Assurance of Student Learning Report 2022-2023						
0 0	h and Human Services	Department of Social Work				
Master of Social						
Erin Warfel, DS						
	<mark>ie program</mark> ? 🗌 Yes 🗌 No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. In	ndicate verific	ation here		
The program is online formats	offered in both hybrid and	Yes, they match! (If they don't match, explain on this page under Assessment Cycl	e)			
more Outcomes	as needed.	ements, and summarize results for your program. Detailed information must be completed in the	he subsequent p	pages. Add		
		onstrate ethical and professional behavior.				
Instrument 1	Direct: Field Individual Learnin	ng Plan				
Instrument 2	Direct: Professionalism Rubric					
Instrument 3	Direct: Practice Readiness Exam	m				
Based on your results, check whether the program met the goal Student Learning Outcome 1.						
Program Stude	nt Learning Outcome 2: Engag	ge diversity and difference in practice.				
Instrument 1	Direct: Field Individual Learnin					
Instrument 2	Direct: Cultural Sensitivity Pro	ject Paper (Course-Embedded Measure)				
Instrument 3	Direct: Practice Readiness Exam	m				
Based on your r	results, check whether the prog	ram met the goal Student Learning Outcome 2.	⊠ Met	☐ Not Met		
Program Stude	nt Learning Outcome 3: Advar	nce human rights and social, economic, and environmental justice.				
Instrument 1	Direct: Field Individual Learnin					
Instrument 2	Instrument 2 Direct: Environmental Justice Project (Course-Embedded Measure)					
Instrument 3 Direct: Practice Readiness Exam						
Based on your results, check whether the program met the goal Student Learning Outcome 3.						
Assessment Cyc	cle Plan:			1		
Professionalism		3 academic year. Program Student Learning Outcome (SLO) 1 will remain the same. Iress specific areas identified by program faculty and to allow students to reflect on these are see more information below.				

With the introduction of the new 2022 CSWE Educational Policies and Accreditation Standards (EPAS), outcomes 1-3 will change for 2023/24 academic year to the following:

Program SLO 2 will change to Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

Program SLO 3 will change to Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice.

The assessment instruments for each will remain the same.

Plans for next assessment cycle include an ongoing effort to improve field practicum pre-field assignments, a work group has been developed to evaluate current pre-field assignments and propose changes for revision will be implemented AY 23-24. Additionally, a further evaluation of PRE questions will take place specific to these learning outcomes to determine if revision is needed.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation. See more information below related to specific plans for each SLO.

Program Studen	nt Learning Outcome 4: 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	t 3 Direct: Practice Readiness Exam							
Based on your r	Based on your results, check whether the program met the goal Student Learning Outcome 4.							
Assessment Cyc	le Plan:							
the same, plans the new 2022 Ed a further evalua Assessment resu outcomes. Resu variety of persp	as assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Although the assessment for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 540 and SV ducational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accretion of Practice Readiness Exam (PRE) questions will take place specific to this learning outcome for revision and compliantly will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improvalts will also continue to be shared with the Departental Advisory Committee for continued discussion on meaningful ways the ectives. Assessment data will continue to be collected and analyzed.	VRK 640) to be crediting body nee with new free this student	be aligned with V. Additionally, 2022 EPAS.					
Program Studen	nt Learning Outcome 5: Engage in policy practice.							
Instrument 1	Direct: Field Individual Learning Plan							
Instrument 2	ment 2 Direct: Social Policy Analysis (Course-Embedded Measure)							
Instrument 3	Direct: Practice Readiness Exam							
Based on your results, check whether the program met the goal Student Learning Outcome 5.								
Assessment Cyc	le Plan:							

This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 530 and SWRK 630) to be aligned with the new 2022 Educational Policies and Accreditation

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	AS) per CSWE (Council on Social Work Education), the program's accrediting body. Additionally, plans for next assessment questions specific to this learning outcome for revision and compliance with new 2022 EPAS.	nent cycle inc	lude a further				
outcomes. Resu variety of persp	ults will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve the will also continue to be shared with the Departental Advisory Committee for continued discussion on meaningful ways to ectives. Assessment data will continue to be collected and analyzed. In the Learning Outcome 6: Engage with individuals, families, groups, organizations, and communities.						
Instrument 1	Direct: Field Individual Learning Plan						
Instrument 2	2 Direct: Group Facilitation (Course-Embedded Measure)						
Instrument 3	Direct: Practice Readiness Exam						
Based on your i	Based on your results, check whether the program met the goal Student Learning Outcome 6.						
Assessment Cyc	le Plan:						
exploration of t Plans for future Additionally, a the inclusion of Assessment rest will also contin perspectives. A Program Stude Instrument 1	alts will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve assessment data will continue to be collected and analyzed. Int Learning Outcome 7: Assess individuals, families, groups, organizations, and communities. Direct: Field Individual Learning Plan Direct: Bio/Psycho-social/Spiritual Assessment (Course-Embedded Measure)	is student lear be in line with 2 pliance with 2 nt learning ou	rning outcome. th 2022 EPAS. 2022 EPAS and atcome. Results				
Instrument 3	Direct: Practice Readiness Exam						
Based on your i	results, check whether the program met the goal Student Learning Outcome 7.	⊠ Met	☐ Not Met				
Assessment Cyc	le Plan:						
This outcome w of the field lear with 2022 EPAS behaviors relate revision and con	as assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for future assess ning plan overall to ensure inclusion of the 2022 EPAS. Also, continued revision of assignments and revision of course learn is will occur. Further, the program will explore the use of a simulation software to further enhance students' ability to practed to this SLO. Additionally, plans for next assessment cycle include a further evaluation of the PRE question specific to this mpliance with 2022 EPAS and the inclusion of ADEI.	ning outcomes tice and demo is learning ou	s to be in line onstrate the tcome for				
Results will also	alts will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this stude continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve Assessment data will continue to be collected and analyzed.						

Program Stude	nt Learning Outcome 8: Intervene with individuals, families, groups, organizations, and communities.						
Instrument 1	Direct: Field Individual Learning Plan						
Instrument 2	Direct: Community Change Intervention Proposal (Course-Embedded Measure)						
Instrument 3	3 Direct: Practice Readiness Exam						
Based on your results, check whether the program met the goal Student Learning Outcome 8.							
Assessment Cyc	le Plan:						
exploration of t course learning questions specif Assessment rest also continue to	as assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for next assessment use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this objectives to be in line with 2022 EPAS will occur over the next assessment cycle. Plans for next assessment cycle include a cit to learning outcomes for revision and compliance with 2022 EPAS and the inclusion of ADEI. The shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this learning be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes assessment data will continue to be collected and analyzed.	SLO. The revaluation of the state of the sta	vision of president of presiden				
Program Stude	nt Learning Outcome 9: Evaluate practice with individuals, families, groups, organizations, and communities.		-				
Instrument 1	Direct: Field Individual Learning Plan						
Instrument 2	Direct: Group Facilitation (Course-Embedded Measure)						
Instrument 3	Direct: Practice Readiness Exam						
Based on your i	results, check whether the program met the goal Student Learning Outcome 9.	⊠ Met	☐ Not Met				
Assessment Cyc	de Plan:						
This outcome w revision to the l over the next as and compliance Assessment rest shared with the	as assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for future assess earning plan in order to be in line with the new 2022 EPAS. The revision of course learning objectives to be in line with the sessment cycle. Plans for the next assessment cycle also include a further evaluation of PRE questions specific to this learn with the new 2022 EPAS. Alts will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this SLO. Departmental Advisory committee for continued discussion on meaningful ways to improve outcomes from a variety of perbe collected and analyzed.	e new 2022 EP ling outcome f	PAS will occur for revision				

		Program Student Learning O	utcome 1		
Program Student Learning Outcome	Demonstrate eth	ical and professional behavior.			
Measurement Instrument 1	degree and statu direct client con supervised by ar the field assessn demonstration o all dimensions o	DIRECT measure 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. Students create an Individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. 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 as sessed 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, ience.	with 3 being the minimum so	core a student must achieve in order to pass	
Program Success Target for this	Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	98.4% of students achieved target	
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.				
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Professionalism rubric in each course during their 1 st and 2 nd semester of their generalist year. Students rate themselves on each of the 10 items included in the professionalism rubric and submit it electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and reviewed by the instructor. The instructor will average his/her/their score with the student's self rating to derive the final grade for this assignment. Rubric items 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 average of 4 out of 5 on these items across all courses.				
Criteria for Student Success	Students will ear	rn a minimum average score of 4 on the 10 items i	ncluded on the Professionalis	sm rubric.	
Program Success Target for this		70% of students in the program will have earned and average of 4/5	Percent of Program Achieving Target		
Methods	on each of the 10 student's self rat recorded in an E determines what courses during the	the a Professionalism rubric in each course during 0 items included in the professionalism rubric. The ting to derive the final grade for this assignment. Excel Spreadsheet, which is then shared with the assignment as percentage of students earned a minimum of 4 out their 1st and 2nd semesters of their generalist year durbric. The number of students achieving a minimum ed students.	en, the instructor of record do Students are scored on a scale sessment coordinator. The as it of 5 on these items. There wring the Fall 22 and Spring 2	ownloads and averages their score with the e of 1 (beginning) to 5 (exemplary). Rubric ssessment coordinator compiles this data and were 20 students who were enrolled in 23 semesters who completed the	

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 exam	s. These questions were written by faculty whose p	orimary assignment is in that	content area. Question	is are reviewed	
	annually by a P	PRE committee to ensure its applicability to social v	work content. These items we	ere also mapped back to	o competencies set	
	forth by the Co	uncil on Social Work Education (CSWE) 2015 Edu	cational Policy and Accredit	ation Standards (EPAS	\$).	
Criteria for Student Success	Students are ex	pected to earn a 70% or higher on items related to p	professional and ethical behave	vior (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	he 55 students who too	k the exam.	
Program Success Target for this	Measurement	70% of students in the program will score 70%	Percent of Program	All students: 60.0%		
		or higher on relevant items	Achieving Target	Online stu	dents: 59.1%	
				Hybrid stu	idents: 60.6%	
Methods	Direct: A total	of 55 students (22 online; 33 hybrid) took the PRE	the week of March 27-March	31,2023. There were	12 questions on the	
	PRE related to	ethical and professional behavior. The number of s	students who achieved 70% o	r higher were divided b	by the 55 students (22	
	online; 33 hybrid) who took the exam.					
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.				Not Met		
	Sased on your results, highlight whether the program met the goal Student Learning Outcome 1.				Not Met	
Desults Conclusion and Diang for Next Assessment Cycle (Describe what would what didn't and also sains forward)						

We are pleased that the program met the goal for student learning outcome 1 for AY 22-23, as compared to not having met this outcome the previous year. The results are as we expected as a greater emphasis was placed on professionalism and ethics throughout the program, curriculum and all course content this academic year. This begins at new student orientation when expectations for professionalism are reviewed and is carried through all MSW courses. This AY the program implemented a series of licensure preparation offerings through Zoom. These sessions presented students with an opportunity to further evaluate and reflect on the preparation needed to be successful with state licensure examinations.

AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee with clear action items discussed to make improvements moving forward.

For measure 1, while scores continue to exceed expectations in this area, this continues to be an important area of focus as students in field are preparing for career placement. A new field orientation curriculum was initiated as well as a new requirement of individual meetings/interviews with the field director for each student entering a field practicum site in order to address professionalism and ethical practice. These meetings included but were not limited to field practicum expectations, resume and cover letter development, and interviewing skills. Field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with overall student growth and professional development. A similar opportunity was offered for students, "Table Talk" sessions were implemented in an effort to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. A career/practicum fair was held during the spring semester in order to allow students to connect with a variety of community agencies and practice professional interviewing skills. Plans for next assessment cycle include an ongoing effort to improve field practicum pre-field assignments, a work group was developed to evaluate current pre-field assignments and propose changes for revision will be implemented AY 23-24.

For measure 2, students continue to be assessed in each course on professionalism utilizing a rubric. While scores continue to exceed expectations in this area, plans for next assessment cycle include the implementation of a more refined assessment tool to be utilized in all courses. Both the professionalism rubric and course expectations will be further edited and explained. A draft of both have been developed and will be reviewed for implementation during the AY 23-24. This revised rubric includes a greater emphasis on fewer areas of assessment with a continued opportunity for students to reflect on areas of strength and needed growth as it relates to each course. Students are asked to develop a plan for growth related to at least one area pertaining to each class. Faculty advisors took a more proactive approach to professionalism by scheduling frequent meetings with advisees to address concerns identified in monthly program meetings.

For measure 3, as was mentioned, various changes were made to place greater emphasis on this student learning outcome, including the offering of an elective specifically addressing "Ethical Issues in Social Work". Additionally, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE Blackboard site continue to be implemented to allow students access to materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation.

		Program Student Learning Ou	itcome 2			
Program Student Learning	Engage diversity	and difference in practice.				
Outcome						
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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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 assetheir field exper	essed by their field supervisor on a scale of 1 to 5, ience.	with 3 being the minimum score a st	udent must achieve in order to pass		
Program Success Target for this Measurement		85% of students in the program will have earned 4/5	Percent of Program Achieving Target	96.9% of students achieved target		
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.					
Measurement Instrument 2 Criteria for Student Success	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. One rubric items, specifically rubric item 4, is 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. Students will earn a minimum average score of 4 on item 4 of the rubric for the Cultural Sensitivity Project paper.					
			<u> </u>	· 1 1		
Program Success Target for this	s Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	90.9% of students achieved target		
Methods	This instructor of record downloads and grades students Cultural Sensitivity Project paper using a rubric. Specifically, one item on the rubric (item 4) is used to assess diversity and difference in practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 4 is 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 11 students					

	enrolled in SWRK 501 during the Fall 2022 semester who completed the Cultural Sensitivity Project. The number of students achieving a minimum average score of 4 on the aforementioned rubric item were divided by the 11 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% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 87.3% Online students: 90.9% Hybrid students: 84.8%	
Methods Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. 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 55 students (22 online; 33 hybrid) who took the exam.					
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.					☐ Not Met

We are pleased that the program continues to meet the goal for Student Learning Outcome 2. The results are as expected as this is an important area of content focus across the curriculum and changes are ongoing to appropriately address. This begins with the application to the MSW program where applicants are asked to address experiences, they have had that will assist them to work with people from different backgrounds as well as identify difficulty working with any groups. It is carried over to new student orientation when students are asked to self-report using a cultural assessment and is woven throughout the MSW curriculum.

AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee (DAC) with clear action items discussed to make improvements moving forward. This was a specific area of focused discussion with the anticipation of new accreditation standards to include an emphasis on anti-racism, diversity, equity and inclusion. The DAC offered a variety of suggestions to be reviewed by program faculty for inclusion in future assessment cycles. Plans for next assessment cycle include the implementation of a new student learning outcome to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body. This learning outcome will be revised to "Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice". Therefore, all MSW course learning objectives will be modified to ensure the inclusion of this learning outcome and related activities, assignments, and assessments.

For measure 1, while scores continue to exceed expectations in this area, this continues to be an important area of focus as students in field practicum sites are preparing for career placement. Course content in core classes (SWRK 501 and SWRK 612) were modified in several ways. In SWRK 612, a supplemental text was changed to be more in line with course objectives. In SWRK 501, students were given the option of choosing from an expanded list of supplemental readings for a book review assignment rather than this being dictated by the instructor. This allowed students to have choice related to areas of needed growth and expanded comprehension. Plans for next assessment cycle include the revision of the individual learning plan to include the new SLO to be aligned with new EPAS. Subsequent competencies and practice behaviors will be revised to ensure clear expectations for assessment of demonstration for students in field practicum.

For measure 2, the rubric was not adjusted however, the inclusion of additional relevant supplemental materials were utilized. Plans for future assessment include the re-evaluation of the adopted texts. Additionally, student learning outcomes will be revised in all core courses to be in line with the new 2022 EPAS.

For measure 3, PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE Blackboard site continue to be implemented to allow students access to materials at any time as well as

communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS to include an emphasis on ADEI.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation. Further plans for the next assessment cycle include the addition of new student orientation activities specific to ADEI including application exercises.

		Program Student Learning O	itcome 3			
Program Student Learning	Advance human	Advance human rights and social, economic, and environmental justice.				
Outcome						
Measurement Instrument 1	DIRECT measu	IRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate				
		s of admission into the MSW program. Traditiona				
		tact) and advanced standing students will complete				
		n approved MSW-level social worker at a commun				
		nent tool, that outlines competencies and behaviors				
		f the competency in real or simulated practice situa				
		of the competency including knowledge, values, sk				
Criteria for Student Success		on a scale of 1 to 5, with 3 being the minimum sco				
Criteria for Student Success	their field exper	essed by their field supervisor on a scale of 1 to 5,	with 3 being the minimum score a st	udent must achieve in order to pass		
Program Success Target for this		85% of students in the program will have	Percent of Program Achieving	93.8% of students achieved target		
110grain Success Target for this	wicasur cinent	earned 4/5	Target	75.6% of students define ved target		
			Imgo			
Methods	Direct: All stude	ents enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were in	cluded in this assessment. A total of		
		pleted a field experience during the 2022-2023 aca				
		e end of the first and second semesters in their field				
		etermine mastery of this SLO. Average of foundat				
Measurement Instrument 2		res of student learning: Students complete an Envi				
		n SWRK 510: Human Behavior in the Social Envi				
		week of the semester. This assignment is download				
		ric item 8, is recorded in an Excel Spreadsheet, white piles this data and determines what percentage of				
Criteria for Student Success		rn a minimum average score of 4 on item 8 of the				
Criteria for Student Success	Students will ca	in a minimum average score of 4 on item 6 of the	done for the Environmental Justice	paper.		
Program Success Target for this	Measurement	70% of students in the program will have	Percent of Program Achieving	69.2% of students achieved target		
		earned 4/5	Target			
Methods	This instructor of	of record downloads and grades students' Environm	nental Justice paper using a rubric. S	pecifically, one item on the rubric		
		d to assess advancing human rights and social, econ				
		nning) to 5 (exemplary). Rubric item is recorded in				
		e assessment coordinator compiles this data and de				
	these items. The	ere were 13 students enrolled in SWRK 510 during	the Fall 2022 semester who comple	ted the Environmental Justice paper.		

	T				10 11 1
	The number of students.	students achieving a minimum average score of 4 of	on the aforementioned rubric items w	ere divided by the	13 enrolled
7.5					
Measurement Instrument 3	urement Instrument 3 DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exan (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential				
		f social work practice. The exam contains 100 mul			
		s. These questions were written by faculty whose p			
		RE committee to ensure its applicability to social v			
		uncil on Social Work Education (CSWE) 2015 Edu			inpeconores sec
Criteria for Student Success		pected to earn a 70% or higher on items related to			onmental justice
		red to Competency 3 of CSWE's 2015 EPAS).			3 3
Program Success Target for this		70% of students in the program will score 70%	Percent of Program Achieving	All stude	ents: 69.1%
		or higher on relevant items	Target	Online stud	dents: 72.7%
				Hybrid stu	dents: 66.7%
Methods	Direct: A total	of 55 students (22 online; 33 hybrid) took the PRE	the week of March 27-March 31,202	3. There were 6 qu	estions on the
	PRE related to	advancing human rights and social, economic, and	environmental justice. The number	of students who acl	hieved 70% or
	higher were div	rided by the 55 students (22 online; 33 hybrid) who	took the exam.		
					_
Based on your results, circle or l	nighlight whethe	r the program met the goal Student Learning O	outcome 3.	☐ Met	⊠ Not Met
Results, Conclusion, and Plans f	or Next Assessm	ent Cycle (Describe what worked, what didn't,	and plan going forward)		<u>l</u>
		tcome was not met overall. This SLO outcome w		ssessment cycle, he	owever is included
as an overall program outcomes	per the program	n's EPAS accreditation requirements. While this	is is a challenging area of abstract	thinking for stude	ents, efforts will be
made to ensure the program is s	ufficiently cover	ing content in a manner to allow the goal of the	SLO to be achieved.		
		l revision of this student learning outcome based			
		nomic, and environmental justice." All MSW co	ourse learning objectives will be rev	rised to ensure the	y are aligned with
this new program learning outco					
		ith community partners/field instructors to ensu			
		ng semesters via Zoom to allow field instructors			
		ents' overall growth and professional developm			
		the revision of both pre-field assignments as we	ell as course field journals to ensure	the inclusion of a	inti-racism as well
as human rights, and social, eco			DV 510 savves shinatives will be we	avaluated and war	rigad og rvall og tha
		ne Environmental justice paper and course, SWI including discussion board to be in line with the			Ased as well as the
		by the PRE committee in response to the ou			arritton for future
		development of the PRE blackboard site contin			
		ask questions. Resources for test taking and tes			
		come for revision and compliance with the new 2			at melade furtiffer
		faculty at the fall 2023 retreat to inform ongoing			comes, Results will
TENDENDITION TO SHALL	" " Program	mental at the land acted to the to mitorin on Some		rour ming out	, CITION TEODER WITH

Program Student Learning Outcome 4

also continue to be shared with the Departmental Advisory committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives.

Assessment data will continue to be collected and analyzed beginning with new MSW student orientation.

D C4 J4 T	E	info d				
Program Student Learning	Engage in practice-informed research and research-informed practice.					
Outcome						
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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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 assettheir field experi	essed by their field supervisor on a scale of 1 to 5, vence.	with 3 being the minimum so	core a student must achieve in order to pass		
Program Success Target for this	Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	92.2% of students achieved target		
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 was used to determine mastery of this 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 on these items.					
Criteria for Student Success		n a minimum average score of 4 on items 2-4 of the				
Program Success Target for this		70% of students in the program will have earned 4/5	Percent of Program Achieving Target			
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 10 students enrolled in SWRK 540 during the Fall 2022 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 10 enrolled students.					
Measurement Instrument 3	(PRE) and pass i content areas of licensure exams. annually by a PR	res of student learning: Students in their final sement with a score of 70% or higher. The PRE gives state social work practice. The exam contains 100 multiples of the sequestions were written by faculty whose proceed the committee to ensure its applicability to social which on Social Work Education (CSWE) 2015 Education (CSWE)	udents the opportunity to desiple choice questions in an orimary assignment is in that ork content. These items we	monstrate basic competency in essential bjective format, similar to social work content area. Questions are reviewed ere also mapped back to competencies set		

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 Comp	related to Competency 4 of CSWE's 2015 EPAS).				
Program Success Target for this Measurement		70% of students in the program will score 70%	Percent of Program	All students: 78.2%		
		or higher on relevant items	Achieving Target	Online stu	dents: 77.3%	
				Hybrid students: 78.8%		
Methods	PRE related to	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. 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 55 students (22 online; 33 hybrid) who took the exam.				
Based on your results, highlight whether the program met the goal Student Learning Outcome 4.			⊠ Met	☐ Not Met		

We are pleased that the program continues to meet the goal for Student Learning Outcome 4. The results are as expected as this is an important area of core content focus across the curriculum and changes are ongoing in order to appropriately address. This continues to be an area that social work students tend to struggle and need more assistance. AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee (DAC) with clear action items discussed to make improvements moving forward. Specific action steps related to each measure are shared below. Plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 540 and SWRK 640) to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.

For measure 1, field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with overall student growth and professional development. Specific discussion of agency tasks that align with the individualized learning plan behaviors were discussed. A similar opportunity was offered for students, "Table Talk" sessions were implemented in an effort to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Additionally, field journal assignments are implemented in all field course sections (SWRK 560, SWRK 561, SWRK 660 and SWRK 661) that are connected to each competency and utilized to allow students to reflect on their application of competency, practice behaviors and tasks to practice in the agency setting.

For measure 2, none of the rubrics were adjusted, however the MSW program continues to utilize curriculum sequence chairs, whom are responsible for examining texts and course content across the research sequence (i.e., SWRK 540; SWRK 640) and ensuring that content is consistently taught across sections (hybrid and online). Faculty continue to implement innovative means to ensure understanding of course content including video demonstrations and explanations as well as open synchronous or face to face office hours when additional assistance is needed.

For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE Blackboard site continue to be implemented to allow students access to materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

		Program Student Learning Ou	itcome 5				
Program Student Learning Outcome	Engage in policy	Engage in policy practice.					
Measurement Instrument 1	degree and statu direct client con supervised by ar the field assessn demonstration o all dimensions o	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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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 asso their field experi	essed by their field supervisor on a scale of 1 to 5, sience.	with 3 being the minimum so	core a student must achieve in order to pass			
Program Success Target for this	Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	95.3% of students achieved target			
Methods	64 students com the student at the	ents enrolled in 560/561 (Generalist) and 660/661 (pleted a field experience during the 2022-2023 acage end of the first and second semesters in their field etermine mastery of this SLO. Average of foundation	demic year (9 Generalist; 55 l experience. The score at the	Specialist). Student's field supervisor rates are end of the second semester on Competency			
Measurement Instrument 2	of the generalist during the 15 th v specifically rubr	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. Five rubric items, specifically rubric items 2-6, 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 on this item.					
Criteria for Student Success	Students will ear	rn a minimum average score of 4 on items 2-6 of th	ne rubric for the Social Policy	y Analysis/Formulation paper.			
Program Success Target for this		70% of students in the program will have earned 4/5	Achieving Target	72.7% of students achieved target			
Methods	This instructor of record downloads and grades students Social Policy Analysis/Formulation paper using a rubric. Specifically, five items on the rubric (item 2; item 3; item 4; item 5; item 6) are used to assess policy practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-6 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 11 students enrolled in SWRK 530 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 11 students who completed the assignment.						
Measurement Instrument 3	DIRECT measur (PRE) and pass is content areas of	res of student learning: Students in their final seme it with a score of 70% or higher. The PRE gives st social work practice. The exam contains 100 mult. These questions were written by faculty whose processes the students of the students of the second students.	ster of the MSW program ar udents the opportunity to de- iple choice questions in an o	e required to take a Practice Readiness Exam monstrate basic competency in essential bjective format, similar to social work			

	annually by a P	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 Co	uncil on Social Work Education (CSWE) 2015 Edu	ucational Policy and Accredita	ation Standards (EPAS	h).
Criteria for Student Success	Students are ex-	pected to earn a 70% or higher on items related to	policy practice (i.e., items rela	ated to Competency 5 of	of CSWE's 2015
	EPAS).				
Program Success Target for this	Measurement	70% of students in the program will score 70%	Percent of Program	All stude	ents: 61.8%
		or higher on relevant items	Achieving Target	Online stu	dents: 50.0%
				Hybrid students: 69.7%	
Methods	Direct: A total	of 55 students (22 online; 33 hybrid) took the PRE	the week of March 27-March	31,2023. There were	8 questions on the
	PRE related to	policy practice. The number of students who achi-	eved 70% or higher were divi	ded by the 55 students	(22 online; 33 hybrid)
	who took the ex	xam.	_	·	•
Based on your results, highlight	Based on your results, highlight whether the program met the goal Student Learning Outcome 5.				□ NJ-4 N/J-4
Not Met					

We are pleased that the program continues to meet the goal for Student Learning Outcome 5. The results are as expected as this is an important area of core content focus across the curriculum and changes are ongoing in order to appropriately address. This continues to be an area that social work students tend to struggle and need more assistance. AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee (DAC) with clear action items discussed to make improvements moving forward. Specific action steps related to each measure are shared below. Plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 530 and SWRK 630) to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.

For Measure 1, field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with overall student growth and professional development. Specific discussion of agency tasks that align with the individualized learning plan behaviors were discussed. A similar opportunity was offered for students, "Table Talk" sessions were implemented in an effort to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Additionally, field journal assignments are implemented in all field course sections (SWRK 560, SWRK 561, SWRK 660 and SWRK 661) that are connected to each competency and utilized to allow students to reflect on their application of competency, practice behaviors and tasks to practice in the agency setting.

For Measurement 2, the faculty course lead continues to explore innovative ways to deliver course content as well as supplemental materials in a practical manner. Individuals working in legislative advocacy positions were invited to join class discussions to provide a firsthand account of their work and relation to social work competencies. Students were encouraged and organized to participate in related community events such as the KY Center for Economic Policy conference and Social Work Lobby Day facilitated by the National Association of Social workers (NASW) KY chapter. Faculty also participated in this event in order to bridge the gap for students and allow connections to real life policy analysis, advocacy, and lobbying.

For Measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students access to materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

	Program Student Learning Outcome 6					
Program Student Learning Outcome	Engage with inc	lividuals, families, group, organizations, and comm	nunities.			
Measurement Instrument 1	degree and statu direct client con supervised by a the field assessa demonstration o all dimensions of	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate legree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of lirect 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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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 ass their field exper	essed by their field supervisor on a scale of 1 to 5, ience.	with 3 being the minimum so	core a student must achieve in order to pass		
Program Success Target for this				96.9% of students achieved target		
Methods	64 students com the student at th	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 6 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.				
Measurement Instrument 2	SWRK 522: Gro the semester. To recorded in an E	DIRECT measures of student learning: Students complete a Group Facilitation over the course of their 2 nd semester of the generalist year in SWRK 522: Group Dynamics in Social Work Practice. 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. One rubric item, specifically rubric item 2, is 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 this item.				
Criteria for Student Success		rn a minimum average score of 4 on item 2 for the		nt.		
Program Success Target for this	Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	100.0% of students achieved target		
Methods	This instructor of record downloads and grades students Group Facilitation assignment using a rubric. Specifically, one item on the rubric (item 2) is used to assess engagement with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 2 is 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 10 students enrolled in SWRK 522 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 10 students who completed the assignment.					
Measurement Instrument 3	(PRE) and pass	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	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 Cou	uncil on Social Work Education (CSWE) 2015 Edu	icational Policy and Accredita	ation Standards (EPAS	h).	
Criteria for Student Success	Students are exp	pected to earn a 70% or higher on items related to e	engaging with individuals, far	nilies, groups, organiza	ations, and	
	communities (i.	e., items related to Competency 6 of CSWE's 201:	5 EPAS).			
Program Success Target for this	Measurement	70% of students in the program will score 70%	Percent of Program	All stude	ents: 83.6%	
		or higher on relevant items	Achieving Target	Online students: 86.4%		
				Hybrid stu	dents: 81.8%	
Methods	Direct: A total of	of 55 students (22 online; 33 hybrid) took the PRE	the week of March 27-March	31,2023. There were	11 questions on the	
	PRE related to e	engaging with individuals, families, groups, organi	zations, and communities. T	he number of students	who achieved 70% or	
	higher were div	ided by the 55 students (22 online; 33 hybrid) who	took the exam.			
Based on your results, highlight whether the program met the goal Student Learning Outcome 6.					☐ Not Met	
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We are pleased that the program has met the goal for this student learning outcome for AY 22-23. Last academic year this student learning outcome was grouped with 7,8 and 9 for the purposes of this report and overall was not met. This academic year the outcomes are separated out with specific measures identified in order to be in line with the EPAS.

For measure 1, students are presented with many opportunities to practice and demonstrate this learning outcome within their coursework across curriculum and field practicum placements. Field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" sessions were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. A career/practicum fair was held during the spring semester to allow students to engage with a variety of community agencies. Plans for next assessment cycle include the exploration of the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this student learning outcome.

For measure 2, no major changes were made to the course assignment or rubric for this academic year. Changes were made to other discussion board assignments to include the incorporation of case studies and further demonstration of documentation for this learning outcome. Plans for future assessment cycles include the continued use of these revised assignments and the revision of the course learning outcomes to be in line with 2022 EPAS.

For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with 2022 EPAS and the inclusion of ADEI.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

	Program Student Learning Outcome 7
Program Student Learning	Assess individuals, families, groups, organizations, and communities.
Outcome	

Measurement Instrument 1	degree and statu direct client con supervised by at the field assessn demonstration of all dimensions of	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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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	their field exper					
Program Success Target for this	Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	93.8% of students achieved target		
Methods	64 students com the student at the	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 7 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.				
Measurement Instrument 2	the generalist ye 15 th week of the rubric items 2, 3 coordinator com	DIRECT measures of student learning: Students complete a Bio/Psycho-Social/Spiritual Assessment over the course of their 1 st semester of the generalist year in SWRK 520: Generalist Social Work Practice. 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. Three rubric items, specifically rubric items 2, 3, and 9, 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 on this item.				
Criteria for Student Success		rn a minimum average score of 4 on items 2, 3, and				
Program Success Target for this	Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	72.7% of students achieved target		
Methods	This instructor of record downloads and grades students Bio/Psycho-Social/Spiritual Assessment using a rubric. Specifically, three items on the rubric (item 2; item 3; item 9) are used to assess assessment with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2, 3, and 9 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 11 students enrolled in SWRK 520 during the Fall 2022 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 11 students who completed the assignment.					
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 exp	pected to earn a 70% or higher on items related to a ed to Competency 7 of CSWE's 2015 EPAS).				

Program Success Target for this Measurement		70% of students in the program will score 70%	Percent of Program	All stude	ents: 72.7%
		or higher on relevant items	Achieving Target	Online stu	dents: 72.7%
				Hybrid stu	dents: 72.7%
Methods	PRE related to	ect: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 19 questions on the E related to assessing individuals, families, groups, organizations, and communities. The number of students who achieved 70% or her were divided by the 55 students (22 online; 33 hybrid) who took the exam.			
Based on your results, highlight whether the pr		ogram met the goal Student Learning Outcome 7	1.	⊠ Met	☐ Not Met

We are pleased that the program has achieved this SLO for AY 2022-23. Last year this SLO was grouped with SLOs 6, 8, and 9 for the purposes of this report, however this year the SLOs are separated out with specific measures identified for each in order to be in line with our EPAS.

For measure 1, students are presented with opportunities to practice and demonstrate this learning outcome within their coursework across curriculum and field practicum placements. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" sessions were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Plans for future assessment include the revisions of the field learning plan overall to ensure inclusion of the 2022 EPAS.

For measure 2, no major changes were made to the course assignment or rubric for this academic year, however changes were made to other discussion board assignments to include the incorporation of revised case studies. Plans for future assessment cycles include the continued revision of assignments and revision of course learning outcomes to be in line with 2022 EPAS. Further, the program will explore the use of a simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO.

For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study session as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety are also provided. Plans for next assessment cycle include a further evaluation of the PRE question specific to this learning outcome for revision and compliance with 2022 EPAS and the inclusion of ADEI.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

	Program Student Learning Outcome 8
Program Student Learning	Intervene with individuals, families, groups, organizations, and communities.
Outcome	

Measurement Instrument 1	degree and statu direct client con supervised by an the field assessn demonstration of all dimensions of field supervisor	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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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	their field exper					
Program Success Target for this	Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	92.2% of students achieved target		
Methods	64 students com the student at the	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 8 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.				
Measurement Instrument 2	of the generalist Blackboard duri items, specifical coordinator com	DIRECT measures of student learning: Students complete a Community Change Intervention Proposal over the course of their 2 nd semester of the generalist year in SWRK 523: Rural Community Organization and Development. 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. One rubric items, specifically rubric item 2, is 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 this item.				
Criteria for Student Success	Students will ea	rn a minimum average score of 4 on item 2 of the	rubric for the Community Ch	ange Intervention Proposal.		
Program Success Target for this	s Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	100.0% of students achieved target		
Methods	This instructor of record downloads and grades students Community Change Intervention Proposal using a rubric. Specifically, one item on the rubric (item 2) are used to assess intervention with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 2 is 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 7 students enrolled in SWRK 523 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 7 students who completed the assignment.					
Measurement Instrument 3	(PRE) and pass content areas of licensure exams annually by a Pl 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). Students are expected to earn a 70% or higher on items related to intervening with individuals, families, groups, organizations, and				
Criteria for Student Success	communities (i.e	e., items related to Competency 8 of CSWE's 2015	EPAS).			
Program Success Target for this	s Measurement	70% of students in the program will score 70%	Percent of Program	All students: 90.9%		

		or higher on relevant items	Achieving Target	Online stu	dents: 95.5%
				Hybrid stu	dents: 87.9%
Methods	Direct: A total	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 17 questions on the			17 questions on the
PRE related to intervening with individuals, families, groups, organizations, and communities. The number of students who a		its who achieved 70%			
or higher were d		divided by the 55 students (22 online; 33 hybrid) w	ho took the exam.		
Based on your results, highlight whether the pr		gram met the goal Student Learning Outcome 8	3.	⊠ Met	Not Met
				⋈ Wiet	Not Met

We are pleased that the program has met this SLO for AY 2022-23. Last academic year this SLO was grouped with 6,7 and 9 for the purposes of this report and overall was not met. This academic year the outcomes are separated out with specific measures identified to be in line with the EPAS.

For measure 1, students are presented with opportunities to practice and demonstrate this learning outcome within their coursework across curriculum and field practicum placements. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" sessions were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Plans for next assessment cycle include the exploration of the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO.

For measure 2, no major changes were made to the course assignment and rubric. Plans for future assessment cycles include the revision of course learning objectives to be in line with 2022 EPAS.

For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE question specific to learning outcomes for revision and compliance with 2022 EPAS and the inclusion of ADEI.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

	Program Student Learning Outcome 9					
Program Student Learning Outcome	Evaluate practice with individuals, families, groups, organizations, and communities.					
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. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. 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% of students in the program will have earned 4/5	Percent of Program Achieving Target	92.2% of students ac	hieved target	
Methods	64 students com the student at th	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). 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 Competence 9 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.				
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Group Facilitation over the course of their 2 nd semester of the generalist ye SWRK 522: Group Dynamics in Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 th weel the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 4, recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data determines what percentage of students earned a minimum of 4 out of 5 on this item.					
Criteria for Student Success	Students will ea	Students will earn a minimum average score of 4 on items 4 of the rubric for the Group Facilitation assignment.				
Program Success Target for this	s Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	80% of studen	ts achieved target	
Methods	This instructor of record downloads and grades students Group Facilitation assignment using a rubric. Specifically, one item on the record (item 4) is used to assess evaluation of practice with individuals, families, groups, organizations, and communities. Students are scord scale of 1 (beginning) to 5 (exemplary). Rubric item 4 is 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 these items. There were 10 students enrolled in SWRK 522 during the Spring 2023 semester. The number of students achieving a manufacture of the students achieved achieved of the students achieved achieved of the students achieved of the stud				tudents are scored on a the assessment imum of 4 out of 5 on s achieving a minimum	
Measurement Instrument 3	average score of 4 on the aforementioned rubric items were divided by the 10 students who completed the assignment. DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exa (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).				actice Readiness Exam stency in essential or to social work as are reviewed o competencies set S).	
Criteria for Student Success		pected to earn a 70% or higher on items related to e., items related to Competency 9 of CSWE's 201		iduals, families, group	os, organizations, and	
Program Success Target for this		70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	Online stu	ents: 36.4% idents: 31.8% idents: 39.4%	
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 5 questions on the PRE related to evaluating practice with individuals, families, groups, organizations, and communities. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.				5 questions on the	
Based on your results, highlight	whether the prog	gram met the goal Student Learning Outcome	9.	⊠ Met	☐ Not Met	

We are pleased that the program has met the goals for this SLO for AY 22023. Last academic year this SLO was grouped with 6,7, and 8 for the purposes of this report and overall was not met. This academic year the outcomes are separated out with specific measures identified to be in line with the EPAS and overall program outcomes.

For measure 1, students are presented with opportunities to practice and demonstrate this learning outcome through coursework across the curriculum and field practicum placements. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans, and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" session were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. A midterm self-assessment is utilized during both the fall and spring semesters to allow students to evaluate and rate themselves and then use this to discuss with field instructor to receive feedback on areas of strength and needed improvement. This is both an example of practical demonstration of the SLO. Plans for future assessment cycles include revision to the learning plan in order to be in line with the new 2022 EPAS.

For measure 2, no major changes were made to the assignment and rubric. Changes were made to other assignments and discussion boards. Plans for future assessment cycles include the revision of course learning objectives to be in line with the new 2022 EPAS.

For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for the next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with the new 2022 EPAS.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this SLO. Results will continue to be shared with the Departmental Advisory committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

Professionalism

Professionalism Rubric

1. Attendance & Punctuality 2. Communicates with class sessions. 2. Communication 2. Communication 2. Communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; im: AND takes for days to AND takes for days to classmates and/or the professor using professor using and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; im: AND takes for days to classmates and/or the professor using professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; ime; AND takes for days to classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; AND takes for days to classmates and/or the professor using professo	Professional Behaviors	1	2	3	4	5	Score
than 1 class session; OR arrived late for left early for more than 2 class sessions. AND arrived late or left early for at least 1 other class session. BUT always arrived on time, AND always arrived on time; aND stayed until the end of the class. Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; AND takes more than 1 week to respond to classmates and/or the professor within 24 assmates and/or the professor within 24 assmates and/or the professor within 24 broken with	Professional Benaviors	Unacceptable			Outstanding		Score
OR arrived late for left early for more than 2 class sessions. In the class session arrived and on time and of the class. In the class for those sessions they did attend. Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; AND arrived late or left early for at least 1 on time; AND stayed until the end of the class. Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; AND takes more than 1 week to respond to classmates and/or the professor using and/or the professor using and/or the professor using professional than 1 week to respond to classmates and/or the professor using are professor using and/or phone cliquette (e.g. emails appropriately addressed; phone number repeated; etc.) elassmates and/or the professor using appropriately addressed; phone number repeated; etc.) elassmates and/or the professor using appropriately addressed; phone number repeated; etc.) elassmates and/or the professor using appropriately addressed; phone number repeated; etc.) elassmates and/or the professor using appropriately addressed; phone number repeated; etc.) elassmates and/or the professor using appropriately addressed; phone number repeated; etc.) elassmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) elassmates and/or the professor within 24 hours or less	1. Attendance & Punctuality			Student missed 1			
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3. Oral Expression Student consistently Student frequently gets Student frequently Student consistently Student is eager to	3. Oral Expression	Student consistently	Student frequently gets	Student frequently	Student consistently	Student is eager to	
gets feedback from displays appropriate displays appropriate engage in class	-			displays appropriate			
instructor that oral instructor that oral oral expression and, and professional oral discussions and		_	instructor that oral				
expression is expression is when necessary, expression. consistently displays						consistently displays	
unprofessional and unprofessional and makes clear effort to appropriate and		unprofessional and	unprofessional and	makes clear effort to		appropriate and	
does not make efforts rarely makes correct errors when professional oral		does not make efforts	rarely makes	correct errors when		professional oral	
to correct. provided feedback. expression.		to correct.		provided feedback.		expression.	

Professional Behaviors	1	2	3	4	5	Coore
Professional Benaviors	Unacceptable	Needs Improvement	Acceptable	Outstanding	Exemplary	Score
		adjustments and/or				
		efforts to correct.				
Justification:						
4. Written Expression	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of writing AND yet refuses to get outside help	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of writing	Student's written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of writing.	Student almost always expresses ideas or concepts clearly, with very few errors; and/or grades on papers are reduced only slightly because of writing.	Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced minimally because of writing.	
Justification:						
5. Respect & Collegiality	Student is frequently disrespectful to and non-supportive of classmates, staff, and/or faculty; AND has not demonstrated collaborative skills in work with others; AND has poor relationships with classmates and/or faculty	Student is occasionally disrespectful to and non-supportive of classmates, staff, and/or faculty; AND is reluctant to collaborate with others and/or struggles with maintaining positive relationships	Student has not engaged with others frequently enough to judge this behavior; AND almost always works collaboratively with group members and almost always engages positively with others	Student is usually respectful to and supportive of classmates, staff, and/or faculty; AND always works collaboratively with all group members and relates positively with others	Student is always respectful to and supportive of classmates, staff, and/or faculty; AND takes a leadership role in facilitating collaborative relationships with peers and/or group members.	
Justification:						
6. Self-Awareness : Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications	Student has not engaged with others frequently enough to judge this behavior	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	
Justification:						

Duefessional Dahaniana	1	2	3	4	5	Casma
Professional Behaviors	Unacceptable	Needs Improvement	Acceptable	Outstanding	Exemplary	Score
7. Diversity Awareness: Demonstrates awareness and responsiveness to diversity Justification:	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student actively seeks ways to bring in diverse opinions, experiences, and/or people to classroom and/or other student- related interactions/ activities	
Justification:						
8. Initiative & Reliability: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner and/or student rarely gets assignments done and submitted on time	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared	Student almost always takes initiative to plan work and complete it in a timely manner and/or work is almost always submitted on time	Student always takes initiative to plan and complete work in a timely manner and/or work is always submitted on time	Student always takes initiative to plan and complete work in a timely manner and/or work is consistently submitted early	
Justification:						
9. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly	Student is usually receptive to suggestions and feedback, but does not adjust performance accordingly	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly	Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly	Student actively seeks out feedback and/or suggestions for improvement	
Justification:						
10. Compliance with Professional Requirements, including the NASW Code of Ethics	Student demonstrates significant problems in complying with MSW program requirements and the NASW <i>Code of Ethics</i> .	Student only moderately demonstrates compliance with MSW program requirements and the NASW Code of Ethics.	Student almost always demonstrates compliance with MSW program requirements and the NASW Code of Ethics.	Student consistently demonstrates compliance with MSW program requirements and the NASW Code of Ethics.	Student identifies with the profession of social work and always acts in accordance with MSW program requirements and the NASW Code of Ethics.	
Justification:						

SWRK 501

SWRK 501: Cultural Sensitivity Project Paper
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,

	Organiz	zations, and Commur	nities; C7 Assess with	n Individuals, Familie	s, Groups, Organiza	tions and Communitie	es.
	Dimension	1	2	3	4	5	Score/
		Beginning	Developing	Marginal	Proficient	Exemplary	Comments
Ite	ms 1 & 2 - C3: A	dvance Human Right	s and Social, Econon	nic, and Environment	al Justice		
1.	Creation and	Vaguely defines	Vaguely defines	Weakly defines	Thoroughly	Thoroughly	
	Reflection of	and describes the	and describes the	and describes the	defines and	defines and	
	a Log of	ism;	ism;	ism;	describes the	describes the	
	collected				ism;	ism;	
	"Ism's"	AND does not	AND includes a	And includes a	And includes a		Score
		include a	discussion of less	discussion or	discussion or	And completely	earned
		discussion of any	than 3 of the	reflection of 4-5	reflection of 6-7	answers the	
		of the following:	following:	of the following:	of the following:	following:	<mark>X 7</mark>
		Were you personally	Were you personally	Were you personally	Were you personally	Were you personally	Score
		affected by the incident? If so, in what way?	affected by the incident? If so, in what way?	affected by the incident? If so, in what way?	affected by the incident? If so, in what way?	affected by the incident? If so, in what way?	earned
		Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	
		If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	

	anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?	anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the	Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	
	making the offensive remark or gesture seem to hope to gain	making the offensive remark or gesture seem to hope to gain	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	
	incident you observed relate to prior incidents you have witnessed concerning this particular	observed relate to prior incidents you have witnessed concerning this particular cultural	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	
	How will the incident impact your future interactions with the cultural group being	How will the incident impact your future interactions with the cultural group being	How will the incident impact your future interactions with the cultural group being marginalized?	How will the incident impact your future interactions with the cultural group being marginalized?	How will the incident impact your future interactions with the cultural group being marginalized?	
2. Types and Categories of Isms	Includes 0-4 incidents of	Includes 5-9 incidents of isms	Includes 10-14 incidents of isms in 3 different	Includes 15-19 incidents of isms in 4 different	Includes at least 20 incidents of isms in at least 5	Score earned

	different categories and across 1 different mediums	categories and across 2 different mediums	categories and across 3 different mediums	categories and across 4 different mediums	different categories and across 5 different mediums	X 3
					Categories of isms include: racism, sexism, ableism, ageism, heterosexism, classism, religious	Score earned
Item 3 - C6: Engage	with Individuals. Far	l nilies, Groups, Organ	l izations, and Commu	nities	prejudice, etc.	
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	Get approval prior to attending event;	with more than 3 people	Score earned X 5 Score earned

4. Descript of the experien	discusses 1 of the	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.)	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,	Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.)	(e.g., physical space, etc.) Demographics (e.g., number of	Score earned X 5 Score earned
Items 5 - C7		traditions, etc.)	ŕ		AND demonstrates a	

5.	Assessment	Th	oroughly	The	oroughly	The	oroughly	Thor	oughly	Thor	oughly	
	of Cultural		dresses 1 of		lresses 2-3 of		resses 4-5 of		esses 6 of		esses the	
	Experience	the	following	the	following	the	following	the f	ollowing	follo	wing 7	
	•		estions:		estions:		estions:		stions:	ques	stions:	Score
		•	How was this	•	How was this	•	How was this	•	How was this	•	How was this	earned
			experience		experience		experience		experience		experience	
			different for		different for		different for		different for		different for	<mark>X 5</mark>
			you?		you?		you?		you?		you?	
		•	Did it force	•	Did it force	•	Did it force	•	Did it force	•	Did it force	
			you to think		you to think		you to think		you to think		you to think	Score
			outside of		outside of		outside of		outside of		outside of	earned
			your comfort		your comfort		your comfort		your comfort		your comfort	
			zone?		zone?		zone?		zone?		zone?	
		•	What did	•	What did	•	What did	•	What did	•	What did	
			you learn		you learn		you learn		you learn		you learn	
			that you did		that you did		that you did		that you did		that you did	
			not know		not know		not know		not know		not know	
			about the		about the		about the		about the		about the	
			cultural		cultural		cultural		cultural		cultural	
			group that		group that		group that		group that		group that	
			you		you		you		you		you	
			investigated?		investigated?		investigated?		investigated?		investigated?	
		•	What	•	What	•	What	•	What	•	What	
			stereotypes		stereotypes		stereotypes		stereotypes		stereotypes	

about the	about the group	about the grou	p about the group	about the group	
group wei	ere were confirmed	were confirmed	d were confirmed	were confirmed or	
confirmed	d or ejected by	or rejected by	or rejected by	rejected by your	
rejected b	by your	your	your	experience?	
your	experience?	experience?	experience?	How will	
experience	ce? • How will	 How will 	 How will 	you relate	
• How !	will you relate	you relate	you relate	to this	
you re	relate to this	to this	to this	cultural	
to this		cultural	cultural	group	
cultur	ral group	group	group	differently	
group	p differently	differently	differently	based on	
differe	rently based on	based on	based on	your	
based	d on your	your	your	attendance	
your	attendance			at the event	
	dance at the event			or function?	
	e event or function?			How will	
or fun	nction? • How will	 How will 	 How will 	this be	
• How v	will this be	this be	this be	different in	
this b	pe different in	different in	different in	both your	
	ent in both your	both your	both your	personal	
both y	· .	personal	personal	and	
perso		and	and	professional	
and	professiona		-	life?	
·	essional life?	life?	life?	 What is 	
life?	 What is 	 What is 	 What is 	your	
What	•	your	your	perception	
your	perception	perception		of the	
-	eption of the	of the	of the	overall	
of the		overall	overall	learning	
overa	3	learning	learning	from this	
learni	<u> </u>	from this	from this	exercise?	
from		exercise?	exercise?		
exercise?					
Items 6 & 7 - C1: Demonstrate B	Ethical and Professional Bel	navior			

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	BUT appearance is not reflective	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;	spelling and/or grammar errors; or 7-10 APA	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;	Score earned
		AND is conceptually and/or logically unsound.	and is not	AND lacks flow but is conceptually sound.	AND paper is presented logically so that ideas flow nicely.	AND paper is logically and conceptually sound.	Score earned

SWRK 510

SWRK 510: Environmental Justice Paper

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

C3: Advance Human Rights and Social, Economic, and Environmental Justice; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Dimension	Exemplary	Proficient	Marginal	Developing	Beginning	Score
	5	4	3	2	1	Jeore

Introduction & Conclusion	Introduction includes ALL of the following: Purpose of the paper Conclusion includes ALL of the following: Restates the purpose and what was discussed in the paper Highlights important details (e.g., what do you want readers to remember)	Includes 3 of the bulleted items listed under the "Exemplary" category	Includes 2 of the bulleted items listed under the "Exemplary" category	Includes 1 of the bulleted items listed under the "Exemplary" category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the "Exemplary" category	Score
Comments:						
2. Selection of Topic	Paper includes ALL of the following: Identification of topic Rationale for selecting topic Topic is appropriate for this assignment	Paper includes ALL of the items under the "Exemplary" category; BUT at least 1 item is under- developed	Paper includes 2 of the items under the "Exemplary" category	Paper includes 2 of the items under the "Exemplary" category; AND at least 1 of those items is under-developed	Paper ONLY includes 1 of the items under the "Exemplary" category	Score X2 Score
Comments:						
Note to Instructor: Items 3 – C2: Enga	ge Diversity and Differen	ce in Practice				
3. Define the Problem	Student includes ALL of the following: Definition of the problem Who defines the problem How prevalent is the problem Who is affected by the problem	Student includes ALL of the items under the "Exemplary" category; BUT at least 1 item is under- developed	Student includes 3 of the items under the "Exemplary" category	Student includes 2 of the items under the "Exemplary" category	Student ONLY includes 1 of the items under the "Exemplary" category	Score X4 Score

	Includes racial/ ethnic characteristics of those impacted					
Comments:			1			1
4. Historical Context	Paper includes ALL of the following: • How long has this issue impacted the area • What problems have been identified					Score X4 Score
Comments:		L	1	L	<u> </u>	1
Note to Instructor:	ss Individuals, Families, G	roups. Organization	s. and Communities			
5. Theoretical Perspectives	Paper includes ALL of the following: Identifies at least 2 theories Provides a rationale for selecting theories Theories are appropriate with respect to the identified problem Strengths of each theoretical perspective are outlined Weaknesses of each theoretical perspective are outlined	Paper includes ALL of the items under the "Exemplary" category; BUT at least 1 item is under- developed	Paper includes 4 of the items under the "Exemplary" category	Paper includes 3 of the items under the "Exemplary" category; OR at least 2 items are underdeveloped	Paper includes LESS THAN 3 of the items under the "Exemplary" category; OR at least 3 items are under- developed	Score X6 Score
Comments:						
6. Causes of the Problem	Student identifies causes of the problem;	Student includes ALL of the items	Student includes 2 of the items under	Student includes 2 of the items under	Student ONLY includes 1 of the	

Comments:	 What has caused this problem What are the consequences Provides support from the literature regarding causes; Links causes back to at least one of the chosen theoretical perspectives 	under the "Exemplary" category; BUT at least 1 item is under- developed	the "Exemplary" category;	the "Exemplary" category; BUT at least 1 of the included items is underdeveloped	items under the "Exemplary" category;	Score X4 Score
Comments:						
Note to Instructor:	uate Practice with Individua	als Families Group	s Organizations and	d Communities		
7. Solutions	Includes ALL of the following: • Identifies at least 2	Includes ALL of the items under the "Exemplary" category;	Includes 3 of the items under the "Exemplary" category;	Includes 2 of the items under the "Exemplary" category;	Includes 1 of the items under the "Exemplary" category;	
	solutions attempted to address the identified problem Identifies successes	BUT at least 1 item is under- developed	category,	OR more than 1 item is under-developed	OR ALL items are under-developed	Score X6
	 Identifies failures/ ineffectiveness Provides evidence from the literature as support 					Score
Comments:				1		
Note to Instructor:	ance Human Rights and So	cial Economic and	Environmental luct	ico		
8. Action Plan	Paper addresses ALL of the following:	Addresses ALL of the items under the "Exemplary"	Addresses 2 of the items under the "Exemplary"	Addresses 2 of the items under the "Exemplary"	Addresses 1 of the items under the "Exemplary"	Score
	Identifies reasonable action steps social workers can take to	category;	category;	category; AND at least 1 of the included items	category;	X6

Comments:	raise awareness about this issue Identifies social work's position on this issue Discusses how actions are anti- racist	BUT at least 1 item is under- developed		is under- developed		Score
Note to Instructor:						
9. Interventions	Paper addresses ALL of the following: Micro-level interventions Mezzo-level interventions Macro-level interventions Interventions Interventions are tied back to at least one of the chosen theoretical perspectives Interventions are supported by peerreviewed literature		Addresses 3-4 of the items under the "Exemplary" category;	Addresses 2 of the items under the "Exemplary" category; OR more than 1 item is under-developed	Addresses ONLY 1 of the items under the "Exemplary" category; OR ALL of the items are under- developed	Score X4 Score
Comments:	Toviowod morature	I	I	I	L	
10. Video Link Comments:	Includes a link to a video showing one or more of the discussion points				Includes a link to a video BUT it is not relevant or no video	Score X3 Score

I. Writing	emonstrate Ethical and Profe Paper is written in APA	Paper is written in	Paper is written in	Paper is written in	Paper does not	
. writing	7 th ed. format (title,	APA 7 th ed. format	APA 7 th ed. format	APA 7 th ed. format	follow APA 7 th ed.	
	headers, headings,	(title, headers,	(title, headers,	(title, headers,	formatting (title,	
	references)	headings,	headings,	headings,	headers.	
	Telefelices)	references)	references)	references)	headings,	
	Paper has no	Telefelices)	relefences)	Telefelloes)	references);	
	grammatical or spelling	Paper has 1-3	Paper has 4-6	Paper has 7-9	Telefoliocs),	
	errors	grammatical or	grammatical or	grammatical or	OR paper has	
	CITOIS	spelling errors	spelling errors	spelling errors	more than 10	
	Paper includes at least	opoliting offord	opolining directo	opolining orroro	grammatical or	
	5 peer-reviewed	Paper includes 5	Paper includes 4	Paper includes 3	spelling errors	
	sources	peer-reviewed	peer reviewed	peer-reviewed	op ag arraid	
		sources	sources	sources	OR includes less	Scor
	Paper references the				than 3 peer-	
	textbook	Paper references	Paper references	Paper does not	reviewed sources	
		the textbook	the textbook	include reference		
	Paper is 8-10 pages in			to the text	OR does not	
	length	Paper is 8-10	Paper is 6-7		include reference	
		pages in length	pages in length	Paper is 6-7	to the text	
				pages in length		
					OR paper is less	
					than 6 pages in	
					length	

SWRK 520: Bio/Psycho-Social/Spiritual Assessment C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities Part I: Narrative Dimension Exemplary Froficient A Marginal Developing Beginning Score

Introduction & Conclusion	Introduction includes ALL of the following: Purpose of the paper Advanced organizer Conclusion includes ALL of the following: Restates the purpose and what was discussed in the paper Highlights important details and plan for client moving forward	Includes 3 of the bulleted items listed under the "Exemplary" category	Includes 2 of the bulleted items listed under the "Exemplary" category	Includes 1 of the bulleted items listed under the "Exemplary" category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the "Exemplary" category	Score
Note to Instructor: Items 2-3 & 9 - C7: A	ssess Individuals, Families	s, Groups, Organizatio	ons, and Communities			
Assessment Questions	Student includes 5 questions in each of the following 4 areas:	Student includes 4 questions in each of the following 4	Student includes 5 questions in 3 of the following 4	Student includes 3-4 questions in 3 of the following 4	Student includes less than 3 questions AND is	
	Biological	areas:	areas:	areas:	missing more than	Score
	 Psychological Social Spiritual AND these questions logically flow together	 Biological Psychological Social Spiritual AND these questions logically flow together	 Biological Psychological Social Spiritual AND these questions logically flow together	 Biological Psychological Social Spiritual AND these questions logically flow together	 1 of the following areas: Biological Psychological Social Spiritual AND these questions logically flow together	

3. Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	
Summary	summary logically	summary logically	summary logically	summary	summary logically	
,	flows from the	flows from the	flows from the	logically flows	flows from the	
	questions identified;	questions	questions	from the	questions	
		identified;	identified;	questions	identified;	
	AND concisely			identified;		
	reflects ALL of the	AND concisely	AND concisely		AND concisely	
	following:	reflects 7-8 of the	reflects 5-6 of the	AND concisely	reflects 1-2 of the	
		components listed	components listed	reflects 3-4 of	components	0
	 Relevant 	under the	under the	the components	listed under the	Score
	biological	"Exemplary"	"Exemplary"	listed under the	"Exemplary"	X3
	information	category	category	"Exemplary"	category	-
	Reason for referral			category		
	History of					
	present issue					Score
	Significant					Score
	medical history					
	and medications					
	 Family and 					
	family history					
	Substance					
	abuse/ domestic					
	violence					
	 Suicidal and/or 					
	homicidal					
	ideations or					
	attempts					
	Support systems					
	Behavioral					
	observation					
	S					
Note to Instructor						

Items 4-5 – C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice

4. Critical Appraisal	Critical appraisal includes ALL of the following: Discussion of areas discussed Demonstrates critical thinking with respect to areas that were not discussed Why non-addressed areas were not included Demonstrates critical thinking with respect to identifying additional information that would have been helpful to obtain	Critical appraisal is missing 1 of the bulleted items under the "Exemplary" category	Critical appraisal is missing 2 of the bulleted items under the "Exemplary" category	Critical appraisal is missing 3 of the bulleted items under the "Exemplary" category	Critical appraisal section is included; BUT lacks critical thought	Score X2 Score
5. External Factors	Includes a discussion of external factors that addresses ALL of the following: • Larger systems, groups, and	Includes a discussion of external factors; BUT is missing 1 of the bulleted items under the	Includes a discussion of external factors; BUT is missing 2 of the bulleted items under the	Includes a discussion of external factors; BUT is missing 3 of the bulleted items under the	Discussion of external factors are irrelevant to the bio- psychosocial- spiritual assessment	Score X2
	communities are identified The impact of macro systems on client functioning is discussed Individual and systemic	"Exemplary" category	"Exemplary" category	"Exemplary" category		Score

	discrimination and oppression are identified The impact of discrimination and oppression as barriers to client success are discussed					
Note to Instructor:	: Intervene with Individuals	Families Groups O	rganizations, and Co	mmunities		
6. Goal Setting	Student thoroughly discusses how he/she	Student thoroughly	Student vaguely discusses how	Student	Student vaguely discusses how	
	will determine goals for	discusses how	he/she will	thoroughly discusses how	he/she will	
	treatment, including ALL of the following:	he/she will determine goals	determine goals for treatment;	he/she will determine goals	determine goals for treatment;	
		for treatment;		for treatment;		Score
	 How he/she will incorporate client strengths into the 	BUT is missing 1 of the bulleted items	BUT does include ALL of the bulleted items	BUT is missing 2 of the bulleted items	AND is missing 2 of the bulleted items under the	X2
	goal setting processHow he/she will establish a contract	under the "Exemplary" category	under the "Exemplary" category	under the "Exemplary" category	"Exemplary" category	Score
	with the client regarding treatment goals	Calegory	Calegory	Calegory		

	How goals will be sustained/progress monitored					
7. Termination	Includes a termination plan that addresses ALL of the following: • How he/she will determine client's readiness for termination • How he/she will include the client in the termination plan • Importance of emphasizing positive learning and problem solving • Strategies for maintaining change • Plan for	Includes a termination plan; BUT is missing 1-2 of the bulleted items under the "Exemplary" category	Includes a termination plan; BUT is missing 3 of the bulleted items under the "Exemplary" category	Includes a termination plan; BUT is missing 4-5 of the bulleted items under the "Exemplary" category	Discusses termination vaguely; BUT does not address any of the bulleted items under the "Exemplary" category	Score X2 Score

	evaluating results • Plan for follow-up					
Note to Instructor	: : Demonstrate Ethical and Pro	ofessional Behavior				
8. Writing	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper does not follow APA 7 th ed. formating (title, headers, headings, references);	Score
	Paper has no grammatical or spelling errors	Paper has 1-3 grammatical or spelling errors	Paper has 4-6 grammatical or spelling errors	Paper has 7-9 grammatical or spelling errors	OR paper has more than 10 grammatical or spelling errors	
	Part II: I	 Bio-Psychosocial-Spi	ritual Assessment & 1	Treatment Plan		
Note to Instructor Items 2-3 & 9 – C7	: : Assess Individuals, Families	s, Groups, Organizatio	ons, and Communities	3		

9. Bio- psychosocial- spiritual Assessment	Assessment thoroughly includes ALL of the following: Presenting problem Biological information Psychological information Social information Spiritual information	Assessment is included BUT is missing 1 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 2 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 3 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 4 of the bulleted items under the "Exemplary" category	Score X2 Score
Note to Instructor: Items 4-7 & 10 - C8:	Intervene with Individuals,	, Families, Groups, O	rganizations, and Cor	nmunities		
10. Treatment Plan	Treatment plan includes only 1 area of concern; AND includes ALL of the following: 1 long-term goal 2 short-term goals/ objectives 2 tasks for each short-term goal/ objective	Treatment plan is included BUT is missing 1-2 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 3 of the bulleted items under the "Exemplary" category	Treatment plan is included	Treatment plan is included BUT is missing 5 of the bulleted items under the "Exemplary" category	Score X3 Score

Rubric for 540 Research Proposal Paper (11.19.22)

D	imension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1.	Cover Page	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does meet the requirements	

Dimension	1	2	3	4	5	Score/
Dillielision	Beginning	Developing	Marginal	Proficient	Exemplary	Comments
	significant errors) of the following: Correctly Formatted APA 7 th Student Version Style Cover Page;	three errors) of the following: Correctly Formatted APA 7th Student Version Style Cover Page;	two errors) of the following: Correctly Formatted APA 7th Student Version Style Cover Page;	one error) of the following: Correctly Formatted APA 7th Student Version Style Cover Page;	(e.g., zero errors) of the following: Correctly Formatted APA 7th Student Version Style Cover Page;	Score earned
C9: Evaluate Pr	ractice with Individuals,	2	3	4	5	Score/
2.	Beginning Includes an	Developing	Marginal Includes an	Proficient	Exemplary	Comments
Introduction	introduction that includes only 1 of the following characteristics of an introduction Correctly Formatted APA 7th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes 2 of the following characteristics of an introduction Correctly Formatted APA 7th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	introduction that includes 2 of the following characteristics of an introduction Correctly Formatted APA 7th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes ALL of the following characteristics of an introduction Correctly Formatted APA 7 th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes a thorough introduction that includes ALL of the following characteristics of an introduction Correctly Formatted APA 7th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Score earned X 2 Score earned
3. Literature Review	Includes a literature review that includes	Includes a vague literature review	Includes a literature review that includes	Includes a vague literature review	Includes a thorough	

Dimension	1	2	3	4	5	Score/
Dimension	Beginning	Developing	Marginal	Proficient	Exemplary	Comments
Dimension	Beginning only 1 of the following characteristics of a literature review Correctly Formatted APA 7th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources	_	~	Proficient that includes only ALL of the following characteristics of a literature review Correctly Formatted APA 7 th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources		
	Practice-Informed Resea and Communities Methodology is outlined but lacks logical flow;	Methodology is outlined but lacks logical flow;	ormed Practice; C9: Eva Methodology is outlined and has logical flow;	Methodology is outlined and has logical flow;	Minimum of 10 peer-reviewed sources	Groups,
	AND Accurately includes 3-4 of the following dimensions: Design Procedures Setting Sampling Plan Participants Diversity Issues	AND Accurately includes 5-7 of the following dimensions: Design Procedures Setting Sampling Plan Participants	AND Accurately includes 5-7 of the following dimensions: Design Procedures Setting Sampling Plan Participants	AND Accurately includes 8-9 of the following dimensions: Design Procedures Setting Sampling Plan Participants	AND Accurately includes ALL of the following dimensions: Design Procedures Setting Sampling Plan Participants	Score earned X 7 Score earned

Dimension	Beginning Variables Instrument Statistical Procedures Ethics	Developing Diversity Issues Variables Instrument Statistical Procedures	Marginal Diversity Issues Variables Instrument Statistical Procedures	Proficient Diversity Issues Variables Instrument Statistical Procedures	 5 Exemplary Diversity Issues Variables Instrument Statistical Procedures 	Score/ Comments
	ractice with Individuals, I	Ethics Families, Groups, Organia Families	• Ethics	• Ethics	• Ethics	
5. Conclusion	te Ethical and Profession Conclusion and limitations related to proposed research study are vague and unsupported.	Conclusion and limitations related to proposed research study are vague and minimally supported.	Conclusion and limitations related to proposed research study are supported but not outlined or thoroughly described.	Conclusion and limitations related to proposed research study are supported and outlined, but not thoroughly described.	Conclusion and limitations related to proposed research study are supported, outlined, and thoroughly described.	Score Earned X 3 Score earned
	ractice with Individual ate Ethical and Profess Significant APA and writing errors (e.g., spelling, punctuation, verbtense, syntax. etc.) >10		Significant APA and writing errors (e.g., spelling, punctuation, verbtense, syntax. etc.) >5	Significant APA and writing errors (e.g., spelling, punctuation, verbtense, syntax. etc.) >3	1 or fewer APA and writing errors (e.g., spelling, punctuation, verb-tense, syntax. etc.)	Score Earned X 3 Score earned

SWRK 522: Group Facilitation

C1: Demonstrate Ethical and Professional Behavior; C6: Engage with Individuals, Families, Groups, Organizations, and Communities;

C8 Intervene with Individuals, Families, Groups, Organizations and Communities; C9: Evaluate Individuals, Families, Groups, Organizations and Communities

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Commen ts
1. Outline	Demonstrates 0-1 of the following:	Demonstrates 2-3 of the following:	Demonstrates 4 of the following:	Demonstrates 5 of the following:	Demonstrates ALL 6 of the following:	
	 Goal, Purpose or Rationale Objectives; limitations; restrictions Theoretical Framework if applicable Materials needed Procedures/ directions Processing/ questions/ 	 Goal, Purpose or Rationale Objectives; limitations; restrictions Theoretical Framework if applicable Materials needed Procedures/ directions Processing/ questions/ 	 Goal, Purpose or Rationale Objectives; limitations; restrictions Theoretical Framework if applicable Materials needed Procedures/ directions 	 Goal, Purpose or Rationale Objectives; limitations; restrictions Theoretical Framework if applicable Materials needed Procedures/ directions Processing/ questions/ 	 Goal, Purpose or Rationale Objectives; limitations; restrictions Theoretical Framework if applicable Materials needed Procedures/ directions Processing/ questions/ 	Score earned X 5 Score earned

discussion/ etc. dis	• Proces / questi discuss etc.	ions/	discussion/ etc.
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Item 2

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

		Τ -	Τ -	T -	I	T =	T
2.	Facilitation/	Organized well	Organized well	Organized well	Lacks organization	Organized well	
	Engagement						
		AND	AND	AND	BUT	AND	
		demonstrates the	demonstrates the	demonstrates	demonstrates the	demonstrates the	Score
		ability to engage	ability to engage	the ability to	ability to engage	ability to engage	earned
		the members of	the members of	engage the	the members of	the members of	
		the grp as	the grp as	members of the	the grp as	the grp as	<mark>X 5</mark>
		evidenced by the	evidenced by the	grp as evidenced	evidenced by the	evidenced by the	
		following 1 skills:	following 2 skills:	by the following	following 4 skills:	following 4 skills:	
				3 skills:			Score
		 Building 	 Building 		Building	 Building 	earned
		rapport	rapport	 Building 	rapport	rapport	
		 Eliciting 	 Eliciting 	rapport	 Eliciting 	 Eliciting 	
		responses	responses	 Eliciting 	responses	responses	
		 Participant 	 Participant 	responses	 Participant 	 Participant 	
		interaction	interaction		interaction	interaction	
		with each other	with each other	 Participant 	with each other	with each other	
		 Activing 	 Activing 	interaction	Activing	 Activing 	
		listening skills	listening skills	with each	listening skills	listening skills	
				other			
				 Activing 			
				listening skills			
A 1	to to Inotruoto						

Items 3

C8: Intervene with Individuals, Families, Groups, Organizations and Communities

0	D	D	D	D	D	<u> </u>
3. Facilitation: Intervention	Demonstrates ALL 6 of the following at a beginning level:	Demonstrates ALL 6 of the following at a developing level:	Demonstrates ALL 6 of the following at a marginal level:	Demonstrates ALL 6 of the following at a proficient level:	Demonstrates ALL 6 of the following at an exemplary level:	Score earned
	 Use of communication n skills Appropriate use of grp techniques & tools Ability to understand 	 Use of communication n skills Appropriate use of grp techniques & tools Ability to understand 	 Use of communicati on skills Appropriate use of grp techniques & tools Ability to understand 	 Use of communication n skills Appropriate use of grp techniques & tools Ability to understand 	 Use of communication n skills Appropriate use of grp techniques & tools Ability to understand 	X 5 Score earned
	 Ability to Process the activity Ability to direct the flow of the grp Ability to use effective task & maintenanc e functions appropriatel y 	 Ability to Process the activity Ability to direct the flow of the grp Ability to use effective task & maintenanc e functions appropriatel y 	 Ability to Process the activity Ability to direct the flow of the grp Ability to use effective task & maintenance functions appropriately 	Ability to Process the activity Ability to direct the flow of the grp Ability to use effective task & maintenance functions appropriately	Ability to Process the activity Ability to direct the flow of the grp Ability to use effective task & maintenance functions appropriately	

Items 4

C9: Evaluate with Individuals, Families, Groups, Organizations and Communities

4. Facilitation:	EITHER identifies	Identifies 1-2	Identifies at least	Identifies 1-2	Identifies at least	
Evaluation	1-2 strengths and 1-2 opportunities	strengths and 1-2 opportunities for	3 strengths and 3 opportunities for	strengths and 1-2 opportunities for	3 strengths and 3 opportunities for	
	for growth for	growth for peers;	growth for peers;	growth for peers;	growth for peers;	Score
	peers OR self;	growth for peers,	growth for peers,	growth for peers,	growth for peers,	earned
	poore or com,	AND identifies 1-	BUT fails to	AND identifies 1-2	AND identifies at	oamoa
	AND does not	2 strengths and 1-	identify any	strengths and 1-2	least 3 strengths	<mark>X 4</mark>
	offer any	2 opportunities	strengths or	opportunities for	and 3	
	substantial and	for growth for	opportunities for	growth for self;	opportunities for	
	meaningful	self;	growth for self;		growth for self;	Score
	recommendation			AND offers at		earned
	S	BUT does not offer	AND offers at	least 1 substantial and meaningful	AND offers at	
		any substantial and		and meaningful recommendations	AND offers at least 2	
		meaningful	substantial and	rooommenaanone	substantial and	
		recommendation s	meaningful		meaningful	
			recommendation		recommendation	
			s		S	
	l .					

Note to Instructor:
Items 5- C1: Demonstrate Ethical and Professional Behavior

5. Writing and	Paper has more	Paper has 7-10	Paper has 4-6	Paper has 2-3	Paper has 0-1	
APA	than 10 spelling	spelling and/or	spelling and/or	spelling and/or	spelling and/or	
	and/or grammar	grammar errors;	grammar errors;	grammar errors;	grammar errors;	
	errors.					
		or 7-10 APA	OR 4-6 APA	OR 2-3 APA	OR 0-1 APA	Score
	OR more than 10	errors;	errors;	errors;	errors;	earned
	APA errors;					
		AND lacks flow	AND lacks flow,	AND paper is	AND paper is	
	AND is	and is not	but is	presented	logically and	
	conceptually	logically	conceptually	logically so that	conceptually	
	and/or logically	presented.	sound.	ideas flow nicely.	sound.	
	unsound.					

SWRK 523-Organizing for Change Paper								
C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice;								
	C8: Intervene	with Individuals, Fa	milies, Groups, Or	ganizations, and C	Communities			
		Timeliness (10%	6 deducted for each	ch day late)				
Dimension	Discoursion 1 2 3 4 5 Score/							
Dimension Beginning Developing Marginal Proficient Exemplary Comments								

For Intro & Body:

C8: Intervene with Individuals, Families, Groups, Organizations, and Communities

2.	Includes an	Includes an	Includes an	Includes an	Includes a	
Introductory	introduction	introduction	introduction	introduction	thorough	
Slides	that includes	that includes 1	that includes 2	that includes 3	introduction	
Summarizing	none of the	of the following	of the	of the	that includes	Score
your	following	characteristics:	following	following	ALL of the	earned
Community	characteristics:	Summary of	characteristics	characteristics	following	
Assessment	Summary of	Community	:	:	characteristi	
	Community	Assessment	Summary of	Summary of	cs:	
	Assessment	including	Community	Community	Summary of	
	including	Community	Assessment	Assessment	Community	
	Community	Identification;	including	including	Assessment	
	Identification	Data and	Community	Community	including	
	; Data and	Information;	Identification;	Identification	Community	
	Information;	Community	Data and	; Data and	Identification;	
	Community	Assets; and	Information;	Information;	Data and	
	Assets; and	Resources/Po	Community	Community	Information;	
	Resources/P	wer	Assets; and	Assets; and	Community	
	ower		Resources/Power	Resources/P	Assets; and	
				ower	Resources/Po	
					wer	

	SWRK 530: Social Policy Analysis Paper C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities										
Criteria	Exemplary	Proficient	Marginal	Developing	Beginning	Not Present					
	5	4	3	2	1	0					
1. Introduction &											
Conclusion	Introduction includes ALL of the following: (1) Brief introduction of topic; (2) Identification of the policy being analyzed; and (3) Advanced organizer outlining what will be covered in the rest of the paper; AND conclusion includes ALL of the following: (1) Restates the purpose of the paper; (2) Highlights important details	Includes an introduction AND conclusion; BUT is missing 1 of the bulleted items under the exemplary category	Includes an introduction AND conclusion; BUT is missing 2 of the bulleted items under the exemplary category	Includes an introduction AND conclusion; BUT is missing 3 of the bulleted items under the exemplary category	Includes EITHER an introduction OR conclusion	Analysis does not include an introduction OR conclusion					

	covered in the paper; and (3)					
	Identifies current proposals for					
	policy reforms					
Items 2-6	ice-informed research and research	informed practices C5:	Engaga in Paliay Practice	2		
2. Delineation &	tee-informed research and research	-informed practice, C3. I	Engage in Folicy Fractice			
Overview of the	Scholar includes ALL of the	Scholar includes all	Scholar is either	Scholar is either	Scholar is either	Scholar is missing
Problem	following: (1) Identification of the policy; (2) Definition of the problem targeted by the policy; (3) Context of the policy (i.e., how does this policy fit with other policies); and (4) Choice analysis (i.e., bases of social allocation; types of social provisions; strategies for delivery of benefits; methods of financing)	of the required components listed under the "Exemplary" category; BUT at least one area is under-developed	missing one of the required components listed under the "Exemplary" category; OR includes all components, BUT 2 are under-developed	missing two of the required components under the "Exemplary" category; OR includes all components, BUT 3 are under-developed	missing three of the required components under the "Exemplary" category; OR includes all components, BUT 4 are under-developed	more than 3 of the required components; OR includes all components, BUT all are under-developed
3. Historical Analysis	Historical analysis includes ALL of the following: (1) Policies and programs developed earlier to deal with the problem; (2) How the policy developed over time (supporters and opposition); (3) What history tells us about effective/ ineffective approaches to the problem; and (4) Extent to which policy incorporates lessons learned from history	Scholar includes all of the required components listed under the "Exemplary" category; BUT at least one area is under-developed	Scholar is either missing one of the required components listed under the "Exemplary" category; OR includes all components, BUT 2 are under-developed	Scholar is either missing two of the required components under the "Exemplary" category; OR includes all components, BUT 3 are under-developed	Scholar is either missing three of the required components under the "Exemplary" category; OR includes all components, BUT 4 are under-developed	Scholar is missing more than 3 of the required components; OR includes all components, BUT all are under-developed
4. Social Analysis	,					
	Social analysis includes ALL of the following: (1) Completeness of knowledge; (2) Solutions congruent with evidence?; (3) Population impacted (size, defining characteristics, distribution); (4) Theories of human behavior; (5) Social values related to the problem &	Scholar includes all of the required components listed under the "Exemplary" category; BUT at least 1-2 area is under-developed	Scholar is either missing 1-2 of the required components listed under the "Exemplary" category; OR includes all components, BUT 3-	Scholar is either missing 3 of the required components under the "Exemplary" category; OR includes 5 components, BUT 2-	Scholar is either missing 4 of the required components under the "Exemplary" category; OR includes 5 components, BUT 4 are under-developed	Scholar is missing > 4 of the required components; OR includes all components, BUT all are under-developed

	conflicts; and (6) Goals and hypotheses (Latent/ Implicit; Manifest/ Explicit)		4 are under- developed	3 are under- developed		
5. Economic Analysis	Economic analysis includes ALL of the following: (1) Macroeconomic impact; (2) Microeconomic impact; (3) Opportunity costs identified; and (4) Cost/benefit analysis	Scholar includes all of the required components listed under the "Exemplary" category; BUT at least one area	Scholar is either missing one of the required components listed under the "Exemplary" category; OR includes all	Scholar is either missing two of the required components under the "Exemplary" category; OR includes all	Scholar is either missing three of the required components under the "Exemplary" category; OR includes all	Scholar is missing more than 3 of the required components; OR includes all components, BUT all are under-developed
		is under-developed	components, BUT 2 are under-developed	components, BUT 3 are under-developed	components, BUT 4 are under-developed	
6. Political			are under-developed	are unuer-developed	are unuer-developed	
Analysis	Political analysis includes ALL of the following: (1) Major supporters; (2) Major opponents; (3) Are members of the target population included in development and implementation?; (4) Legitimization of policy; (5) Rational decision-making, incremental change, or change through conflict; and (6) Political aspects of implementation	Scholar includes all of the required components listed under the "Exemplary" category; BUT at least 1-2 area is under-developed	Scholar is either missing 1-2 of the required components listed under the "Exemplary" category; OR includes all components, BUT 3-4 are underdeveloped	Scholar is either missing 3 of the required components under the "Exemplary" category; OR includes 5 components, BUT 2-3 are underdeveloped	Scholar is either missing 4 of the required components under the "Exemplary" category; OR includes 5 components, BUT 4 are under-developed	Scholar is missing > 4 of the required components; OR includes all components, BUT all are under-developed
Item 7						
	ce with Individuals, Families, Grou	ps, Organizations, and C	ommunities			
7. Policy Evaluation	Scholar includes a thorough discussion of ALL of the following: (1) What are the outcomes so far in relation to the goals?; (2) Unintended consequences; and (3) Cost effectiveness?	Scholar includes all of the required components listed under the "Exemplary" category; BUT one area is under-developed	Scholar includes all of the required components listed under the "Exemplary" category; BUT 2 areas are under-developed	Scholar is either missing 1 of the required components under the "Exemplary" category; OR includes all components, BUT 3 are under-developed	Scholar is either missing 2 of the required components under the "Exemplary" category; OR includes all components, BUT 3 are under-developed	Scholar is missing > 2 of the required components;
Item 8 C1: Demonstrate E	thical and Professional Behavior					

8. Writing							
Mechanics &	Paper has 0-1 spelling and/or	Paper has 2-3	Paper has 4-5	Paper has 6-7	Paper has 8-9	Paper has > 9 spelling	
APA	grammar errors;	spelling and/or	spelling and/or	spelling and/or	spelling and/or	and/or grammar	
		grammar errors;	grammar errors;	grammar errors;	grammar errors;	errors;	
	OR 0-1 APA errors;						
		OR 2-3 APA errors;	OR 4-5 APA errors;	or 6-7 APA errors;	or 8-9 APA errors;	OR > 9 APA errors;	
	AND includes at least 15 peer-						
	reviewed sources	AND includes 13-14	AND includes 11-12	AND includes 9-10	AND 7-8 peer-	AND includes < 8	
		peer-reviewed	peer-reviewed	peer-reviewed	reviewed sources	peer-reviewed	
		sources	sources	sources		sources	

^{***} Please include Curriculum Map (below/next page) as part of this document

MSW Program Curriculum Map – Traditional

Program name:	: Master of	Social Work (MSW)- Traditional									
Department:	Social Wo	rk									
College:	CHHS										
Contact person		esrosiers									
Email:		esrosiers@wku.edu									
KEY:											
I = Introduced											
R = Reinforced/	/Developed										
M = Mastered	•										
A = Assessed											
			Learning Outcome								
			LO1: Behavior	LO2: Diversity	LO3: Human	LO4: Research	LO5: Policy	LO6: Engage	LO7: Assess	LO8: Intervention	LO9: Evaluation
Course Subject	+	Course Title									
SWRK	501	Cultural Competency in SW Practice	I/A	1	1			I/R	I/R	I/R	I/R
SWRK	510	Human Behavior in the Social Environment	R	R/A	R/A		1/0	R	R	R	R
SWRK SWRK	530 520	Foundation of Social Welfare Policy Generalist Social Work Practice	R R	R	R R		I/A	A	A	A	A
SWRK	540	Foundation of SW Research Methods	R R	ĸ	R	I/A		А	A	A	A
SWRK	560	Generalist Field Practicum I	R R	R	R	R	R	R	R	R	R
SWRK	522	Group Dynamics in SW Practice	R R	R	R	K	ĸ	R/A	R/A	R/A	R/A
SWKK	522	Rural Community Organization and	К	К	K			K/A	K/A	K/A	K/A
SWRK	523	Development	R	R	R			R/A	R/A	R/A	R/A
SWRK	561	Generalist Field Practicum II	R R	R	R	R	R	R/A	R/A	R/A R	R/A R
		Course Title	ĸ	ĸ	ĸ	ĸ	ĸ	ĸ	K	K	R
Course Subject			I/R	L/D	L/D			1/0	L/D	I/R	L/D
SWRK	610	SW Administration and Supervision		I/R	I/R R			I/R	I/R		I/R R
SWRK SWRK	623 630	SW Clincial Assessment and Intervention	R	R			L/D	R	R	R	R R
	640	Social Welfare Policy	R R	R	R R	L/D	I/R	R R	R R	R R	R R
SWRK		Applied SW Research		R		I/R				**	
SWRK		vanced Psycho-Social Approaches for Rural Pract		R	R	R	D.	R	R	R	R R
SWRK	660	Advanced Generalist Field Practicum I	R	R	R	K	R	R	R	R	
SWRK	622	Integrated SW Practice with Families	R	R	R	24/2	24/2	R	R	R	R
SWRK	661	Advanced Generalist Field Practicum II	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A
		Practice Readiness Exam	Α	А	А	А	А	А	А	А	Α
	•	gram with multiple tracks, create a curriculum	•	in a different shee	et/tab,						
and specify the	name of t	he track in addition to the name of the progran	1.								
		ay have a component or milestone that is impo	•		that						
•		course number. Examples might include indep									
		ectus, defense, clinical rotations, etc. Alternate		•							
		s that fall under one course number that you w									
		free to add those details to the curriculum map	in order to repre	ent those							
learning oppor	rtunities (P	lease omit <u>optional</u> extracurricular activities.)									

MSW Program Curriculum Map – Advanced Standing

		Social Work (MSW)- Advanced Standing									
Department: S	Social Work										
College:	CHHS										
Contact person: [Dr. Patricia Desrosiers										
Email: patricia.desrosiers@wku.edu											
KEY:											
I = Introduced											
R = Reinforced/De	eveloped										
M = Mastered											
A = Assessed											
			Learning Outcome	S							
					LO3: Human						
			LO1: Behavior	LO2: Diversity	Rights	LO4: Research	LO5: Policy	LO6: Engage	LO7: Assess	LO8: Intervention	LO9: Evaluation
Course Subject	Number	Course Title									
SWRK	610	SW Administration and Supervision	I/R	I/R	I/R			I/R	I/R	I/R	I/R
SWRK	612	SW in Diverse Rural Areas	R	R	R			R	R	R	R
SWRK	623	SW Clincial Assessment and Intervention	R	R	R			R	R	R	R
SWRK	630	Social Welfare Policy	R	R	R		I/R	R	R	R	R
SWRK	640	Applied SW Research	R	R	R	I/R		R	R	R	R
SWRK	620	Advanced Psycho-Social Approaches for Rural Practice	R	R	R			R	R	R	R
SWRK	660	Advanced Generalist Field Practicum I	R	R	R	R	R	R	R	R	R
SWRK	622	Integrated SW Practice with Families	R	R	R			R	R	R	R
SWRK	661	Advanced Generalist Field Practicum II	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A
		Practice Readiness Exam	Α	Α	Α	A	Α	Α	Α	А	Α
*Note 1: If you have a pro	ogram with mi	ultiple tracks, create a curriculum map for each track in a different sheet/tab,									
		dition to the name of the program.									

		nponent or milestone that is important for your learning outcomes, but that ber. Examples might include independent/mentored research,									
qualifying exams, a prospe	oectus, defense	e, clinical rotations, etc. Alternately, your program may have several									
		er one course number that you would like to differentiate in									
		nose details to the curriculum map in order to represent those tional extracurricular activities.)									