible score, on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2-4 of the 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.		
Measurement Instrument 3	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	Students are expected to earn a 70% or higher on items related to practice-informed research and research-informed practice (i.e., items related to Competency 4 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	56.9%
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
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 policy 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 Measurement	85%	Percent of Program Achieving Target	90.5%
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 5, which states that students will "engage in policy practice," was used to determine mastery of the		

	SLO. Average of foundation-level and concentration-level scores 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 earn a minimum average score of 4 on items 2-8 of the rubric for the Social Policy Analysis/Formulation paper.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	73.9%
Methods	This instructor of record downloads and grades students Social Policy Analysis/Formulation paper using a rubric. Specifically, seven items on the rubric (item 2; item 3; item 4; item 5; item 6; item 7; item 8) are used to assess policy practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-8 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 23 students enrolled in SWRK 530 during the Spring 2019 semester who completed the Social Policy Analysis/Formulation paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 23 enrolled students.		
Measurement Instrument 3	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	Students are expected to earn a 70% or higher on items related to policy practice (i.e., items related to Competency 5 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	68.6%
Methods	Direct: 51 students took the PRE on April 8, 2019 with 92.2% of students achieving a passing score overall. There were 8 questions on the PRE related to policy 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 4.			Met
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			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), policy 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 advanced policy course as well as significant course revisions were made for both the generalist and advanced level policy courses (SWRK 530; SWRK 630). It was also noted that there were not enough face-to-face/synchronous sessions for SWRK 630; therefore, one additional face-to-face/synchronous class session was added in order to improve performance related to this SLO.			
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 efforts will result in an increase of 10% on this SLO.

Student Learning Outcome 5			
Student Learning Outcome	Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.		
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 Measurement	85%	Percent of Program Achieving Target	97%
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 Competencies 6-9 were averaged in order to determine mastery of the SLO. Competency 6 states that students will "engage with individuals, families, groups, organizations, and communities." Competency 7 states that students will "assess individuals, families, groups, organizations, and communities." Competency 8 states that students will "intervene with individuals, families, groups, organizations, and communities." Competency 9 states that students will "evaluate practice with individuals, families, groups, organizations, and communities." Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	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	Students are expected to earn a 70% or higher on items related to engagement, assessment, intervention, and evaluation across practice settings (i.e., items related to Competencies 6-9 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	56.9%
Methods	Direct: 51 students took the PRE on April 8, 2019 with 92.2% of students achieving a passing score overall. There were 52 questions on the PRE related to engagement (n = 11), assessment (n = 19), intervention (n = 17), and evaluation (n = 5). Student scores were averaged across these four domains and 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 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 Rubric for SLO 1

SWRK 501: Cultural Sensitivity Project Paper						
<p>C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C6: Engage with Individuals, Families, Groups, Organizations, and Communities; C7 Assess with Individuals, Families, Groups, Organizations and Communities.</p>						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
<p>Note to Instructor: Items 1 & 2 C3: Advance Human Rights and Social, Economic, and Environmental Justice</p>						
<p>1. Creation and Reflection of a Log of collected "Ism's"</p>	<p>Vaguely defines and describes the ism;</p> <p>AND does not include a discussion of any of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was</p>	<p>Vaguely defines and describes the ism;</p> <p>AND includes a discussion of less than 2 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was</p>	<p>Weakly defines and describes the ism; And includes a discussion of less than 3 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If</p>	<p>Thoroughly defines and describes the ism; And includes a discussion or reflection of 3 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was</p>	<p>Thoroughly defines and describes the ism;</p> <p>And completely answers the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was</p>	<p>_____ Score earned</p> <p>X 7</p> <p>_____ Score earned</p>

	<p>inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	
<p>2. Types and Categories of Isms</p>	<p>Includes 0-4 incidents of isms in 1 different categories and across 1 different mediums</p>	<p>Includes 5-9 incidents of isms in 2 different categories and across 2 different mediums</p>	<p>Includes 10-14 incidents of isms in 3 different categories and across 3 different mediums</p>	<p>Includes 15-19 incidents of isms in 4 different categories and across 4 different mediums</p>	<p>Includes at least 20 incidents of isms in at least 5 different categories and across 5 different mediums</p>	<p>_____ Score earned</p> <p>X 3</p> <p>_____ Score earned</p>
<p>Note to Instructor: Item 3 C6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>						

3. Identification and attendance of a culturally different experience for immersion	Did not seek approval prior to attending event; AND only observed	Get approval prior to attending event; BUT only observed	Get approval prior to attending event; AND engaged with 1 person	Get approval prior to attending event; AND engaged with 2-3 people	Get approval prior to attending event; AND engaged with more than 3 people	_____ Score earned X 5 _____ Score earned
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Note to Instructor:
Item 4
C2: Engage Diversity and Difference in Practice

4. Description of the 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 environment	_____ Score earned X 5 _____ Score earned
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Note to Instructor:
Items 5
C7: Assess with Individuals, Families, Groups, Organizations and Communities

<p>5. Assessment of Cultural Experience</p>	<p>Thoroughly addresses 1 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall 	<p>Thoroughly addresses 2-3 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall 	<p>Thoroughly addresses 4-5 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall 	<p>Thoroughly addresses 6 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall 	<p>Thoroughly addresses the following 7 questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of 	<p>_____ Score earned</p> <p>X 5</p> <p>_____ Score earned</p>
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	learning from this exercise?	learning from this exercise?	learning from this exercise?	learning from this exercise?	the overall learning from this exercise?	
Note to Instructor:						
Items 6 & 7						
C1: Demonstrate Ethical and Professional Behavior						
6. Oral Presentation to classmates	Does not clearly articulate EITHER the content (e.g., setting and meaning) OR the process; AND appearance is not reflective of own personal culture	Clearly articulates EITHER the content (e.g., setting and meaning) OR the process; BUT appearance is not reflective of own personal culture	Clearly articulates EITHER the content (e.g., setting and meaning) OR the process; AND appearance is reflective of own personal culture	Clearly articulates BOTH the content (e.g., setting and meaning) AND the process; BUT appearance is not reflective of own personal culture	Clearly articulates BOTH the content (e.g., setting and meaning) AND the process; AND appearance is reflective of own personal culture	____ Score earned X 3 ____ Score earned
7. Writing and APA	Paper has more than 10 spelling and/or grammar errors. OR more than 10 APA errors; AND is conceptually and/or logically unsound.	Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors; AND lacks flow and is not logically presented.	Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors; AND lacks flow, but is conceptually sound.	Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND paper is presented logically so that ideas flow nicely.	Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND paper is logically and conceptually sound.	____ Score earned X 2 ____ Score earned

SWRK 510 Rubric for SLO 2

SWRK 510-Generational Paper						
C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice						
_____ Timeliness (10% deducted for each day late)						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Cover Page & Abstract	Includes a cover page and abstract that includes only 1 of the following characteristics of a cover page. And abstract Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a vague cover page and abstract that includes 2 of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a cover page and abstract that includes 2 of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a vague cover page and abstract that includes ALL of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a thorough cover page and abstract that includes ALL of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	_____ Score earned
Note to Instructor: Items 2 & 3 C2: Engage Diversity in Practice						
2. Introduction	Includes an introduction that includes only 1 of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes a vague introduction that includes 2 of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes an introduction that includes 2 of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes a vague introduction that includes ALL of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes a thorough introduction that includes ALL of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	_____ Score earned X 2

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

SWRK 540 Rubric for SLO 3

SWRK 540: Research Proposal Paper Rubric						
C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-Informed Research and Research-Informed Practice						
_____ Timeliness (10% deducted for each day late)						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Cover Page & Abstract	Includes a cover page and abstract that includes only 1 of the following characteristics of a cover page. and intro; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a vague cover page and abstract that includes 2 of the following characteristics of a cover page and intro; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a cover page and abstract that includes 2 of the following characteristics of a cover page and intro; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a vague cover page and abstract that includes ALL of the following characteristics of a cover page and abstract; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a thorough cover page and abstract that includes ALL of the following characteristics of a cover page and abstract; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	_____ Score earned
Note to Instructor:						
Items 2-4						
C4: Engage in Practice-Informed Research and Research-Informed Practice						
2. Introduction	Includes an introduction that includes only 1 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes 2 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes an introduction that includes 2 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes ALL of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a thorough introduction that includes ALL of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	_____ Score earned

3. Literature Review	<p>Includes a literature review that includes only 1 of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a vague literature review that includes only 2 of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a literature review that includes only 2 of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a vague literature review that includes only ALL of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a thorough literature review that includes only ALL of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>____ Score earned</p> <p>X2</p> <p>____ Score earned</p>
4. Methodology	<p>Methodology is outlined but lacks logical flow; AND Accurately includes 3-4 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p>	<p>Methodology is outlined but lacks logical flow; AND Accurately includes 5-7 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p>	<p>Methodology is outlined and has logical flow; AND Accurately includes 5-7 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p>	<p>Methodology is outlined and has logical flow; AND Accurately includes 8-9 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p>	<p>Methodology is outlined and has logical flow; AND Accurately includes ALL of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p>	<p>____ Score earned</p> <p>X3</p> <p>____ Score earned</p>

	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 Ethical and Professional Behavior						
5. Writing and APA Style	Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >10	Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >7	Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >5	Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >3	1 or fewer APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.)	<hr/> Score earned X 3 <hr/> Score earned

SWRK 530 Rubric for SLO 4

<p align="center">SWRK 530: Social Policy Analysis/Formulation Paper</p> <p align="center">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</p> <p align="center">_____ Timeliness (10% deducted for each day late)</p>						
	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
Dimension						
1. The Nature of the Social Problem	<p>Vaguely defines and describes the problem;</p> <p>AND does not include a discussion of any of the following:</p> <p>Discusses who suffers from the problem and how;</p> <p>Identifies at risk groups;</p> <p>Discusses who defines it as a social problem and who does not define it as a problem;</p> <p>Provides rationale for those defining it as a problem and those who do not;</p> <p>Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Vaguely defines and describes the problem;</p> <p>AND does not include a discussion of 3-4 of the following:</p> <p>Discusses who suffers from the problem and how;</p> <p>Identifies at risk groups;</p> <p>Discusses who defines it as a social problem and who does not define it as a problem;</p> <p>Provides rationale for those defining it as a problem and those who do not;</p> <p>Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Thoroughly defines and describes the problem;</p> <p>BUT does not include a discussion of 1-2 of the following:</p> <p>Discusses who suffers from the problem and how;</p> <p>Identifies at risk groups;</p> <p>Discusses who defines it as a social problem and who does not define it as a problem;</p> <p>Provides rationale for those defining it as a problem and those who do not;</p> <p>Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Vaguely defines and describes the problem;</p> <p>AND discusses who suffers from the problem and how;</p> <p>AND identifies at risk groups;</p> <p>AND discusses who defines it as a social problem and who does not define it as a problem;</p> <p>AND provides rationale for those defining it as a problem and those who do not;</p> <p>AND identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Thoroughly defines and describes the problem;</p> <p>AND discusses who suffers from the problem and how;</p> <p>AND identifies at risk groups;</p> <p>AND discusses who defines it as a social problem and who does not define it as a problem;</p> <p>AND provides rationale for those defining it as a problem and those who do not;</p> <p>AND identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>_____</p> <p>Score earned</p>

2. Causes of the problem	Did not discuss at least one of the following: Social structures; Sources inherent in those that share problem; How much verified knowledge	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 Instructor: Items 3 & 4 C2: Engage Diversity and Difference in Practice						
3. Current Social Policies and Programs	Thorough discussion of EITHER policies OR 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	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, Objectives, and Interventions	Goal is not appropriate with respect to the problem;	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 ____ X 2

	<p>AND does not include a discussion of at least 2 of the following:</p> <p>Includes objectives that are achievable;</p> <p>Objectives are stated in operational, measurable terms;</p> <p>Includes interventions at both the structural and individual levels;</p> <p>Interventions directly link back to the stated objectives</p>	<p>AND does not include a discussion of 1 of the following:</p> <p>Includes objectives that are achievable;</p> <p>Objectives are stated in operational, measurable terms;</p> <p>Includes interventions at both the structural and individual levels;</p> <p>Interventions directly link back to the stated objectives</p>	<p>BUT does not include a discussion of 3 of the following:</p> <p>Includes objectives that are achievable;</p> <p>Objectives are stated in operational, measurable terms;</p> <p>Includes interventions at both the structural and individual levels;</p> <p>Interventions directly link back to the stated objectives</p>	<p>BUT does not include a discussion of 1-2 of the following:</p> <p>Includes objectives that are achievable;</p> <p>Objectives are stated in operational, measurable terms;</p> <p>Includes interventions at both the structural and individual levels;</p> <p>Interventions directly link back to the stated objectives</p>	<p>AND includes objectives that are achievable;</p> <p>AND objectives are stated in operational, measurable terms;</p> <p>AND includes interventions at both the structural and individual levels;</p> <p>AND those interventions directly link back to the stated objectives</p>	<p>____</p> <p>Score earned</p>
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Note to Instructor:
Item 5
 C3: Advance Human Rights and Social, Economic, and Environmental Justice

<p>5. Action Considerations</p>	<p>Includes a vague discussion of ALL 6;</p> <p>OR is missing a discussion of at least 3 of the following:</p> <p>Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;</p> <p>Sources of support for achieving stated goals and objectives;</p> <p>Sources of resistance to effecting change;</p> <p>Sources of resistance to effecting change;</p>	<p>Includes a vague discussion of ALL 6 of the following:</p> <p>Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;</p> <p>Sources of support for achieving stated goals and objectives;</p> <p>Sources of resistance to effecting change;</p> <p>Knowledge needed to effect change</p>	<p>Includes a thorough discussion of 2-3 of the following:</p> <p>Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;</p> <p>Sources of support for achieving stated goals and objectives;</p> <p>Sources of resistance to effecting change;</p> <p>Knowledge needed to effect change</p>	<p>Includes a thorough discussion of 4-5 of the following:</p> <p>Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;</p> <p>Sources of support for achieving stated goals and objectives;</p> <p>Sources of resistance to effecting change;</p> <p>Knowledge needed to effect change</p>	<p>Includes a thorough discussion of ALL 6 of the following:</p> <p>Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;</p> <p>Sources of support for achieving stated goals and objectives;</p> <p>Sources of resistance to effecting change;</p> <p>Knowledge needed to effect change</p>	<p>____</p> <p>Score earned</p> <p>X 2</p> <p>____</p> <p>Score earned</p>
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	<p>Knowledge needed to effect change</p> <p>Strategies to effect change (e.g., consensus, political, conflict strategies)</p> <p>Discussion of professional social work values</p>	<p>Strategies to effect change (e.g., consensus, political, conflict strategies)</p> <p>Discussion of professional social work values</p>	<p>Strategies to effect change (e.g., consensus, political, conflict strategies)</p> <p>Discussion of professional social work values</p>	<p>Strategies to effect change (e.g., consensus, political, conflict strategies)</p> <p>Discussion of professional social work values</p>	<p>Strategies to effect change (e.g., consensus, political, conflict strategies)</p> <p>Discussion of professional social work values</p>	
<p>Note to Instructor: Item 6 C5: Engage in Policy Practice</p>						
<p>6. Policy Proposal</p>	<p>Policy proposal does not logically flow from the evidence presented;</p> <p>AND includes 3 of the 5 following components:</p> <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	<p>Policy proposal does not logically flow from the evidence presented;</p> <p>AND includes 3 of the 5 following components:</p> <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	<p>Provides a policy proposal that logically flows from the evidence presented; AND includes 3 of the 5 following components:</p> <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	<p>Provides a policy proposal that logically flows from the evidence presented; AND includes 4 of the 5 following components:</p> <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	<p>Provides a policy proposal that logically flows from the evidence presented; AND includes ALL of the following components:</p> <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	<p>____ Score earned</p> <p>X 3</p> <p>____ Score earned</p>
<p>Note to Instructor: Item 7 C1: Demonstrate Ethical and Professional Behavior</p>						
<p>7. Writing and APA</p>	<p>Paper has more than 10 spelling and/or grammar errors.</p>	<p>Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors;</p>	<p>Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors;</p>	<p>Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors;</p>	<p>Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors;</p>	

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