

Assurance of Student Learning Reflection 2024-2025

<i>Replace this with your College Name</i>	<i>Replace this with your Department Name</i>
<i>Replace this with your Program Name and Reference Number</i>	
<i>Replace this with the program director and/or assessment coordinator</i>	
Is this an online program? ☒ Yes ☐ No <u>BOTH</u>	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students will demonstrate ethical and professional behavior
Evaluation	This SLO is still relevant and measurable as it is currently a Council on Social Work Education (CSWE) competency that is used throughout the program as a standard for practice. Ethical and Professional practice are the cornerstone of social work practice and therefore will remain as a SLO.
Measurement Instruments	Our program uses the SWEAP (Social Work Education Assessment Project) Foundation Curriculum Assessment Instrument (FCAI) and the Learning Plan and Evaluation of Field Placement Performance (LPE), which are both direct measures of student learning. Both instruments are deemed appropriate by our accrediting body, CSWE, and are well-suited for and effective in meeting program needs for evaluation of student learning. The SWEAP FCAI is a standardized, objective instrument with demonstrated validity and reliability that has been designed specifically for measuring the CSWE Educational Policy and Accreditation Standards (EPAS). The SWEAP-FCAI is consistent with the most recent version of the CSWE EPAS (2022). The LPE assesses behavioral indicators of student competency in areas identified by the CSWE as critical for effective social work practice. Each student creates an individualized LPE at the beginning of the two-semester, senior-year practicum with input from their field instructor and tailored to their unique practicum setting. The LPE is completed by a student's Field instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field instructor evaluates whether the student effectively demonstrated each of the

	behaviors associated with this competency, scoring the student from 1: lowest to 5: highest. The score for the second semester is the measure used for the LPE portion of the assessment, and students must earn a score of 3-5 for each competency by the end of the second semester (SWK 483) in order to pass their Field Practicum. There are 4 standard behavioral indicators for this SLO on the LPE (e.g. Demonstrate professional behavior, appearance, and oral, written, and electronic communication), and each student is also required to create one additional task tailored to their own interests and practicum location.
Criteria & Targets	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field instructors as well as student's objective performance on the SWEAP-FCAI. 85% of graduating social work majors will score at least a 4 on this competency in the LPE and at least 85% of graduating social work majors will answer at least 50% of questions correctly on the SWEAP-LCAI for this competency.
Results & Conclusion	As hoped and expected, our graduating students have consistently met or exceeded these targets over the past three years. Students are required to achieve a minimum score of 4 out of 5 on the LPE to pass their practicum. Field instructors and liaisons have been trained on criteria for these ratings and assign them based on individualized and demonstrable behaviors (e.g. identifying ethical challenges and dilemmas in field supervision and applying ethical decision-making models in practicum seminar). Additionally, graduating students have consistently met the benchmark for the SWEAP-FACAI instrument. We believe the SWEAP assessment and LPE instrument appropriately and accurately measures students' competency in this SLP, which is also a required competency for the program's accreditation through CSWE. Adding a more extensive capstone review of knowledge has been very helpful in improving SWEAP-FCAI Survey scores across all students. Additionally, improvements in training practicum field instructors have encouraged increased accuracy in reporting student competency. The program has offered increased opportunities for students' professional development, such as a career panel hosted by the Social Work Student Union and a professional networking event offered through the annual Child Welfare Expo. Additionally, all field liaisons are seasoned practitioners who bring real-life experiences into their classrooms, which enriches student discussions of ethical and professional behaviors.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As our assessments are based on the competency standards of our accrediting body, CSWE, no change is planned for assessing this SLO in the next assessment cycle. We will focus on offering more opportunities for student professional development, such as workshops on resume development, interviewing skills, and business etiquette. Plans for the next three years include continuing to refine content related to professional development for mandatory trainings such as BSW program orientation for those newly admitted into the major (generally, fall of the junior year) and the practicum orientation (late summer prior to the senior year). Additionally, we will partner with our MSW program to offer optional professional development opportunities such as in-person mixers and online Zoom calls where WKU social work Emeritus faculty and/or part-time faculty who are practitioners in the

	community are guest speakers on topics related to professionalism and professional ethics. Finally, the program and field director will continuously evaluate student professionalism and mastery of ethical concepts and decision-making with input from faculty and field instructors. This SLO will be assessed each spring of the next three years using the LPE and SWEAP-FCAI Survey. Students' completed LPEs will be collected via the online Field platform, Tevera, in the Spring semester as each student finishes their required internship hours at their field practicum (SWRK 482). The data will then be forwarded to the assessment coordinator (Dr. Dana Sullivan). Students' access to the SWEAP-FCAI Survey is given to students in their field seminar (SWRK 483), and access will be coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP to the assessment coordinator. Analyses of the combined averages from the LPE data and SWEAP-FCAI survey reports for this SLO will then be undertaken by the assessment coordinator for inclusion in the AY 25-26 ASL Report. Assessment results will be shared with the program faculty during the yearly fall program retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also be shared with the Departmental Advisory Committee – BSW Subcommittee each year for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Our program will also be having our CSWE reaffirmation site visit in Fall 2025. We will have the report from that visit 30-60 days following the visit and will incorporate any required changes to our curriculum or assessment at that time.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
Evaluation	This SLO is still relevant and measurable as it is currently a Council on Social Work Education (CSWE) competency that is used throughout the program as a standard for practice. Advancing diversity, equity, and inclusion is intrinsically woven into our profession's historical and philosophical foundation, serving as both a cornerstone of social work practice and an essential component of our accreditation standards.
Measurement Instruments	Our program uses the SWEAP (Social Work Education Assessment Project) Foundation Curriculum Assessment Instrument (FCAI) and the Learning Plan and Evaluation of Field Placement Performance (LPE), which are both direct measures of student learning. Both instruments are deemed appropriate by our accrediting body, CSWE, and are well-suited for and effective in meeting program needs for evaluation of student learning.

	The SWEAP FCAI is a standardized, objective instrument with demonstrated validity and reliability that has been designed specifically for measuring the CSWE Educational Policy and Accreditation Standards (EPAS). The SWEAP-FCAI is consistent with the most recent version of the CSWE EPAS (2022). The LPE assesses behavioral indicators of student competency in areas identified by the CSWE as critical for effective social work practice. Each student creates an individualized LPE at the beginning of the two-semester, senior-year practicum with input from their field instructor and tailored to their unique practicum setting. The LPE is completed by a student's Field instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field instructor evaluates whether the student effectively demonstrated each of the behaviors associated with this competency, scoring the student from 1: lowest to 5: highest. The score for the second semester is the measure used for the LPE portion of the assessment, and students must earn a score of 3-5 for each competency by the end of the second semester (SWK 483) in order to pass their Field Practicum. There are 4 standard behavioral indicators for this SLO on the LPE (e.g. identify and discuss with field instructor the impact of oppression and discrimination on the delivery of services to clients within your agency), and each student is also required to create one additional task tailored to their own interests and practicum location.
Criteria & Targets	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field instructors as well as student's objective performance on the SWEAP-FCAI. 85% of graduating social work majors will score at least a 4 on this competency in the LPE and at least 85% of graduating social work majors will answer at least 50% of questions correctly on the SWEAP-LCAI for this competency.
Results & Conclusion	As hoped and expected, our graduating students have consistently met or exceeded these targets over the past three years. Students are required to achieve a minimum score of 4 out of 5 on the LPE to pass their practicum. Field instructors and liaisons have been trained on criteria for these ratings and assign them based on individualized and demonstrable behaviors (e.g. researching current local, state, and federal events or policies and their real or potential impacts on clients in the student's practicum agency). Additionally, graduating students have consistently met the benchmark for the SWEAP-FACAI instrument. We believe the SWEAP assessment and LPE instrument appropriately and accurately measures students' competency in this SLP, which is also a required competency for the program's accreditation through CSWE. Adding a more extensive capstone review of knowledge has been very helpful in improving SWEAP-FCAI Survey scores across all students. Additionally, improvements in training practicum field instructors have encouraged increased accuracy in reporting student competency. The program has offered opportunities for students to engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice such as a Zoom discussion forum for students to discuss concerns related to governmental policy changes, a common read wherein a memoir focusing on the concepts in this competency were a main focus, and infusing class discussions with topics related to ADEI in

	practice.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As our assessments are based on the competency standards of our accrediting body, CSWE, no change is planned for assessing this SLO in the next assessment cycle. Our program remains committed to upholding the professional standards and accreditation requirements of social work education, which include applying diversity, equity, and inclusion principles in practice, while also staying informed of and responsive to evolving policy developments in this area. One initiative in which our program will continue to develop this objective over the next three years is the adoption of a new memoir for the program's common read, which will be implemented in fall 2025 and will continue for 3 academic years. Program faculty selected James McBride's "The Color of Water" (1995), which is a memoir about McBride's identity as a Black man and his relationship with his White, Jewish mother. The book was selected for its themes related to race, identity, and culture and will be utilized on at least one assignment in all core classes within the curriculum. This SLO will be assessed each spring of the next three years using the LPE and SWEAP-FCAI Survey. Students' completed LPEs will be collected via the online Field platform, Tevera, in the Spring semester as each student finishes their required internship hours at their field practicum (SWRK 482). The data will then be forwarded to the assessment coordinator (Dr. Dana Sullivan). Students' access to the SWEAP-FCAI Survey is given to students in their field seminar (SWRK 483), and access will be coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP to the assessment coordinator. Analyses of the combined averages from the LPE data and SWEAP-FCAI survey reports for this SLO will then be undertaken by the assessment coordinator for inclusion in the AY 25-26 ASL Report. Assessment results will be shared with the program faculty during the yearly fall program retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also be shared with the Departmental Advisory Committee – BSW Subcommittee each year for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Our program will also be having our CSWE reaffirmation site visit in Fall 2025. We will have the report from that visit 30-60 days following the visit and will incorporate any required changes to our curriculum or assessment at that time.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Students will advance human rights and social, racial, economic, and environmental justice.

Evaluation	This SLO is still relevant and measurable as it is currently a Council on Social Work Education (CSWE) competency that is used throughout the program as a standard for practice. Our educational mission fundamentally includes preparing students to become effective advocates for human rights and social, racial, economic, and environmental justice—a commitment deeply rooted in social work's historical legacy, professional ethics, philosophical underpinnings, and accreditation requirements.
Measurement Instruments	Our program uses the SWEAP (Social Work Education Assessment Project) Foundation Curriculum Assessment Instrument (FCAI) and the Learning Plan and Evaluation of Field Placement Performance (LPE), which are both direct measures of student learning. Both instruments are deemed appropriate by our accrediting body, CSWE, and are well-suited for and effective in meeting program needs for evaluation of student learning. The SWEAP FCAI is a standardized, objective instrument with demonstrated validity and reliability that has been designed specifically for measuring the CSWE Educational Policy and Accreditation Standards (EPAS). The SWEAP-FCAI is consistent with the most recent version of the CSWE EPAS (2022). The LPE assesses behavioral indicators of student competency in areas identified by the CSWE as critical for effective social work practice. Each student creates an individualized LPE at the beginning of the two-semester, senior-year practicum with input from their field instructor and tailored to their unique practicum setting. The LPE is completed by a student's Field instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field instructor evaluates whether the student effectively demonstrated each of the behaviors associated with this competency, scoring the student from 1: lowest to 5: highest. The score for the second semester is the measure used for the LPE portion of the assessment, and students must earn a score of 3-5 for each competency by the end of the second semester (SWK 483) in order to pass their Field Practicum. There are 4 standard behavioral indicators for this SLO on the LPE (e.g. research specific issues that negatively target populations and discuss with field instructor), and each student is also required to create one additional task tailored to their own interests and practicum location.
Criteria & Targets	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field instructors as well as student's objective performance on the SWEAP-FCAI. 85% of graduating Social Work Majors will score at least a 4 on this competency in the LPE and at least 85% of graduating social work majors will answer at least 50% of questions correctly on the SWEAP-LCAI for this competency.
Results & Conclusion	As hoped and expected, our graduating students have consistently met or exceeded these targets over the past three years. Students are required to achieve a minimum score of 4 out of 5 on the LPE to pass their practicum. Field instructors and liaisons have been trained on criteria for these ratings and assign them based on individualized and demonstrable behaviors (e.g. discussing strategies that enhance personal knowledge and recognize cultural

	humility with field instructor). Additionally, graduating students have consistently met the benchmark for the SWEAP-FACAI instrument. We believe the SWEAP assessment and LPE instrument appropriately and accurately measures students' competency in this SLP, which is also a required competency for the program's accreditation through CSWE. Adding a more extensive capstone review of knowledge has been very helpful in improving SWEAP-FCAI Survey scores across all students. Additionally, improvements in training practicum field instructors have encouraged increased accuracy in reporting student competency. The program supports student learning about how to advance human rights and social, racial, economic, and environmental justice through a variety of means including the requirement that each student in the major take at least one course of their choosing explicitly focused on human diversity, weaving an explicit focus on human rights and justice into each required course, and offering the yearly opportunity for students to participate in Social Work Lobby Day at the Kentucky State Capitol. Additionally, in fall 2025 we will offer an elective course on environmental justice (SWK 305) that will be available to all students in the University and is a Colonnade course.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We remain steadfastly committed to teaching and assessing students' ability to advance human rights and social, racial, economic, and environmental justice—core principles deeply embedded in our profession's history, ethics, and philosophical foundation. As our assessments are based on the competency standards established by our accrediting body, CSWE, no change is planned for assessing this Student Learning Outcome in the next assessment cycle. In addition to the use of McBride's "The Color of Water", mentioned in SLO #2, the program will support the development of this SLO over the next three years by hosting at least one online student forum per year in conjunction with the MSW program or Social Work Student Union which includes both BSW and MSW students, where a current issue and relevant social policies related to human rights, social, racial, economic, or environmental justice are the theme. This SLO will be assessed each spring of the next three years using the LPE and SWEAP-FCAI Survey. Students' completed LPEs will be collected via the online Field platform, Tevera, in the Spring semester as each student finishes their required internship hours at their field practicum (SWRK 482). The data will then be forwarded to the assessment coordinator (Dr. Dana Sullivan). Students' access to the SWEAP-FCAI Survey is given to students in their field seminar (SWRK 483), and access will be coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP to the assessment coordinator. Analyses of the combined averages from the LPE data and SWEAP-FCAI survey reports for this SLO will then be undertaken by the assessment coordinator for inclusion in the AY 25-26 ASL Report. Assessment results will be shared with the program faculty during the yearly fall program retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also be shared with the Departmental Advisory Committee – BSW Subcommittee each year for continued discussion on meaningful ways to improve outcomes from a variety of perspectives.

	Our program will also be having our CSWE reaffirmation site visit in Fall 2025. We will have the report from that visit 30-60 days following the visit and will incorporate any required changes to our curriculum or assessment at that time.
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Program Student Learning Outcome 4	
Program Student Learning Outcome	Engage in practice-informed research and research-informed practice.
Evaluation	We remain firmly committed to maintaining this Student Learning Outcome as it continues to be highly relevant and constitutes a fundamental component of our professional accreditation competencies. The ability to engage in practice-informed research and research-informed practice is essential to our profession—the former ensuring our applied field remains grounded in real-world contexts, and the latter critical for producing research that meaningfully addresses current practice trends and workforce needs in social work.
Measurement Instruments	Our program uses the SWEAP (Social Work Education Assessment Project) Foundation Curriculum Assessment Instrument (FCAI) and the Learning Plan and Evaluation of Field Placement Performance (LPE), which are both direct measures of student learning. Both instruments are deemed appropriate by our accrediting body, CSWE, and are well-suited for and effective in meeting program needs for evaluation of student learning. The SWEAP FCAI is a standardized, objective instrument with demonstrated validity and reliability that has been designed specifically for measuring the CSWE Educational Policy and Accreditation Standards (EPAS). The SWEAP-FCAI is consistent with the most recent version of the CSWE EPAS (2022). The LPE assesses behavioral indicators of student competency in areas identified by the CSWE as critical for effective social work practice. Each student creates an individualized LPE at the beginning of the two-semester, senior-year practicum with input from their field instructor and tailored to their unique practicum setting. The LPE is completed by a student's Field instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field instructor evaluates whether the student effectively demonstrated each of the behaviors associated with this competency, scoring the student from 1: lowest to 5: highest. The score for the second semester is the measure used for the LPE portion of the assessment, and students must earn a score of 3-5 for each competency by the end of the second semester (SWK 483) in order to pass their Field Practicum. There are 5 standard behavioral indicators for this SLO on the LPE (e.g. read and analyze relevant literature which

	impacts service delivery in your agency)), and each student is also required to create one additional task tailored to their own interests and practicum location.
Criteria & Targets	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field instructors as well as student's objective performance on the SWEAP-FCAI. 85% of graduating Social Work Majors will score at least a 4 on this competency in the LPE and at least 85% of graduating social work majors will answer at least 50% of questions correctly on the SWEAP-LCAI for this competency.
Results & Conclusion	As hoped and expected, our graduating students have consistently met or exceeded these targets over the past three years. Students are required to achieve a minimum score of 4 out of 5 on the LPE to pass their practicum. Field instructors and liaisons have been trained on criteria for these ratings and assign them based on individualized and demonstrable behaviors (e.g. identify research activities utilized by the agency, including data collection, statistics, current research projects and program evaluations). Additionally, graduating students have consistently met the benchmark for the SWEAP-FACAI instrument. We believe the SWEAP assessment and LPE instrument appropriately and accurately measures students' competency in this SLP, which is also a required competency for the program's accreditation through CSWE. Adding a more extensive capstone review of knowledge has been very helpful in improving SWEAP-FCAI Survey scores across all students. Additionally, improvements in training practicum field instructors have encouraged increased accuracy in reporting student competency. Our program continues to provide comprehensive instruction on and rigorously measure students' understanding of practice-informed research and research-informed practice by strategically integrating research applications across our entire curriculum. This approach provides students with meaningful opportunities to engage in critical discussions about how existing research shapes effective practice and encourages them to identify knowledge gaps requiring further investigation based on their firsthand experiences in practicum settings.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As our assessments are based on the competency standards of our accrediting body, CSWE, no change is planned for assessing this Student Learning Outcome in the next assessment cycle. We remain committed to helping students grasp the importance of research in informing evidence-based practice, developing their skills as discerning consumers of research literature, and cultivating their ability to identify and implement research methodologies that could improve service delivery through effective program evaluation. This learning objective will be systematically addressed over the next three years through: (a) an explicit focus on applied research within the required Social Work Research Methods course, (b) an embedded focus within the required Practicum Seminar course, and (c) integration throughout the sequence of required Social Work Practice courses (I, II, and III), where assignments and discussions will emphasize program evaluation and the appropriate use of empirically supported interventions. In the spring of the three upcoming years, this SLO will be assessed again using the LPE and SWEAP-FCAI Survey.

	Students' completed LPEs will be collected via the online Field platform, Tevera, in the Spring semester as each student finishes their required internship hours at their field practicum (SWRK 482). The data will then be forwarded to the assessment coordinator (Dr. Dana Sullivan). Students' access to the SWEAP-FCAI Survey is given to students in their field seminar (SWRK 483), and access will be coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP to the assessment coordinator. Analyses of the combined averages from the LPE data and SWEAP-FCAI survey reports for this SLO will then be undertaken by the assessment coordinator for inclusion in the AY 25-26 ASL Report. Assessment results will be shared with the program faculty during the yearly fall program retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also be shared with the Departmental Advisory Committee – BSW Subcommittee each year for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Our program will also be having our CSWE reaffirmation site visit in Fall 2025. We will have the report from that visit 30-60 days following the visit and will incorporate any required changes to our curriculum or assessment at that time.
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Program Student Learning Outcome 5	
Program Student Learning Outcome	Students will engage in policy practice.
Evaluation	We will maintain our focus on policy practice as a vital Student Learning Outcome because social policy is fundamentally interwoven with effective social work practice—establishing practice parameters, determining funding sources and structures, and contextualizing interventions within broader historical frameworks. It remains essential that our students develop a sophisticated understanding of both historical policy contexts and current social policy developments to become effective practitioners in the field.
Measurement Instruments	Our program uses the SWEAP (Social Work Education Assessment Project) Foundation Curriculum Assessment Instrument (FCAI) and the Learning Plan and Evaluation of Field Placement Performance (LPE), which are both direct measures of student learning. Both instruments are deemed appropriate by our accrediting body, CSWE, and are well-suited for and effective in meeting program needs for evaluation of student learning. The SWEAP FCAI is a standardized, objective instrument with demonstrated validity and reliability that has been designed specifically for measuring the CSWE Educational Policy and Accreditation Standards (EPAS). The SWEAP-FCAI is consistent with the most recent version of the CSWE EPAS (2022).

	The LPE assesses behavioral indicators of student competency in areas identified by the CSWE as critical for effective social work practice. Each student creates an individualized LPE at the beginning of the two-semester, senior-year practicum with input from their field instructor and tailored to their unique practicum setting. The LPE is completed by a student's Field instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field instructor evaluates whether the student effectively demonstrated each of the behaviors associated with this competency, scoring the student from 1: lowest to 5: highest. The score for the second semester is the measure used for the LPE portion of the assessment, and students must earn a score of 3-5 for each competency by the end of the second semester (SWK 483) in order to pass their Field Practicum. There are 4 standard behavioral indicators for this SLO on the LPE (e.g. study the history and current structure of the practicum agency and discuss funding streams and laws that govern the agency's services with the field instructor), and each student is also required to create one additional task tailored to their own interests and practicum location.
Criteria & Targets	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field instructors as well as student's objective performance on the SWEAP-FCAI. 85% of graduating Social Work Majors will score at least a 4 on this competency in the LPE and at least 85% of graduating social work majors will answer at least 50% of questions correctly on the SWEAP-LCAI for this competency.
Results & Conclusion	As hoped and expected, our graduating students have consistently met or exceeded these targets over the past three years. Students are required to achieve a minimum score of 4 out of 5 on the LPE to pass their practicum. Field instructors and liaisons have been trained on criteria for these ratings and assign them based on individualized and demonstrable behaviors (e.g. identify current public policies and relevant legislative issues that impact service provision to your agency/clients and discuss with the field instructor). Additionally, graduating students have consistently met the benchmark for the SWEAP-FACAI instrument. We believe the SWEAP assessment and LPE instrument appropriately and accurately measures students' competency in this SLP, which is also a required competency for the program's accreditation through CSWE. Adding a more extensive capstone review of knowledge has been very helpful in improving SWEAP-FCAI Survey scores across all students. Additionally, improvements in training practicum field instructors have encouraged increased accuracy in reporting student competency. We will continue our comprehensive approach to developing students' competency in policy practice by strategically integrating social policy content throughout our curriculum and facilitating meaningful guided discussions in both online and in-person seminar settings. Our commitment extends to encouraging students' engagement with current social policy developments and actively promoting their participation in advocacy opportunities such as the annual state Social Work Lobby Day, ensuring they develop the practical skills needed to effectively influence policy landscapes.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As our assessments are based on the competency standards of our accrediting body, CSWE, no change is planned for assessing this Student Learning Outcome in the next assessment cycle. We remain committed to helping students grasp the importance of engaging in policy practice as social policy is the primary influence on social work programs and practice. The program will continue to coordinate an annual student trip to Social Work Lobby Day, held each winter/spring at the state capital. Additionally, the program will support the development of this SLO over the next three years by hosting at least one online student forum per year in conjunction with the MSW program or Social Work Student Union which includes both BSW and MSW students, where a current issue and relevant social policies related to human rights, social, racial, economic, or environmental justice are the theme. This SLO will be assessed each spring using the LPE and SWEAP-FCAI Survey. Students' completed LPEs will be collected via the online Field platform, Tevera, in the Spring semester as each student finishes their required internship hours at their field practicum (SWRK 482). The data will then be forwarded to the assessment coordinator (Dr. Dana Sullivan). Students' access to the SWEAP-FCAI Survey is given to students in their field seminar (SWRK 483), and access will be coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP to the assessment coordinator. Analyses of the combined averages from the LPE data and SWEAP-FCAI survey reports for this SLO will then be undertaken by the assessment coordinator for inclusion in the AY 25-26 ASL Report. Assessment results will be shared with the program faculty during the yearly fall program retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also be shared with the Departmental Advisory Committee – BSW Subcommittee each year for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Our program will also be having our CSWE reaffirmation site visit in Fall 2025. We will have the report from that visit 30-60 days following the visit and will incorporate any required changes to our curriculum or assessment at that time.
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Program Student Learning Outcome 6	
Program Student Learning Outcome	Students will demonstrate engagement, assessment, intervention, and evaluation skills across client systems and populations.
Evaluation	We will continue utilizing 'Students will demonstrate engagement, assessment, intervention, and evaluation skills across client systems and populations' as a critical Student Learning Outcome because these behaviors represent the foundational core of social work practice and are essential for any functional practitioner in our field. These

	competencies are also central to the CSWE accreditation standards and constitute required evaluative components for maintaining our program's accredited status.
Measurement Instruments	Our program uses the SWEAP (Social Work Education Assessment Project) Foundation Curriculum Assessment Instrument (FCAI) and the Learning Plan and Evaluation of Field Placement Performance (LPE), which are both direct measures of student learning. Both instruments are deemed appropriate by our accrediting body, CSWE, and are well-suited for and effective in meeting program needs for evaluation of student learning. The SWEAP FCAI is a standardized, objective instrument with demonstrated validity and reliability that has been designed specifically for measuring the CSWE Educational Policy and Accreditation Standards (EPAS). The SWEAP-FCAI is consistent with the most recent version of the CSWE EPAS (2022). The LPE assesses behavioral indicators of student competency in areas identified by the CSWE as critical for effective social work practice. Each student creates an individualized LPE at the beginning of the two-semester, senior-year practicum with input from their field instructor and tailored to their unique practicum setting. The LPE is completed by a student's Field instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field instructor evaluates whether the student effectively demonstrated each of the behaviors associated with this competency, scoring the student from 1: lowest to 5: highest. The score for the second semester is the measure used for the LPE portion of the assessment, and students must earn a score of 3-5 for each competency by the end of the second semester (SWK 483) in order to pass their Field Practicum. Because this SLO is an aggregate of 4 discreet competencies in the LPE, there are 17 standard behavioral indicators for this SLO on the LPE (e.g. shadow and observe effective colleagues during interactions with clients and debrief with staff and the field instructor; provide an assessment of a client system using the context of person-in-environment and apply knowledge of human behavior theories; co-facilitate a meeting with clients, groups, an agency, or community; review and appraise current agency services as well as needs and trends in the community in which services are being provided), and each student is also required to create four additional tasks (one for each discreet competency on the LPE) tailored to their own interests and practicum location.
Criteria & Targets	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field instructors as well as student's objective performance on the SWEAP-FCAI. 85% of graduating Social Work Majors will score at least a 4 on this competency in the LPE and at least 85% of graduating social work majors will answer at least 50% of questions correctly on the SWEAP-LCAI for this competency.
Results & Conclusion	As hoped and expected, our graduating students have consistently met or exceeded these targets over the past three years. Students are required to achieve a minimum score of 4 out of 5 on the LPE to pass their practicum. Field instructors and liaisons have been trained on criteria for these ratings and assign them based on individualized

	and demonstrable behaviors (e.g. researching current local, state, and federal events or policies and their real or potential impacts on clients in the student's practicum agency). Additionally, graduating students have consistently met the benchmark for the SWEAP-FACAI instrument. We believe the SWEAP assessment and LPE instrument appropriately and accurately measures students' competency in this SLP, which is also a required competency for the program's accreditation through CSWE. Adding a more extensive capstone review of knowledge has been very helpful in improving SWEAP-FCAI Survey scores across all students. Additionally, improvements in training practicum field instructors have encouraged increased accuracy in reporting student competency. We will maintain our assessment of student competency in the core social work processes of engagement, assessment, intervention, and evaluation throughout the practicum sequence, as this provides the essential opportunity for students to apply their theoretical knowledge in authentic practice settings. Our commitment extends to enhancing interactive learning experiences through recorded skill demonstrations and exploring innovative approaches such as virtual client simulations to strengthen students' practical mastery of these fundamental social work competencies.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As our assessments are based on the competency standards of our accrediting body, CSWE, no change is planned for assessing this Student Learning Outcome in the next assessment cycle. We remain committed to helping students grasp the importance of mastering the social work process, which includes engagement, assessment, intervention, and evaluation and is applicable for any level of practice setting from micro to macro. Over the next three years we will continue to refine curricular content related to the Person-In-Environment (PIE) model, which is foundational in teaching students about the social work process and how to conceptualize human behavior. Specific assignments addressing this content are embedded in all social work courses and faculty course leads, with input from part-time and other faculty instructors teaching the classes, will work to refine assignments to most effectively deliver the content. Additionally, field instructors and field liaisons will continue to assess students' mastery of the social work process through both direct observation in field practicum settings and discussions and assignments in the practicum seminar. This SLO will be assessed in each of the three upcoming years in spring using the LPE and SWEAP-FCAI Survey. Students' completed LPEs will be collected via the online Field platform, Tevera, in the Spring semester as each student finishes their required internship hours at their field practicum (SWRK 482). The data will then be forwarded to the assessment coordinator (Dr. Dana Sullivan). Students' access to the SWEAP-FCAI Survey is given to students in their field seminar (SWRK 483), and access will be coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP to the assessment coordinator. Analyses of the combined averages from the LPE data and SWEAP-FCAI survey reports for this SLO will then be undertaken by the assessment coordinator for inclusion in the AY 25-26 ASL Report. Assessment results will be shared with the program faculty during the yearly fall program retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also be shared

	with the Departmental Advisory Committee – BSW Subcommittee each year for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Our program will also be having our CSWE reaffirmation site visit in Fall 2025. We will have the report from that visit 30-60 days following the visit and will incorporate any required changes to our curriculum or assessment at that time.
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To add more outcomes, if needed, select the table above and copy & paste below.