Northern Arizona University
Social Work Program
Annual Assessment Report AY 2012-2013

Academic Unit: Social Work Program
Degree Program(s) and Emphases (if applicable): Bachelor of Social Work
Date: 5/21/13

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PHASE I: MISSION, STUDENT LEARNING OUTCOMES, AND ASSESSMENT STRATEGY

1. Describe Degree Program Mission

The mission of Northern Arizona University Social Work Program, grounded in the history, purpose, and values of the profession, is to educate competent generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.

The generalist practice for which we educate is based on social work knowledge, values, and skills; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social and economic justice; and service with vulnerable and underserved populations locally, regionally, and globally.
2. State Degree Program Student Learning Outcomes

SOCIAL WORK PROGRAM GOALS, COMPETENCIES, AND THEMES

The mission of our social work program to educate competent generalist social workers is expressed in the following goals:

- to prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and
  community planned change processes with diverse rural, vulnerable, and underserved populations locally, regionally, and globally;

- to promote identification with the profession, continued professional development, and enhancement of knowledge, values, and skills for
  generalist social work practice; and

- to provide service to the community and promote social and economic justice.

Social Work Program goals are operationalized and measured by the professional knowledge, value, and skill competencies identified for each goal.

Goal I. To prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.

Competencies:
1. apply critical thinking to inform and communicate professional judgments (EP 2.1.3);
2. apply social work ethical principles to guide professional practice (EP 2.1.2);
3. respond to contexts that shape practice (EP 2.1.9);
4. engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);
5. apply ecosystems and strengths perspectives in practice across client systems (EP 2.1.7, 2.1.9);
6. apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
7. differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);
8. advance human rights and social and economic justice (EP 2.1.5);
9. engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8);
10. employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6); and
11. utilize the various forms of information technology for effective agency functioning and professional practice (EP 2.1.9).

Goal II. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.

Competencies:
1. identify and articulate the evolution of social welfare as an institution and social work as a profession and their current structures and issues (EP 2.1.1);
2. question and evaluate their own needs, values, strengths, and challenges, and how these affect their professional identity and use of self in practice (EP 2.1.1); and
3. question and evaluate their professional performance and take responsibility for continuing educational and career development (EP 2.1.1).

Goal III: To provide service to the community and promote social and economic justice.

Social work program faculty, students, and graduates will:
1. advocate for social change to advance social and economic justice and access to services of social work for all people, with a focus on populations experiencing and vulnerable to discrimination and oppression (EP 2.1.1 & 2.1.5), and
2. participate in community service activities and processes (EP 2.1.9).

Integrating Themes

The integration of our program mission and goals with the definition of generalist social work is facilitated by the inclusion of overarching outcome themes that are interwoven throughout the professional curriculum and provide program curriculum unification. Program themes are reflected in the program mission, goals, and competencies. The generalist social work for which we educate is organized around the following themes:

• Liberal studies provide a foundation of knowledge and skills on which the social work curriculum is built. The vertical integration of the liberal studies courses with the horizontal thematic integration of the professional curriculum provides a broad foundation for the engagement in learning and development of social work competencies. (Program Competencies: I.1, I.6, I.10, I.11).

• Practice within the contexts of rural and Indigenous populations of the Southwest focuses on addressing poverty, structural racism, and oppression; promoting human rights and social and economic justice; and service with vulnerable and underserved populations locally, regionally, and globally. (Program Competencies: I.3, I.7, I.8, I.9, III.1, III.2).
Recognition and appreciation of human diversity when forming and maintaining professional relationships is a central organizing theme for the explicit and implicit curriculum of our social work program. Skill in working with diverse populations requires skill in working with differences. Difference is inclusive of intrapersonal, interpersonal/cultural, and environmental/geographic dimensions. The intrapersonal dimension includes biological diversity (difference related to race, gender, sexual orientation, age, mental and physical condition, and physiological developmental processes), psychological diversity (cognitive, affective, perceptual, identity, ideological, and behavioral dynamics within the context of life span development) and spiritual diversity [... “a search for purpose, meaning, and connection between oneself, other people, the universe, and the ultimate reality” (Hutchison, 2008, p. 185)]. Interpersonal/cultural dimensions include diversity related to interaction, membership (familial, ethnic, social, cultural), and “the integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups” (Volk, Guarina, & Konnath, 2007, p. 114). Environment and geography refer to the contextual dimensions of human experience. Context is defined as “the specific nature, qualities, and characteristics of a locality that interact dynamically to shape” human experience (Locke, Garrison, & Winship, 1998, p. 69). As Locke, et al (1998) explain: “This dynamic interplay between people and environments—be they actively embraced or imposed environments—is a reality experienced by all human beings ...” (p. 69). The context shapes human behavior and interaction; human behavior and interaction shape the context. (Program Competencies: I.3, I.7, III.1, III.2).

Identification with the profession evidenced by the commitment to social work professional values and ethical standards. Professional values guide the generalist social worker’s actions when examining policies and services, engaging in planned change activities, and improving social work practice through evaluation and research. (Program Competencies: I.2, II.1, II.2, II.3).

Preparation of competent generalist social workers with knowledge, values, and skills for engaging in planned change processes (engagement, assessment, intervention, and evaluation) simultaneously with diverse individuals, families, groups, organizations, and communities. (Program Competencies: I.4, I.6, I.8, I.9, III.1).

Ecological systems, strengths perspective, and research-informed practice as conceptual frameworks for generalist social work. Ecological systems perspective emphasizes the interdependence of people and their environments (PIE); and understanding people and their concerns, people- situation interactions, and the meaning of these interactions. People are understood in relation to their total life situation (history, culture, biological, psychological, social, cognitive, spiritual, and environmental/geographical dimensions). Strengths perspective emphasizes the capabilities, resilience, and potentials people bring to planned change processes. Research-informed practice is “the conscientious, explicit and judicious use of current best evidence” as the foundation of professional practice (Gibbs, 2003). This includes the commitment to continued professional development and enhancement of knowledge, values, and skills for generalist social work. (Program Competencies: I.5, I.10).

The provision of service to the community and leadership in promotion of social and economic justice. Service opportunities are integral in our learning environment. (Program Competency: III.2).
*Please see the attached Excel file to view the Social Work Program curriculum map for core degree requirements.*

*Please also see the table below for SW course outcome links for the Liberal Studies foundation and Diversity requirement:

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<th>SW 320W</th>
<th>SW 321</th>
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<th>SW 370</th>
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Page 5 of 39
4. Identify the Assessment Question(s)

General Assessment Questions:
Are we delivering the program we say we are?
Are students developing the knowledge, skills, and values the program seeks to deliver?
What are the knowledge acquisition levels of our exiting students?
Can we demonstrate that our students have acquired the knowledge we have sought to teach them by the time they graduate?
Do respondents report developing the knowledge, skills, and values the program seeks to deliver?

Core Competencies of Social Work Practice

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The Social Work Program has adopted the operational definitions for program competencies outlined in the Educational Policy and Accreditation Standards (EPAS) (CSWE, 2008).

All Council on Social Work Education (CSWE) programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work program for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)]:
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Educational Policy 2.1.4—Engage diversity and difference in practice.
Educational Policy 2.1.5—Advance human rights and social and economic justice.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Educational Policy 2.1.10(b)—Assessment

Educational Policy 2.1.10(c)—Intervention

Educational Policy 2.1.10(d)—Evaluation

BSW Program Competencies & Behavioral Indicators

The linkage of program goals, competencies, competency definitions, and behavioral indicators are identified below. The words and phrases in the behavioral indicators illustrate the direct relationship of the listed behavioral indicators (operational definitions) with social work course outcome behavioral expectations. For example, behavioral indicators listed for Competency I.1 (distinguish, appraise, integrate, analyze, and oral and written communication) are evident in the course outcomes identified for the competency.

GOAL I: To prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.

• Competency I.1: Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)

Competency Description: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Behavioral Indicators: Social workers: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective
oral and written communication in working with individuals, families, groups, organizations, and communities.

• Competency I.2: Apply social work ethical principles to guide professional practice (EP 2.1.2)

Competency Description: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Behavioral Indicators: Social workers: recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles; tolerate ambiguity in resolving ethical conflicts; and apply strategies of ethical reasoning to arrive at principled decisions.

• Competency I.3: Respond to contexts that shape practice. (EP 2.1.9)

Competency Description: Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

Behavioral Indicators: Social workers: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and, provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

• Competency I.4: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a – d)

Competency Description: Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Behavioral Indicators: Engagement: Social workers substantively & effectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; and develop mutually agreed-upon focus of work and desired outcomes. Assessment: Social workers collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-upon intervention goals & objectives; and select appropriate intervention strategies. Intervention: Social workers initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and
advocate for client systems; and facilitate transitions and endings. Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

- **Competency I.5: Apply ecosystems and strengths perspectives in practice across client systems. (EP 2.1.7, EP 2.1.9)**

  **Competency Description:** Practice informed by an ecological systems perspective emphasizes the interdependence of people and their environments (PIE) and understanding people and their concerns, people-situation interactions, and the meaning of these interactions. People are understood in relation to their total life situation (history, culture, biological, psychological, social, cognitive, spiritual, and environmental/geographical components). Practice informed by a strengths perspective emphasizes the capabilities, resilience, resources, and potentials people bring to planned change processes.

  **Behavioral Indicators:** Social workers recognize the uniqueness and interconnectedness of systems, assess client system strengths, and engage with client systems in development and implementation of planned change activities informed by ecosystems and strengths perspectives.

- **Competency I.6: Apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment. (EP 2.1.7)**

  **Competency Description:** Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live, and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

  **Behavioral Indicators:** Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.

- **Competency I.7: Differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations. (EP 2.1.4)**

  **Competency Description:** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation. Social workers appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

  **Behavioral Indicators:** Social workers: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
recognize and communicate their understanding of the importance of difference in shaping life experiences; and view themselves as learners and engage those with whom they work as informants.

- **Competency I.8: Advance human rights and social and economic justice. (EP 2.1.5)**

**Competency Description:** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic rights are distributed equitably and without prejudice.

**Behavioral Indicators:** Social workers: identify and articulate the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.

- **Competency I.9: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)**

**Competency Description:** Social work practitioners understand that policy affects service delivery, and they engage actively in policy practice. Social workers know the history of current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

**Behavioral Indicator:** Social workers: analyze, formulate, and advocate for policies that advance social well-being; and collaborate with colleagues and clients for effective policy action.

- **Competency I.10: Employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6)**

**Competency Description:** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

**Behavioral Indicators:** Social workers use practice experience to inform scientific inquiry and use research evidence to inform and evaluate practice.

- **Competency I.11: Utilize the various forms of information technology for effective agency functioning and professional practice. (EP 2.1.9)**

**Competency Description:** Technology’s increasing presence in social work agencies is setting the stage for changes so fundamental that, in one way or another, these changes will impact everything social workers do either in practice, policy development, and/or research. Social Workers use a
foundation of knowledge, values, and skills in a variety of computer applications that can directly enhance human service delivery. The purpose of developing skill in use of information technology is to enable use of computer technology skills needed for application within a social services agency and to gain a better understanding of the issues of technology in the practice of social work.

**Behavioral Indicators:** Social Workers: apply knowledge and skill in use of information technology in preparing documents, presentations, forms, and tools for practice with client systems and for agency data management and analysis; access and evaluate websites for resource and knowledge development to inform practice.

**GOAL II:** To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.

- **Competency II.1:** Identify and articulate the evolution of social welfare as an institution and social work as a profession and their current structures and issues (EP 2.1.1)

**Competency Description:** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

**Behavioral Indicators:** Social workers: advocate for client access to the services of social work; practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication; engage in career-long learning; and, use supervision and consultation.

- **Competency II.2:** Question and evaluate their own needs, values, strengths, and challenges, and how these affect their professional identity and use of self in practice (EP 2.1.1)

**Competency Description:** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

**Behavioral Indicators:** Social workers: advocate for client access to the services of social work; practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication; engage in career-long learning; and, use supervision and consultation.

- **Competency II.3:** Question and evaluate their professional performance and take responsibility for continuing education and career development (EP 2.1.1)
**Competency Description:** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Behavioral Indicators:** Social workers: advocate for client access to the services of social work; practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication; engage in career-long learning; and use supervision and consultation.

**GOAL III: To provide service to the community and promote social and economic justice.**

- **Competency III.1: Advocate for social change to advance social and economic justice and access to services of social work for all people, with a focus on populations experiencing and vulnerable to discrimination and oppression (EP 2.1.1 & 2.1.5)**

**Competency Description:** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic rights are distributed equitably and without prejudice.

**Behavioral Indicators:** Social workers: advocate for client access to the services of social work; practice personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication; engage in career-long learning; and use supervision and consultation. They identify and articulate the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.

- **Competency III.2 Participate in community service activities and processes. (EP 2.1.9)**

**Competency Description:** Social workers are committed to assisting client systems obtain needed resources and promoting social institutions that are more just and responsive to human needs. Social workers are committed to the belief that social responsibility must exist concurrently with the right to dignity, worth, respect, self-determination, and social justice. Members of society have a responsibility to each other. Social Workers have a professional obligation to seek ways to use professional knowledge, values, and skills as responsible citizens and to promote social, economic, and environmental sustainability.

**Behavioral Indicator:** Social Workers engage in informed action to promote healthy, sustainable resources and communities.
5. Describe the Assessment Design

*Please see attached Assessment Plan Matrix.

The review of our program for our last self-study resulted in changes in our program mission and goal statement and identification of program outcome competencies that were approved by the University Curriculum Committee Fall 2009. These changes have enabled the development of master syllabi with more specific course outcome measures and the revision of our program assessment plan for AY 2010/2011. The revised assessment plan document and the assessment measures for each core social work course are attached with this submission of our assessment report.

ALL Social Work faculty participated in the self-study process and assessment plan updates. In AY 2011/2012, when a new Program Coordinator was appointed, a review of the assessment plan took place and the faculty decided to revise our annual data collection plan. Again, ALL Social Work faculty were involved in this process, which included consultations with the Associate Director of Curriculum and Assessment.

Of the assessment measures detailed in our Assessment Plan Matrix, we have chosen the following measures for AY 2012/2013:

- SW 321 Process Recording II
- SW 422 Process Recording
- FPPAI (Field Practicum Placement Assessment Instrument)
- Senior Exit Survey

*Please see the description of the measures in Section 6.

Assessment participants include ALL Social Work students at various stages of their degree progression, which is facilitated by the cohort structure of our curriculum.

Strengths of our assessment design:

- Includes both formative and summative measures.
- Grading rubrics and a standardized Field assessment instrument are used to increase inter-rater reliability.
- Includes assessment by Social Work faculty in junior- and senior-level courses, assessment by Field Supervisors in the community, and student self-report.
- Includes both quantitative and qualitative data.
- Feasibility.
6. Describe the Assessment Measures

<table>
<thead>
<tr>
<th>Assessment Question(s) and/or Program Student Learning Outcome Addressed by the Measure</th>
<th>Assessment Tool Name</th>
<th>Standard(s)</th>
<th>Description of how your Assessment Tool and Standards will address your Assessment Question(s) and/or Program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSWE Educational Policy 10 Core Competencies (and links to program competencies) addressed by measure:</td>
<td>FPPAI (Field Practicum Placement Assessment Instrument)</td>
<td>Benchmark = 80% of students will have a section average of 5 (competent) or above in each competency category of FPPAI at the final evaluation.</td>
<td>The FPPAI helps us answer: Are we delivering the program we say we are? That is, do student field supervisors report that students are developing the knowledge, skills, and values the program seeks to deliver? The FPPAI was developed to address the Educational Policy 2.1 (Core Competencies) and 2.3 (Signature Pedagogy: Field Education). A uniform and comprehensive instrument developed to focus on the direct measurement of field education competencies. The measurement consists of 55 items scored on a 9-point Likert scale. In addition to the quantitative portion of the FPPAI an optional qualitative questionnaire is provided. The FPPAI is designed to be able to be used both at the end of a field/practicum placement and at the half-way point, for comparison purposes.</td>
</tr>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly. (EP 2.1.1/PC 2.1, 2.2, 2.3, 3.1)</td>
<td>*See attached assessment tool.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice. (EP 2.1.2/PC 1.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments. (EP 2.1.3/PC 1.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage diversity and difference in practice. (EP 2.1.4/PC 1.7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance human rights and social and economic justice. (EP 2.1.5/PC1.8, 3.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in research-informed practice and practice-informed research. (EP 2.1.6/PC 1.10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment. (EP 2.1.7/PC 1.5, 1.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8/PC 1.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Respond to contexts that shape practice. *(EP 2.1.9/PC 1.3, 1.5, 1.11, 3.2)*

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. *(EP 2.1.10a-d/PC 1.4)*

**Assignment Learning Outcomes (and links to program competencies) that are addressed by measure:**

Integrate and utilize social work professional language in describing ecological systems, planned change processes, and strength perspective as they relate to generalist social work practice. *(Program Competencies: I.3, I.4, I.5)*

Identify and apply the planned change processes phases of engagement, assessment, implementation, and evaluation to generalist social work practice across client systems and with diverse populations. *(Program Competencies: I.4, I.7)*

Explore capacities and potentials as a social worker and clarify conscious use of self as a vital component of influencing change. *(Program Competencies: II.1, II.2, III.2)*

Exhibit beginning knowledge, values, and skills in basic interviewing and communication techniques. *(Program Competencies: I.1, I.2, I.4, I.7)*

Exhibit skill of employing empirical evidence in analysis of basic interviewing and communication techniques as exemplified by case analysis and other class activities. *(Program Competencies: I.1, I.10)*

| **SW 321 Process Recording II assignment grading rubric** | **Benchmark = 80%** | The process recording is a teaching/learning tool in which the student writes down, as best as she/he can remember, everything that took place in an interview including description of non-verbal actions as well as what was said by both the client systems and the interviewer. Process recordings are tools utilized in social work education so that students can carefully review and examine their work with clients. It is important to note that process recordings can be used to evaluate practice with all types of client systems including individuals, families, groups and communities. For this course assignment, students prepare process recording of interviews with individual clients.

This assessment tool measures the initial competency of the social work student during spring of the junior year. |

*See attached assessment tool.*
<table>
<thead>
<tr>
<th>Assignment Learning Outcomes (and links to program competencies) that are addressed by measure:</th>
<th>Benchmark = 80%</th>
<th>Process recordings are tools utilized in social work education so that students can carefully review and examine their work with clients. For this course assignment, students select an individual, family, or small group, and produce a process recording on an interaction/interview with the person(s) selected. The process recording is a teaching/learning tool in which the student writes down, as best as s/he can remember, everything that took place in an interview including description of nonverbal actions, as well as what is said by both the client system and the interviewer. This assessment tool measures the competency of the social work student during fall of the senior year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate increasing knowledge and skill development in applying ecological systems theory, the strengths perspective, and planned change processes with diverse individuals, families, and small groups. (Program Competencies: I.3, I.4, I.5)</td>
<td>SW 422 Process Recording assignment grading rubric</td>
<td></td>
</tr>
<tr>
<td>Examine the dichotomy between strengths oriented, multi-systemic social work practice and problem, disease, pathology, unilateral focused models in preparation for advocacy for multi-systemic, strengths perspective in professional practice. (Program Competencies: I.5, I.9)</td>
<td>*See attached assessment tool.</td>
<td></td>
</tr>
<tr>
<td>Exhibit mastery of knowledge and skill in interviewing and use of facilitative communication processes with diverse populations and contexts. (Program Competency: I.2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency: I.4)

Exhibit skill in application of individual, family, and small group techniques such as, but not limited to genograms, culture grams, mediation, and case management tools. (Program Competencies: I.1, I.6)

Differentially select micro and mezzo intervention strategies, including the identification of roles necessary to implement these strategies, to provide client systems with resources, services, and opportunities for planned change, with special attention to the context of practice, diversity, oppressed populations, and populations at risk. (Program Competency: I.7)

Apply knowledge, values, and practice skills with oppressed and vulnerable population, including, but not limited to: women, aging, rural, gay/lesbian/bisexual/transgender, disabled, and culturally and ethnically diverse populations such as American Indian and Alaskan natives, Latinos, African Americans, and Asian Americans. (Program Competencies: I.2, I.6, I.7, I.8)

Explore and develop a practice perspective and strategy for working with families utilizing intervention strategies that take into account professional ethics, diversity and changing family structures; contextual realities, expectations, policies, and structures; developmental issues, and strengths of family
culture, beliefs, traditions, and functions; and evaluation of intervention effectiveness. (Program Competencies: I.1, I.3, I.4, I.5, I.6, I.10)

Exhibit knowledge, ethical decision-making, and skill in social group work practice with diverse populations including: use of groups, group types, group planning and design, group dynamics, developmental phases, leadership skills and roles, value and ethical issues, use of technology in group work, and techniques for evaluation. (Program Competencies: I.1, I.4, I.6, I.7, I.8, I.10)

Exhibit knowledge, ethical decision-making, and skill in selection, application, and evaluation of intervention strategies for working with diverse individuals. (Program Competencies: I.1, I.2, I.4, I.7, I.10)

Integrate research and professional literature, and utilize current information technology to provide an empirical base for practice. (Program Competency: I.10)

Further develop a sense of self as a professional that includes: understanding and use of the NASW Code of Ethics as a guide to ethical practice, conscious use of self, and a commitment to ongoing personal and professional development. (Program Competencies: II.1, II.2, II.3)
<table>
<thead>
<tr>
<th>Social Work Program Goals &amp; Competencies (and links to CSWE Educational Policies) addressed by measure:</th>
<th>Senior Exit Survey</th>
<th>Benchmark = 80% of students will have an overall mean of 3 (competent) or above for each program competency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal I. To prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.</td>
<td>*See attached assessment tool.</td>
<td>The Senior Exit Survey helps us answer: What are the knowledge acquisition levels of our exiting students? Can we demonstrate that our students have acquired the knowledge we have sought to teach them by the time they graduate? Are we delivering the program we say we are? That is, do respondents report developing the knowledge, skills, and values the program seeks to deliver?</td>
</tr>
<tr>
<td>Competencies:</td>
<td></td>
<td>The Senior Exit Survey is completed by students just prior to graduation during their field seminar class. This instrument seeks to obtain feedback from students about their experiences while in the NAU Social Work Program. A major section addresses evaluation of curriculum objectives based upon Accreditation Standards. Post-graduate plans, related to both employment and graduate education, are addressed as well as basic demographic information.</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments (EP 2.1.3);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice (EP 2.1.2);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to contexts that shape practice (EP 2.1.9);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply ecosystems and strengths perspectives in practice across client systems (EP 2.1.7, 2.1.9);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of the biological-psychological-social-cultural-spiritual components of human</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
behavior and the social environment (EP 2.1.7);

Differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);

Advance human rights and social and economic justice (EP 2.1.5);

Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8);

Employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6); and

Utilize the various forms of information technology for effective agency functioning and professional practice (EP 2.1.9).

Program Goal II. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.

Competencies:
Identify and articulate the evolution of social welfare as an institution and social work as a profession and their current structures and issues (EP 2.1.1);
Question and evaluate their own needs, values, strengths, and challenges, and how these affect their professional identity and use of self in practice *(EP 2.1.1)*; and

Question and evaluate their professional performance and take responsibility for continuing educational and career development *(EP 2.1.1).*

**Program Goal III: To provide service to the community and promote social and economic justice.**

Social work program faculty, students, and graduates will:

- Advocate for social change to advance social and economic justice and access to services of social work for all people, with a focus on populations experiencing and vulnerable to discrimination and oppression *(EP 2.1.1 & 2.1.5)*, and

- Participate in community service activities and processes *(EP 2.1.9).*
7. Describe the Assessment Strategy (Who will do What, When, etc.) by Completing the Following Table:

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Data Collection</th>
<th>Data Analysis</th>
<th>Discussion of Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FPPAI (Field Practicum Placement Assessment Instrument)</strong></td>
<td>Field Instructors &amp; Social Work Program Field Coordinator (or designee).</td>
<td>Midpoint and end of every semester and summer session The field instructors submit the data/evaluation of student performance in field online.</td>
<td>Instrument was developed by the Baccalaureate Education Assessment Project (BEAP) and is analyzed by that organization. The Social Work faculty review and discuss the report from BEAP.</td>
</tr>
<tr>
<td><strong>SW 422 Process Recording assignment grading rubric</strong></td>
<td>SW 422 Instructors</td>
<td>Fall semester of senior year.</td>
<td>Social Work Program Coordinator.</td>
</tr>
<tr>
<td><strong>Senior Exit Survey</strong></td>
<td>Social Work Program Field Coordinator (or designee).</td>
<td>During final Field Seminar class of spring semester and/or during final Field Seminar class of summer session.</td>
<td>Social Work Program Coordinator.</td>
</tr>
</tbody>
</table>
PHASE II: DATA COLLECTION

8. Provide a Status Report on Data Collection and Assessment Strategy Modifications by Completing the Following Table Identifying Actual Implementation of Assessment:

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Data Collection</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FPPAI</strong> (Field Practicum Placement Assessment Instrument)</td>
<td><strong>Who was responsible for collecting the data</strong> Field Instructors &amp; Social Work Program Field Coordinator (or designee).</td>
<td><strong>Who was responsible for data analysis</strong> Instrument was developed by the Baccalaureate Education Assessment Project (BEAP) and is analyzed by that organization. The Social Work Program Coordinator used the BEAP report/summary to write this assessment report.</td>
</tr>
<tr>
<td></td>
<td><strong>When and/or where data collection took place</strong> Midpoint and end of every student’s field placement. The field instructors submit the data/evaluation of student performance in field online.</td>
<td><strong>When data analysis took place</strong> May 2013</td>
</tr>
<tr>
<td><strong>SW 321 Process Recording II assignment grading rubric</strong></td>
<td><strong>Who was responsible for collecting the data</strong> SW 321 Instructors</td>
<td><strong>When data analysis took place</strong> May 2013</td>
</tr>
<tr>
<td></td>
<td><strong>When and/or where data collection took place</strong> Spring 2013</td>
<td></td>
</tr>
<tr>
<td><strong>SW 422 Process Recording assignment grading rubric</strong></td>
<td><strong>Who was responsible for collecting the data</strong> SW 422 Instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>When and/or where data collection took place</strong> Fall 2012</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Exit Survey</strong></td>
<td><strong>Who was responsible for collecting the data</strong> Social Work Program Field Coordinator (or designee).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>When and/or where data collection took place</strong> April/May 2013</td>
<td></td>
</tr>
</tbody>
</table>

Page 23 of 39
If changes were made to your Assessment Strategy, describe the changes and briefly explain why the assessment strategy was modified.

As you can see in the attached Assessment Plan Matrix, the NAU Social Work Program has a very thorough assessment plan that includes multiple measures for each program competency. During our last program reaffirmation site visit in November 2010, the site visitors informed us that we did not need to collect this much data every year. With 65+ measures, program assessment had become an onerous process for the Social Work Program Coordinator and was simply not feasible with the current level of faculty resources and healthy enrollments. In addition, the faculty decided that fewer measures/less data collection would not impact the quality of program outcome information obtained. Therefore the faculty decided to choose 3-4 measures each year to regularly assess our program outcomes.

For AY 2012-2013 we have chosen the following assessment measures:

- SW 321 Process Recording II
- SW 422 Process Recording
- FPPAI (Field Practicum Placement Assessment Instrument)
- Senior Exit Survey

In addition to these measurement tools, the program faculty may choose to focus on an additional, specific program area/competency on a year to year basis. For example, if student writing skills are becoming problematic at the course-level, we may choose to collect data on our SW 320W paper and our SW 498C paper. This would give us an idea of how student writing skills are developing between the beginning of the junior year and graduation. A similar example could be related to our Social Policy program competency – if student scores on the Senior Exit Survey and the FPPAI show a decline in competency in the area of Social Policy, we could collect data from our Social Policy I and II classes. The attached assessment plan matrix details all of the various assessment tools that can be used to measure each of our program competencies.

One other change to our assessment plan included the reformatting of our curriculum map. With the assistance of the Associate Director of Curriculum and Assessment, we reformatted our curriculum map so that it was easier for the reader to view/follow.

This is also the first AY that we have implemented our new Field Placement assessment measure (FPPAI - Field Practicum Placement Assessment Instrument). The FPPAI has categories that are directly linked to CSWE Educational Policies and our Program Competencies are directly linked to those.
**Phase III Summary of Findings, Interpretations, and Recommendations**

9. Describe Findings, Interpretations, and Implications

**All benchmarks have been met for AY12-13.** All findings, both qualitative and quantitative, will be discussed at the August 2013 Social Work faculty retreat. At that time, we will discuss interpretations and any recommendations for AY13-14. As this is the first program assessment report since we have revised our data collection plan, the faculty will discuss the findings with respect to such things as: our curriculum map, our next program review and accreditation reports, previous assessment reports and UAC feedback, faculty experiences in the classroom, alumni /employer feedback, etc.

**Assessment Questions:** Generally speaking, based on the data presented below, the Social Work Program can confidently say that we are delivering the program we say we are, students are developing the knowledge, skills, and values the program seeks to deliver, exiting students have high levels of knowledge acquisition, our students have acquired the knowledge we have sought to teach them by the time they graduate, and respondents report developing the knowledge, skills, and values the program seeks to deliver.

**BSW Student Demographics**  
(as of November 1, 2012)

The majority of Social Work majors are diverse females under age 25.

**Number and percentage of social work majors by gender:** (n=208)  
Male = 27 (13%)  
Female = 181 (87%)

**Number and percentage of social work majors by age group:** (n=208)  
Under 25 years = 152 (73%)  
25-34 years = 35 (17%)  
35-44 years = 13 (6%)  
45 years or older = 8 (4%)
Number and percentage of social work majors by Racial/ethnic identity: (n=208)

- White (non-Hispanic) = 94 (45%)
- African American/Other Black = 12 (6%)
- Chicano/Mexican American = 0
- Puerto Rican = 0
- Other Latino/Hispanic = 77 (37%)
- American Indian/Native American = 11 (5%)
- Asian American/Other Asian = 3 (1.5%)
- Pacific Islander = 0
- Other = 1 (0.4%)
- Multiple Race/Ethnicity = 9 (4%)
- Unknown = 1 (0.4%)

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK AND OVERALL MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a Professional Social Worker</td>
<td>80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey</td>
<td>98%</td>
</tr>
<tr>
<td>(EP 2.1.1/PC 2.1, 2.2, 2.3, 3.1)</td>
<td>80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation</td>
<td>Overall Mean = 3.77 out of 4 (n=40)</td>
</tr>
<tr>
<td></td>
<td>80% - Junior Year Process Recording</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>80% - Senior Year Process Recording</td>
<td>Midpoint Overall Mean = 6.99 out of 9 (n=38)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Overall Mean = 8.22 out of 9 (n=29)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Mean = 92.09% (n=89)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Mean = 93.55% (n=58)</td>
</tr>
</tbody>
</table>
| Apply Ethical Principles (EP 2.1.2/PC 1.2) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey.  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation.  
80% - Junior Year Process Recording  
80% - Senior Year Process Recording | 100%  
Overall Mean = 4 out of 4 (n=40)  
100%  
Midpoint Overall Mean = 7.09 out of 9 (n=38)  
Final Overall Mean = 8.37 out of 9 (n=29)  
96.6%  
Overall Mean = 92.09% (n=89)  
93%  
Overall Mean = 93.55% (n=58) |
|---|---|---|
| Apply Critical Thinking (EP 2.1.3/PC 1.1) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey.  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation.  
80% - Junior Year Process Recording  
80% - Senior Year Process Recording | 100%  
Overall Mean = 3.77 out of 4 (n=40)  
100%  
Midpoint Overall Mean = 6.8 out of 9 (n=38)  
Final Overall Mean = 8 out of 9 (n=29)  
96.6%  
Overall Mean = 92.09% (n=89)  
93%  
Overall Mean = 93.55% (n=58) |
| Engage Diversity in Practice (EP 2.1.4/PC 1.7) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey.  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation.  
80% - Junior Year Process Recording | 100%  
Overall Mean = 3.7 out of 4 (n=40)  
100%  
Midpoint Overall Mean = 7.2 out of 9 (n=38)  
Final Overall Mean = 8.38 out of 9 (n=29)  
96.6%  
Overall Mean = 92.09% (n=89) |
| Advance Human Rights/ Social and Economic Justice (EP 2.1.5/PC 1.8, 3.1) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation  
80% - Senior Year Process Recording  
Overall Mean = 93.55% (n=58) |
|---|---|
| Engage Research Informed Practice/ Practice Informed Research (EP 2.1.6/PC 1.10) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation  
80% - Senior Year Process Recording  
Overall Mean = 93.55% (n=58) |
| Apply Human Behavior Knowledge (EP 2.1.7/PC 1.5, 1.6) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation  
80% - Senior Year Process Recording  
Overall Mean = 93.55% (n=58) |
| Engage Policy Practice to Advance Well-Being and Deliver Services (EP 2.1.8/PC 1.9) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation  
80% - Senior Year Process Recording | 90%  
Overall Mean = 3.5 out of 4 (n=40)  
100%  
Midpoint Overall Mean = 6.84 out of 9 (n=38)  
Final Overall Mean = 8.15 out of 9 (n=29)  
93%  
Overall Mean = 93.55% (n=58) |
| Respond to Practice Contexts (EP 2.1.9/PC 1.3, 1.5, 1.11, 3.2) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey  
80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation  
80% - Senior Year Process Recording | 98.5%  
Overall Mean = 3.79 out of 4 (n=40)  
100%  
Midpoint Overall Mean = 6.57 out of 9 (n=38)  
Final Overall Mean = 8.04 out of 9 (n=29)  
96.6%  
Overall Mean = 92.09% (n=89)  
93%  
Overall Mean = 93.55% (n=58) |
| Practice Engagement (EP 2.1.10a/PC 1.4) | 80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey  
80% - Junior Year Process Recording  
80% - Senior Year Process Recording | 100%  
Overall Mean = 3.8 out of 4 (n=40) |
<table>
<thead>
<tr>
<th>Practice Assessment (EP 2.1.10b/PC 1.4)</th>
<th>80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80% - Junior Year Process Recording</td>
</tr>
<tr>
<td></td>
<td>80% - Senior Year Process Recording</td>
</tr>
<tr>
<td>Practice Intervention (EP 2.1.10c/PC 1.4)</td>
<td>80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey</td>
</tr>
<tr>
<td></td>
<td>80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation</td>
</tr>
<tr>
<td></td>
<td>80% - Junior Year Process Recording</td>
</tr>
<tr>
<td></td>
<td>80% - Senior Year Process Recording</td>
</tr>
</tbody>
</table>

**100%**
Midpoint Overall Mean = 6.84 out of 9 (n=38)
Final Overall Mean = 8.12 out of 9 (n=29)

<table>
<thead>
<tr>
<th></th>
<th>96.6%</th>
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<tbody>
<tr>
<td></td>
<td>Overall Mean = 92.09% (n=89)</td>
</tr>
<tr>
<td></td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Overall Mean = 93.55% (n=58)</td>
</tr>
</tbody>
</table>

**Practice Assessment (EP 2.1.10b/PC 1.4)**

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
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<tbody>
<tr>
<td></td>
<td>Overall Mean = 3.8 out of 4 (n=40)</td>
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</table>

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Midpoint Overall Mean = 6.84 out of 9 (n=38)
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</tbody>
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**Practice Intervention (EP 2.1.10c/PC 1.4)**

<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>Practice Evaluation</td>
<td>80% - Senior Year Process Recording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>EP 2.1.10d/PC 1.4</td>
<td>80% or more of students will score at a 3 (competent) or above on this item of the Senior Exit Survey</td>
</tr>
<tr>
<td></td>
<td>80% of students will have a section average of 5 (competent) or above in this category of FPPAI at the final evaluation</td>
</tr>
<tr>
<td></td>
<td>80% - Junior Year Process Recording</td>
</tr>
<tr>
<td></td>
<td>80% - Senior Year Process Recording</td>
</tr>
</tbody>
</table>

**Recommendation:** All benchmarks were met at **93% or higher**, except for the Senior Exit Survey self-report for the program competency related to Engaging in Research Informed Practice/Practice Informed Research, where **only 83% of the students met the benchmark**. The students are demonstrating competency in this area through their field work (100%) and process recording assignment (93%), but are **self-reporting** less competency in this area. In August 2013, the Social Work faculty will have a discussion about making this learning outcome/program competency more explicit in our practice classes and/or any other ideas for improving the students’ self-report of competency in this area.
Senior Exit Survey: Program Outcome Assessment (n = 40)

4 = Highly Competent  3 = Competent
2 = Somewhat Competent   1 = Not At All Competent

Year 2012-2013

PC 1.1/EP 2.1.3
PC 1.2/EP 2.1.2
PC 1.3/2.1.9
PC 1.4/EP 2.1.10 a-d
PC 1.5/EP 2.1.7, 2.1.9
PC 1.6/EP 2.1.7
PC 1.7/EP 2.1.4
PC 1.8/EP 2.1.5
PC 1.9/EP 2.1.8
PC 1.10/EP 2.1.6
PC 1.11/EP 2.1.9
PC 2.1/EP 2.1.1
PC 2.2/EP 2.1.1
PC 2.3/EP 2.1.1
PC 3.1/EP 2.1.5
PC 3.2/EP 2.1.9

Mean (n/40)

3.77  4  3.7  3.8  3.833  3.8  3.7  3.7  3.5  3.73  3.5  3.9  3.93  3.767  3.9
100  100  97  100  100  100  100  90  83  97  93  100  100  100

% => 3-4 100 100 97 100 100 100 100 90 83 97 93 100 100 100

Senior Exit Survey: Summary Data

Of the respondents: (n = 40)

100% would recommend the program to a prospective student.

100% rated the quality of instruction in the Social Work Program as good to excellent.

87.5% rated the Social Work classes as somewhat to very challenging.
Senior Exit Survey: Qualitative Data

What Prospective Students Can Expect (n = 29)

Of the 40 students who submitted Senior Exit Surveys, 29 students gave an example of what prospective BSW students can expect. In response to the question of what prospective students could expect as a social work major, the exiting seniors mentioned being challenged academically, personally, and professionally, active learning, supportive and knowledgeable faculty, and being well prepared for the future. Below are a few examples of the comments made by students placed under each identified theme.

Being Challenged Academically, Personally, and Professionally (n=13)

“Prepare to work hard and be challenged regularly.”

“I would tell them to expect 4 years of learning and growth as not only an aspiring professional, but also a person as well.”

“I would tell them that being a Social Work major challenges and transforms anyone willing to let that happen. This major prepares you for a lifetime of change and growth.”

“Expect to be challenged in the best way possible. This program will shape and change you as a contributing, enlightened member of society.”

“Expect to love your teachers, love your peers, and expect to be challenged internally. Expect to become changed by what you see, read, and hear about.”

Active Learning (n=7)

“Volunteer requirements and role plays were very helpful.”

“To work hard, be able to present and give opinions in class. Social Work allows a lot of diverse opportunities.”

“Fieldwork will by far be your best learning experience.”

“Lots of practice, volunteer, and group work, great teachers, and a great experience.”

“Lots of applied learning and experiential learning.”
Supportive and Knowledgeable Faculty (n=5)

“Staff is knowledgeable, helpful, and approachable.”

“Faculty is wonderful (but sometimes too nice).”

“When recommending the social work major to others, I often bring up the quality of our department. Our department is small, so we can develop relationships with each professor. Furthermore, our professors are passionate and knowledgeable about their subject matter and generally care about their students' wellbeing. I would also tell them that becoming a social work major was one of the best decisions I have made in my life.”

Being Well Prepared for the Future (n=4)

“If this is your calling, then this is the education that will prepare you for your future.”

“A better program when compared to other Arizona state universities.”

“Be prepared to work hard, but have an amazing experience and future career.”

Most Significant Learning Experience (n = 39)

Of the 40 students who submitted Senior Exit Surveys, 39 students answered the open-ended question regarding the most significant learning experience. When asked to describe their most significant learning experience as a Social Work major the exiting seniors most frequently mentioned the field placement (n=20), real world volunteer experiences (n=11), coursework assignments (n=6), and experienced and available faculty (n=4).

In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (EPAS, 2008). It is encouraging that more than 50% of the respondents identified their field placement as the most significant learning experience as a social work student. Students specifically mentioned how they were able to apply what they learned from their coursework in their field placement.
Strengths of the Social Work Curriculum & Program (n = 37)

Of the 40 students who submitted Senior Exit Surveys, 37 students answered the open-ended question regarding the strengths of the curriculum and program. When asked to identify the strengths of the NAU Social Work curriculum and program, exiting seniors overwhelmingly mentioned the faculty (n=22) and the curriculum (n=21).

The students characterized the Social Work Program faculty as open, highly qualified, role models, dedicated, personable, supportive, helpful, knowledgeable, competent, well-educated, passionate, willing to help, compassionate, caring, mentors, high quality, outstanding, strong, dedicated, experienced, seasoned, knowledgeable, and competent. In addition, respondents stated that the Social Work faculty have many years of practice experience and wisdom, are attentive to student needs, encourage discussion, find strengths in students, go above and beyond, help students to succeed, make students feel welcomed and cared for, and allow students to get to know them on a personal level.

Students appreciated the curriculum in general, but also identified various qualities of the curriculum. They describe it as practical, applied, engaging, well-rounded, and hands on. The respondents liked the emphasis on group presentations, discussion of theoretical frameworks, the organization of the curriculum, its breadth and depth, and that the curriculum builds upon itself. The students also identified the real life experiences, volunteer activities, interactive nature of classes and the curriculum, and the real life practice examples as strengths.

Other frequently mentioned strengths of the program include the high expectations/challenge (n=5), small class sizes/cohort model (n=4), emphasis on critical thinking (n=3), and the field placement program (n=3). Two additional students appreciated that our program is CSWE-accredited and this enables students to enter advanced standing MSW programs (n=1) and the fact that we offer both in person and online classes (n=1).

Suggested Changes or Modifications (n=28)

Of the 40 students who submitted Senior Exit Surveys, 28 students answered the open-ended question regarding suggested changes or modifications.

Respondents recommended the following program or curricular changes:

- More challenging (n=3)
- More guest speakers (n=3) [Social Work Program started having Brown Bag Sessions two times/year in AY12-13.]
- Add an MSW Program (n=3) [Social Work Program faculty have discussed this with Chair and Dean and developed an initial proposal.]
- More use of case studies (n=2)
- More volunteer opportunities (n=2)
More information on various topics of interest: (n=6) [Some of these topics could be addressed through Brown Bag Sessions.]
- More about self-care and compassion fatigue
- More classes in behavioral health
- Add a class in medical social work
- More discussion of social work licensure
- Add a grant writing course
- More discussion of current social policies and the impact on practice

Field-related comments: (n=4)
- Encourage students to complete field placement during last semester [This and concurrent placements are encouraged.]
- Fingerprint clearance at the beginning of the program [Student admission letters provide fingerprint card information.]
- Get field manual earlier [Field Manual is posted on the Social Work Program webpage.]
- Stipends for Field Placement

Miscellaneous suggestions:
- Less group presentations (n=1)
- Combining the Practice II and Practice III class (n=1)
- In person research class (n=1)
- More available options for required classes (n=1)
- “More faculty so they aren’t stretched so thin.” (n=1) [Faculty line was requested in AY12-13, but was not granted.]

Recommendation: At the August 2013 Social Work faculty retreat there will be a discussion of the data collected from the Senior Exit Survey. These survey findings indicate that the Social Work program faculty should continue to challenge students, provide active/engaging student learning opportunities, and be available and supportive mentors. The Social Work Program should continue to emphasize the importance of Field Education to all constituents, communicate early and often about Field-related requirements, and advocate for the necessary support/resources for the Field Education Program to accomplish its goals. The findings also indicate that the Social Work Program should continue to further develop and encourage attendance at Brown Bag Sessions that bring in guest speakers to discuss a variety of practice-related topics.
**Flagstaff BSW Cohort MAY 2013 – Final Evaluation Summary**

Field Placement Assessment Instrument (FPPAI) Evaluation Results: (n=25)

<table>
<thead>
<tr>
<th>Section</th>
<th>Average</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Social Work Skills and Supervision</td>
<td>7.95</td>
<td>5.86</td>
<td>9.00</td>
</tr>
<tr>
<td>2. Professional Communication</td>
<td>8.17</td>
<td>5.83</td>
<td>9.00</td>
</tr>
<tr>
<td>3. Social Work Values and Ethical Practice</td>
<td>8.20</td>
<td>6.25</td>
<td>9.00</td>
</tr>
<tr>
<td>4. Critical Thinking</td>
<td>8.01</td>
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</tr>
<tr>
<td>5. Diversity</td>
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<td>9.00</td>
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<tr>
<td>7. Research</td>
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</tr>
<tr>
<td>8. Human Behavior in the Social Environment</td>
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<tr>
<td>9. Generalist Practice</td>
<td>8.08</td>
<td>6.50</td>
<td>9.00</td>
</tr>
<tr>
<td>10. Social Work Practice with Individuals, Families, Groups, Organizations, &amp; Communities</td>
<td>7.95</td>
<td>6.18</td>
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</table>

**Average**

<table>
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<tr>
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**Yuma BSW Cohort MAY 2013 – Final Evaluation Summary**

Field Placement Assessment Instrument (FPPAI) Evaluation Results: (n=4)

<table>
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<tr>
<th>Section</th>
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<tbody>
<tr>
<td>2. Professional Communication</td>
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</tr>
<tr>
<td>3. Social Work Values and Ethical Practice</td>
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<tr>
<td>4. Critical Thinking</td>
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<td>9.00</td>
</tr>
</tbody>
</table>
5. Diversity  
7. Research  
8. Human Behavior in the Social Environment  
9. Generalist Practice  
10. Social Work Practice with Individuals, Families, Groups, Organizations, & Communities

<table>
<thead>
<tr>
<th>Course</th>
<th>2012</th>
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<th>2014</th>
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<td>5. Diversity</td>
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<td>7. Research</td>
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<td>8. Human Behavior in the Social Environment</td>
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<td>9. Generalist Practice</td>
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<td>10. Social Work Practice with Individuals, Families, Groups, Organizations, &amp; Communities</td>
<td>8.28</td>
<td>6.13</td>
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</table>

**Average**

8.34

* Please see attached supporting documentation for further Field/FPPAI data.

10. Describe recommendations for Curricular/ Learning Design Modifications

Having recently undergone a 3 year self-study process (AY2008/2009 to AY2010/AY2011) that culminated in the successful reaffirmation of our Social Work program in July 2011, we do not currently have any recommendations or plans for curricular/learning design modifications. With our redeveloped curriculum map (AY 11-12), adjustments to our annual data collection plan (AY 12-13), and the implementation of a new Field assessment tool (AY 12-13), the Social Work faculty intend to maintain our current assessment plan and curricular design for the time being. In addition to this recent work, the Social Work Program has just begun the process of redesigning our SW 220 course for FYLI certification (Summer 2013). As SW 220 is our “gateway” class and our only lower division SW course, the FYLI certification should help to further strengthen this important foundational component of our curriculum and provide more opportunities for active learning/student engagement.

After two or three years of data collection and analysis under our current assessment plan, we will be able to better determine any trends in the data that may indicate the need for additional curricular or program modifications.
11. Describe recommendations for Assessment Improvements or Next Assessment Questions

At this time, we will continue with our current assessment questions/measures and program goals and competencies. With the recent work described above, it is important that we continue with data collection for at least one more year before we recommend improvements/future questions.

Having said that, the entire Social Work faculty will review this program assessment report at our August 2013 faculty retreat and we will discuss the findings. Although we will not make any changes to our assessment plan for AY 2013/2014, we will begin to consider what, if any, future changes may need to take place.

12. Describe recommendations for Dissemination of Findings

Social Work Program Assessment Reports are posted on our program web page (Council on Social Work Education requirement), are distributed directly to program advisory board members by email, and discussed in program meetings. The Assessment Reports are also included in our program reaffirmation documents. This assessment report is scheduled for review with faculty during our August 2013 fall retreat and with Social Work Program Advisory Board members during the September 2013 meeting.

Student accomplishments are celebrated during end of the academic year activities (Mountain Campus Senior Recognition gathering, Yuma Campus Program Community Pot Luck). An executive summary of the Social Work Program Assessment Report AY 2012-2013 will be provided to the SBS dean.

The most significant use of our assessment findings is in our self-study process for our program accreditation reaffirmation (last reaffirmation was July 2011). Our assessment process and findings provide a solid foundation for our program review process. Assessment reports and data inform the program’s self-study process and decision making in the development and assessment of program policies, core course master syllabi, and curriculum design.