



Social Work Program Outcomes

2009-2010



The 2008 Educational Policy and Accreditation Standards (EPAS) identified by the Council on Social Work Education (CSWE) include a provision for assessment of social work training programs. Each accredited social work program must implement an assessment plan to evaluate the extent to which students in the program master practice behaviors identified by CSWE and the local institution. CSWE outlines forty-one practice behaviors for mastery during the foundation curriculum or baccalaureate social work training. These skills are grouped under ten different competencies of social work practice developed by CSWE. Local institutions with a master of social work (MSW) program are called upon to also identify practice behaviors of the advanced curriculum that are relevant to the specializations available to MSW students. The advanced practice behaviors are also grouped under the ten competencies developed by CSWE.

The College of Social Work at The Ohio State University offers two accredited social work degrees: the Bachelor of Science in Social Work degree and the Master of Social Work degree. At the master's level, students may choose from two different specializations, called concentrations in the MSW handbook: clinical social work or social administration. In compliance with the Council on Social Work Education 2008 EPAS, the OSU College of Social Work developed advanced clinical practice behaviors and advanced social administration practice behaviors that students in each concentration should master upon graduation.

Following the development of practice behaviors, the College began a transition in its process of evaluating its social work training programs. In the past, the programs were evaluated through annual surveys of graduating students (the "exit survey"), of alumni, and, every four years, of employers. With the implementation of practice behaviors, we re-designed the alumni survey and we are in the process of revising the exit survey to specifically assess how well students master these essential skills of practice. In tandem with the survey method of evaluation, we have also implemented assessments of practice behaviors which are embedded in courses, field instruction, and comprehensive examinations. Each practice behavior at each level of social work training is assessed using at least two different methods. The tables below outline which methods of assessment are used for each item. (Where the letter "F" appears, data collection is ongoing and will be reported in the future.) Later in the report, the tables are presented again with the actual measurements included and an accompanying narrative that describes how these measures inform and promote change in the curriculum to enhance attainment of social work competencies and practice behaviors.

Table 1. Assessment of Undergraduate Practice Behaviors.

Assessment of Undergraduate Practice Behaviors	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2.1.1 Identify as a professional social worker and conduct oneself accordingly.					
1 <i>Social workers advocate for client access to the services of social work;</i>		X		X	
2 <i>Practice personal reflection and self-correction to assure continual professional development;</i>		X		X	645 (F)
3 <i>Attend to professional roles and boundaries;</i>		X	X	X	645 (F)
4 <i>Demonstrate professional demeanor in behavior, appearance, and communication;</i>		X	X	X	
5 <i>Engage in career-long learning; and</i>		X		X	
6 <i>Use supervision and consultation.</i>	X	X	X	X	
2.1.2 Apply social work ethical principles to guide professional practice.					
1 <i>Social workers recognize and manage personal values in a way that allows professional values to guide practice;</i>	X	X	X	X	645 (F)
2 <i>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSWESS Statement of Principles;</i>	X	X	X	X	645 (F)
3 <i>Tolerate ambiguity in resolving ethical conflicts; and</i>	X	X		X	
4 <i>Apply strategies of ethical reasoning to arrive at principled decisions.</i>	X	X	X	X	645 (F)
2.1.3 Apply critical thinking to inform and communicate professional judgments.					
1 <i>Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</i>		X	X	X	533, 576 (F), 647 (F)
2 <i>Analyze models of assessment, prevention, intervention, and evaluation; and</i>		X	X	X	521 (F), 576 (F)
3 <i>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i>	X	X	X	X	521 (F), 576 (F), 647 (F)
2.1.4 Engage diversity and difference in practice.					
1 <i>Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</i>	X	X	X	X	533

Assessment of Undergraduate Practice Behaviors	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;		X		X	645 (F)
3 Recognize and communicate their understanding of the importance of difference in shaping life experiences; and	X	X	X	X	533
4 View themselves as learners and engage those with whom they work as informants.	X	X		X	
2.1.5 Advance human rights and social and economic justice.					
1 Social workers understand the forms and mechanisms of oppression and discrimination;	X	X		X	521 (F)
2 Advocate for human rights and social and economic justice;		X		X	
3 Engage in practices that advance social and economic justice.	X	X		X	
2.1.6 Engage in research-informed practice and practice-informed research.					
1 Social workers use practice experience to inform scientific inquiry; and		X		X	576 (F)
2 Use research evidence to inform practice.	X	X	X	X	576 (F)
2.1.7 Apply knowledge of human behavior and the social environment.					
1 Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and		X	X	X	533
2 Critique and apply knowledge to understand person and environment.	X	X	X	X	533
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.					
1 Analyze, formulate, and advocate for policies that advance social well-being; and	X	X		X	521 (F)
2 Collaborate with colleagues and clients for effective policy action.		X		X	521 (F)
2.1.9 Respond to contexts that shape practice.					
1 Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and		X		X	

Assessment of Undergraduate Practice Behaviors	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2 <i>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i>		X		X	
2.1.10(a) Engagement					
1 <i>Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</i>		X		X	
2 <i>Use empathy and other interpersonal skills;</i>		X		X	645 (F)
3 <i>Develop a mutually agreed-on focus of work and desired outcomes.</i>			X	X	
2.1.10(b) Assessment					
1 <i>Social workers collect, organize, and interpret client data;</i>		X	X	X	645 (F)
2 <i>Assess client strengths and limitations;</i>	X	X	X	X	645 (F)
3 <i>Develop mutually agreed-on intervention goals and objectives;</i>	X	X	X	X	645 (F)
4 <i>Select appropriate intervention strategies.</i>	X	X	X	X	647 (F)
2.1.10(c) Intervention					
1 <i>Social workers initiate actions to achieve organizational goals;</i>		X		X	
2 <i>Implement prevention interventions that enhance client capacities;</i>		X	X	X	645 (F)
3 <i>Help clients resolve problems;</i>		X		X	
4 <i>Negotiate, mediate, and advocate for clients; and</i>	X	X		X	
5 <i>Facilitate transitions and endings.</i>	X	X		X	
2.1.10(d) Evaluation					
1 <i>Social workers critically analyze, monitor, and evaluate their interventions.</i>		X	X	X	647 (F)

Table 2. Assessment of Graduate Foundation Practice Behaviors

Assessment of Graduate Foundation Practice Behaviors	Exit Survey	Alumni Survey	Employer Survey	Field Evaluation	Embedded Measures
2.1.1 Identify as a professional social worker and conduct oneself accordingly.					
1		X		X	
2		X		X	
3		X		X	
4		X		X	
5		X		X	
6	X	X		X	744
2.1.2 Apply social work ethical principles to guide professional practice.					
1	X	X		X	744
2		X		X	744
3	X	X		X	744
4	X	X	X	X	744
2.1.3 Apply critical thinking to inform and communicate professional judgments.					
1		X		X	733
2		X		X	745 (F)
3	X	X		X	745 (F)
2.1.4 Engage diversity and difference in practice.					
1	X	X		X	733

Assessment of Graduate Foundation Practice Behaviors	Exit Survey	Alumni Survey	Employer Survey	Field Evaluation	Embedded Measures
2 <i>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</i>		X		X	744
3 <i>Recognize and communicate their understanding of the importance of difference in shaping life experiences; and</i>	X	X		X	733
4 <i>View themselves as learners and engage those with whom they work as informants.</i>	X	X		X	
2.1.5 Advance human rights and social and economic justice.					
1 <i>Social workers understand the forms and mechanisms of oppression and discrimination;</i>	X	X		X	
2 <i>Advocate for human rights and social and economic justice;</i>		X		X	
3 <i>Engage in practices that advance social and economic justice.</i>	X	X		X	
2.1.6 Engage in research-informed practice and practice-informed research.					
1 <i>Social workers use practice experience to inform scientific inquiry; and</i>		X		X	745 (F)
2 <i>Use research evidence to inform practice.</i>	X	X		X	746 (F)
2.1.7 Apply knowledge of human behavior and the social environment.					
1 <i>Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</i>		X		X	733
2 <i>Critique and apply knowledge to understand person and environment.</i>		X		X	733
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.					
1 <i>Analyze, formulate, and advocate for policies that advance social well-being; and</i>	X	X		X	
2 <i>Collaborate with colleagues and clients for effective policy action.</i>		X		X	
2.1.9 Respond to contexts that shape practice.					
1 <i>Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</i>		X		X	746 (F)

Assessment of Graduate Foundation Practice Behaviors	Exit Survey	Alumni Survey	Employer Survey	Field Evaluation	Embedded Measures
2 <i>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i>		X		X	
2.1.10(a) Engagement					
1 <i>Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</i>		X		X	744
2 <i>Use empathy and other interpersonal skills;</i>		X		X	744
3 <i>Develop a mutually agreed-on focus of work and desired outcomes.</i>		X		X	
2.1.10(b) Assessment					
1 <i>Social workers collect, organize, and interpret client data;</i>		X		X	745 (F)
2 <i>Assess client strengths and limitations;</i>	X	X		X	745 (F)
3 <i>Develop mutually agreed-on intervention goals and objectives;</i>	X	X		X	
4 <i>Select appropriate intervention strategies.</i>	X	X		X	745 (F) 746 (F)
2.1.10(c) Intervention					
1 <i>Social workers initiate actions to achieve organizational goals;</i>		X		X	
2 <i>Implement prevention interventions that enhance client capacities;</i>		X		X	
3 <i>Help clients resolve problems;</i>		X		X	745 (F)
4 <i>Negotiate, mediate, and advocate for clients; and</i>	X	X		X	
5 <i>Facilitate transitions and endings.</i>		X		X	
2.1.10(d) Evaluation					
1 <i>Social workers critically analyze, monitor, and evaluate their interventions.</i>		X		X	746 (F)

Table 3. Assessment of Advanced Clinical Practice Behaviors.

Assessment of Advanced Clinical Practice Behaviors	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.1 Identify as a professional social worker and conduct oneself accordingly.				
1 Recognizes the influence of the social worker's use of self in empowering clients in the clinical process.		X	X	Comp (F)
2 Controls emotional reactions in the clinical situation in order to maximize positive client outcomes.		X	X	
2.1.3 Apply critical thinking to inform and communicate professional judgments.				
1 Explains the dynamics of problem formulation and problem resolution with individuals, couples, families, and groups across the life span.		X	X	Comp (F)
2.1.4 Engage diversity and difference in practice.				
1 Recognizes the influence of culture and diversity on assessment, diagnosis, treatment planning, and intervention.		X	X	Comp (F)
2 Identifies issues of client diversity that may impact client outcomes.	X	X	X	Comp (F)
2.1.6 Engage in research-informed practice and practice-informed research.				
1 Explains several theoretical approaches to clinical social work practice.	X	X	X	Comp (F)
2 Identifies evidence-informed information appropriate for effective client outcomes in clinical social work.	X	X	X	
2.1.7 Apply knowledge of human behavior and the social environment.				
1 Identifies how people and their environments mutually influence each other.		X	X	Comp (F)
2.1.10(a) Engagement				
1 Establishes positive therapeutic relationships with clients.		X	X	
2 Works collaboratively with clients throughout their work together.		X	X	Comp (F)
3 Works with client within the context of their significant relationships such as partners and families.	X	X	X	Comp (F)

Assessment of Advanced Clinical Practice Behaviors		Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(b) Assessment					
1	<i>Defines cognitive, behavioral, affective and spiritual processes that influence client functioning.</i>		X	X	Comp (F)
2	<i>Identifies and explains formal diagnostic systems in client assessment.</i>		X	X	Comp (F)
3	<i>Recognizes the interrelationship of multiple factors in mental health diagnoses such as trauma and addiction.</i>		X	X	Comp (F)
4	<i>Mutually defines goals with clients that are concrete and specific with behavioral indicators.</i>	X	X	X	Comp (F)
5	<i>Mutually identifies with clients tasks for achieving client goals.</i>		X	X	
6	<i>Uses a person-in-environment (ecological) perspective.</i>	X	X	X	
7	<i>Obtains information from collateral sources such as partners, family members, and various service providers.</i>		X	X	Comp (F)
8	<i>Defines problems with clients that are concrete and specific with behavioral indicators.</i>		X	X	Comp (F)
9	<i>Uses established assessment tools and methods such as self-anchored scales and rapid assessment instruments.</i>		X	X	
10	<i>Identifies as many client and environmental strengths as possible.</i>		X	X	Comp (F)
11	<i>Knows how to use formal diagnostic and assessment systems relevant to client population.</i>	X	X	X	Comp (F)
12	<i>Case conceptualization in which there is a logical connection of the defined problems, goals, diagnosis, and intervention approach.</i>		X	X	
2.1.10(c) Intervention					
1	<i>Collaborates with other systems that may be involved in providing services to clients.</i>		X	X	
2	<i>Focus on client goals/objectives.</i>		X	X	Comp (F)
3	<i>Identifies interventions that are evidence-informed and consistent with the therapeutic approach to be used.</i>		X	X	Comp (F)
4	<i>Identifies and addresses with the client obstacles that could potentially interfere with client progress and outcome.</i>		X	X	

Assessment of Advanced Clinical Practice Behaviors		Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(c) Intervention					
5	<i>Uses interventions that are evidence-informed.</i>	X	X	X	Comp (F)
6	<i>Focuses on changing patterns in client's feelings, thinking, behaving, or interpersonal relationships.</i>		X	X	
7	<i>Identifies and amplifies client strengths and the strengths of the client's environment.</i>	X	X	X	Comp (F)
8	<i>Keeps the clinical work focused on defined client goals.</i>		X	X	
2.1.10(d) Evaluation					
1	<i>Describes how client strengths and resilience are used in assessment, diagnosis, treatment planning, and intervention.</i>		X	X	
2	<i>Measures client progress on an ongoing basis using such tools as self-anchored scales or rapid assessment instruments.</i>	X	X	X	Comp (F)

Table 4. Assessment of Advanced Social Administration Behaviors.

Assessment of Advanced Social Administration Practice Behaviors	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.1 Identify as a professional social worker and conduct oneself accordingly.				
1 Describe one's personal leadership style and the impact of that style upon program performance.		X	X	Comp (F)
2.1.2 Apply social work ethical principles to guide professional practice.				
1 Describe the appropriate use of policies on sexual harassment, conflict of interest, and confidentiality in the context of human service agency practice.		X	X	
2.1.3 Apply critical thinking to inform and communicate professional judgments.				
1 Employ logic modeling to define the components of an effective human service program.		X	X	742.06
2 Demonstrate appropriate use of verbal and written communication in agency setting with clients, staff and community stakeholders.		X	X	
2.1.3 Apply critical thinking to inform and communicate professional judgments.				
3 Use computer applications such as spreadsheets, databases or statistical programs to create systems for storing, analyzing and presenting data.		X	X	742.06
2.1.4 Engage diversity and difference in practice.				
1 Conduct an assessment of staff and client diversity and the impact of program design and delivery upon issues of diversity.		X	X	742.02
2.1.5 Advance human rights and social and economic justice.				
1 Assess the impact of relevant social policy upon the just treatment of agency clients and describe appropriate approaches for advocacy.	X	X	X	
2.1.6 Engage in research-informed practice and practice-informed research.				
1 Define client-centered goals and objectives for agency performance and a plan for measurement of those objectives.	X	X	X	742.05

Assessment of Advanced Social Administration Practice Behaviors	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
² <i>Analyze causes/contributors and consequences of social problems at individual, family, community and societal levels to determine appropriate change targets and populations for prevention or intervention design.</i>	X	X	X	742.04 (F)
2.1.7 Apply knowledge of human behavior and the social environment.				
¹ <i>Identify theoretical explanations of organizational and community behavior and describe their application to practice in both contexts.</i>		X	X	Comp (F)
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
¹ <i>Master technical skills in utilizing data and evaluation methods to document the need for policy and/or program change.</i>		X	X	742.04 (F)
² <i>Utilize knowledge in social policy and planning theory to formulate changes in social welfare policies and programs.</i>		X	X	742.04 (F)
2.1.9 Respond to contexts that shape practice.				
¹ <i>Conduct organizational culture assessments that address the role of culture in shaping organizational performance.</i>		X	X	Comp (F) 742.02
² <i>Apply skills in the selection, development and retention of program staff.</i>		X	X	742.02
2.1.10(a) Engagement				
¹ <i>Facilitate development of meaningful agency - consumer/stakeholder partnerships.</i>		X	X	
2.1.10(b) Assessment				
¹ <i>Perform break-even analyses and cash flow projections.</i>		X	X	742.05
² <i>Assess existing data collections and reporting mechanisms in human service agencies.</i>		X	X	742.06
³ <i>Analyze program costs, place them in appropriate classifications, and predict their behavior.</i>		X	X	742.05

Assessment of Advanced Social Administration Practice Behaviors		Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(c) Intervention					
1	<i>Demonstrate competent use of core management skills to achieve program outcomes.</i>		X	X	Comp (F)
2	<i>Design strategies for client-centered organizational change informed by a culture assessment.</i>		X	X	Comp (F) 742.02
2.1.10(d) Evaluation					
1	<i>Devise strategies for monitoring agency performance.</i>	X	X	X	742.06

Procedures

The Associate Dean for Academic Programs oversees the administration and analysis of all survey data. The Research Office program coordinator position is assigned 50 percent to institutional research. That individual manages the distribution of all surveys and is responsible for the analysis of the data and preliminary report writing. The college also employs MSW and PhD students in a variety of data collection tasks to support institutional research efforts.

Exit survey

Approximately one month prior to graduation all graduating BSSW and MSW students receive an e-mail introducing the online exit survey and providing a hyperlink to follow to the web based instrument. During the subsequent month two additional email reminders are sent to students asking them to complete the survey. To increase response rates we provide incentives in the form of cash prizes which are awarded from a random drawing of completed surveys. Data from that survey are analyzed by the program coordinator during the subsequent summer and a report is provided to the Associate Dean for Academic Programs. That report is distributed typically during a fall meeting to members of the Educational Policy Committee (EPC). Data from the survey, and all surveys are used to identify strengths as well as areas where opportunities for programming enhancement may be called for.

Alumni survey

The alumni survey is administered every two years, typically in the summer. This survey is also conducted online. A random sample of alumni e-mail addresses is drawn from a database of recent graduates. Both BSSW and MSW graduates are included in the survey with the instruction to those who might have earned both degrees in the past five years to complete the online survey relative to their most recent degrees. To increase response rates we send two email reminders. Response is further enhanced by entering all respondents into a drawing for two tickets to an Ohio State football game. The research program coordinator manages the data collection and reporting process. Data are distributed to the EPC by the Associate Dean for Academic Programs.

Employer survey

The employer survey is conducted every two years via telephone during the winter quarter. Respondents are selected from a random sample of the 700 agencies with which our college has signed field agreements. There are two surveys, one for employers of BSSW graduates and a second for employers of our MSW graduates. This survey is administered by a graduate student who receives a brief training in how to conduct the phone survey. Data are recorded on a paper interview sheet and the student is responsible for entering the data into a statistical software program. After data analysis, the Associate Dean for Academic Programs reviews findings with the EPC. As we indicated earlier, our current plans call for phasing out this survey.

Field instructor survey

The field instructor survey is another online survey that is provided to a random sample of field instructors of students currently placed in BSSW, MSW foundation, and MSW advanced concentrations students. The sample is drawn by the field office and an e-mail message with an embedded survey link is mailed up to three times. Data are compiled in a single dataset by field office staff and the data analysis is conducted by the research office program coordinator. The first iteration of data became available in March, 2010 and will be provided to the EPC during the spring, 2010 academic quarter.

License exam rates

Passing rates are provided by the state licensure board on an annual basis. We benchmark our passing rate to the passing rates of students from other institutions as a measure of our undergraduate student's preparation. We employ the ASWB data on license examination content to map the examination results to the competencies. These data are provided annually to the EPC and to the undergraduate program director.

Embedded measures

Curriculum. The design and measurement of embedded measures are under the direction of the Curriculum Area Groups (CAGS). These groups are organized around foundation (practice, policy, research, human behavior) and advanced (clinical, social administration) courses. The CAGS develop and implement curriculum for both the undergraduate and master's degree programs. Membership on the CAGS consists of faculty members who are teaching in the particular curricular area. Each CAG is expected to recruit members of the practice community who serve as an advisory role in curriculum review and design.

The chairs of each group are members of the EPC. After providing an orientation to the new practice behaviors, the College held two different faculty curriculum retreats in which faculty members organized themselves by CAGS and evaluated course objectives, instructional strategies, and assessment methodologies in their content areas. The goals of the retreats were to determine whether current objectives and instructional methods best addressed the foundation and advanced practice behaviors, and to agree upon approaches to embedding assessment within course

outcomes. Course specific embedded measures employing scoring rubrics were then approved and monitored by the CAG associated with the course. Once the rubrics are approved they are adopted in all sections of the particular course. A number of courses now contain embedded content and the CAG meet monthly to work toward greater use of course embedded activities.

Data for embedded course content is entered by each instructor in a spreadsheet created by the research office. The research office aggregates outcomes data for each course and provides a report to the Associate Dean for Academic Programs. As with other outcomes data, these data are reported to the EPC for review and action.

Field Evaluation. Implementing the new learning contract occurred concurrently with training for field instructors to ensure they understood the expectations of the 2008 EPAS with respect to competency based education and evaluation of practice behaviors. The field evaluation is administered each academic quarter by the field office.

Data from the final evaluation of the year is entered into a spreadsheet by staff in the field office. The research program coordinator aggregates these data and provides a report to the Associate Dean for Academic Programs.

Comprehensive Exam. Faculty members in the clinical and social administration curriculum area groups have meet regularly for the past 18 months to describe advanced practice behaviors and to re-design the scoring rubrics for the four hour in-class comprehensive examination that is required of all graduating MSW students.¹ These rubrics now directly reflect the advanced practice behaviors for their specific concentration. Faculty members who grade comprehensive examinations complete a spreadsheet with student level results of their evaluation. The research program coordinator is responsible for aggregating these data and providing it to the Associate Dean for Academic Programs and to the curriculum chairs for the clinical and social administration concentrations.

Performance Benchmarks

We defined benchmarking in our outcomes assessment as the value at which institutional attention should be directed at that measure to determine what if any intervention may be called for. Data with no variability are meaningless as organizational assessment tools. Some level of variability is to be expected based on individual student and instructor performance and other factors. In order for these data to inform a continuous review process we require a benchmark level that does not react to extraneous variability but rather instigates meaningful action when performance falls below an acceptable level. The standard should also provide a genuine acknowledgement of positive performance. For the data we report below we set our benchmark at 80 percent of the assessed individuals meetings or exceeding the standard.

¹ A small percentage, typically less than five percent, of our graduates elect to complete a thesis to meet MSW exit requirements. These students are exempt from the comprehensive examination.

Undergraduate Practice Behavior Outcomes

Table 5. BSSW 2.1.1 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded
2.1.1 Identify as a professional social worker and conduct oneself accordingly.					
1 Social workers advocate for client access to the services of social work;		66.7%		83.3%	
2 Practice personal reflection and self-correction to assure continual professional development;		87.5%		80.0%	
3 Attend to professional roles and boundaries;		87.5%	90.0%	84.2%	
4 Demonstrate professional demeanor in behavior, appearance, and communication;		66.7%	90.0%	88.9%	
5 Engage in career-long learning; and		87.0%		90.0%	
6 Use supervision and consultation.	100.0%	79.2%	90.0%	100.0%	

The data from our field instructors indicates that students are developing an emerging mastery of this competency. These practice behaviors are largely implemented in the field setting where our students consistently demonstrate high performance. Students also receive the benefit of routine supervision and feedback regarding these areas throughout the course of their field practicum. Participants in the alumni survey also responded positively regarding the majority of these practice behaviors. Data reflected a lower rate of mastery of the advocacy role and demonstration of professional demeanor, but as indicated in the field evaluation, our current students appear to be well-prepared in these areas. Performance on the licensure exam reflects competency in this area.

Table 6. BSSW 2.1.2 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded
2.1.2 Apply social work ethical principles to guide professional practice.					
1 Social workers recognize and manage personal values in a way that allows professional values to guide practice;	83.3%	83.3%	90.0%	80.8%	
2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSWESS Statement of Principles;	89.7%	100.0%	90.0%	83.3%	
3 Tolerate ambiguity in resolving ethical conflicts; and	97.0%	87.5%		80.0%	
4 Apply strategies of ethical reasoning to arrive at principled decisions.	97.0%	50.0%	90.0%	80.8%	

We are pleased to see that this data generally points to an emerging mastery of this competency. The alumni survey data suggests that our alumni feel unprepared regarding the skill of applying specific strategies of ethical reasoning to ethical dilemmas. The revised SW 645 course, with an increased focus on ethical decision-making, was first taught in the 2008 – 2009 academic year, and the results of the exit survey suggest improved perception of mastery of this practice behavior. Data from embedded measures in SW 645 will allow for continued monitoring of this competency. Licensure exam results also suggest that students are well-prepared in this area.

Table 7. BSSW 2.1.3 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2.1.3 Apply critical thinking to inform and communicate professional judgments.					
1 <i>Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</i>		69.6%	90.0%	88.2%	95.8%
2 <i>Analyze models of assessment, prevention, intervention, and evaluation; and</i>		47.6%	90.0%	94.7%	
3 <i>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i>	70.0%	70.8%	90.0%	83.3%	

Our field evaluation data indicates beginning mastery of this competency, however it is clear that our alumni feel unprepared to address these practice behaviors. Embedded class assignments in the human behavior, policy, practice, and research courses will allow for improved focus in this area, and will allow for continued monitoring of this competency. Our initial data from the SW 533 embedded measure suggests strengthened performance in this area.

Table 8. BSSW 2.1.4 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2.1.4 Engage diversity and difference in practice.					
1 <i>Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</i>	96.8%	79.2%	90.0%	75.0%	56.3%
2 <i>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</i>		95.8%		95.0%	
3 <i>Recognize and communicate their understanding of the importance of difference in shaping life experiences; and</i>	66.7%	68.2%	90.0%	89.3%	56.3%
4 <i>View themselves as learners and engage those with whom they work as informants.</i>	96.7%	69.6%		75.0%	

Based on the inconsistency of these data, there is clearly a need for continued improvement in this competency. While our alumni survey and field evaluation indicate that students identify competency in the area of self-awareness, they were less positive in other areas. We have increased diversity content in our initial practice course, SW 645, which was initially taught in the 2008 – 2009 academic year, and will continue to monitor this area with embedded measures from this course and our human behavior courses.

Table 9. BSSW 2.1.5 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.5 Advance human rights and social and economic justice.				
1 <i>Social workers understand the forms and mechanisms of oppression and discrimination;</i>	96.8%	83.3%		76.9%
2 <i>Advocate for human rights and social and economic justice;</i>		65.2%		58.3%
3 <i>Engage in practices that advance social and economic justice.</i>	93.3%	66.7%		62.5%

Our exit survey data indicates that our recent graduates feel prepared to perform in this competency area, yet the alumni survey and field evaluation suggest a lack of confidence regarding the ability to advocate for human rights and social and economic justice. Embedded measures in our policy analysis class, SW 521, will allow for increased focus and assessment of this competency, and our field program

has piloted a quarterly human rights activity assignment in order to better prepare our students in this area.

Table 10. BSSW 2.1.6 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.6 Engage in research-informed practice and practice-informed research.				
1 <i>Social workers use practice experience to inform scientific inquiry; and</i>		47.6%		43.5%
2 <i>Use research evidence to inform practice.</i>	93.3%	79.2%	90.0%	59.1%

Our exit survey suggests that our recent graduates feel prepared in this area, however our alumni and field instructors indicate less confidence in this area. Our research CAG has addressed this area of concern by creating a capstone research assignment in SW 576, the final course in our 3-course research sequence. This will allow us to further assess competency in this area and determine the benefit of this change.

Table 11. BSSW 2.1.7 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2.1.7 Apply knowledge of human behavior and the social environment.					
1 <i>Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</i>		79.2%	90.0%	85.2%	95.8%
2 <i>Critique and apply knowledge to understand person and environment.</i>	85.7%	60.9%	90.0%	85%	95.8%

These data indicate that students are developing an emerging mastery in this area. We have implemented an embedded measure in our human behavior courses, and student performance on these measures will guide the need for further response to the date reported here. Data collected from the initial human behavior course, SW 533, indicates a high level of competency in this area.

Table 12. BSSW 2.1.8 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation	Embedded Measures
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services					
1 Analyze, formulate, and advocate for policies that advance social well-being; and			96.4%	72.7%	80.8%
2 Collaborate with colleagues and clients for effective policy action.				72.7%	90.0%

It seems clear that our alumni feel unprepared to address practice behaviors in this competency, yet our field instructors indicate that our current students are better prepared in both areas, and data from the exit survey supports this conclusion. We have initiated embedded measures in SW 521, our policy analysis course, in order to better assess competency in this area, and student performance on these measures will guide the need for further response to this data.

Table 13. BSSW 2.1.9 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.9 Respond to contexts that shape practice.				
1 Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and			78.3%	80.8%
2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.			65.2%	64.0%

While data suggests a beginning level of competency in the initial practice behavior, there is considerably less support for mastery in the area of leadership. This data will be presented to the Undergraduate Studies Committee for further review and discussion. In addition, our macro practice course, SW 647, has implemented an assignment that requires students to take a leadership role in working with an agency, community, or neighborhood to enact positive change.

Table 14. BSSW 2.1.10(a) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.10(a) Engagement				
1 <i>Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</i>		35.0%		44.4%
2 <i>Use empathy and other interpersonal skills;</i>		87.5%		83.3%
3 <i>Develop a mutually agreed-on focus of work and desired outcomes.</i>			90.0%	83.3%

While our alumni survey and field evaluation indicate beginning mastery in the use of interpersonal skills and reciprocal relationships with client systems, there is a clear area of concern in regard to the initial practice behavior. This data will be presented to the Practice CAG and Undergraduate Studies Committee for further evaluation and discussion.

Table 15. BSSW 2.1.10(b) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.10(b) Assessment				
1 <i>Social workers collect, organize, and interpret client data;</i>		75.0%	90.0%	90.0%
2 <i>Assess client strengths and limitations;</i>	92.9%	83.3%	90.0%	90.0%
3 <i>Develop mutually agreed-on intervention goals and objectives;</i>	89.7%	73.9%	90.0%	90.0%
4 <i>Select appropriate intervention strategies.</i>	93.1%	79.2%	90.0%	79.2%

Table 16. BSSW 2.1.10(c) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.10(c) Intervention				
1 <i>Social workers initiate actions to achieve organizational goals;</i>		56.5%		68.0%
2 <i>Implement prevention interventions that enhance client capacities;</i>		73.9%	90.0%	68.2%
3 <i>Help clients resolve problems;</i>		87.0%		87.5%
4 <i>Negotiate, mediate, and advocate for clients; and</i>	82.8%	87.0%		68.0%
5 <i>Facilitate transitions and endings.</i>	65.5%	73.9%		47.1%

Table 17. BSSW 2.1.10(d) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Exit Survey	Alumni Survey	Licensure Exam	Field Evaluation
2.1.10(d) Evaluation				
1 <i>Social workers critically analyze, monitor, and evaluate their interventions.</i>		73.9%	90.0%	64.0%

We are pleased to see that the data generally reflect a high level of mastery in the area of assessment. The data regarding intervention and evaluation are inconsistent, and thus will be presented to the Practice CAG and Undergraduate Studies Committee for further review and discussion. Embedded measures collected from our practice courses will allow for continued assessment and monitoring of these practice behaviors.

Graduate Foundation Practice Behavior Outcomes

Table 18. MSW Foundation 2.1.1 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.1 Identify as a professional social worker and conduct oneself accordingly.				
1 <i>Social workers advocate for client access to the services of social work;</i>		77.3%	96.6%	
2 <i>Practice personal reflection and self-correction to assure continual professional development;</i>		82.6%	92.0%	
3 <i>Attend to professional roles and boundaries;</i>		86.4%	93.1%	
4 <i>Demonstrate professional demeanor in behavior, appearance, and communication;</i>		87.0%	100.0%	
5 <i>Engage in career-long learning; and</i>		77.3%	96.6%	
6 <i>Use supervision and consultation.</i>	100.0%	95.7%	100.0%	96.1%

Measures based on students' performance in their field placements show a strong majority of students achieved competence in social work professionalism and professional identity. Data from the exit survey and embedded assessment support field evaluation findings in this area. Measures based on the survey of alumni indicate a lower majority of respondents' have achieved competence in this area. Recent enhancements to our curriculum better integrate professional identity development for current and future students. These include revisions to the field syllabus that facilitate intentional professional identity development activities in the MSW foundation field practicum. The introduction of a diversity immersion course for incoming MSW students also supports and guides students' identity development.

Table 19. MSW Foundation 2.1.2 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.2 Apply social work ethical principles to guide professional practice.				
1 <i>Social workers recognize and manage personal values in a way that allows professional values to guide practice;</i>	80.6%	90.9%	94.1%	95.8%
2 <i>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSWESS Statement of Principles;</i>		91.3%	73.3%	95.8%
3 <i>Tolerate ambiguity in resolving ethical conflicts; and</i>	92.9%	72.7%	92.9%	95.8%
4 <i>Apply strategies of ethical reasoning to arrive at principled decisions.</i>	96.0%	66.7%	88.2%	95.8%

Measures of student achievement in their application of social work ethics indicate the majority of students and graduates have achieved mastery of competency 2.1.2. Overall, students' and graduates' professional values guide their practice rather than personal values. While the alumni survey and embedded assessment indicate a majority apply NASW standards in their ethical decision making, the field evaluation shows fewer students have achieved competence in this area. Because field data reported here are based on the old field syllabus, we believe this measure will improve moving forward due to revisions incorporated in the new field syllabus. Likewise, the lower numbers of alumni reporting mastery in some areas of ethics applications will be addressed by curricular revisions already in place from which current and future students will benefit. These include the update to the field syllabus, the new diversity immersion course, and changes made to practice courses 745 and 746 to better align these courses with practice behaviors.

Table 20. MSW Foundation 2.1.3 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.3 Apply critical thinking to inform and communicate professional judgments.				
1 <i>Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</i>		73.9%	92.6%	71.4%
2 <i>Analyze models of assessment, prevention, intervention, and evaluation; and</i>		68.4%	100.0%	
3 <i>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i>	66.7%	31.8%	77.8%	

Student achievement of critical thinking applications is an area that merits additional attention by the Educational Policy Committee. Measures based on the field evaluation show more students have achieved critical thinking standards compared to other measures of achievement. Thus, current students have shown some improvement in this area compared to alumni. Still, more thoughtful incorporation of critical thinking activities into classroom and field instruction will be considered moving forward.

Table 21. MSW Foundation 2.1.4 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.4 Engage diversity and difference in practice.				
1 <i>Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</i>	86.6%	71.4%	93.1%	100.0%
2 <i>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</i>		77.3%	96.6%	95.8%
3 <i>Recognize and communicate their understanding of the importance of difference in shaping life experiences; and</i>	84.8%	85.7%	88.2%	100.0%
4 <i>View themselves as learners and engage those with whom they work as informants.</i>	94.8%	61.9%	81.3%	

The majority of students and graduates demonstrate mastery of competency 2.1.4, to engage diversity and difference in practice. Embedded assessments of students' achievement in this area show nearly all individuals have achieved competence. Field evaluation and exit survey measures also indicate a large majority of students have met the standards for achievement in this area. These measures show improvement in our ability to incorporate issues of diversity and difference into classroom and field instruction compared to alumni survey measures of individuals who graduated from the MSW program in the past. Again, enhancements to the field syllabus and the opportunity for students to participate in the diversity immersion course during their first quarter of MSW study serve as two examples of how our curriculum has improved in this area.

Table 22. MSW Foundation 2.1.5 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.5 Advance human rights and social and economic justice.				
1 <i>Social workers understand the forms and mechanisms of oppression and discrimination;</i>	86.6%	61.9%	82.4%	
2 <i>Advocate for human rights and social and economic justice;</i>		42.9%	76.5%	
3 <i>Engage in practices that advance social and economic justice.</i>	91.8%	77.8%	81.3%	

Field evaluation and exit survey measures of student achievement in the area of human rights, social and economic justice show a majority of students have achieved competence. Comparatively, the

alumni survey indicates fewer graduates have achieved competence in this area. We have made improvements in this area by adding a “human rights assignment” to the new field syllabus and through plans to incorporate more service learning experiences that are social justice focused into our foundation curriculum. Implementation of this change and consideration of additional changes will be spearheaded by the Educational Policy Committee in collaboration with relevant Curriculum Area Groups. And, the inclusion of an embedded assessment of new learning activities designed for competency 2.1.5 will figure into these discussions.

Table 23. MSW Foundation 2.1.6 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.6 Engage in research-informed practice and practice-informed research.				
1 <i>Social workers use practice experience to inform scientific inquiry; and</i>		40.0%	60.0%	
2 <i>Use research evidence to inform practice.</i>	94.8%	65.0%	81.3%	

Student mastery of research-informed practice and practice-informed research is an area of the curriculum that will receive additional attention moving forward. The Research CAG has already taken up the task of revising the syllabus and assignments in 772, the final research course in the MSW foundation year. The goal is to design this course to include a capstone project that will challenge MSW students to incorporate knowledge learned in all three research-related foundation courses. The capstone project will be evaluated based on 2.1.6 practice behaviors and related syllabus objectives for 770, 771, and 772.

Table 24. MSW Foundation 2.1.7 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.7 Apply knowledge of human behavior and the social environment.				
1 <i>Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</i>		84.2%	72.2%	100.0%
2 <i>Critique and apply knowledge to understand person and environment.</i>		66.7%	96.4%	100.0%

Embedded assessments of students’ achievement of competency 2.1.7 show that MSW students are learning to apply HBSE knowledge competently in 733, the first of two HBSE courses they take. Field evaluation and alumni survey measures in this area offer varied results of students’ and graduates’ achievement. This may be of measurement construction and survey question phrasing. Future field

evaluation measures will be based on data collected under the new field syllabus. We also plan to address measurement concerns for the alumni survey and carefully revise question phrasing so its meaning is more accessible to survey respondents.

Table 25. MSW Foundation 2.1.8 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
1 <i>Analyze, formulate, and advocate for policies that advance social well-being; and</i>	80.6%	63.6%	93.1%	
2 <i>Collaborate with colleagues and clients for effective policy action.</i>		57.1%	88.9%	

Exit survey and field evaluation measures indicate the majority of MSW students achieve competence of 2.1.8. The alumni survey measures indicate lower numbers of graduates have achieved mastery in this area. The improvement of current students' achievement in this area may be attributed to recent efforts to insure better consistency in the syllabi and course assignments used by different instructors of 720 and 721. The Policy CAG will continue to address issues of consistency in the future.

Table 26. MSW Foundation 2.1.9 Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.9 Respond to contexts that shape practice.				
1 <i>Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</i>		60.0%	87.5%	
2 <i>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</i>		76.2%	78.6%	

Field evaluation measures of students' ability to respond to contexts that shape practice indicate a larger majority of students' who have achieved competence compared to alumni survey measures in this area. While this difference may indicate some improvement over time, the field evaluation measures show a need for further improvement. Changes in the field syllabus address this need through field instruction. The Educational Policy Committee will also consider how to better align course content with competency 2.1.9.

Table 27. MSW Foundation 2.1.10(a) Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(a) Engagement				
1 <i>Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</i>		40.9%	100.0%	96.1%
2 <i>Use empathy and other interpersonal skills;</i>		81.0%	100.0%	96.1%
3 <i>Develop a mutually agreed-on focus of work and desired outcomes.</i>		65.0%	84.6%	

Measures based on field evaluation data and an embedded assessment show strong student mastery of competency 2.1.10(a). The lower numbers observed by the alumni survey may speak to improvements that have been made in our ability to prepare students to competently engage clients or they may speak to issues with the measurement construction or survey item phrasing on the alumni survey. The alumni survey will be reviewed and revised to insure better item validity prior to its next launch in 2011.

Table 28. MSW Foundation 2.1.10(b) Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(b) Assessment				
1 <i>Social workers collect, organize, and interpret client data;</i>		65.0%	96.4%	
2 <i>Assess client strengths and limitations;</i>	90.6%	85.7%	96.4%	
3 <i>Develop mutually agreed-on intervention goals and objectives;</i>	85.4%	71.4%	96.3%	
4 <i>Select appropriate intervention strategies.</i>	86.5%	81.0%	85.7%	

The percent of students who achieved mastery of competency 2.1.10(b) is strong as indicated by the exit survey, field evaluation, and two of four relevant measures in the alumni survey. Assessment of clients appears to be a strong area of our curriculum based on measures of current students. The collection and analysis of embedded assessment data from 745 and 746 in upcoming months will provide further measures of current students' achievement in this area.

Table 29. MSW Foundation 2.1.10(c) Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(c) Intervention				
1 Social workers initiate actions to achieve organizational goals;		42.9%	100.0%	
2 Implement prevention interventions that enhance client capacities;		59.1%	96.4%	
3 Help clients resolve problems;		81.0%	84.6%	
4 Negotiate, mediate, and advocate for clients; and	79.2%	85.0%	91.7%	
5 Facilitate transitions and endings.		60.0%	88.9%	

In the area of intervention, a large majority of students demonstrate competence when assessed by field instructors, but fewer graduates report a level of competence when asked about their intervention practices and skills. The difference may be attributed to improvements in our curriculum from the time former graduates experienced it. The lower alumni survey measures again point to the need to review the alumni survey instrument; a task that will be taken up prior to its next launch. The analysis of data from an embedded assessment in 745, a winter quarter course, will also provide additional information about current students' achievement in this area of practice.

Table 30. MSW Foundation 2.1.10(d) Competency Outcomes

Graduate Foundation Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(d) Evaluation				
1 Social workers critically analyze, monitor, and evaluate their interventions.		81.0%	100.0%	

Measures of students' and graduates' ability to competently evaluate interventions indicate a high level of achievement in this area of practice. Evaluation knowledge and skills appear to be a strong component of our MSW foundation curriculum.

Graduate Clinical Advanced Practice Behavior Outcomes

Table 31. MSW Advanced Clinical 2.1.1 Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.1 Identify as a professional social worker and conduct oneself accordingly.			
1 Recognizes the influence of the social worker's use of self in empowering clients in the clinical process.		84.6%	88.9%
2 Controls emotional reactions in the clinical situation in order to maximize positive client outcomes.		56.4%	100.0%

The data for competency 2.1.1 indicate that our students have beginning identification with the profession and the ability to conduct oneself in a professional manner. The responses on the Alumni Survey reflect earlier efforts in this area while the Field Evaluation provides information on current students. Recent changes to our field learning agreements and evaluative criteria have focused on this competency and the Field Evaluation data suggest that this change has improved our students' mastery of this competency.

Table 32. MSW Advanced Clinical 2.1.3 Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.3 Apply critical thinking to inform and communicate professional judgments.			
1 Explains the dynamics of problem formulation and problem resolution with individuals, couples, families, and groups across the life span.		42.1%	94.1%

These data indicate that clinical students in their field placements are generally able to explain the dynamics of problem formulation and problem resolution. This, again, indicates that we have made improvements in how this practice behavior is taught in the classroom and field practicum, as compared to previous graduates. Additional outcome data will be forthcoming to more fully inform our assessment of this competency when the data from the 2010 comprehensive exams are available.

Table 33. MSW Advanced Clinical 2.1.4 Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.4 Engage diversity and difference in practice.			
1 <i>Recognizes the influence of culture and diversity on assessment, diagnosis, treatment planning, and intervention.</i>		83.8%	94.7%
2 <i>Identifies issues of client diversity that may impact client outcomes.</i>	97.3%	84.2%	94.7%

The College's efforts to infuse an appreciation for diversity and difference in practice settings are evident in the data for the clinical advanced practice behaviors. We have developed clinical field experiences in agencies service with a diverse clientele and clinical faculty have expanded course content on diversity. We have multiple measures in place to assess the ability of clinical students to recognize and apply knowledge of culture and diversity in practice settings. At this level students are expected to use cultural information to guide assessment, diagnosis, treatment planning, intervention, and outcome evaluation. All of the measures indicate a competency rating of over 80%, reflecting mastery of these practice behaviors for current students, recent graduates, and long-term graduates. Additional information on the extent to which our current students demonstrate these advanced practice will be available when the results of the 2010 comprehensive examination are posted. We expect to observe similar outcomes.

Table 34. MSW Advanced Clinical 2.1.6 Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.6 Engage in research-informed practice and practice-informed research.			
1 <i>Explains several theoretical approaches to clinical social work practice.</i>	90.7%	76.3%	88.2%
2 <i>Identifies evidence-informed information appropriate for effective client outcomes in clinical social work.</i>	93.3%	73.0%	88.9%

Over the past few years we have increasingly emphasized the importance of evidence-based practice. Graduates of our program were certainly exposed to practice research and evaluation but in a very different format. Clinical courses now examine the evidence for various treatment modalities and theoretical perspectives. Students learn and apply various treatment approaches in field, and are asked to demonstrate their ability to apply theory and techniques in the comprehensive exam. Data from

recent graduates and current students suggests that the increased emphasis in this area has improved our students' mastery of these practice behaviors.

Table 35. MSW Advanced Clinical 2.1.7 Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.7 Apply knowledge of human behavior and the social environment.			
1 <i>Identifies how people and their environments mutually influence each other.</i>		94.6%	94.0%

The importance of how people and the environment influence each other has been a significant component of the social work curriculum for many years. This is reflected in the data. Both former graduates and current students show significant mastery of this practice behavior.

Table 36. MSW Advanced Clinical 2.1.10(a) Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.10(a) Engagement			
1 <i>Establishes positive therapeutic relationships with clients.</i>		91.9%	100.0%
2 <i>Works collaboratively with clients throughout their work together.</i>		92.1%	90.9%
3 <i>Works with client within the context of their significant relationships such as partners and families.</i>	79.7%	78.9%	81.1%

The advanced practice behaviors associated with engagement emphasize the importance of therapeutic relationships, working collaboratively with clients, and considering the client's significant relationships. The data suggest that our courses and field experiences are successfully helping our students and graduates master the first two practice behaviors; more effort is needed to improve mastery of the third, i.e., working within the context of the client's significant relationships. The Clinical Curriculum Area group is charged with looking for ways to improve mastery of this critical advanced practice behavior.

Table 37. MSW Advanced Clinical 2.1.10(b) Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.10(b) Assessment			
1		42.1%	100.0%
2		65.8%	92.9%
3		73.0%	80.0%
4	87.8%	81.6%	94.4%
5		84.2%	88.9%
6	86.5%	81.6%	94.7%
7		78.9%	93.0%
8		84.2%	88.4%
9		67.6%	84.1%
10		89.2%	70.6%
11	82.7%	58.3%	73.2%
12		83.8%	83.7%

The outcome data for the advanced clinical practice behaviors pertaining to assessment presents somewhat of a mixed bag. The data collected about current students from the field evaluations indicates a high level of mastery across each of the five practice behaviors, as do the data collected from the Exit Surveys. However, the data collected from the Alumni Survey indicates considerably lower rates of mastery. Especially disconcerting is the 42.1% of respondents who felt that they had learned to *define cognitive, behavioral, affective and spiritual processes that influence client functioning*. These differences may again reflect changes to the Clinical Concentration courses and field practicums to more explicitly emphasize these practice behaviors. The Clinical Curriculum Area Group (CAG) will continue to monitor these outcomes to insure that future graduates report higher rates of mastery.

Table 38. MSW Advanced Clinical 2.1.10(c) Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.10(c) Intervention			
1		83.8%	95.3%
<i>Collaborates with other systems that may be involved in providing services to clients.</i>			
2		91.9%	93.0%
<i>Focus on client goals/objectives.</i>			
3		73.0%	94.0%
<i>Identifies interventions that are evidence-informed and consistent with the therapeutic approach to be used.</i>			
4		83.8%	94.7%
<i>Identifies and addresses with the client obstacles that could potentially interfere with client progress and outcome.</i>			
5	77.0%	67.6%	94.7%
<i>Uses interventions that are evidence-informed.</i>			
6		58.3%	94.4%
<i>Focuses on changing patterns in client's feelings, thinking, behaving, or interpersonal relationships.</i>			
7	93.2%	94.6%	100.0%
<i>Identifies and amplifies client strengths and the strengths of the client's environment.</i>			
8		73.0%	94.7%
<i>Keeps the clinical work focused on defined client goals.</i>			

The advanced practice behaviors pertaining to intervention promote a strengths-based, evidence-informed approach to treatment. As with the other competencies, the data from the Alumni Survey report fewer people indicating mastery of these practice behaviors upon graduating from the program. The data from the Field Evaluation are promising and suggest that current students are showing stronger skills in these areas. The Exit Surveys also suggest that graduates are familiar with the strengths-based perspective is infused throughout the clinical curriculum. The numbers associated with the advanced practice behavior of *using interventions that are evidence-informed* are rather low and suggest that more efforts are needed to enhance this aspect of the curriculum. The Clinical CAG will look at strategies to improve mastery of this skill.

Table 39. MSW Advanced Clinical 2.1.10(d) Competency Outcomes

Advanced Clinical Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation
2.1.10(d) Evaluation			
1 <i>Describes how client strengths and resilience are used in assessment, diagnosis, treatment planning, and intervention.</i>		77.8%	75.7%
2 <i>Measures client progress on an ongoing basis using such tools as self-anchored scales or rapid assessment instruments.</i>	62.2%	54.1%	100.0%

The advanced practice behaviors associated with evaluating client outcomes indicates the need for improvement in this area. Students in their field placements appear to be using ongoing measures to assess client progress, but graduates are less likely to indicate that they mastered these skills. Both the Research CAG and Clinical CAG will be charged with addressing this weakness in the curriculum and to seek ways to better integrate evaluation skills into the clinical courses and field practicums.

Graduate Social Administration Advanced Practice Behavior Outcomes

Table 40. MSW Advanced Social Administration 2.1.1 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.1 Identify as a professional social worker and conduct oneself accordingly.				
1 <i>Describe one's personal leadership style and the impact of that style upon program performance.</i>		75.0%	90.0%	

The data from our field instructors indicate that students are developing an emerging mastery of this competency. Discussion of personal leadership style is incorporated into the field placement syllabus as learning activities, which appears to strengthen performance of our recent students. The data from our alumni survey reflect a lower level of mastery for this professional identity practice behavior. We are currently grading the first iteration of an embedded assignment for the comprehensive examination that will allow us to further assess this competency area.

Table 41. MSW Advanced Social Administration 2.1.2 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.2 Apply social work ethical principles to guide professional practice.				
1 Describe the appropriate use of policies on sexual harassment, conflict of interest, and confidentiality in the context of human service agency practice.		77.8%	87.5%	

This practice behavior is largely implemented in the field setting where students demonstrate consistently high performance. Participants in the alumni survey were less positive in their ratings of their ability in this competency. It is possible that changes in the field syllabus in the last two years have strengthened performance in this area. Continued monitoring will enable us to determine the benefit of those changes.

Table 42. MSW Advanced Social Administration 2.1.3 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.3 Apply critical thinking to inform and communicate professional judgments.				
1 Employ logic modeling to define the components of an effective human service program.		77.8%	75.0%	100%
2 Demonstrate appropriate use of verbal and written communication in agency setting with clients, staff and community stakeholders.		66.7%	77.8%	
3 Use computer applications such as spreadsheets, databases or statistical programs to create systems for storing, analyzing and presenting data.		88.9%	100.0%	94.7%

Despite addressing the use of logic modeling in two different courses (SW746 and SW 742.06) both the alumni survey and field instructor survey returned data indicating less than acceptable performance in the mastery of these practice behaviors. With respect to logic modeling, an embedded class assignment provides a bit more confidence in the student's ability to perform this practice behavior. Field instructor data was collected prior to the completion of the quarter long project in SW742.06 which may account for some differences between the two scores. The Social Administration CAG is exploring a response to the performance concerns with verbal and written communication. We are pleased with the consistent assessment of the use of computer applications, as it reflects the product of considerable adaptation in that course over the past few years and increased use of the computer lab.

Table 43. MSW Advanced Social Administration 2.1.4 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.4 Engage diversity and difference in practice.				
¹ Conduct an assessment of staff and client diversity and the impact of program design and delivery upon issues of diversity.		88.9%	100.0%	97.1%

All three measures of practice behaviors in this competency area reflect strong performance by our students. We are pleased with our efforts to incorporate a thorough understanding of diversity into the preparation of our social administration students. The high ratings from both the course embedded measure and the field evaluation may reflect the practice in our curriculum of creating a very tight connection between field and coursework. The alumni data suggest that mastery of this competency is maintained after graduation.

Table 44. MSW Advanced Social Administration 2.1.5 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.5 Advance human rights and social and economic justice.				
¹ Assess the impact of relevant social policy upon the just treatment of agency clients and describe appropriate approaches for advocacy.	100.0%	55.6%	88.9%	

These data suggest that students graduate our program prepared to perform in this competency area. As we noted in our description of the student exit survey our measures are not limited to self-efficacy, but also include assessment of a student's intent to incorporate this competency into her practice repertoire. An independent evaluation of our students through the field evaluation appears to support the student perception of competence. The alumni data for this competency contradict the other two measures. In some cases finding differences in alumni data may reflect recent curricular changes including the implementation of the 2008 EPAS. However, our approach to teaching this practice behavior has not changed in recent years. As such we will continue to monitor alumni data, and use these findings to inform our continuing education program.

Table 45. MSW Advanced Social Administration 2.1.6 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.6 Engage in research-informed practice and practice-informed research.				
1 <i>Define client-centered goals and objectives for agency performance and a plan for measurement of those objectives.</i>	95.2%	88.9%	66.7%	92.3%
2 <i>Analyze causes/contributors and consequences of social problems at individual, family, community and societal levels to determine appropriate change targets and populations for prevention or intervention design.</i>	59.1%	88.9%	88.9%	

Much of the data for this competency suggest that students are mastering the practice behaviors. As we described in our program narrative, the social administration curriculum is organized around a framework of consumer-centered administration. The ability to understand a social problem from that context, and to define and measure client or consumer goals and objectives, is a centerpiece of the course content. We speculate that the field evaluation data may be lower as a function of when the data was collected. Despite the two positive measures for the second practice behavior, we are concerned about the last year's student exit survey data and the social administration CAG will monitor this year's student exit survey.

Table 46. MSW Advanced Social Administration 2.1.7 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.7 Apply knowledge of human behavior and the social environment.				
1 <i>Identify theoretical explanations of organizational and community behavior and describe their application to practice in both contexts.</i>		100.0%	66.7%	

Alumni of the social administration concentration believe they are effective in applying theory to their social administration practice. However, our field instructors have less confidence in our current students' ability to do so. As we described earlier we have implemented an embedded measure for this practice behavior as a portion of our comprehensive examination. Those exams were administered on March 19, 2010 and while not available here the findings will be distributed to the social administration CAG and the EPC in their spring quarter meetings. Student performance on those measures will guide the need for further response to the two inconsistent measures reported here.

Table 47. MSW Advanced Social Administration 2.1.8 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
1 Master technical skills in utilizing data and evaluation methods to document the need for policy and/or program change.		66.7%	88.9%	
2 Utilize knowledge in social policy and planning theory to formulate changes in social welfare policies and programs.		44.4%	87.5%	

It seems clear that our alumni feel unprepared to address practice behaviors in this competency. In response to past feedback on the adequacy of preparation in this practice area the social administration faculty have created a new course SW752 Advance Policy Practice. This course was approved by our faculty in 2008 and was scheduled to be taught beginning in the 2008-2009 academic year. However, it was held up in the university approval process for over a year due to a conflict with another academic unit. The Vice Provost for Academic Affairs convened a meeting last spring in which those conflicts were addressed and the course was approved. The course is being taught for the first time during the Spring, 2010 quarter. It also appears, based on the field evaluation data that our current students are better prepared in both areas than our alumni.

Table 48. MSW Advanced Social Administration 2.1.9 Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.9 Respond to contexts that shape practice.				
1 Conduct organizational culture assessments that address the role of culture in shaping organizational performance.		88.9%	100.0%	100%
2 Apply skills in the selection, development and retention of program staff.		71.4%	57.1%	97.1%

We have described the role of understanding organizational culture as a cornerstone in our curriculum. The data suggest that our students are prepared to incorporate an awareness of culture into their practice and are capable of conducting an assessment of organizational culture. There is less support for mastery of performance in the skill of staff selection. The embedded measure in this case is a comprehensive assignment completed in SW742.02 that directly measures students' mastery of the staff selection activity. We have confidence in that measure's ability to assess this practice behavior.

Although this course assignment is embedded in the field placement, we are aware that a student's ability to demonstrate this behavior in the field setting varies by placement and the opportunity to engage in employment interviewing in the agency.

Table 49. MSW Advanced Social Administration 2.1.10(a-d) Competency Outcomes

Advanced Social Administration Practice Behavior Outcomes	Exit Survey	Alumni Survey	Field Evaluation	Embedded Measures
2.1.10(a) Engagement				
1 <i>Facilitate development of meaningful agency-consumer/stakeholder partnerships.</i>		85.7%	90.0%	
2.1.10(b) Assessment				
1 <i>Perform break-even analyses and cash flow projections.</i>		37.5%	28.6%	92.3%
2 <i>Assess existing data collections and reporting mechanisms in human service agencies.</i>		77.8%	100.0%	100%
3 <i>Analyze program costs, place them in appropriate classifications, and predict their behavior.</i>		44.4%	100.0%	100%
2.1.10(c) Intervention				
1 <i>Demonstrate competent use of core management skills to achieve program outcomes.</i>		100.0%	88.9%	
2 <i>Design strategies for client-centered organizational change informed by a culture assessment.</i>		71.4%	88.9%	82.4%
2.1.10(d) Evaluation				
1 <i>Devise strategies for monitoring agency performance.</i>	95.5%	88.9%	100.0%	100%

We are pleased to see that the data generally point to mastery of the social administration practice behaviors in the competency areas of engagement, assessment, intervention and evaluation. The exception to that conclusion is in the area of assessment as it pertains to financial management. This finding is not unexpected and has been addressed with a change in our curriculum. Three years ago the SW742.05 Financial Management course was changed from required to elective. This change was made in order to provide a required course on advanced community practice (SW743.03). Because SW742.05 has been highly rated in our student evaluations the change was made with the expectation that most social administration students would continue to take SW742.05 as an elective. Our assumption proved

incorrect. Students taking the class continued to perform well on the embedded assessment but a high percentage of students did not learn this content. As a result of data on the declining performance in the financial management practice areas we reinstated that class as a requirement beginning this year. The course is taught in the spring quarter 2010 and we expect to see improvement on these data in our spring assessment of field instructors.

Conclusion

Overall, the assessment of the MSW program foundation and advanced curricula point to positive outcomes related to students' mastery of practice behaviors. Areas of strength include students' mastery of social work professionalism and values, commitment to social justice, understanding of human behavior and the social environment, application of policy to practice, cultural competence when working with diverse clients, and ability to intervene appropriately on clients' behalf. Areas of training that will receive further attention during the curriculum re-development process now underway for the conversion to a semester calendar include students' application of critical thinking skills, ability to evaluate intervention programs, ability to respond to different practice contexts, and application of research informed practice. In tandem with the curriculum re-development process, we continue to revise and fine tune our assessment plan to include valid and reliable measures that align seamlessly with the practice behaviors presented herein. These practice behaviors will continue to serve as markers of competence in social work practice into the foreseeable future.

As with the MSW Program, the assessment of the BSSW program indicates positive outcomes related to students' mastery of practice behaviors. Students and graduates show strong professional identity and commitment to professional values. Students in the field demonstrate application of critical thinking and the ability to engage diverse populations. These areas of the curriculum are strengths of the BSSW Program. Recent graduates report engagement in social and economic justice initiatives, although alumni and current students report a lack of confidence in their ability to advance human rights through practice. Further assessment is needed to understand more about students' mastery of competency 2.1.5. Likewise, the assessment of competency 2.1.6 indicates mixed results. More recent graduates than current students and alumni report mastery of research informed practice. Knowledge of human behavior and the social environment as well as policy practice skills appear to be strong areas of the BSSW curriculum. Students and alumni demonstrate less confidence in their ability to respond to contexts that shape practice, although the College will work to include better measures to assess this competency with greater validity. In keeping with the need for greater emphasis on research-informed practice, BSSW constituents appear to master engagement, assessment, and intervention to a greater degree than evaluation for competency 2.1.10. Overall, the BSSW has many strengths with opportunities for improvement in its research courses and, as other program review processes have shown, in its preparation of students to understand case management. The program will continue to work toward improvements in these areas while maintaining and building upon the strengths of other areas.