

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services (CHHS)</i>	<i>Social Work</i>
<i>Master of Social Work (MSW) 157</i>	
<i>Dr. Erin Warfel, MSW Program Director</i>	
Is this an online program? ☒ Yes ☐ No	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	Demonstrate Ethical and Professional Behavior
Evaluation	This SLO is still relevant and measurable as it is currently a 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	The measurement instruments remain the same and clearly measure the outcome as defined. The field individual learning plan, professionalism rubric, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI will not have an impact on these assignments or measures as they are objective, or reflection based on student experiences and evaluated by faculty.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with the program faculty.
Results & Conclusion	<u>Results:</u> We are pleased that the program has continued to meet the goal for student learning outcome 1 for the past 3 years. The results are as we expected as a greater emphasis continues to be placed on professionalism and ethics throughout the program, with edits made to assignments, curriculum and all course content over the academic years. This emphasis begins with a new student orientation when expectations for professionalism are reviewed and are carried out through all MSW courses. The program has also implemented a series of licensure preparation offerings through Zoom as well as collaborating with local agencies and the KY Board of Social Work to offer additional opportunities for students. These sessions presented students with an opportunity to further evaluate and reflect on the preparation needed to be successful with state licensure examinations. Results are discussed with faculty during the fall faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome continues to be shared and discussed with the Departmental Advisory Committee to make improvements moving forward.

	<u>Conclusions:</u> For measure 1 (Foundation and Advanced Years)- the field learning plan, scores continue to exceed expectations in this area, this continues to be an important area of focus as students in field classes are preparing for career placement. A field orientation curriculum is utilized 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. Students made up a planning committee to assist with the development and implementation of department activities such as the career/practicum fair to allow practical experience in professional development activities. The 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. Pre-field assignments were also evaluated and revised to determine how to effectively provide a baseline assessment and areas for student growth in their field practicum agencies. For measure 2 (Foundation Year), professionalism rubric, students continue to be assessed in each course on professionalism utilizing a rubric. While scores continue to exceed expectations in this area, changes have been made based on a re-evaluation and development of a more refined assessment tool and overall process utilized in all courses. Both the professionalism rubric and course expectations have been further edited and explained. Feedback from faculty, students, and the Departmental Advisory Committee have been gathered to further refine this measure. The revised rubric includes 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 will continue to be asked to develop a plan for growth related to at least one area pertaining to each class. Faculty advisors, with Program Director support, continue to take a more proactive approach to professionalism by scheduling frequent meetings with advisees to address concerns identified in monthly program meetings. For measure 3 (Advanced Year), practice readiness exam, as was mentioned, various changes were made to place greater emphasis on this student learning outcome, including the offering of state approved training in Ethics in Social Work practice that is open to all students for free. 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. Student lead organizations organized and implemented study sessions for students preparing for the exam. Collaboration with KY Board of Social Work and other community partners allowed students an opportunity to participate in licensure exam prep sessions.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will continue to be shared with the program faculty at the fall retreats 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 beginning with new MSW student orientation each academic year. Plans for the next 3-year assessment cycle include a continued effort to improve field practicum pre-field assignments, additionally, online field instructor training and forums will be further developed and offered to allow field instructors and supervisors training on how best to professionally develop students placed with their agencies. These will be developed to allow on demand training as well as scheduled throughout both semesters. Field directors continue to meet individually with students and provide feedback on overall readiness including but not limited to resume, cover letter and interviewing skills. Additionally, training sessions on job readiness (resume, cover letter, interviewing skills) will be offered to students as they prepare to graduate.

	Plans for the next 3-year assessment cycle include the continuous re-evaluation of the professionalism assignment and rubric as well as gathering student, faculty and community partner agency feedback to determine how best to continue to emphasis this learning outcome and measure it appropriately. Additionally, plans for the next 3-year assessment cycle also include a further evaluation of PRE practices, preparation and questions specific to this learning outcome for revision. This continues to be an area that students do not always meet outcomes and therefore continues to be a focus of the program. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Advance Human Rights and Social, Racial, Economic and Environmental Justice
Evaluation	This student learning outcome is different than what is currently listed in Courseleaf as it has recently changed based on the 2022 CSWE Educational Policies and Standards (EPAS) revisions. This change will be updated in Courseleaf as soon as possible after other program changes are through the university process so that additional edits can be made in Courseleaf. This SLO was previously competency 3 and has been revised to include “racial” as a component of justice to be advanced. This SLO is relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice. The SLO is measurable through a variety of practice behaviors specified throughout the program and in specific course assignments.
Measurement Instruments	The measurement instruments remain the same and clearly measure the outcome as defined. The field individual learning plan, SWRK 510 Environmental justice paper, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. The environmental justice paper/assignment has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact the professionalism or practice readiness exam as those assignments or measures as they are objective, or reflection based on student experiences and evaluated by faculty. AI could impact the environmental justice paper and faculty remain vigilant in monitoring and assessing for this.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with the program faculty.
Results & Conclusion	Results: This is a program outcome that continues to fluctuate over the past 3 years. We are pleased that the program met this outcome the past two academic years as compared to not being met previously. This SLO outcome is an important part of the overall program outcomes and the 2022 EPAS accreditation requirements. While this continues to be a challenging area of abstract thinking for students, particular focus continues to ensure the program is sufficiently covering content in a manner to allow the goal of the SLO to be achieved. The department has initiated an Anti-racism, Diversity, Equity, and Inclusion (ADEI) committee with the goals of evaluating both implicit and explicit curriculum with objectives to address both. This student learning outcome was revised based on the implementation of the new EPAS 2022 and subsequently all MSW course learning objectives revised to ensure they are aligned with this new program learning outcome.

	<u>Conclusions:</u> For measure 1 (Foundation and Advanced Years), the field learning plan, the program continues to work with community partners/field instructors to ensure their understanding of the learning outcome. 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 the learning plan and assist with students' overall growth and professional development. This includes the application of this learning outcome to agency practice. For measure 2 (Foundation Year), the environmental justice paper, while no changes were made to the paper itself, SWRK 510 course objectives were re-evaluated and revised. Additionally, assignments including a discussion board were revised to be in line with the new EPAS and new SLO. For measure 3(Advanced Year), the PRE is adjusted annually by the PRE committee in response to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as development of the PRE blackboard site continue to be implemented to allow student access for materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety are provided.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results are shared with the program faculty at the fall retreat to inform ongoing changes and efforts to improve 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. Plans for next 3-year assessment cycle include the revision of pre-field assignments as well as virtual on demand and synchronous field instructor forums to allow for increased knowledge to field instructors and supervisors related to the inclusion of anti-racism as well as human rights, and social, economic and environmental justice. Additionally plans for the next assessment cycle include evaluation of the course and assignment specifics overall to ensure clarity and achievement of learning objectives ongoing. This will include utilizing CSWE curricular guides to ensure compliance and alignment with EPAS objectives. Evaluation of PRE questions to this learning outcome for revision and compliance with the 2022 EPAS will continue over the next assessment cycle. While we don't anticipate changing targets, this will continue to be assessed and evaluated. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
Evaluation	This student learning outcome is different than what is currently listed in Courseleaf as it has recently changed based on the 2022 CSWE Educational Policies and Standards (EPAS) revisions. This change will be updated in Courseleaf as soon as possible after other program changes are through the university process so that additional edits can be made in Courseleaf. This SLO was previously competency 2 and has been revised to include "anti-racism" as a component of engagement. This SLO is relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice. The SLO is measurable through a variety of practice behaviors specified throughout the program and in specific course assignments.

Measurement Instruments	The measurement instruments will remain the same and clearly assess the outcome as defined. The field individual learning plan, SWRK 501 Cultural Sensitivity project, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. The cultural sensitivity paper/assignment has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact these measures as as they are objective, or reflection based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with the program faculty.
Results & Conclusion	<u>Results:</u> We are pleased that the program continues to meet the goal for Student Learning Outcome 3. The results are as expected as this is an important area of content focusing 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. Results are discussed with faculty during the fall 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) to make improvements moving forward. This continues to be an area of focused discussion with the implementation of new accreditation standards that include an emphasis on anti-racism, diversity, equity and inclusion. All MSW course learning objectives were modified to ensure the inclusion of this learning outcome and related activities, assignments, and assessments. The department initiated an Anti-racism, Diversity, Equity, and Inclusion (ADEI) committee to address specific goals related to this learning outcome. <u>Conclusions:</u> For measure 1 (Foundation and Advanced Years), the field learning plan, 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) continues to be 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. For measure 2 (Foundation Year), the cultural sensitivity project rubric was not adjusted, however, the inclusion of additional relevant supplemental materials were utilized to support this assignment/measure. For measure 3 (Advanced Year), 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 are also provided.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will be shared with program faculty at the fall 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 3 year assessment cycle include the continuation of new student orientation activities specific to ADEI including application exercises. Additionally, department activities will include objectives set forth by the ADEI committee to monitor and assess emphasis on this learning outcome. Plans for the next 3-year assessment cycle include the development and evaluation of field instructor training and forums, both virtual on demand as well as synchronous to address this learning outcome and ways to assist students with making connections to agency practice and demonstration in field practicum. Additional plans include the re-evaluation of the adopted texts as well as the inclusion of case simulation software to allow students further exposure and practice. Evaluation of PRE questions specific to this learning outcome for compliance with 2022 EPAS to include an emphasis on ADEI is ongoing. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. We do not anticipate adjusting targets, however, will continue to monitor this. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.
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Program Student Learning Outcome 4	
Program Student Learning Outcome	Engage in Practice Informed Research and Research Informed Practice
Evaluation	This SLO is still relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice.
Measurement Instruments	The measurement instruments will remain the same as they clearly assess the SLO as defined. The field individual learning plan, SWRK 540 Research Proposal, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. Research proposal has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact these measures as they are objective, or reflection based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with the program faculty.
Results & Conclusion	Results: 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 to be appropriately addressed. This continues to be an area that social work students tend to struggle with and need more assistance. Results are discussed with faculty during the fall 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) to make improvements moving forward. Student learning course outcomes for (SWRK 540 and SWRK 640) were revised to be aligned with the 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.

	<u>Conclusions:</u> For measure 1(Foundation and Advanced Years), the field learning plan, 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 are discussed. Students had an opportunity to utilize feedback to develop and implement a social work career/practicum fair. They collected data and feedback from students and agency vendors in order to implement changes moving forward. For measure 2 (Foundation Year), SWRK 540 Research proposal, none of the rubrics were adjusted, however the MSW program continues to utilize curriculum sequence chairs, who are experienced researchers and 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). The 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(Advanced Year), 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.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will be shared with the program faculty at the annual fall 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. Plans for future assessment cycles include the continuation of a student lead career/practicum fair with the inclusion of data supported opportunities. 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. Additional plans for the next 3-year assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with the 2022 EPAS. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.

Program Student Learning Outcome 5	
Program Student Learning Outcome	Engage in Policy Practice
Evaluation	This SLO is still relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for

	practice.
Measurement Instruments	The measurement instruments will remain the same as they clearly assess the SLO as defined. The field individual learning plan, SWRK 530 Social Policy Analysis/Formulation, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. Policy Analysis has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact the field learning plan or practice readiness exam measures as they are objective, or reflection based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact on the policy formulation assignment.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with the program faculty.
Results & Conclusion	<u>Results:</u> 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 where social work students tend to struggle with and need more assistance. Results are discussed with faculty during the annual fall 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) to make improvements moving forward. The student learning course outcomes (SWRK 530 and SWRK 630) were revised to be aligned with the 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body. <u>Conclusions:</u> Assessment results will be shared with the program faculty at the annual fall 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. For Measure 1(Foundation and Advanced Year), 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. 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 (Foundation Year), the SWRK 530 Policy Analysis paper, 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 have been 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. For Measure 3 (Advanced Year), 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.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Plans for the next 3-year assessment cycle include an ongoing evaluation of course learning objectives, content, supplemental materials and assignments to ensure alignment with EPAS standards. Additionally, plans include the faculty participation and organization of students for similar community events in order to bridge the gap for students and allow connections to real life policy analysis, advocacy, and lobbying. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. We do not anticipate adjusting any targets at this time, however this will continue to be monitored. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.

Program Student Learning Outcome 6	
Program Student Learning Outcome	Engage with Individuals, Families, Groups, Organizations and Communities
Evaluation	This SLO is still relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice.
Measurement Instruments	The measurement instruments will remain the same as they clearly assess the SLO as defined. The field individual learning plan, SWRK 522 Group Facilitation, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. The Group facilitation assignment has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. While no changes were made to the rubric changes were made to other class assignments and content to include the use of case simulation software to enhance this learning outcome. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact these measures as they are objective, reflection, or demonstration based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with program faculty for ongoing assessment.
Results & Conclusion	<u>Results:</u> We are pleased that the program continues to meet this program outcome. This learning outcome continues to be an important area of focus across program curriculum and one that is emphasized in all areas of practice. <u>Conclusions:</u> For measure 1 (Foundation and Advanced Years), field learning plan, 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 student-led career/practicum fair was held during the spring semester to allow students to engage with a variety of community agencies. For measure 2 (Foundation Year), SWRK 522 Group Facilitation, course learning objectives for SWRK 522 were revised to ensure compliance with the 2022 EPAS While 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. For measure 3 (Advanced Year), 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.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will be shared with the program faculty at the annual fall 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 Plans for the next 3-year assessment cycle include the continued use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this student learning outcome. Additionally, we will continue to revise assignments to allow for the incorporation of more time for practice and both peer and instructor feedback. A further evaluation of PRE questions is ongoing and includes revisions as necessary to remain in compliance with 2022 EPAS and the inclusion of ADEL. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.

Program Student Learning Outcome 7	
Program Student Learning Outcome	Assess Individuals, Families, Groups, Organizations and Communities
Evaluation	This SLO is still relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice.
Measurement Instruments	The measurement instruments will remain the same as they clearly assess the SLO as defined. The field individual learning plan, SWRK 520 Bio/Psycho/Social/Spiritual Assessment, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. The Bio/psycho/social/spiritual assessment assignment has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. While no changes were made to the rubric changes were made to other class assignments and content to include the use of case studies through the use of simulation software to enhance students' ability to practice and demonstrate the behaviors related to this learning outcome. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact these measures as they are objective, reflection, or demonstration based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with program faculty for ongoing assessment.

Results & Conclusion	<u>Results:</u> We are pleased that the program continues to achieve this learning outcome as it is an essential component of the program and social work practice. <u>Conclusions:</u> For measure 1 (Foundation and Advanced Year), field learning plan, 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. Revisions were made to the learning plan to include the revision of the 2022 EPAS. For measure 2 (Foundation Year), SWRK 520 Bio/psycho/social/spiritual assessment assignment, no major changes were made to the course assignment or rubric for this academic year, however changes were made to the course learning outcomes to be in line with the 2022 EPAS. Additionally, changes were made to other discussion board assignments to include the incorporation of case studies using simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO. For measure 3 (Advanced Year), 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 are also provided.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will be shared with the program faculty at the annual fall 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. Plans for future assessment include increased communication with field instructors and supervisors through training and forums as well as continued career and field practicum fair to build connections to additional agencies to support students in opportunities to meet this learning outcome. Additionally, the faculty course lead will continue to evaluate the assignments and course content to meet program outcomes. Further, the program will continue the use of simulation software and explore other innovative ways to allow students an opportunity to practice this SLO. Ongoing evaluation of the PRE questions specific to learning outcomes will continue to determine the need for revision and compliance with the 2022 EPAS. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.

Program Student Learning Outcome 8

Program Student Learning Outcome	Intervene with Individuals, Families, Groups, Organizations, and Communities
Evaluation	This SLO is still relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice.
Measurement Instruments	The measurement instruments will remain the same as they clearly assess the SLO as defined. The field individual learning plan, SWRK 523 Community Change Intervention Proposal, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. The community change intervention assignment has been re-evaluated to ensure that all aspects of the SLO/competency are reflected and assessed. While no changes were made to the rubric, changes were made to course learning outcomes and content to include incorporation of the 2022 EPAS. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact these measures as they are objective, reflection, or demonstration based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with program faculty for ongoing assessment.
Results & Conclusion	<u>Results:</u> We are pleased that the program continues to meet this SLO as this is an important component of the program and social work practice. <u>Conclusions:</u> For measure 1 (Foundation and Advanced Years), field learning plan, 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. Plans for the next assessment cycle include the addition of on demand and virtual field instructor forums to provide assistance to field agency staff with students' opportunities to demonstrate learning outcomes. For measure 2 (Foundation Year), SWRK 523 Community Change Intervention Proposal, the course learning objectives for SWRK 523 were revised to ensure incorporation of the 2022 EPAS. While no major changes were made to the course assignment and rubric, plans for future assessment cycles include the re-evaluation of course content and assignments. For measure 3 (Advanced Year), 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.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will be shared with the program faculty at the annual fall 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. Plans for the 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. Additionally, course content and learning outcomes for SWRK 523 will continue to be evaluated to be in line with program outcomes. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles.

	The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.
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Program Student Learning Outcome 9	
Program Student Learning Outcome	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
Evaluation	This SLO is still relevant and measurable as it is currently a CSWE competency that is used throughout the program as a standard for practice.
Measurement Instruments	The measurement instruments will remain the same as they clearly assess the SLO as defined. The field individual learning plan, SWRK 522 Group facilitation, and practice readiness exam are all direct measures. Most recently the professionalism assignment and rubric have been adjusted to better measure student success and streamline the process across all courses. In SWRK 522, changes were made to course learning objectives to be in line with the 2022 EPAS. While no major changes were made to the assignment and rubric, changes were made to other assignments and discussion boards. The practice readiness exam is reviewed annually, and questions are revised (as needed) to best measure this SLO. The rise of AI should not impact these measures as they are objective, reflection, or demonstration based on student experiences and evaluated by faculty. Faculty remain vigilant in monitoring and assessing for AI impact.
Criteria & Targets	The criteria for success for each measure will remain the same at this time. Program success targets will also remain the same at this time as it seems to be an appropriately challenging target for each measure. This will be further discussed with program faculty for ongoing assessment.
Results & Conclusion	<u>Results:</u> We are pleased that the program has met the goals for this SLO on an ongoing basis as this is an important component of the program and social work practice. <u>Conclusions:</u> For measure 1 (Foundation and Advanced Years), field learning plan, 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 midterm self-assessment continues to be 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 an example of a practical demonstration of the SLO. Additionally, the development of a student-led career/practicum fair included students' evaluation of the development and implementation process in order to make changes moving forward. The career/practicum fair allowed students the opportunity to demonstrate many learning outcomes. Plans for future assessment cycles include incorporation of feedback to continue the student-led career/practicum fair. For measure 2 (Foundation Year), SWRK 522 Group facilitation, changes were made to course learning objectives to be in line with the 2022 EPAS. While 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 evaluation of the assignment to include additional opportunities for students to practice and receive and give peer feedback.

	For measure 3 (Advanced Year), 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.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment results will be shared with the program faculty at the annual fall 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. Plans for future assessment cycles include evaluation of the assignment to include additional opportunities for students to practice and receive and give peer feedback. Additionally, future plans include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with the new 2022 EPAS. Additionally, emeritus faculty have expressed interest in contributing to the program outcomes and will therefore invited to be a part of the DAC or in other advisory roles. The program reaffirmation site visit will take place in Fall 2025, with the site visit report being received 30-60 days following the visit. Feedback from the reaffirmation site visit will be incorporated into future assessment cycles.