Detailed Assessment Report  
2013-2014 Social Work B.S.W.  
As of: 7/16/2014 02:17 PM CENTRAL

Mission / Purpose

The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service. Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region. Research: The School develops research-based knowledge of social problems and their solutions. Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations. As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Apply Disciplinary Knowledge of HBSE
Apply knowledge of human behavior and the social environment. (Discipline Knowledge)

Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 1: Field Education Instructor’s ratings
BSW Field Education Instructor’s ratings of student performance for this particular student learning outcome, on a scale of 0-4 (Benchmark set at an average score of at least 2 (a score of 2 = student meets requirements)).
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0.

M 2: Course Project
Written summary and analysis of a biopsychosocial interview students conduct with an individual from a selected developmental stage.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students will achieve a score of 70% as measured by a rubric.

SLO 2: Skills/Abilities in EBP
Engage in research-informed practice and practice-informed research.

Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 3: Field Education Instructor’s ratings
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements), with the highest possible score being a 4).
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.

M 4: Conclusions and recommendations regarding a client-oriented research question
Written analysis of scholarly research articles pertinent to the research question, recommendation for course of action for the client, and discussion of additional research needed.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students will achieve a score of 70% on rubric elements pertaining to the recommendation for the client.

SLO 3: Identify as a professional social worker
Identify as a social worker and conduct self accordingly.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 5: Field Education Instructor’s ratings
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements))
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes
Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.

M 6: Journal entry re identifying with profession
Students write journal entries about their class in social work practice with individuals and families. The measure is the professor’s assessment of the degree to which they demonstrate their identification with the social work profession and their plans to conduct themselves accordingly. OR in Field Education Seminar, Students participate in class activities, including role plays and discussions, that allow them to demonstrate their identification with the social work profession and their professional conduct. The measure is the instructor’s assessment, through a rubric, of the degree to which this competency is met.
Source of Evidence: Academic direct measure of learning - other
Target:
Journal scored according to rubric (Benchmark = 100%) or class activities related to professional identification scored according to a rubric (Benchmark = 80% or more of the students earn at least a B on the relevant portions of the rubric).

M 7: Role-play
Students take on the role of a social worker interacting with a client and the instructor assesses the degree to which they identify with that role and conduct themselves accordingly.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
80% of the students receive a grade of B or better on the rubric components of conducting themselves appropriately as social workers.

SLO 4: Apply social work ethical principles
Apply social work ethical principles to guide professional practice.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 8: Field Education Instructor’s ratings
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements).
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes
Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0.

M 9: Case analysis
Student analysis of an actual child welfare case with multiple ethical challenges. The measure is the instructor’s assessment of the students’ demonstration that they identified at least two social works values or ethical principles that support the actions they recommend in their analysis
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students achieve a score of at least 85% on the rubric components related to application of ethical principles.

SLO 5: Improvement Outcome re policy practice
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes
Related Measures

M 10: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
Field instructor ratings of student performance on the competency. Average score of at least 2 (student meets requirements) on a scale from 0-4.

M 11: Position Paper
The student will present a well-crafted, written argument on one macro policy relevant to an assigned social welfare policy topic. The measure is the instructor's assessment of the student's attention to policy elements that support effective social work services.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students receive a grade of B or better as measured by a rubric.

SLO 6: Think critically when making judgments
Apply critical thinking to inform and communicate professional judgments.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 12: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0).
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2 (meets requirements) on a scale from 0-4. This is the field education instructors' ratings of student performance.

M 13: Conclusions and recommendations regarding a client-oriented research question
Written analysis of scholarly research articles pertinent to the research question, recommendation for course of action for the client, and discussion of additional research needed.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will achieve a score of 70% on the rubric elements pertaining to the analysis of the articles and the discussion of additional research needed.

SLO 7: Engage diversity in practice
Engage diversity and difference in practice.

Although these outcomes are distinct, they are also related. When students advance human rights and social and economic justice, they must respond to the context that shapes their practice. A part of the relevant context often relates to diversity. We have used both field instructors' evaluations of student performance and course-embedded assessments to measure these three outcomes.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 14: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2.0 (student meets requirements) out of 4.0).
Source of Evidence: Academic direct measure of learning - other

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0

Finding (2013-2014) - Target: Partially Met
The target for 2011-2012, for the course-embedded assessment, was that 75% of the students will achieve a score of at least 70% on the advancing human rights and social and economic justice components of a rubric.
Findings for 2011-2012: In SW 351, 60% of the students scored 75% or higher on the advocacy plan element of their cultural presentation. Although the instructor scored many students highly, indicating that many students did demonstrate their ability to advance human rights and economic and social justice, many other students were not rated so highly. These lower ratings give us some concern, although there is a likely explanation that limit the extent of our concern. One explanation is that students enroll in SW 351 at different times in their program and the course is not restricted to social work majors. Even the social work majors do not take the course in their graduating semester. Therefore, this may not be an effective outcome measure. Our conclusion is that in the future, (a) we need to examine the scores of the majors and use those scores as a diagnostic measure and (b) we need to develop additional course-embedded measures to serve as outcome measures and investigate the effectiveness of the measures.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**he BSW Program Committee will review the current curriculum**
*Established in Cycle: 2013-2014*
The BSW Program Committee will review the current curriculum and discuss how to include additional assessments and measures of ...

**M 15: Cultural presentation**
Students demonstrate their ability to work toward reducing oppression social injustice through a presentation in which they discuss how to engage with people different from them. The measure is the instructor's assessment of the students' ability to engage diversity and difference.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will achieve a score of at least 70% on the diversity and difference components of a rubric.

**M 32: Quiz regarding engaging diversity**
80% of the students in SW 411, Human Behavior in the Social Environment II, will answer four questions on Quizzes 1 and 3, correctly. These specific quiz items measure students' understanding of diversity issues in practice and how practicing social workers should behave in situations when diversity is an issue.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will score 100% on each of 4 specific quiz questions related to engaging diversity in practice.

**SLO 8: Advance Human Rights**
Advance human rights and social and economic justice.

[This is an improvement outcome derived from the 2011-2012 assessment findings. The students did not meet the benchmark that year.]

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 16: Field Education Instructor’s ratings**
Field Education Instructor’s ratings for this specific outcome.

Source of Evidence: Performance (rectal, exhibit, science project)

**Connected Document**
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0

**M 17: Cultural presentation**
Students demonstrate their ability to work toward reducing oppression social injustice through a presentation in which they discuss how to engage with people different from them as they take action to advance human rights and social and economic justice. The measure is the instructor's assessment of the students' ability to engage diversity and difference.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will achieve a score of at least 70% on the advancing human rights and social and economic justice components of a rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Develop new direct measure**
*Established in Cycle: 2011-2012*
Our original plan was for the Evaluation Committee, in consultation with the BSW Program Committee, to develop a new course-emb...
and 3, correctly. These specific quiz items measure students' understanding of advocacy approaches social workers use to advance human rights and social and economic justice.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students in SW 411, Human Behavior in the Social Environment II, will answer score 100% on four specific questions on Quizzes 1 and 3.

**SLO 9: Respond to contexts in practice**
Respond to contexts that shape practice.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 18: Field Education Instructor's ratings**
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0) for this specific outcome.

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Target:**
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

**M 19: Case Analysis**
Students prepare an assessment and intervention for an assigned individual or family from the worker, client and objective observer perspectives. The analysis, developed from a life course perspective, includes a psychosocial assessment and an intervention plan. Students must explain how cultural had an impact on the case.

Source of Evidence: Academic direct measure of learning - other

**Target:**
85% of the students will earn a grade of B or better, scored according to a rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Increase advocacy assignments across curriculum**
*Established in Cycle: 2011-2012*
We will work to increase the number of student learning opportunities and assignments related to social advocacy and social just...

**SLO 10: Engage, assess, intervene, and evaluate**
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 20: Field Education Instructor's ratings**
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0) for this outcome.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Target:**
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

**M 21: Case consultation**
Students present a challenging case with relevant facts regarding the individual, the family, group membership, relevant organizations, and community. In their case presentation, they discuss how they would engage the client, assess the situation, intervene, and evaluate the intervention.

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of the students will earn a score of at least 80% based on the weighted criteria of relevant components of a rubric.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOcm 11: Recognized quality.**
The program will improve and sustain a high level of recognized quality.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
**Related Measures**

**M 22: Accreditation will be reaffirmed**
The BSW program's disciplinary accreditation will be reaffirmed by the Council on Social Work Education every eight years and the program will remain in good standing during the intervening years.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the time between scheduled reaffirmations, the BSW program will receive no negative findings from the Council on Social Work Education.

**OthOtcn 12: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2

**Related Measures**

**M 24: Enrollment**
Number of BSW students enrolled in the professional program (upper division) compared to previous year's enrollment

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The number of BSW majors enrolled in the professional program will exceed the number enrolled in the previous year.

**Finding (2013-2014) - Target: Met**
From 2009 through 2011, respectively, the following numbers of BSW students were admitted into our professional program (upper division courses) in the fall: 55, 79, 61. In the 2012-2013 academic year, we began admitting students in the spring as well as in the fall. That year, we admitted a total of 75. So, although our numbers have been variable, there is an upward trend, with 2010 having an especially large spike. We are pleased with our decision to admit students in the spring; it allows greater flexibility for students in completing the prerequisite courses. We see no need for improvement in this outcome at this time.

**M 25: Degrees conferred**
Number of BSW degrees conferred compared to number conferred the previous academic year.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The number of BSW degrees conferred will exceed the number conferred in the previous year.

**M 26: BSW graduation rate**
BSW graduation rate (from time student enters professional program)

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
We have not yet established a target for this outcome. We will report three years of data so we can establish a baseline.

**OthOtcn 13: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2

**Related Measures**

**M 27: Internships in Alabama.**
Percentage of eligible students who complete their field education placements (internships) in Alabama.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 95% of our undergraduates will complete their field education placements in Alabama.

**M 28: Field placement agreements.**
The number of agencies with whom the school has BSW field placement agreements.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The School of Social Work will establish and maintain BSW field placement agreements with at least 40 agencies in Alabama.

**M 31: Exit survey**
Average graduating student rating of the quality of the BSW program (exit survey).

Source of Evidence: Exit interviews with grads/program completers

**Target:**
At least 85% of graduating seniors who complete the exit survey will rate the BSW program as "above average."

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Develop new direct measure**
Our original plan was for the Evaluation Committee, in consultation with the BSW Program Committee, to develop a
new course-embedded assessment measure for this outcome. Our CURRENT plan (Fall 2013) is for one of the
instructors of SW 351 to develop a course-embedded assessment for this semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cultural presentation | Outcome/Objective: Advance Human Rights

Implementation Description: The Evaluation Committee, in consultation with the BSW Program Committee, will
develop a new course-embedded assessment measure for this outcome.

Projected Completion Date: 10/2012
Responsible Person/Group: Current: SW 351 Instructor Former: The Evaluation Committee and the BSW Program
Committee
Additional Resources: none

Increase advocacy assignments across curriculum
We will work to increase the number of student learning opportunities and assignments related to social advocacy and
social justice throughout the curriculum.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Case Analysis | Outcome/Objective: Respond to contexts in practice
Measure: Cultural presentation | Outcome/Objective: Advance Human Rights

Implementation Description: BSW Committee will review the current curriculum and discuss how to include
additional assessments and measures of social justice and advocacy in the curriculum

Responsible Person/Group: BSW Committee; course instructors

he BSW Program Committee will review the current curriculum
The BSW Program Committee will review the current curriculum and discuss how to include additional assessments
and measures of social justice and advocacy, engaging diversity, and attending to context in the curriculum. Faculty
will increase the number of student learning opportunities and assignments related to these outcomes throughout the
curriculum. The committee will investigate the multiple course-embedded assessments used by instructors to
determine which are most effective. During 2014-2014, scores from our majors will be analyzed separately from
scores of other students taking the course(s).

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Field Education Instructor's ratings | Outcome/Objective: Engage diversity in practice
Mission / Purpose

The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service. Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region. Research: The School develops research-based knowledge of social problems and their solutions. Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations. As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Apply Disciplinary Knowledge of HBSE
Apply knowledge of human behavior and the social environment. (Discipline Knowledge)

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 1: Field Education Instructor’s ratings
BSW Field Education Instructor’s ratings of student performance for this particular student learning outcome, on a scale of 0-4 (Benchmark set at an average score of at least 2 (a score of 2 = student meets requirements)).
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0.

Finding (2012-2013) - Target: Met

Results Summary:
The mean field instructor rating for all BSW students on this student learning outcome was 3.3 out of 4, which exceeds the benchmark of 2.0 (meets requirements).

Interpretations and Conclusions:
This indicates that our students demonstrate, during their field education experiences, that they apply their knowledge of human behavior and the social environment to their work with clients. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

M 2: Course Project
Written summary and analysis of a biopsychosocial interview students conduct with an individual from a selected developmental stage.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will achieve a score of 70% as measured by a rubric.

Finding (2012-2013) - Target: Met

Assessment Summary: All BSW students enroll in SW 410 and SW 411 during their graduation year. There is one section of each class. In SW 411, 98% of the students scored 70% or above on the life course and person and environment sections of the final class project. Findings: This indicates the benchmark was exceeded. This means that all of our graduating BSW students demonstrated their ability to apply their knowledge of human behavior in the social work practice situations. We conclude, therefore, that improvement is not required for this outcome.

SLO 2: Skills/Abilities in EBP
Engage in research-informed practice and practice-informed research.

Connected Documents
BSW Curriculum Maps 1
Related Measures

**M 3: Field Education Instructor's ratings**
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements), with the highest possible score being a 4.
Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.

**Finding (2012-2013) - Target: Met**

**Assessment Summary:**
The mean field instructor rating for all BSW students on this student learning outcome was 3.3 out of 4, which exceeds the benchmark of 2.0 (meets requirements).

**Interpretations and Conclusions:** This indicates that our students demonstrated, during their field education experiences, that they engage in research-informed practice and practice-informed research. We conclude, therefore, that improvement is not necessary for this outcome.

**M 4: Conclusions and recommendations regarding a client-oriented research question**

Written analysis of scholarly research articles pertinent to the research question, recommendation for course of action for the client, and discussion of additional research needed.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will achieve a score of 70% on rubric elements pertaining to the recommendation for the client.

**Finding (2012-2013) - Target: Met**

All graduating BSW students enroll in SW 420 during their graduating semester. This fall, 90% of the 68 BSW students enrolled in the course earned a B (80%) or higher on their research proposal, which was a major assignment for the class. The research proposal required them to identify a practice-relevant research question, review the literature for the best evidence-based knowledge available regarding the question (research-informed practice), make a recommendation for the client, and propose additional research to fill gaps in knowledge (practice-informed research). A student could not earn a B on the overall proposal unless the client recommendation was of at least B quality (it had to flow from the other elements of the paper). That the great majority of students earned at least a B on their research proposal assignment indicates that the benchmark was exceeded. We conclude, therefore, that improvement is not needed for this outcome.

**SLO 3: Identify as a professional social worker**
Identify as a social worker and conduct self accordingly.

**Connected Documents**
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

**M 5: Field Education Instructor's ratings**
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements))
Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.

**Finding (2012-2013) - Target: Met**

**Assessment Summary:**
The mean field instructor rating for all BSW students on this student learning outcome was 3.6 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they identified as a professional social worker and conducted themselves accordingly. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

**M 6: Journal entry re identifying with profession**
Students write journal entries about their class in social work practice with individuals and families. The measure is the professor's assessment of the degree to which they demonstrate their identification with the social work profession and their plans to conduct themselves accordingly. OR In Field Education Seminar, Students participate in class activities, including role plays and discussions, that allow them to demonstrate their identification with the social work profession and their professional conduct. The measure is the instructor's assessment, through a rubric, of the degree to which this competency is met.

Source of Evidence: Academic direct measure of learning - other

Target:
Journal scored according to rubric (Benchmark = 100%) or class activities related to professional identification scored according to a rubric (Benchmark = 80% or more of the students earn at least a B on the relevant portions of the rubric).
Finding (2012-2013) - Target: Not Reported This Cycle
Not assessed in this class this year.

M 7: Role-play
Students take on the role of a social worker interacting with a client and the instructor assesses the degree to which they identify with that role and conduct themselves accordingly.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
80% of the students receive a grade of B or better on the rubric components of conducting themselves appropriately as social workers.
Finding (2012-2013) - Target: Met
In SW 443, students participate in guided discussions based on their readings and on their field education experiences; they also complete writing assignments and engage in role plays. All these activities include the goal of demonstrating the students’ identification as social workers and their demonstrated behavior that is consonant with that identification. Grades are earned based on a rubric that includes that professional identification. In fall 2012, 80% of the enrolled students achieved a grade of B for identification as a social worker. We see no need for improvement in this outcome.

SLO 4: Apply social work ethical principles
Apply social work ethical principles to guide professional practice.
Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes
Related Measures

M 8: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements).
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes
Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0
Finding (2012-2013) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.6 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they apply social work ethical principles (as established in the NASW Code of Ethics) in their work with clients. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Increase emphasis on ethical principles
Established in Cycle: 2011-2012
1. At the end of each fall semester, compare the field instructor's ratings for this outcome with the relevant writing assignment...

M 9: Case analysis
Student analysis of an actual child welfare case with multiple ethical challenges. The measure is the instructor's assessment of the students' demonstration that they identified at least two social works values or ethical principles that support the actions they recommend in their analysis
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students achieve a score of at least 85% on the rubric components related to application of ethical principles.
Finding (2012-2013) - Target: Met
100% of the students scored 80% or higher on the assignment regarding ethical principles. This indicates that our students understand the principles that undergird the profession and know how to apply them.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Increase emphasis on ethical principles
Established in Cycle: 2011-2012
1. At the end of each fall semester, compare the field instructor's ratings for this outcome with the relevant writing assignment...
Support students with writing difficulties
Established in Cycle: 2011-2012
We will provide additional support to students that have been identified to have problems with writing:
Students with admission...

SLO 5: Improvement Outcome re policy practice
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 10: Field Education Instructor's ratings**
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0).

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Target:**
Field instructor ratings of student performance on the competency. Average score of at least 2 (student meets requirements) on a scale from 0-4.

**Finding (2012-2013) - Target: Met**
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they can engage in policy practice, which entails analyzing social welfare policies and developing and implementing plans to revise social welfare policies as needed. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

**M 11: Position Paper**
The student will present a well-crafted, written argument on one macro policy relevant to an assigned social welfare policy topic. The measure is the instructor's assessment of the student's attention to policy elements that support effective social work services.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students receive a grade of B or better as measured by a rubric.

**Finding (2012-2013) - Target: Met**
One hundred percent of the students enrolled in SW 401 (a required class) earned at least a B on the policy analysis paper. This instructor rating indicates that the students are able to analyze social welfare policies and to develop plans for revising the policies as needed. We conclude therefore that improvements in this outcome are not required.

**SLO 6: Think critically when making judgments**
Apply critical thinking to inform and communicate professional judgments.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 12: Field Education Instructor's ratings**
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0).

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Target:**
The mean score for the competency, for all students enrolled in SW 490, will exceed 2 (meets requirements) on a scale from 0-4. This is the field education instructors' ratings of student performance.

**Finding (2012-2013) - Target: Met**
The mean field instructor rating for all BSW students on this student learning outcome was 3.5 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they used critical thinking skills when making decisions and judgments about their practice with clients. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

**M 13: Conclusions and recommendations regarding a client-oriented research question**
Written analysis of scholarly research articles pertinent to the research question, recommendation for course of action for the client, and discussion of additional research needed.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will achieve a score of 70% on the rubric elements pertaining to the analysis of the articles and the discussion of additional research needed.

**Finding (2012-2013) - Target: Met**
All graduating BSW students enroll in SW 420 during their graduating semester. This fall, 90% of the 68 BSW students enrolled in the course earned a score of 70% or higher on the research proposal rubric section pertaining to their discussion of additional research needed on their topic. We conclude, therefore, that
improvement is not needed for this outcome.

SLO 7: Engage diversity in practice
Engage diversity and difference in practice.

Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 14: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2.0 (student meets requirements) out of 4.0.
Source of Evidence: Academic direct measure of learning - other
Connected Document
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0

Finding (2012-2013) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they engaged diversity and difference in practice. We recognize that "engage" is a rather ambiguous term (it was given to us by our accrediting body). We mean that students recognize diversity and difference and both the positive and negative associations people sometimes have. Our students act with cultural competence when they are in situations with people different from themselves. This is what we teach and it is what the field instructors assess. We conclude that improvement is not necessary for this outcome. The field instructor rating form is attached.

M 15: Cultural presentation
Students demonstrate their ability to work toward reducing oppression social injustice through a presentation in which they discuss how to engage with people different from them. The measure is the instructor's assessment of the students' ability to engage diversity and difference.
Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will achieve a score of at least 70% on the diversity and difference components of a rubric.

Finding (2012-2013) - Target: Not Reported This Cycle
A different course-embedded assessment was used for this outcome during this cycle. See #32.

M 32: Quiz regarding engaging diversity
80% of the students in SW 411, Human Behavior in the Social Environment II, will answer four questions on Quizzes 1 and 3, correctly. These specific quiz items measure students' understanding of diversity issues in practice and how practicing social workers should behave in situations when diversity is an issue.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will score 100% on each of 4 specific quiz questions related to engaging diversity in practice.

Finding (2012-2013) - Target: Met
85% of the students answered the four specific quiz items correctly. This indicates that the target was met and improvement is not needed for this particular student learning outcome. Still, we will continue to implement the action plan developed last cycle, which remains relevant for this outcome.

SLO 8: Advance Human Rights
Advance human rights and social and economic justice.

[This is an improvement outcome derived from the 2011-2012 assessment findings. The students did not meet the benchmark that year.]

Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 16: Field Education Instructor's ratings
Field Education Instructor's ratings for this specific outcome.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean score for the competency, for all students enrolled in SW 490, will exceed 2.0

Finding (2012-2013) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.6 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they acted to advance human rights and social and economic
justice. This means that the field education instructors observed the students advocating for clients and promoting social policies in support of human rights and justice. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

**M 17: Cultural presentation**

Students demonstrate their ability to work toward reducing oppression social injustice through a presentation in which they discuss how to engage with people different from them as they take action to advance human rights and social and economic justice. The measure is the instructor’s assessment of the students’ ability to engage diversity and difference.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
75% of the students will achieve a score of at least 70% on the advancing human rights and social and economic justice components of a rubric.

**Finding (2012-2013) - Target: Not Reported This Cycle**

A different course-embedded assessment was used during this cycle to measure this student learning outcome. The action plan developed last year still applies, however, and we will continue to implement it.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Develop new direct measure**

*Established in Cycle: 2011-2012*

Our original plan was for the Evaluation Committee, in consultation with the BSW Program Committee, to develop a new course-embe...

**Increase advocacy assignments across curriculum**

*Established in Cycle: 2011-2012*

Outcomes 8 and 9 are similar and similar activities help students to achieve both outcomes. We will work to increase the number ...

**M 33: Quiz regarding advancing human rights**

80% of the students in SW 411, Human Behavior in the Social Environment II, will answer four questions on Quizzes 1 and 3, correctly. These specific quiz items measure students’ understanding of advocacy approaches social workers use to advance human rights and social and economic justice.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
80% of the students in SW 411, Human Behavior in the Social Environment II, will answer score 100% on four specific questions on Quizzes 1 and 3.

**Finding (2012-2013) - Target: Met**

Eighty-five percent of the students scored 100% on the quiz items that addressed advocating for human rights. With the target met, we see no need for improvement. Still, we will continue to implement the action plan developed last cycle, which remains relevant.

**SLO 9: Respond to contexts in practice**

Respond to contexts that shape practice.

**Connected Documents**

- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 18: Field Education Instructor’s ratings**

BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0) for this specific outcome.

**Source of Evidence:** Performance (recital, exhibit, science project)

**Connected Document**

BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

**Target:**

The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

**Finding (2012-2013) - Target: Met**

The mean field instructor rating for all BSW students on this student learning outcome was 3.5 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they attend to the social environment and other contextual circumstances when they are engaged in social work practice with clients. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

**M 19: Case Analysis**

Students prepare an assessment and intervention for an assigned individual or family from the worker, client and objective observer perspectives. The analysis, developed from a life course perspective, includes a psychosocial assessment and an intervention plan. Students must explain how cultural had an impact on the case.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

85% of the students will earn a grade of B or better, scored according to a rubric.

**Finding (2012-2013) - Target: Not Met**

80% of students scored at least 80% on advocacy plan assignment. The instructor’s ratings of the students’ advocacy plans indicates that most of the students responded to the social context relevant to the issue for
which they wrote an advocacy plan. Those students have learned that social work practice must take into consideration the context at hand and that what might be an effective advocacy plan in one situation may not be effective in another.

We will continue to implement the action plan we developed last year for outcome 8, which applies to this outcome as well. 

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Increase advocacy assignments across curriculum**
*Established in Cycle: 2011-2012*
Outcomes 8 and 9 are similar and similar activities help students to achieve both outcomes. We will work to increase the number ...

**SLO 10: Engage, assess, intervene, and evaluate**
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 20: Field Education Instructor's ratings**
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0 for this outcome.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Target:**
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

**Finding (2012-2013) - Target: Met**
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that when working with clients at all systems levels (individual, family, group, organization, and community), they engage with the client, assess the client’s needs, develop and implement an appropriate intervention with the client, and evaluate the effectiveness of that intervention. We conclude, therefore, that improvement is not necessary for this outcome. The field instructor rating form is attached.

**M 21: Case consultation**
Students present a challenging case with relevant facts regarding the individual, the family, group membership, relevant organizations, and community. In their case presentation, they discuss how they would engage the client, assess the situation, intervene, and evaluate the intervention.

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of the students will earn a score of at least 80% based on the weighted criteria of relevant components of a rubric.

**Finding (2012-2013) - Target: Met**
100% of the students scored 80% or higher on the community engagement project in SW 442, a required class. This indicates that the instructors observed the students engaging with their clients, assessing their clients’ needs, developing and implementing an appropriate intervention plan, and evaluating the effectiveness of that plan as implemented. Because community practice involves individuals, families, groups, and organizations, as well as the community as-a-whole, we interpret this result in this course to indicate that students have achieved the totality of this outcome. We conclude that improvement in this outcome is not necessary at this time.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 11: Recognized quality.**
The program will improve and sustain a high level of recognized quality.

**Connected Documents**
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2

**Related Measures**

**M 22: Accreditation will be reaffirmed**
The BSW program’s disciplinary accreditation will be reaffirmed by the Council on Social Work Education every eight years and the program will remain in good standing during the intervening years

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the time between scheduled reaffirmations, the BSW program will receive no negative findings from the Council on Social Work Education.

**Finding (2012-2013) - Target: Met**
No inquiries from CSWE regarding the BSW program have been received and therefore no negative findings have resulted. We have submitted the standard reports each year and have received no negative responses. We therefore conclude that no improvement in this outcome is required.

M 34: Field Education Agency Agreements
The number of social service agencies willing to serve as field education agencies for our BSW student field education placements is an indication of the recognized quality of our program.

Source of Evidence: Existing data

Target:
We do not have formal records from the past to use to establish a target number for this year. We do, however, expect to have enough qualified agency agreements so that each student eligible for field education placement will be placed.

Finding (2012-2013) - Target: Met
All BSW students eligible for field education placement in fall 2013 are placed in qualified agencies (meaning we have an agency agreement in place). This year, we have agreements with 47 agencies. Because all our students are placed, we see no need for improvement in this outcome.

OthOtcn 12: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2

Related Measures

M 24: Enrollment
Number of BSW students enrolled in the professional program (upper division) compared to previous year’s enrollment

Source of Evidence: Academic indirect indicator of learning - other

Target:
The number of students enrolled in the professional program will exceed the number enrolled in the previous year.

Finding (2012-2013) - Target: Met
From 2009 through 2011, respectively, the following numbers of BSW students were admitted into our professional program (upper division courses) in the fall: 55, 79, 61. In the 2012-2013, academic year we began admitting students in the spring as well as in the fall. That year, we admitted a total of 75. So, although our numbers have been variable, there is an upward trend, with 2010 having an especially large spike. We are pleased with our decision to admit students in the spring; it allows greater flexibility for students in completing the prerequisite courses. We see no need for improvement in this outcome at this time. [Preview Formatting] Established by Kathy Bolland on 10/15/2013

M 25: Degrees conferred
Number of BSW degrees conferred compared to number conferred the previous academic year.

Source of Evidence: Academic indirect indicator of learning - other

Target:
The number of BSW degrees conferred will exceed the number conferred in the previous year.

Finding (2012-2013) - Target: Met
Forty BSW degrees were conferred in 2009-2010, 48 in 2010-2011, and 59 in 2011-2012. The five-year average, beginning in 2007-2008 is 45 degrees conferred/ year. We conclude that not only did we exceed last year’s number, but we exceeded the five-year average. The target was met and we see no need for improvement for this program outcome.

M 26: BSW graduation rate
BSW graduation rate (for students accepted into the professional program (upper division students))

Source of Evidence: Academic indirect indicator of learning - other

Target:
We have not yet established a target for this outcome. We will report three years of data so we can establish a baseline.

Finding (2012-2013) - Target: Partially Met
Of the 55 students who entered the professional program in 2009, 50 have graduated; of the 79 who entered in 2010, 68 have graduated; and of the 61 who entered in 2011, 48 have graduated. For the latter two years, 8 students are still enrolled, working toward their BSW degrees. For each of those three years, respectively, 5, 7, and 5 students withdrew or changed divisions. The graduation rates, respectively, for the three years are 91%, 86%, and 78%. We will reflect on these data and establish a target. For the present, we do not perceive a need for improvement in this area.

OthOtcn 13: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2

Related Measures

M 27: Internships in Alabama.
Percentage of eligible students who complete their field education placements (internships) in Alabama.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 95% of our undergraduates will complete their field education placements in Alabama.

**Finding (2012-2013) - Target: Met**
100% of the students enrolled in SW 490, Field Education, completed their field education placements in Alabama. We have this outcome benchmark because the School of Social Work was established primarily to serve the state of Alabama. Still, we understand that in our increasingly mobile and global society, some of our students will be better served with placements outside of Alabama, and we allow for this possibility. With 100% of our students this cycle requesting placements in Alabama and completing placements in Alabama, our target is met and we see no need for improvement at this time.

**M 28: Field placement agreements.**
The number of agencies with whom the school has BSW field placement agreements.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The School of Social Work will establish and maintain BSW field placement agreements with at least 40 agencies in Alabama.

**Finding (2012-2013) - Target: Met**
We have BSW field placement agreements with 47 agencies. Our target has been met and with our current student enrollment, we see no need for improvement in this outcome.

**M 31: Exit survey**
Average graduating student rating of the quality of the BSW program (exit survey).
Source of Evidence: Exit interviews with grads/program completers

**Target:**
At least 85% of graduating seniors who complete the exit survey will rate the BSW program as "above average."

**Finding (2012-2013) - Target: Not Reported This Cycle**
We did not administer an exit survey this year (fall 2012), but we intend to administer one in fall 2013.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Develop new direct measure**
Our original plan was for the Evaluation Committee, in consultation with the BSW Program Committee, to develop a new course-embedded assessment measure for this outcomes 8 and 9. Our CURRENT plan (Fall 2013) is for one of the instructors of SW 351 to develop a course-embedded assessment for use this semester. In addition, the BSW Committee will continue to review the current curriculum and discuss how to include additional assessments and measures of social justice and advocacy in the curriculum. We will work to increase the number of student learning opportunities and assignments related to social advocacy and social justice throughout the curriculum.

**Established in Cycle: 2011-2012**
**Implementation Status: In-Progress**
**Priority: High**

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Cultural presentation
- **Outcome/Objective:** Advance Human Rights

**Implementation Description:** The instructor will administer her assessment and the close of the fall semester and the committee will review results and make plans during the spring semester.

**Projected Completion Date:** 02/2014

**Responsible Person/Group:** Current: SW 351 Instructor and the BSW Program Committee

**Additional Resources:** none

**Increase advocacy assignments across curriculum**
Outcomes 8 and 9 are similar and similar activities help students to achieve both outcomes. We will work to increase the number of student learning opportunities and assignments related to social advocacy and social justice throughout the curriculum, as well as focusing attention on the assessments of these outcomes.

**Established in Cycle: 2011-2012**
**Implementation Status: In-Progress**
**Priority: High**

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Case Analysis
- **Outcome/Objective:** Respond to contexts in practice

**Implementation Description:** Individual faculty members have been using additional and different learning activities as well as additional outcome measures. In Spring 2014, the BSW Committee will review the results and the current curriculum and discuss how to include additional activities and assessments of social justice and advocacy in the curriculum.

**Projected Completion Date:** 02/2014

**Responsible Person/Group:** BSW Committee; course instructors

**Increase emphasis on ethical principles**
1. At the end of each fall semester, compare the field instructor’s ratings for this outcome with the relevant writing assignment in SW 440 during the preceding spring semester.

2. Eliminate the writing assignment in SW 440 as part of our assessment plan (although, as implied in part 1 of this plan, it will be a diagnostic measure) and develop an additional direct measure of student’s abilities to apply ethical principles.

3. Examine the records of students who did not achieve at least a B on the writing assessment to see if they share any characteristics that will help to inform a plan to improve scores on this measure.

4. Be sure that the special writing class for students who do not do well on their writing assessment includes a learning activity regarding applying ethical principles.

4. Ensure that ethical principles are sufficiently emphasized early in the curriculum. Because students address the
Code of Ethics in their professional program application, we may have assumed that they need less additional education on ethics than they do need.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Case analysis  
- **Outcome/Objective:** Apply social work ethical principles

**Implementation Description:** An elective writing course has been developed and although it is an elective, it is required of students who do not pass their writing assessment in the first writing-designated course. That course is now SW 351, which previously did not have the writing designation. So, now all students have three required writing-designated courses, as well as an additional course for those with weaknesses in this area.

**Projected Completion Date:** 01/2013

**Responsible Person/Group:** The BSW Program Chair, the BSW Program Committee, and instructors who teach SW 440, SW 310 (the special writing class), and any other courses identified as relevant.

**Additional Resources:** None

**Support students with writing difficulties**

We will provide additional support to students that have been identified to have problems with writing:
- Students with admission essays (related to ethical principles) that have been scored low will be required to visit the writing lab and re-submit admission essays.
- Re-submitted admission essays will be given to the SW 440 instructors in order to provide the students with additional support and resources.
- Students who do not score about 70% on the in-class writing assignment will be referred to the writing center and given an opportunity to re-take the in-class writing assignment at the end of the semester.

**Update (fall 2013):** We have implemented the new procedures and also we added an elective writing class (required for those who do not pass the assessments) and an additional required Writing-Designated course. We are satisfied with our improvement plans.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Case analysis  
- **Outcome/Objective:** Apply social work ethical principles

**Implementation Description:** Increase support to students who have been identified to need help with writing.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** BSW Chair, SW 440 Instructors
Mission / Purpose
The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service. Teaching: The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region. Research: The School develops research-based knowledge of social problems and their solutions. Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations. As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge of HBSE
Students will apply knowledge of human behavior and the social environment. (Discipline Knowledge)

Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 1: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance for this particular student learning outcome, on a scale of 0-4 (Benchmark set at an average score of at least 2 (a score of 2 = student meets requirements).

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.

Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrate, during their field education experiences, that they apply their knowledge of human behavior and the social environment to their work with clients. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

M 2: Selected final exam items (application)-HBSE
Final exam items specifically related to application of knowledge of lifecourse theory and knowledge of human development and behavior in the social environment (Course-embedded assessment in SW 411 Human Behavior in the Social Environment).

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will score a total of 21 out of 30 (70%) on the life course, person and environment sections of the final class project

Finding (2011-2012) - Target: Met
All BSW students enroll in SW 410 and SW 411 during their graduation year. There is one section of each class. In SW 411, 100% of the students scored above 21 (out of 30) on the life course and person and environment sections of the final class project. This indicates the benchmark was exceeded. This means that all of our graduating BSW students demonstrated their ability to apply their knowledge of human behavior in the social environment when making decisions in social work practice situations. We conclude, therefore, that improvement is not required for this outcome.

SLO 2: Skills/Abilities in EBP
Students will demonstrate their ability to engage in research informed practice and practice informed research. (Skills/Abilities)

Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures
M 3: Field Education Instructor's ratings
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements)) 2
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes
Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.
Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.3 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they engage in research-informed practice and practice-informed research. We conclude, therefore, that improvement is not necessary for this outcome.

M 4: Practice-relevant research proposal
Research paper in which students pose a practice-relevant question about the effectiveness of alternative interventions, review the available literature regarding evidence-based practices, and propose additional research to fill gaps in knowledge (Course-embedded assessment in SW 420 Research for Social Work Practice).
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students achieve a B (80%) or higher on the research proposal
Finding (2011-2012) - Target: Met
All graduating BSW students enroll in SW 420 during their graduating semester. This fall, 95% of the BSW students earned a B (80%) or higher on their research proposal, which was a major assignment for the class. The research proposal required them to identify a practice-relevant research question, review the literature for the best evidence-based knowledge available regarding the question (research-informed practice), and propose additional research to fill gaps in knowledge (practice-informed research). That the majority of students earned at least a B on their research proposal assignment indicates that the benchmark was exceeded. We conclude, therefore, that improvement is not needed for this outcome.

SLO 3: Identify as a professional social worker
The students will demonstrate that they identify as professional social workers and conduct themselves accordingly

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures
M 5: Field Education Instructor's ratings
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements))
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes
Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.
Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.5 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they identified as a professional social worker and conducted themselves accordingly. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

M 6: Journal entry re identifying with profession
In SW 440, students learn to conduct social work practice with individuals and families. It is their first practice class. They are required to keep a journal. This measure is the instructor’s ratings of the degree to which the students’ journal entries demonstrate that they identify with the social work profession and plan to conduct themselves accordingly (Course-embedded assessment).
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students will score at least 4.8 (out of 6 or 80%) on journal entry #1
Finding (2011-2012) - Target: Met
In SW 440, Social Work Practice with Individuals and their Families, students are required to keep a journal. They are given specific instructions regarding the content of their journal entries. For journal entry #1, students were instructed to write about their understanding of professional social work, their growing identification with the social work profession, and their abilities to conduct themselves as professional social workers (with examples). The instructor graded the journals. 100% of the students scored at least 4.8 out of 6 points on journal entry #1, which exceeds the benchmark of 80% of the students achieving that score or better. This indicates that our students identify with the social work profession and are able to conduct themselves accordingly. We see no need for improvement in this outcome.
SLO 4: Apply social work ethical principles
Apply social work ethical principles to guide professional practice

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 7: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0.

Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they apply social work ethical principles (as established in the NASW Code of Ethics) in their work with clients. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase emphasis on ethical principles
Established in Cycle: 2011-2012
1. At the end of each fall semester, compare the field instructor’s ratings for this outcome with the relevant writing assignme...

M 8: In-class writing assignment in SW 440
Ethical behavior is infused throughout the curriculum. It is specifically related to social work practice in all the practice classes, of which SW 440 is the first. It is also a writing class. This measure is the instructor’s assessment of the degree to which students evidence their commitment and ability to practice according to the NASW Code of Ethics through an in-class writing assignment (Course-embedded assessment in SW 440).

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will score 80% or higher on the in-class writing assignment regarding application of ethical principles.

Finding (2011-2012) - Target: Partially Met
60% of the students scored 80% or higher on the in-class writing assignment regarding ethical principles. This indicates that although some of our students understand the principles that undergird the profession and know how to apply them, others were unable to demonstrate this understanding and knowledge. Our field instructors, however, rated more of the students as at least satisfactory on this outcome. There are at least three viable explanations for the discrepancy. One is that too many of the students did not understand the assignment or did not have sufficient writing skills to display their understanding. The other two explanations involve the timing of the courses: SW 440 is a spring semester class and field education is a fall semester class. It is possible that students have not developed sufficient understanding of ethical principles by the middle of the first semester of their junior year. It is also possible that one cohort of students is different from the other in terms of ethical principles. We concluded, therefore, that (a) we needed to increase our attention to ethical principles before the senior year; (b) we need to continue to require students who show deficiencies in written communications skill to enroll in a special writing class; and (c) we need to develop an additional measure of ethical principles to serve as an outcome assessment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase emphasis on ethical principles
Established in Cycle: 2011-2012
1. At the end of each fall semester, compare the field instructor’s ratings for this outcome with the relevant writing assignme...

Support students with writing difficulties
Established in Cycle: 2011-2012
We will provide additional support to students that have been identified to have problems with writing:
Students with admission...

SLO 5: Improvement Outcome re policy practice
Engage in policy practice to advance social and economic well-being and to deliver effective social work services. [This is an Improvement Outcome derived from the 2010-11 Assessment Findings. The BSW Program did not meet its benchmark with regard to students' confidence in their ability to formulate social policies.]

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes
Related Measures

M 9: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.3 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they can engage in policy practice, which entails analyzing social welfare policies and developing and implementing plans to revise social welfare policies as needed. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

M 10: Policy analysis paper- SW 401
In SW 401, students learn to analyze social welfare policies. Students are required to analyze a social policy and to document that analysis in a major paper for the course. This measure is the instructor's rating of the degree to which the students demonstrate the ability to analyze a social welfare policy (Course-embedded assessment in SW 401).
Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will score at least 80% on the policy analysis paper in SW 401, a required class.

Finding (2011-2012) - Target: Met
More than 80% of the students enrolled in SW 401 (a required class) scored at least 80% on the policy analysis paper. This instructor rating indicates that the students are able to analyze social welfare policies and to develop plans for revising the policies as needed. We conclude therefore that improvements in this outcome are not required.

M 11: BSW student exit survey
"Retire this measure"

Source of Evidence: Academic direct measure of learning - other

Target:
The mean student rating regarding confidence in own competence with respect to this student learning outcome (engages in policy practice) will meet or exceed 2.0 (= competent).

Finding (2011-2012) - Target: Not Reported This Cycle
Regrettably, the response rate for the BSW exit survey this year was too low for us to be able to draw valid conclusions regarding this outcome. Because we have established more direct measures of student outcomes, however, we intend to administer this indirect measure (the exit survey) less often and to implement activities to increase the response rate when we do administer it.

SLO 6: Think critically when making judgments
Students will apply critical thinking skills to inform and communicate their professional judgments.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 12: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0).
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they used critical thinking skills when making decisions and judgments about their practice with clients. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.
M 13: Psychosocial assessment-SW 440
In SW 440, students learn how to conduct social work practice with individuals and families. A major element of such practice is the psychosocial assessment, which requires critical thinking. This measure is the instructor’s ratings of the students’ demonstration of ability to think critically as they conduct and document a professional-level psychosocial assessment.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students will score 80% or higher on the psychosocial assessment, as scored by their instructors
Finding (2011-2012) - Target: Met
100% of the students scored 80% or higher on the psychosocial assessment they completed in SW 440, a required class. This indicates that our students are able to think critically when making judgments about professional social work practice with their clients. We conclude that improvements for this outcome are not necessary at this time.

SLO 7: Engage diversity in practice
Students will demonstrate that they will engage diversity and difference in social work practice
Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 14: Field Education Instructor’s ratings
BSW Field Education Instructor’s ratings of student performance (Benchmark set at an average score of at least 2.0 (student meets requirements) out of 4.0.
Source of Evidence: Academic direct measure of learning - other
Connected Document
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes
Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.
Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.3 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they engaged diversity and difference in practice. We recognize that “engage” is a rather ambiguous term (it was given to us by our accrediting body). We mean that students recognize diversity and difference and both the positive and negative associations people sometimes have. Our students act with cultural competence when they are in situations with people different from themselves. This is what we teach and it is what the field instructors assess. We conclude that improvement is not necessary for this outcome.

The field instructor rating form is attached.

M 15: Cultural presentation-SW 351
In this class, students learn about oppression and social injustice and how social workers act to engage diversity in their practice. A major assignment in the course is a cultural presentation in which students demonstrate their knowledge of the historical and ongoing oppression and social injustice related to a selected group and how social workers can act to reduce oppression and social injustice through engaging diversity in their practice (Course-embedded assessment in SW 351 Oppression and Social Injustice).
Source of Evidence: Academic direct measure of learning - other
Target:
75% of the students will score at least 70% on the information section of the cultural presentation
Finding (2011-2012) - Target: Met
More than 75% of the students scored 70% or more on the Information section of the cultural presentation. By providing appropriate information about diversity and difference in their presentations, students demonstrated that they are able to engage diversity and difference in practice. Although we would prefer higher scores, we do not see the need to develop an action plan at this time. The instructor who taught the course is no longer with us and a professor who has successfully taught the course in the past has returned from leave and will teach the course this coming year. We expect to see more positive outcomes.

SLO 8: Advance human rights and justice
Students will demonstrate their ability to advance human rights and social and economic justice
Connected Documents
- BSW Curriculum Maps 1
- BSW Curriculum Maps 2
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 16: Field Education Instructor’s ratings
Field Education Instructor’s ratings for this specific outcome.
Source of Evidence: Performance (recital, exhibit, science project)
Connected Document
- BSW Field Instructor’s Rating of Student Attainment of Student Learning Outcomes
Target:
Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they acted to advance human rights and social and economic justice. This means that the field education instructors observed the students advocating for clients and promoting social policies in support of human rights and justice. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

M 17: Cultural presentation--SW 351
In SW 351, students learn about oppression and social injustice, what it is and how to combat it. A major assignment in the course is a cultural presentation, which includes an advocacy plan. This measure is the instructor's rating of the degree to which the students demonstrate, in their advocacy plans, their ability to act to advance human rights and social and economic justice (Course-embedded assessment--SW 351 Oppression and Social Injustice).

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the students will score at least 70% on the advocacy plan in the cultural presentation

Finding (2011-2012) - Target: Not Met
In SW 351, 60% of the students scored 75% or higher on the advocacy plan element of their cultural presentation. Although the instructor scored many students highly, indicating that many students did demonstrate their ability to advance human rights and economic and social justice, many other students were not rated so highly. These lower ratings give us some concern, although there is a likely explanation that limit the extent of our concern. One explanation is that students enroll in SW 351 at different times in their program and the course is not restricted to social work majors. Even the social work majors do not take the course in their graduating semester. Therefore, this measure may not be an effective outcome measure. Our conclusion is that in the future, (a) we need to examine the scores of the majors and use those scores as a diagnostic measure and (b) we need to develop a different course-embedded measure to serve as an outcome measure. To be on the safe side, we will also consider infusing more attention to human rights and social and economic justice into the curriculum.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Develop new direct measure
Established in Cycle: 2011-2012
The Evaluation Committee, in consultation with the BSW Program Committee, will develop a new course-embedded assessment measure ...

Increase advocacy assignments across curriculum
Established in Cycle: 2011-2012
We will work to increase the number of student learning opportunities and assignments related to social advocacy and social just...

SLO 9: Respond to contexts in practice
Students will demonstrate their ability to respond to the contexts that shape their social work practice.

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Related Measures

M 18: Field Education Instructor's ratings
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0) for this specific outcome.

Source of Evidence: Performance (rectal, exhibit, science project)

Connected Document
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

Target:
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0

Finding (2011-2012) - Target: Met
The mean field instructor rating for all BSW students on this student learning outcome was 3.2 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that they attend to the social environment and other contextual circumstances when they are engaged in social work practice with clients. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

M 19: Advocacy plan-- SW 442
SW 442 is the students' final classroom practice course. Although it is a classroom course, it has a large component in which students engage in group projects in a community to apply what they are learning in class. A major part of their community project is an advocacy plan, which they develop and carry out. This requires them to attend to the particular context in which they apply what they have learned. This measure is the instructor's rating of the degree to which students appropriately apply practice principles in the context in which they are practicing (Course-embedded
assessments in SW 442 Social Work Practice with Communities).

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will score at least 80% on the advocacy plan assignment in SW 442, Social Work Practice with Communities.

**Finding (2011-2012) - Target: Met**
100% of students scored at least 80% on advocacy plan assignment. The instructors’ ratings of the students' advocacy plans indicates that the students responded to the social context relevant to the issue for which they wrote an advocacy plan. They have learned that social work practice must take into consideration the context at hand and that what might be an effective advocacy plan in one situation may not be effective in another. These ratings reduce, but do not eliminate, our concern regarding the students’ abilities to advance human rights and social and economic justice (see outcome 8). We do not conclude that we need an action plan for this particular outcome, but we note that the action plan developed for outcome 8 applies to this outcome as well.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Increase advocacy assignments across curriculum**
Established in Cycle: 2011-2012
We will work to increase the number of student learning opportunities and assignments related to social advocacy and social just...

**SLO 10: Engage, assess, intervene, and evaluate**
Students will demonstrate their ability to engage, assess, intervene, and evaluate in their practice with individuals, families, groups, organizations, and communities.

**Connected Documents**
BSW Curriculum Maps 1
BSW Curriculum Maps 2
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Related Measures**

**M 20: Field Education Instructor's ratings**
BSW Field Education Instructor's ratings of student performance (Benchmark set at an average score of at least 2 (student meets requirements) out of 4.0 for this outcome.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
BSW Field Instructor's Rating of Student Attainment of Student Learning Outcomes

**Target:**
The mean field instructor rating for this student learning outcome will equal or exceed 2.0 out of 4.0.

**Finding (2011-2012) - Target: Met**
The mean field instructor rating for all BSW students on this student learning outcome was 3.4 out of 4, which exceeds the benchmark of 2.0 (meets requirements). This indicates that our students demonstrated, during their field education experiences, that when working with clients at all systems levels (individual, family, group, organization, and community), they engage with the client, assess the client’s needs, develop and implement an appropriate intervention with the client, and evaluate the effectiveness of that intervention. We conclude, therefore, that improvement is not necessary for this outcome.

The field instructor rating form is attached.

**M 21: Community engagement project -- SW 442**
In social work practice, students engage, assess, intervene, and evaluate with a specific client, which may be an individual, a family, a group, and organization, or a community. In SW 442, students apply what they are learning about practice with communities by conducting, in groups, a community engagement project. This measure is the instructor's rating of the degree to which students demonstrate, in this project, their ability to engage, assess, intervene, and evaluate with a community (Course-embedded assessment in SW 442 Social Work Practice with Communities).

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of the students will score 80% or higher on the community engagement project in SW 442, a required class.

**Finding (2011-2012) - Target: Met**
100% of the students scored 80% or higher on the community engagement project in SW 442, a required class. This indicates that the instructors observed the students engaging with their clients, assessing their clients' needs, developing and implementing an appropriate intervention plan, and evaluating the effectiveness of that plan as implemented. Because community practice involves individuals, families, groups, and organizations, as well as the community as a whole, interpret this result in this course to indicate that students have achieved the totality of this outcome. We conclude that improvement in this outcome is not necessary at this time.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 11: Recognized quality.**
The program will improve and sustain a high level of recognized quality.
Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2

Related Measures

M 22: Accreditation will be reaffirmed
The BSW program's disciplinary accreditation will be reaffirmed by the Council on Social Work Education every eight years and the program will remain in good standing during the intervening years
Source of Evidence: Academic indirect indicator of learning - other

M 23: Graduates enroll in MSW programs
Percentage of BSW graduates who enroll in MSW programs within a year of their graduation
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 12: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2

Related Measures

M 24: Enrollment
Number of BSW students enrolled in the professional program (upper division) compared to previous year's enrollment
Source of Evidence: Academic indirect indicator of learning - other

M 25: Degrees conferred
Number of BSW degrees conferred compared to number conferred the previous academic year.
Source of Evidence: Academic indirect indicator of learning - other

M 26: Two-year BSW graduation rate
Two-year BSW graduation rate (from time student enters professional program
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 13: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Documents
BSW Curriculum Maps 1
BSW Curriculum Maps 2

Related Measures

M 27: Internships in Alabama.
Percentage of eligible students who complete their field education placements (internships) in Alabama.
Source of Evidence: Academic indirect indicator of learning - other

M 28: Field placement agreements.
The number of agencies with whom the school has BSW field placement agreements.
Source of Evidence: Academic indirect indicator of learning - other

M 29: Employer ratings
Average employer ratings of the quality of the BSW program graduates over the last five years (employer key informant interviews)
Source of Evidence: Academic indirect indicator of learning - other

M 30: Alumni survey
Average alumni ratings of the quality of the BSW program (alumni survey)
Source of Evidence: Academic indirect indicator of learning - other

M 31: Exit survey
Average graduating student rating of the quality of the BSW program (exit survey).
Source of Evidence: Exit interviews with grads/program completers

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Develop new direct measure
The Evaluation Committee, in consultation with the BSW Program Committee, will develop a new course-embedded assessment measure for this outcome.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cultural presentation--SW 351 | Outcome/Objective: Advance human rights and justice

Implementation Description: The Evaluation Committee, in consultation with the BSW Program Committee, will develop a new course-embedded assessment measure for this outcome.

Projected Completion Date: 10/2012
Responsible Person/Group: The Evaluation Committee and the BSW Program Committee
Additional Resources: none

Increase advocacy assignments across curriculum
We will work to increase the number of student learning opportunities and assignments related to social advocacy and social justice throughout the curriculum.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Advocacy plan-- SW 442 | Outcome/Objective: Respond to contexts in practice
  Measure: Cultural presentation--SW 351 | Outcome/Objective: Advance human rights and justice

Implementation Description: BSW Committee will review the current curriculum and discuss how to include additional assessments and measures of social justice and advocacy in the curriculum
Responsible Person/Group: BSW Committee; course instructors

Increase emphasis on ethical principles
1. At the end of each fall semester, compare the field instructor's ratings for this outcome with the relevant writing assignment in SW 440 during the preceding spring semester.

2. Eliminate the writing assignment in SW 440 as part of our assessment plan (although, as implied in part 1 of this plan, it will be a diagnostic measure) and develop an additional direct measure of student's abilities to apply ethical principles.

3. Examine the records of students who did not achieve at least a B on the writing assessment to see if they share any characteristics that will help to inform a plan to improve scores on this measure.

4. Be sure that the special writing class for students who do not do well on their writing assessment includes a learning activity regarding applying ethical principles.

4. Ensure that ethical principles are sufficiently emphasized early in the curriculum. Because students address the Code of Ethics in their professional program application, we may have assumed that they need less additional education on ethics than they do need.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Field Education Instructor's ratings | Outcome/Objective: Apply social work ethical principles
  Measure: In-class writing assignment in SW 440 | Outcome/Objective: Apply social work ethical principles

Implementation Description: The BSW Program Committee will decide, early in the fall 2012 semester how to implement the plan.
Projected Completion Date: 01/2013
Responsible Person/Group: The BSW Program Chair, the BSW Program Committee, and instructors who teach SW 440, SW 310 (the special writing class), and any other courses identified as relevant.
Additional Resources: None

Support students with writing difficulties
We will provide additional support to students that have been identified to have problems with writing:
Students with admission essays (related to ethical principles) that have been scored low will be required to visit the writing lab and re-submit admission essays
Re-submitted admission essays will be given to the SW 440 instructors in order to provide the students with additional support and resources
Students who do not score about 70% on the in-class writing assignment will be referred to the writing center and given an opportunity to re-take the in-class writing assignment at the end of the semester

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: In-class writing assignment in SW 440 | Outcome/Objective: Apply social work ethical principles

Implementation Description: Increase support to students who have been identified to need help with writing.
Projected Completion Date: 12/2012
Responsible Person/Group: BSW Chair, SW 440 Instructors
### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Apply knowledge of human behavior and the social environment</th>
<th>Engage in research-informed practice and practice-informed research</th>
<th>Identify as a professional social worker</th>
<th>Apply social work ethical principles</th>
<th>Engage in policy practice</th>
<th>Apply critical thinking</th>
<th>Engage diversity and difference in practice</th>
<th>Advance human rights and social and economic justice</th>
<th>Respond to contexts that shape practice</th>
<th>Engage, assess, intervene, and evaluate with systems of all sizes</th>
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<td>Identify as a professional social worker</td>
<td>Apply social work ethical principles</td>
<td>Engage in policy practice</td>
<td>Engage critical thinking</td>
<td>Engage diversity and difference in practice</td>
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<tr>
<td>Rubric for biopsychosocial assessment</td>
<td>Rubric for research proposal</td>
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<tr>
<td>SW 420</td>
<td></td>
<td>Rubric for research proposal</td>
<td>Rubrics for literature review</td>
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<tr>
<td>SW 443</td>
<td></td>
<td>Rubrics for reflective journal entries</td>
<td>Rubric for case assessments</td>
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<tr>
<td>SW 440</td>
<td></td>
<td>Rubric for personal values survey, Ethics quiz</td>
<td>Rubric for critique of mock interview</td>
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<tr>
<td>SW 401</td>
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<td></td>
<td>Rubrics for policy analysis paper, op-ed piece/letter to editor, and participation in Social Work Student Congress</td>
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<tr>
<td>SW 351</td>
<td></td>
<td></td>
<td>Rubrics for reflective journals, reaction papers and student debates</td>
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<td>Rubric for social justice project</td>
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</table>
### SW 442
- Apply knowledge of human behavior and the social environment
- Engage in research-informed practice and practice-informed research
- Identify as a professional social worker
- Apply social work ethical principles
- Engage in policy practice
- Apply critical thinking
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Respond to contexts that shape practice

Rubric for field exercises

### SW 441

Rubrics for reflective journals and roleplays

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**Optional Additional Narrative:** Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan

We survey graduating students each fall. Students respond to a self-efficacy item about each student learning outcome and also respond to questions about the quality of the program. In response to relatively low self-efficacy reports regarding policy, the BSW Committee made several changes aimed to increase students’ self-efficacy in this area.
The University of Alabama School of Social Work

SW 490 Field Learning Contract And Evaluation Form

Student’s Name: _________________________________________________________
Agency: _______________________________________________________________

Field Instructor: ________________________ Phone: __________________________ Email: _______________________

Liaison: ________________________________________________________________

Students: Become oriented with your field placement. Review the agency’s mission, goals, programs, populations served, etc. Meet with your field instructor to discuss the range of activities available to you. Summarize the scope of these learning activities in a written paragraph under each of the following headings: Experience with individuals and families, experience with groups, community activities, policy activities, research activities, professional development, other major learning activities.

Experience with individuals and families

Experience with groups:

Community activities:

Policy activities:

Research activities:

Professional Development Activities:

Other major learning activities:
Rate each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale.

Note, “9” is not an allowable rating for the final evaluation. Also note that some of the practice behaviors are complex; for example, the student is expected to exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed. Provide one rating for each competency (=student learning outcome).

4 Excellent Student has demonstrated competence at a mastery level in each of the practice behaviors in multiple settings or with multiple systems.

3 Above Expectations. Student has demonstrated competence at least at a beginning level in each of the practice behaviors in multiple settings or with multiple systems.

2 Satisfactory. Student has demonstrated competence at least at a beginning level in each of the practice behaviors in at least one setting with at least one system.

1 Unsatisfactory. Student has demonstrated at least beginning competency in some, but not all, of the practice behaviors.

0 Lacks Competence. Student has not demonstrated competency in any of the practice behaviors.

9 Student has not yet had an opportunity to exhibit this practice behavior.

NOTE: Whenever there is a rating of 2 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. There must be no 9s at the final. A student who has even a single 1 at final does not pass this field class.
### Competency: 2.1.1 student identifies as a professional social worker and conducts herself/himself accordingly

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work</td>
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<tr>
<td>Practice personal reflection and self correction to assure continual professional development</td>
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<tr>
<td>Attend to professional roles and boundaries</td>
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<tr>
<td>Show a willingness to engage in career long learning</td>
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<tr>
<td>Use supervision and consultation</td>
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</tbody>
</table>

#### Instructor Comments

#### Student Comments

### Competency: 2.1.2 student applies social work ethical principles to guide professional practice

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows for professional values to guide practice</td>
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<tr>
<td>Make ethical decisions by applying standards of the National Association of Social Worker’s Ethics</td>
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<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
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<tr>
<td>Apply strategies of ethical reasoning in decision making</td>
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</tbody>
</table>

#### Instructor Comments

#### Student Comments
### Competency: 2.1.3 student applies critical thinking to inform and communicate professional judgment

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom</td>
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<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities</td>
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</tbody>
</table>

#### Instructor Comments

#### Student Comments

<table>
<thead>
<tr>
<th>4-Excellent</th>
<th>3 Above Average</th>
<th>2 Average</th>
<th>1 Below Average</th>
<th>0 Unsatisfactory</th>
<th>9 Student has not yet had the opportunity to exhibit this practice behavior</th>
</tr>
</thead>
</table>

### Competency: 2.1.4 student engages in diversity and difference in practice

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and communicate understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<tr>
<td>Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups, (To include being mindful of diversity within own identity)</td>
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<tr>
<td>View herself/himself as a learner, appreciate client cultural differences, and actively learn from her/his clients and colleagues</td>
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</tbody>
</table>

#### Instructor Comments

#### Student Comments
### Competency: 2.1.5 student advances human rights and social economic justice

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects of vulnerable populations</td>
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<tr>
<td>Advocate for human rights and social economic justice</td>
<td></td>
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<td></td>
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<tr>
<td>Engage in practices that advance social and economic justice</td>
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</tbody>
</table>

**Instructor Comments**

**Student Comments**

### Competency: 2.1.6 student engages in research informed practice and practice informed research

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<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate ability to use practice experience to inform scientific inquiry</td>
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<tr>
<td>Adapts evidence based practices in field agency</td>
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<tr>
<td>Demonstrates ability to use research evidence to inform practice</td>
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</table>

**Instructor Comments**

**Student Comments**
### Competency: 2.1.7 student applies knowledge of human behavior and the social environment

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course</td>
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<tr>
<td>Critique and apply knowledge to understand person and environment</td>
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</tbody>
</table>

**Instructor Comments**

**Student Comments**

### Competency: 2.1.8 student engages in policy practice to advance social and economic well being and deliver effective social work services

<table>
<thead>
<tr>
<th>Practice Behaviors:</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well being as they relate to the work of the agency</td>
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<tr>
<td>Collaborate with colleagues, clients, and or community leaders for effective policy actions</td>
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</tbody>
</table>

**Instructor Comments**

**Student Comments**
<table>
<thead>
<tr>
<th>Competency: 2.1.9 respond to contexts that shape practice.</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors:</td>
<td>Activities:</td>
</tr>
<tr>
<td>Social workers continuously discover, appraise and</td>
<td></td>
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<tr>
<td>attend to changing locales, populations, scientific</td>
<td></td>
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<tr>
<td>and technological developments, and emerging societal</td>
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<tr>
<td>trends to create responsive policies and provide</td>
<td></td>
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<tr>
<td>relevant services</td>
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<tr>
<td>Social workers provide leadership in promoting</td>
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<tr>
<td>sustainable changes in policy, service delivery, and</td>
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<tr>
<td>practice to improve the quality of social services</td>
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Instructor Comments

Student Comments
Competency: 2.1.10 Student engages with, assesses, intervenes with, and evaluates individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities:</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td>To substantively and effectively prepare to work with: Individuals, families,</td>
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<tr>
<td>groups, organizations, and communities</td>
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<tr>
<td>Demonstrates the use of empathy and other interpersonal skills</td>
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<tr>
<td>Work collaboratively with clients toward mutually agreed upon outcomes</td>
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<tr>
<td>Collect, organize and interpret client data</td>
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<tr>
<td>Assess client strengths and limitations</td>
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<tr>
<td>Develop mutually agreed on intervention goals and objectives with clients</td>
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<tr>
<td>Emphasize and apply appropriate interventions strategies</td>
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<tr>
<td>Initiate actions to achieve organizational and community goals</td>
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<tr>
<td>Implement prevention interventions that enhance client capacities</td>
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<tr>
<td>Help clients resolve problems</td>
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<tr>
<td>Negotiate, mediate, and advocate for clients</td>
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<tr>
<td>Facilitate transitions and endings</td>
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<tr>
<td>Critically analyze, monitor, and evaluate interventions</td>
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Instructor Comments

Student Comments
Personal/Professional Growth is an important part of the field experience. This section allows students to identify specific personal/professional growth needs. Please identify at least two areas of personal/professional growth you would like to strengthen during your field experience. This section may also include agency specific requirements.

<table>
<thead>
<tr>
<th>Personal/Professional Growth Competency:</th>
<th>Practice Behaviors:</th>
<th>Activities:</th>
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Instructor Comments

Student Comments

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4 - Excellent  3 - Above Average  2 - Average  1 - Below Average  0 - Unsatisfactory  9 - Student has not yet had the opportunity to exhibit this practice behavior
Signature for Learning Contract:

Student: ____________________________________________ Date: ____________
Field Instructor: ______________________________________ Date: ____________
Liaison: ____________________________________________ Date: ____________

Signature for Midterm

Student: ____________________________________________ Date: ____________
Field Instructor: ______________________________________ Date: ____________
Liaison: ____________________________________________ Date: ____________

Signature for Final

Student: ____________________________________________ Date: ____________
Field Instructor: ______________________________________ Date: ____________

Signature certifies that student has completed the necessary 450 hours for field

Liaison: ____________________________________________ Date: ____________

Student’s Grade (to be circled by the field instructor and verified by the liaison)
PASS

FAIL