

Bachelor of Social Work (594)

<b>Assurance of Student Learning 2020-2021</b>	
CHHS	Social Work
Bachelor of Social Work (594)	
Dr. Simon Funge, BSW Program Director/Assessment Coordinator	

<b>Student Learning Outcome 1: Demonstrate ethical and professional behavior.</b>	
<b>Instrument 1</b>	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)
<b>Instrument 2</b>	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)
<b>Instrument 3</b>	N/A
<b>Based on your results, check whether the program met the goal Student Learning Outcome 1.</b>	
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	

<b>Student Learning Outcome 2: Engage diversity and difference in practice.</b>	
<b>Instrument 1</b>	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)
<b>Instrument 2</b>	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)
<b>Instrument 3</b>	N/A
<b>Based on your results, check whether the program met the goal Student Learning Outcome 2.</b>	
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	

<b>Student Learning Outcome 3: Advance human rights and social, economic, and environmental justice.</b>	
<b>Instrument 1</b>	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)
<b>Instrument 2</b>	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)
<b>Instrument 3</b>	N/A
<b>Based on your results, check whether the program met the goal Student Learning Outcome 3.</b>	
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	

<b>Student Learning Outcome 4: Engage in practice-informed research and research-informed practice.</b>	
<b>Instrument 1</b>	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)
<b>Instrument 2</b>	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)
<b>Instrument 3</b>	N/A
<b>Based on your results, check whether the program met the goal Student Learning Outcome 4.</b>	
<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	

Bachelor of Social Work (594)

<b>Student Learning Outcome 5:</b> Engage in policy practice.		
<b>Instrument 1</b>	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)	
<b>Instrument 2</b>	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)	
<b>Instrument 3</b>	N/A	
<b>Based on your results, check whether the program met the goal Student Learning Outcome 5.</b>		<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met

<b>Student Learning Outcome 6:</b> Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.		
<b>Instrument 1</b>	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)	
<b>Instrument 2</b>	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)	
<b>Instrument 3</b>	N/A	
<b>Based on your results, check whether the program met the goal Student Learning Outcome 6.</b>		<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met

**Program Summary**

Consistent with the annual assessment used by the [Council on Social Work Education \(CSWE\)](#) to accredit WKU’s BSW program options, this report *combines* the SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (SWEAP-FCAI) and Learning Plan and Evaluation of Field Placement Performance (LPE) assessment measures to determine whether the program met the Program Success Target for each Student Learning Outcome (SLO). An 85% benchmark was used. In other words, to demonstrate whether a goal was met, the average percentage of the combined measures needed to be at least 85%.

In AY 20-21, graduating Social Work Majors met the SLO goal or Program Success Targets for three of the six (50.0%) SLOs. The same was true in AY 19-20. This demonstrates a sustained improvement over AY 18-19 when only two of the six (33.3%) were met. Significantly, students demonstrated improvement in four of the six (66.7%) SLOs from AY 19-20. And it is important to note students almost achieved SLO #6 missing the Program Success Target by only 1.1% (See Appendix A). Overall, this report demonstrates programmatic improvement.

Two direct measures were used to evaluate each of six SLOs for the Bachelor of Social Work (BSW) program (594) in AY 20-21. These SLOs are based upon the nine core competencies identified by the CSWE in its [2015 Educational Policy and Accreditation Standards \(EPAS 2015\)](#) (see Appendix B). (CSWE is the national accrediting body for social work education programs in the U.S.):

## Bachelor of Social Work (594)

- 1) Competency 1: Demonstrate Ethical and Professional Behavior (SLO #1)
- 2) Competency 2: Engage Diversity and Difference in Practice (SLO #2)
- 3) Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (SLO #3)
- 4) Competency 4: Engage in Practice-informed Research and Research-informed Practice (SLO #4)
- 5) Competency 5: Engage in Policy Practice (SLO #5)
- 6) Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities (SLO #6)
- 7) Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (SLO #6)
- 8) Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (SLO #6)
- 9) Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (SLO #6)

The SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI) is a 53-item multi-dimensional assessment of a student's knowledge related to each of these nine core competencies ([SWEAP, 2019](#)). Students complete this instrument online during their final semester in the BSW program. (See Appendix C for a copy of the SWEAP-FCAI Exit Instrument items used in AY 20-21.)

The Learning Plan and Evaluation of Field Placement Performance (LPE) survey assesses a student's demonstration of thirty-one practice behaviors associated with the nine core competencies identified by CSWE. Social Work students typically complete a minimum of 200 hours per semester for two semesters of supervised direct practice in their Field Practicum (i.e., internship). (See *Impacts of the Covid-19 Pandemic* section below for temporary changes to this minimum.) Students are supervised by a Field Instructor who is a practicing professional social worker with at least two years of practice experience as a professional social worker. The LPE is completed by the Field Instructor at the end of each of the two semesters in the Field Practicum. (Field Instructors are trained by the Department of Social Work's Field Director [a member of the BSW faculty] to evaluate students' achievement of these practice behaviors and related competencies using the LPE.) The data provided in this report is taken from the final LPE. (See Appendix D for a copy of the LPE.)

As a part of its continuous program assessment processes related to CSWE's accreditation requirements and relevant to students' ability to demonstrate competency in each of the areas associated with the Student Learning Outcomes identified in this report, the BSW program made a number of programmatic changes in AY 19-20 and 20-21 and will continue to do so in AY 21-22 relevant to findings from this assessment report.

In AY 19-20, the BSW Program:

- 1) Added an additional 3-hour Social Work elective requirement (only applicable to students with Fall 2019 or later whose Catalog Terms); and
- 2) Beginning in Spring 20, SWRK 357, 378: Social Work Practice II (groups), and 379 were realigned to be taken in the same semester – prior to students starting their field practicum. This was done to better ensure students have the requisite knowledge-base and skillset

## Bachelor of Social Work (594)

to begin working with clients in their Field practicum. The students assessed in this report were the first group to experience this realignment.

In AY 20-21, the BSW Program:

- 3) Realigned course sequencing to deliver three additional required courses for the Major (SWRK 345: Social Work Research Methods, SWRK 381: Social Work Practice III [Organizations and Communities], and SWRK 395: Social Welfare Policies and Issues) concurrent with students' Field Practicum (SWRK 480: Field Practicum I and SWRK 482: Field Practicum II) in order to better support students' understanding and application of the abstract concepts presented in these courses. The students assessed in this report were the first group to experience this realignment;
- 4) Delivered SWRK 345: Social Work Research Methods with modified and reorganized content to better support students' knowledge and skills required for program evaluation in students' Field Practicum I (SWRK 480 and 482); and
- 5) Graduated the first 4-semester cohort of students in Spring 2021. (Previously, students completed required courses over 5-semesters and in three different terms.)

The details of these changes are discussed in the subsequent pages of this report. The first group of graduates who encountered this combined set of programmatic changes completed the BSW program in Spring 2021. Their data is included in this report. As a result of these changes, it was anticipated that this assessment report would indicate these students would meet or exceed the benchmark for at least four out of the six (75%) Student Learning Outcomes. This did not occur (though, as indicated, the group barely missed the fourth target.) Further strategies are warranted.

In AY 21-22, the BSW Program will:

- 1) Integrate a capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses into SWRK 483: Field Seminar II in Spring 2022 in order to better prepare students for the SWEAP-FCAI Exit survey.
- 2) As part of course re-design for the new Online BSW program option launched in Fall 2021, BSW faculty will work with course designers from the Center for Innovative Teaching and Learning (CITL) through its Quality Assurance Program (QAP) to enhance the course design of several courses (SWRK 301, 330, 345, 357, 375, 378, 379, 381, and 481). (The QAP process for the other two required courses, SWRK 395 and 483 will occur in Fall 2022.) While the process will focus on asynchronous bi-term versions of the courses for the BSW Program's new Online program option, it is anticipated that the re-designs will have a corollary positive impact on the design of the full-term, traditional (in classroom) versions of the courses. Potential benefits of the full complement of enhanced courses may be evidenced in the AY 22-23 report. (The first cohort of Online BSW program options students will completed the BSW program in Spring 2023.)

**Additional Factors for Consideration**

***SWEAP-FCAI Exit Instrument – Response Rate***

The response rate for the SWEAP-FCAI Exit Instrument in AY 20-21 (97.6%) was much greater than the rate in AY 19-20 (88.2%) and a marked improvement over the low response rate in AY 18-19 (57.8%). This year's increased response rate reflected a more concerted effort between the faculty member who coordinates the SWEAP-FCAI Exit Instrument dissemination and data collection and the faculty members who taught SWRK 483. In addition, *all* Social Work Majors on *all* campuses now complete the program in the Spring semester *only*. Previous cohorts of students (reported in prior ASL reports) completed the BSW program in the Fall, Spring, and Summer semesters. As a result of moving from three to one data collection point, data collection was streamlined in Spring 2021 and was a direct factor in increasing the response rate. The higher response rate better assures this report more accurately reflects students' achievement of the Student Learning Outcomes assessed.

***Impacts of the Covid-19 Pandemic***

Due to the pandemic, the Council on Social Work Education (CSWE) has allowed – and continues to allow – CSWE-accredited programs to reduce the number of required Field Practicum hours to 85%. For this reason, WKU's Bachelor of Social Work (BSW) Program reduced the required hours from 200 to 170 per semester for a total of 340 hours versus the 400 total hours previously expected. Only thirteen of the students (N = 13, 15.9%) assessed for this report completed 400 or more hours. In contrast, 84.1% of students completed fewer than 400 hours. In addition, it should be noted that some Field Practicum agencies did not permit students to complete all of their hours onsite due to limited operations. Students placed at these agencies were able to instead complete remote hour activities relevant to the nature of the work they would have done onsite (e.g., remotely participating in staff meetings, attending webinars, completing virtual trainings, viewing and reflecting on documentaries, series, and readings, etc.). In some cases, these activities were likely not as impactful as they would have been if experienced on site. In effect, these students may have missed opportunities to directly expand and apply their knowledge and skills. It is not clear how these factors may have impacted their achievement of the benchmarks for each SLO.

Another issue potentially impacting student learning outcomes was related to the BSW Program's course delivery. In addition to the second half of Spring 2020 when all courses at the university were transitioned, the students assessed for purposes of this report did not participate in on campus classroom meetings of their Social Work courses for effectively 62.5% of their education in the BSW program. For the safety and well-being of faculty and students, the BSW program transitioned all of its face-to-face courses either to the online teleconferencing platform, Zoom, or to an asynchronous WEB format, in Fall 2020 and Spring 2021. Eight of eleven (72.7%) required courses were previously structured as in-classroom courses only. For three courses, students across program options took either asynchronous sections of SWRK 375: Social Work Practice I, SWRK 378: Social Work Practice II, and/or SWRK 379: Social Work Interviewing Skills whereas others took the synchronous Zoom sections of these courses. It is not known the extent to which the pivot to WEB-based courses and the different modalities affected students' learning and consequently impacted their scores on the LPE and SWEAP-FCAI Exit survey.

## Bachelor of Social Work (594)

Finally, the stress placed on faculty teaching during the pandemic and field instructors' supervision of students in their field practica should not be underestimated. It is not known the extent to which the strain on mental health disrupted teaching effectiveness and mentoring or whether this impacted students' learning outcomes.

Bachelor of Social Work (594)

<b>Student Learning Outcome 1</b>			
<b>Student Learning Outcome</b>	Demonstrate ethical and professional behavior.		
<b>Measurement Instrument #1</b>	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
<b>Program Success Target for this Measurement</b>	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	<b>Percent of Program Achieving Target</b>	72.5%
<b>Methods</b>	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 20-21, 80 of 82 eligible students completed the instrument – an overall response rate of 97.6%. Students responses to the seven SWEAP-FCAI items used to measure Competency #1: Demonstrate Ethical and Professional Behavior (see Appendix C) were used for this part of the assessment. Per <a href="#">SWEAP</a> , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
<b>Measurement Instrument #2</b>	Learning Plan and Evaluation of Field Placement Performance (LPE).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
<b>Program Success Target for this Measurement</b>	85% of graduating Social Work Majors will score at least a 4 on this competency.	<b>Percent of Program Achieving Target</b>	96.3%
<b>Methods</b>	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #1: Intern demonstrates ethical and professional behavior (see Appendix D). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 20-21, Field Instructors completed LPEs for all 82 students enrolled in SWRK 483 – a 100% completion rate.		

Bachelor of Social Work (594)

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
--	--	---

**Actions**

Planned in AY 18-19, the realignment of course content, readings, and assignments to minimize repetition in SWRK 357: Case Management, SWRK 375: Social Practice I (Individuals), and SWRK 379: Social Work Communication Skills was implemented in AY 19-20 and continued in AY 20-21

**Follow-Up**

Graduating students demonstrated competency in this area as measured by the SWEAP-FCAI Exit Instrument (72.5%) and the LPE (96.3%). Though the percentage of students achieving the program success target threshold (80%) was not met, there were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #1 as measured by the SWEAP FCAI-Exit Instrument for each program option. In addition, the program met the program success target (85%) for the LPE and exceeded the AY 19-20 percentage of students achieving the target. (See Appendices E and F for more details.)

The average percentage of the combined measures was 85.0%. Therefore, the minimum 85% threshold was met and the program achieved SLO #1. Though this was a decline from AY 20-21 (89.1%), it was higher than the percentage who achieve the combined benchmark in AY 18-19 (84.1%) and close to the average percentage since AY 17-18 (86.8%). (See Appendix A for more details.)

The first cohort to experience the 4-semester course realignment and associated curriculum changes were those assessed for this report. It was anticipated that there would be a 5% increase in the percentage of students achieving the Program Success Target for this SLO as measured by the SWEAP-FCAI Exit Instrument from AY 19-20 to 20-21. This did not occur; however, there was an increase in the percentage of students achieving the target on the LPE.

Nevertheless, a more coordinated and thorough capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses will be integrated into SWRK 483: Field Seminar II in Spring 2022. It is anticipated this will result in students realizing the 5% increase previously expected on the SWEAP-FCAI Exit Instrument.



## Bachelor of Social Work (594)

### **Next Assessment Cycle Plan**

This SLO will be assessed again in Spring 2022 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 21-22 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 21-22 report by the assessment coordinator.

Bachelor of Social Work (594)

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	Engage diversity and difference in practice.		
<b>Measurement Instrument #1</b>	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
<b>Program Success Target for this Measurement</b>	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	<b>Percent of Program Achieving Target</b>	92.5%
<b>Methods</b>	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 20-21, 80 of 82 eligible students completed the instrument – an overall response rate of 97.6%. Students responses to the six SWEAP-FCAI items used to measure Competency #2: Engage Diversity and Difference in Practice (see Appendix C) were used for this part of the assessment. Per <a href="#">SWEAP</a> , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
<b>Measurement Instrument #2</b>	Learning Plan and Evaluation of Field Placement Performance (LPE).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
<b>Program Success Target for this Measurement</b>	85% of graduating Social Work Majors will score at least a 4 on this competency.	<b>Percent of Program Achieving Target</b>	93.9%
<b>Methods</b>	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #2: Intern Engages Diversity and Difference in Practice (see Appendix D). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 20-21, Field Instructors completed LPEs for all 82 students enrolled in SWRK 483 – a 100% completion rate.		

Bachelor of Social Work (594)

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
--	--	---

<b>Actions</b>
<p>SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion was introduced as a required course in Fall 2019. The students assessed for this report were the first cohort to take this course as a part of the new 4-semester sequence and realignment of courses. In this course, students explore how their personal identity and experiences shape their views of social, economic, and environmental justice issues affecting marginalized populations. Specific to SLO #2, the course also focuses on building upon this understanding to help students begin to develop cultural competence in preparation for social work practice with vulnerable client systems.</p> <p>Beginning in Fall 2019, Social Work Majors are now required to complete an additional 3-hour Social Work elective requirement. This provides the opportunity for students to increase their exposure and deepen their understanding and skillset related to working with diverse populations (e.g., older Americans, active duty military personnel and veterans, juvenile offenders). The majority of transfer (mostly regional campus program option) students included in the cohort assessed for this report were subject to this new elective requirement. However, the majority of students assessed for this report had pre-Fall 2019 catalog terms so were not subject to this new requirement. The majority of the incoming cohort starting the major in Fall 21 will be subject to this new requirement. It is expected that the potential benefit of the additional elective will be evidenced by this group when they complete the BSW program in Spring 2023 as will be reported in the AY 22-23 ASL report.</p>

<b>Follow-Up</b>
<p>Graduating students demonstrated competency in this area as measured by the SWEAP-FCAI Exit Instrument (92.5%) and the LPE (93.9%). There were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #2 as measured by the SWEAP FCAI-Exit Instrument for each program option. (See Appendices E and F for more details.)</p> <p>The average percentage of the combined measures was 93.8%. Therefore, the 85% minimum threshold was met and the program achieved SLO #2. This represented a small improvement from AY 20-21 (93.5%) and exceeded the average percentage on since AY 17-18 (93.1%). (See Appendix A for more details.)</p> <p>The first cohort to benefit from the additional program requirements put into effect in AY 19-20, i.e., SWRK 301 and the additional Social Work elective, are those assessed for this report. It was expected that the ASL Report for AY 20-21 would demonstrate a 5% increase in the</p>

## Bachelor of Social Work (594)

percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument. While there was a percentage increase (1.5%), the larger percentage increase was not realized.

Based on their experience teaching the course in Fall 2019, the instructors for the course added a group assignment focused on culturally competent social work practice with diverse groups (e.g., Black/African American, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, people with disabilities). This assignment was added to the Fall 2020 syllabus. The cohort assessed for this report took the course in Fall 2019 so did not benefit from this curriculum change. (The cohort benefitting from its inclusion will be assessed in Spring 2022.)

Nevertheless, a more coordinated and thorough capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses – particularly as related to working with diverse populations – will be integrated into SWRK 483: Field Seminar II in Spring 2022. It is anticipated this will result in students realizing the 5% increase previously expected on the SWEAP-FCAI Exit Instrument.

### **Next Assessment Cycle Plan**

This SLO will be assessed again in Spring 2022 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 21-22 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 21-22 report by the assessment coordinator.

Bachelor of Social Work (594)

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Advance human rights and social, economic, and environmental justice.		
<b>Measurement Instrument #1</b>	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
<b>Program Success Target for this Measurement</b>	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	<b>Percent of Program Achieving Target</b>	83.8%
<b>Methods</b>	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 20-21, 80 of 82 eligible students completed the instrument – an overall response rate of 97.6%. Students responses to the six SWEAP-FCAI items used to measure Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (see Appendix C) were used for this part of the assessment. Per <a href="#">SWEAP</a> , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
<b>Measurement Instrument #2</b>	Learning Plan and Evaluation of Field Placement Performance (LPE).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
<b>Program Success Target for this Measurement</b>	85% of graduating Social Work Majors will score at least a 4 on this competency.	<b>Percent of Program Achieving Target</b>	92.7%
<b>Methods</b>	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of two practice behaviors associated with Competency #3: Intern Advances Human Rights and Social, Economic, and Environmental Justice (see Appendix D). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 20-21, Field Instructors completed LPEs for all 82 students enrolled in SWRK 483 – a 100% completion rate.		
<b>Based on your results, circle or highlight whether the program met the goal</b>		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met

## Bachelor of Social Work (594)

<b>Student Learning Outcome 3.</b>		
------------------------------------	--	--

<b>Actions</b>
----------------

SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion was introduced as a required course in Fall 2019. The students assessed for this report were the first cohort to take this course as a part of the new 4-semester sequence and realignment of courses. In this course, and specific to SLO #3, students explore how their personal identity and experiences shape their views of social, economic, and environmental justice issues affecting marginalized populations. The course also focuses on building upon this understanding to help students begin to develop cultural competence in preparation for social work practice with vulnerable client systems.

Beginning in Fall 2019, Social Work Majors are now required to complete an additional 3-hour Social Work elective requirement. This provides the opportunity for students to increase their exposure and deepen their understanding and skillset related to working with diverse populations (e.g., older Americans, active duty military personnel and veterans, juvenile offenders) and/or related social, economic, and/or environmental justice issues (e.g., the opioid epidemic, trauma, diversity and social welfare, financial well-being). The majority of transfer (mostly regional campus program option) students included in the cohort assessed for this report were subject to this new elective requirement. However, the majority of students assessed for this report had pre-Fall 2019 catalog terms so were not subject to this new requirement. The majority of the incoming cohort starting the major in Fall 21 will be subject to this new requirement. It is expected that the potential benefit of the additional elective will be evidenced by this group when they complete the BSW program in Spring 2023 as will be reported in the AY 22-23 ASL report.

<b>Follow-Up</b>
------------------

Graduating students demonstrated competency in this area as measured by the SWEAP-FCAI Exit Instrument (83.8%) and the LPE (92.7%). There were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #3 as measured by the SWEAP FCAI-Exit Instrument for all program options except for the graduates from the WKU Owensboro program option who answered significantly fewer questions correctly (51.5%) versus the national average (67.2%) ( $p < .05$ ). Despite this, students in aggregate exceeded the 80% success target as well as the percentage of students who achieved the target in AY 18-19. In addition, the program met the program success target (85%) for the LPE and exceeded the AY 19-20 percentage of students achieving the target. (See Appendices E and F for more details.)

## Bachelor of Social Work (594)

The average percentage of the combined measures was 88.8%. Therefore, the 85% minimum threshold was met and the program achieved SLO #3. This represented an improvement from AY 20-21 (87.0%) and marginally exceeded the average percentage on since AY 17-18 (88.0%). (See Appendix A for more details.)

The first cohort to benefit from the additional program requirements put into effect in AY 19-20, i.e., SWRK 301 and the additional Social Work elective, are those assessed for this report. It was expected that the ASL Report for AY 20-21 would demonstrate a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument. While there was a percentage increase (3.2%), the larger percentage increase was not realized.

A more coordinated and thorough capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses including content on advancing human rights and social, economic, and environmental justice in social work practice will be integrated into SWRK 483: Field Seminar II in Spring 2022. It is anticipated this will result in students realizing the 5% increase previously expected on the SWEAP-FCAI Exit Instrument.

### **Next Assessment Cycle Plan**

This SLO will be assessed again in Spring 2022 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 21-22 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 21-22 report by the assessment coordinator.

Bachelor of Social Work (594)

<b>Student Learning Outcome 4</b>			
<b>Student Learning Outcome</b>	Engage in practice-informed research and research-informed practice.		
<b>Measurement Instrument #1</b>	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
<b>Program Success Target for this Measurement</b>	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	<b>Percent of Program Achieving Target</b>	38.8%
<b>Methods</b>	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 20-21, 80 of 82 eligible students completed the instrument – an overall response rate of 97.6%. Students responses to the seven SWEAP-FCAI items used to measure Competency #4: Engage in Practice-Informed Research and Research-Informed Practice (see Appendix C) were used for this part of the assessment. Per <a href="#">SWEAP</a> , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
<b>Measurement Instrument #2</b>	Learning Plan and Evaluation of Field Placement Performance (LPE).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
<b>Program Success Target for this Measurement</b>	85% of graduating Social Work Majors will score at least a 4 on this competency.	<b>Percent of Program Achieving Target</b>	91.5%
<b>Methods</b>	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #4: Intern Engages in Practice-Informed Research and Research-Informed Practice (see Appendix D). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 20-21, Field Instructors completed LPEs for all 82 students enrolled in SWRK 483 – a 100% completion rate.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met



### Actions

During AY 19-20, assignments in SWRK 345 were modified and reorganized to more strongly emphasize the knowledge and skills required for program evaluation in students' Field Practicum I (SWRK 480). This included the inclusion of new assignments focused on: 1) research literacy and 2) program evaluation; and 3) the completion of two CITI (Collaborative Institutional Training Initiative) Trainings ([a] Social/Behavioral Research Course and [b] Social and Behavioral Responsible Conduct of Research Course [RCR]). Parallel to this course, students propose a project in SWRK 481: Field Seminar I that is implemented at their Field agency in response to an identified agency need in their second semester of their Field Practicum II (SWRK 482). This proposal outlines their project and the methods required to evaluate their project including a draft of a pre- and post-test survey. Our expectation is that they are better prepared to develop and execute their program evaluation on the basis of taking SWRK 345 concurrently with their first semester in their Field Practicum.

Because the percentage of students demonstrating competency on the SWEAP-FCAI Exit Instrument did not meet the Program Success Target in AY 17-18 and AY 18-19, the BSW Program began developing a course-embedded measure during AY 19-20 to gather and analyze additional data for this SLO to be implemented in AY 20-21.

### Follow-Up

While graduating students across all program options met the success target for SLO #4 as measured by the LPE (91.5%) (and improved upon the prior year's achievement (88.0%)), the graduates from the WKU Bowling Green program option answered significantly fewer questions correctly (43.4%) on the SWEAP-FCAI Exit Instrument versus the national average for SLO #4 (51.8%) ( $p < .05$ ). (No significant differences were found for the other program options.) And the percentage of students meeting the 80% benchmark was well below the target achieved in AY 19-20 (52.2%) (though greater than in AY 18-19 [37.8%]), (See Appendices E and F for more details.)

The average percentage of the combined measures was 65.6%. Therefore, the 85% minimum threshold was not met. The AY 20-21 percentage reflected a decline since AY 19-20 when students achieved 70.1% on the combined measures. Further this year's percentage was below the average percentage on this SLO since AY 17-18 (69.0%). (See Appendix A for more details.) The program did not achieve SLO #4.

The group of students assessed for this report were the first group to take SWRK 345 as a required course concurrent with their Field Practicum I (SWRK 480) and Field Seminar I (SWRK 481) (in Fall 2020). As a result, it was expected that the ASL Report for AY 20-21 would demonstrate a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument. (It is important to note that the AY 18-19 ASL Report cited a 20% increase as the target [from 37.8%]. The AY 19-20 report found a

## Bachelor of Social Work (594)

14.4% increase. Therefore, the targeted percentage increase has been adjusted to reflect this improvement since AY 18-19.) The increase was not achieved.

SWRK 345 was transitioned to a full-term asynchronous WEB course for the first time in Fall 2020. Further, one of the two instructors taught SWRK 481: Field Seminar I simultaneously and was involved in the planning for the concurrent course re-alignment so was more familiar with the connection between the courses. However, there is no way to disaggregate the students from one section versus the other and students from all program options took one of the two sections. Therefore, it is not clear whether either issue (WEB-transition or quality of instruction) contributed to the large swing in the percentage of students achieving the target from AY 19-20 to AY 20-21.

Initially, the BSW Program intended to use a course-embedded measure in Spring 2020 and then in Fall 2020 in SWRK 345: Social Work Research Methods. However, after further exploration and a determination that the initial data collection plan was impractical, the plan was shifted to use a rubric to assess student learning as demonstrated via a single, culminating, final capstone assignment (the “Macro Project Poster Presentation”) in SWRK 483: Social Work Field Seminar II instead. Because this assignment requires a synthesis and application of concepts related to SLO #4 it was determined that this would be a more effective course to highlight students’ integration of practice-informed research and research-informed practice. Nevertheless, because SWRK 483 was transitioned to Zoom as a result of the pandemic, the presentations were not conducted in a manner conducive to data collection. Therefore, the rubric was not deployed as planned in Spring 2021.

Upon further consideration, rather than developing a course-embedded measure, the BSW program has determined that a more coordinated and thorough capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses will be integrated into SWRK 483: Field Seminar II in Spring 2022.

In addition, course designers from the Center for Innovative Teaching and Learning (CITL) will be working with the BSW program through its Quality Assurance Program (QAP) in Spring 2022 to enhance the course design of SWRK 345. While the process will focus on an asynchronous bi-term version of the course to be implemented in Fall 2022 for the BSW Program’s new Online program option (launched in Fall 2021), it is anticipated that the re-design will have a corollary impact on the design of the full-term version of the course. The benefits of the enhanced SWRK 345 course will be evidenced in the AY 21-22 report.

It is anticipated that the combination of these changes will result in students’ increased scores on the SWEAP-FCAI Exit Instrument – at least to the level achieved in AY 19-20 and with the goal of incrementally increasing the target percentage each academic year following AY 21-22.

### Next Assessment Cycle Plan

## Bachelor of Social Work (594)

This SLO will be assessed again in Spring 2022 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 21-22 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 21-22 report by the assessment coordinator.

Bachelor of Social Work (594)

<b>Student Learning Outcome 5</b>	
<b>Student Learning Outcome</b>	Engage in Policy Practice.

<b>Measurement Instrument #1</b>	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
<b>Program Success Target for this Measurement</b>	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	<b>Percent of Program Achieving Target</b>	46.3%
<b>Methods</b>	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 20-21, 80 of 82 eligible students completed the instrument – an overall response rate of 97.6%. Students responses to the seven SWEAP-FCAI items used to measure Competency #5: Engage in Policy Practice (see Appendix C) were used for this part of the assessment. Per <a href="#">SWEAP</a> , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		

<b>Measurement Instrument #2</b>	Learning Plan and Evaluation of Field Placement Performance (LPE).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
<b>Program Success Target for this Measurement</b>	85% of graduating Social Work Majors will score at least a 4 on this competency.	<b>Percent of Program Achieving Target</b>	90.2%
<b>Methods</b>	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #5: Intern Engages in Policy Practice (see Appendix D). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 20-21, Field Instructors completed LPEs for all 82 students enrolled in SWRK 483 – a 100% completion rate.		

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.</b>	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
--	------------------------------	---

**Actions**

Because the percentage of students demonstrating competency on the SWEAP-FCAI Exit Instrument did not meet the Program Success Target in AY 17-18 *and* AY 18-19, the BSW Program intended to develop a course-embedded measure in SWRK 395: Social Welfare Policy and Issues during AY 19-20 to gather additional data for this SLO in Spring 2021 (the next time the course was offered). However, due to the strain placed on students and faculty alike as a result of the Covid-19 pandemic, this planning did not occur. For this reason, no actions were taken relevant to this SLO in AY 19-20 or in AY 20-21.

**Follow-Up**

Graduating students demonstrated competency in this area as measured by the LPE (90.2%) – which was higher than in AY 19-20 (86.7%). However, though there were no significant differences between the percentage of questions answered correctly by WKU’s graduating Social Work students and the national average for SLO #5 as measured by the SWEAP FCAI-Exit Instrument for each program option, the percentage of students meeting the 80% benchmark in AY 20-21 (46.3%) was the same as achieved in AY 19-20 but still lower than in AY 18-19 (54.1%). (See Appendices E and F for more details.)

The average percentage of the combined measures was 68.1%. Therefore, the 85% minimum threshold was not met. The AY 20-21 percentage reflected an improvement over AY 19-20 when students achieved 66.5% on the combined measures. And this year’s percentage was close to the average percentage on this SLO since AY 17-18 (69.0%) but still well below the 78.8% achieved in AY 17-18. (See Appendix A for more details.) The program did not achieve SLO #5.

Planned in AY 18-19, the sequencing of the required course, SWRK 395: Social Welfare Policy and Issues, in the Social Work curriculum was moved so that students (beginning in AY 20-21) would be concurrently enrolled in their second semester of their Field Practicum II (SWRK 482). The first group to experience this realignment are the students included in this assessment report. The assignments in SWRK 395 were not modified; however, it was expected that students’ experiences at their Field Practicum agencies would better ground their perspectives about the topics in the course that focus on: the development of the current social welfare system in the US, the effects of the economic and political context on policy and the social welfare system, tools for analyzing policy as it relates to need, and skills and steps for policy development. It was expected that the federal, state, local, and/or agency-based policies that impact students’ Field Practicum agencies would function as reference material for better understanding these more abstract course concepts in SWRK 395.

## Bachelor of Social Work (594)

The BSW Program had planned to utilize AY 20-21 to determine the most effective approach to measuring students' engagement in policy practice through the development of a course embedded measure. However, because of the strain placed on students and faculty alike as a result of the Covid-19 pandemic, this planning was disrupted.

As noted in the AY 18-19 ASL Report, it was expected that the assessment report for AY 20-21 would demonstrate a 10% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument (from 54.1%). This did not occur.

Upon further consideration, the BSW program has determined that a more coordinated and thorough capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses will be integrated into SWRK 483: Field Seminar II in Spring 2022.

It is important to note that course designers from the Center for Innovative Teaching and Learning (CITL) will be working with the BSW program through its Quality Assurance Program (QAP) in Fall 22 to enhance the course design of SWRK 395. While the process will focus on an asynchronous bi-term version of the course to be implemented in Spring 2023 for the BSW Program's new Online program option (launched in Fall 2021), it is anticipated that the re-design will have a corollary positive impact on the design of the full-term, traditional (in classroom) version of the course. The potential benefits of the enhanced SWRK 395 course may be first evidenced in the AY 22-23 report.

### **Next Assessment Cycle Plan**

This SLO will be assessed again in Spring 2022 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 21-22 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in the AY 21-22 report by the assessment coordinator.

Bachelor of Social Work (594)

<b>Student Learning Outcome 6</b>			
<b>Student Learning Outcome</b>	Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.		
<b>Measurement Instrument #1</b>	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
<b>Program Success Target for this Measurement</b>	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	<b>Percent of Program Achieving Target</b>	73.8%
<b>Methods</b>	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 20-21, 80 of 82 eligible students completed the instrument – an overall response rate of 97.6%. Students responses to the twenty combined SWEAP-FCAI items used to measure Competency #6: Engage with Individuals, Families, Groups, Organizations and Communities, Competency #7: Assess Individuals, Families, Groups, Organizations and Communities, Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities, and Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities (see Appendix C) were used for this part of the assessment. The combined competencies reflect the interrelated parts of the planned change process used by social workers when working with client systems (i.e., engagement, assessment, intervention, and evaluation). Per <a href="#">SWEAP</a> , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
<b>Measurement Instrument #2</b>	Learning Plan and Evaluation of Field Placement Performance (LPE).		
<b>Criteria for Student Success</b>	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
<b>Program Success Target for this Measurement</b>	85% of graduating Social Work Majors will score at least a 4 on this competency.	<b>Percent of Program Achieving Target</b>	93.6%
<b>Methods</b>	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of fifteen practice behaviors associated with Competency #6: Engage with Individuals, Families, Groups, Organizations and Communities, Competency #7: Assess Individuals, Families, Groups, Organizations and Communities, Competency #8: Intervene with Individuals, Families, Groups, Organizations		

Bachelor of Social Work (594)

	<p>and Communities, and Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities (see Appendix D) were used for this part of the assessment. The combined competencies reflect the interrelated parts of the planned change process used by social workers when working with client systems (i.e., engagement, assessment, intervention, and evaluation). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 20-21, Field Instructors completed LPEs for all 82 students enrolled in SWRK 483 – a 100% completion rate.</p>
--	---

<p><b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.</b></p>	<p><input type="checkbox"/> Met</p>	<p><input checked="" type="checkbox"/> Not Met</p>
---	-------------------------------------	--

<p><b>Actions</b></p>
<p>SWRK 357 introduces students to the fundamental aspects of case management (service coordination), including common case management roles, processes, responsibilities, and employment challenges. Students develop knowledge of case management ethics and explore common ethical dilemmas and boundaries issues that confront case managers. SWRK 375 equips students with theory and skills for effective social work practice with individuals and their interpersonal networks. Students are provided an opportunity for in-depth study of the complexities of social work interventions, and have the opportunity to develop skills in assessment, problem-solving processes, and interventions appropriate for beginning level generalist social work practice. And SWRK 379 prepares students to interview individuals, families, and groups. Students develop an awareness of multicultural issues, and learn skills of attending, basic listening, and relationship building. Students regularly practice interviewing in class and receive feedback on their performance.</p> <p>In AY 18-19 course content, readings, and assignments in SWRK 357: Case Management, SWRK 375: Social Practice I (Individuals), and SWRK 379: Social Work Communication Skills were realigned to minimize repetition across these courses. Though, as with all disciplines, some critical content in the practice of social work that warrants repeating remained in the redesigned courses. The re-designed courses were taught in AY 19-20.</p> <p>In addition, beginning in Fall 2019, students whose Catalog Term is Fall 2019 or later are now required to complete an additional 3-hour Social Work elective. These electives include courses focused on engaging, assessing, intervening, and evaluating services with a variety of client populations (e.g., SWRK 326: Services for Older Americans, SWRK 356: Services for Juvenile Offenders, SWRK 436: Services to Children, and SWRK 437: Military Social Work).</p>



**Follow-Up**

Graduating students across all program options met the success target for SLO #6 as measured by the LPE (93.6%) (and improved upon the prior year's achievement (86.7%). Though the percentage of students meeting the benchmark for the SWEAP-FCAI Exit Instrument in AY 20-21 (73.8%) was greater than in AY 19-20 (73.1%) and AY 18-19 (69.6.%), the cohort did not meet the 80% target. Further, the graduates from the WKU Bowling Green program option answered significantly fewer questions correctly (50.0%) on the SWEAP-FCAI Exit Instrument versus the national average (58.2%) on one of four subsets of questions related to Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities ( $p < .05$ ). (No significant differences were found for the other program options in this or other subsets of questions.) (See Appendices E and F for more details.)

Though the combined percentage for SLO #6 in AY 20-21 (83.9%) was slightly above the average percentage on this SLO since AY 17-18 (83.5%) and reflected an improvement over AY 19-20 when students achieved 79.9%, it was still below the 85% minimum. (See Appendix A for more details.) Therefore, the program did not achieve the SLO #6 goal.

The first group of students to benefit from the full complement of changes to the curriculum (i.e., the realignment of SWRK 357, SWRK 375, and SWRK 379 in the program sequence and SWRK 381 with SWRK 480 as described below as well as the additional Social Work elective requirement) are included in this report.

Planned in AY 18-19, the sequencing of the required course, SWRK 381: Social Work Practice III (Communities and Organizations), in the Social Work curriculum was moved so that students (beginning in AY 20-21) would be concurrently enrolled in their first semester of their Field Practicum I (SWRK 480) (in Fall 2020). The first group to experience this realignment are the students included in this assessment report. Assignments in the course were not modified; however, it was expected that students' experiences at their Field Practicum agencies would better ground their perspectives about the topics in the course that focus on: policy practice, engaging diversity and difference in community and organizational level practice, advancing social, economic, and environmental justice, assessing community needs strengths and opportunities, and assessing organizations. In other words, students' Field Practicum agencies and the surrounding community function as reference material for understanding these abstract course concepts in SWRK 381.

It was expected that, as a result of these changes, there would be a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument. This did not occur.

## Bachelor of Social Work (594)

The BSW program has determined that a more coordinated and thorough capstone review of knowledge gained from human behavior, social welfare policy, research, and generalist practice courses will be integrated into SWRK 483: Field Seminar II in Spring 2022.

It is important to note that course designers from the Center for Innovative Teaching and Learning (CITL) will be working with the BSW program through its Quality Assurance Program (QAP) in Fall 2021 to enhance the course design of SWRK 357, 378, and 379 which will be taught in Spring 22. In addition, the BSW Program will take SWRK 375 through the QAP process in Spring 22 for Fall 22 implementation. While the process will focus on an asynchronous bi-term version of the courses to be for the BSW Program's new Online program option (launched in Fall 2021), it is anticipated that the re-designs will have a corollary impact on the designs of the full-term, traditional (in classroom) versions of the courses. The potential benefits of the enhanced SWRK 357, 378, and 379 courses may be evidenced in the AY 22-23 report. The benefit of the enhanced SWRK 375 course may be evidenced in the AY 23-24 report.

### **Next Assessment Cycle Plan**

This SLO will be assessed again in Spring 2022 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 21-22 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 21-22 report by the assessment coordinator.

**Appendix A**

**Combined Learning Plan Evaluation of Field Placement Performance (LPE) Scores  
and SWEAP-FCAI Exit Instrument Scores**

Table 4. *Percentage of Students Meeting & Exceeding Benchmark (85%)*

<b>Academic Year (No. of respondents)</b>	<b>Student Learning Outcomes</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
AY 20-21 (# of Respondents = 80)	85.0%	93.8%	88.8%	65.6%	68.1%	83.9%
AY 19-20 (# of Respondents = 76)	89.1%	93.5%	87.0%	70.1%	66.5%	79.9%
AY 18-19 (# of Respondents = 64)	84.1%	93.8%	89.0%	65.8%	73.9%	83.2%
AY 17-18 (# of Respondents = 68)	89.1%	91.2%	87.2%	74.5%	78.8%	86.8%
<i>Average AY 17-18 through AY 20-21 (N = 288)</i>	<i>86.8%</i>	<i>93.1%</i>	<i>88.0%</i>	<i>69.0%</i>	<i>71.8%</i>	<i>83.5%</i>

*Note.* Benchmark = At least 85% of students will demonstrate threshold mastery of SLOs as measured by combined LPE and SWEAP-FCAI assessment measures

## Appendix B

### Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS)

#### Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

#### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

#### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## Appendix C

### SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI) <sup>1</sup>

#### Competency 1: Demonstrate Ethical and Professional Behavior

1. Making clients aware of their choices is inherent in which social work ethical obligation?
2. Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:
3. The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:
4. When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:
5. A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:
6. What is the difference between privileged communication and confidentiality?
7. Which of the following is an ethical violation of a client's rights to privacy and confidentiality?

#### Competency 2: Engage Diversity and Difference in Practice

8. Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:
9. A recent refugee from Syria displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?
10. Engaging in diversity and difference in social work practice means:
11. Which of the following statements is not accurate regarding women?
12. John, a 16-year-old high school student, was diagnosed with cerebral palsy before turning two years old. John's condition is chronic and most likely will remain permanent. Which of the following best defines John's condition?
13. Police reports in a community indicate that African-Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following:

#### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

14. A belief that those with the greatest wealth have an obligation to help provide for those with the least wealth is part of which perspective?
15. Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:
16. Which explanation of poverty is the most consistent with a social justice perspective?
17. Which of the following is not evidence of a social justice deficiency in the American political-economic system?

---

<sup>1</sup> SWEAP only provides the FCAI items without the response sets to prevent social work education programs from "teaching to the test."



18. Which of the following statements describes the concept of feminization of poverty?
19. Social activism and other social change efforts are often resisted by:

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

20. The requirements for a "classical experimental" design include:
21. Using random sampling (based upon probability theory)
22. Which of the following is not a level of measurement?
23. Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?
24. Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?
25. Which of the following represents a well-known single subject design?
26. Which of the following can survey research not establish?

**Competency 5: Engage in Policy Practice**

27. The Elizabethan Poor Laws are important for understanding social welfare in the US because:
28. In a capitalistic economic system one of the purposes of social welfare is to:
29. The principle of "social insurance" is best defined as:
30. The major social welfare program to emerge from the New Deal was:
31. In which category (ies) does the U.S. fall below other developed nations?
32. The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:
33. The Earned Income Tax Credit (EITC) is considered by policy analysts to be:

**Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities**

34. A (An) \_\_\_\_\_ links clients with needed resources.
35. Listening empathetically means:
36. Effective work skills, the ability to get along with others, and support of one's family are examples of:
37. Mandated clients:
38. Self-determination:

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

39. Within the Person-in environment system: Familial roles, interpersonal roles, occupational roles, and special life tools are considered to be categorized under:
40. Risk factors for child abuse include all except the following:
41. Community assessment includes:
42. A common assessment tool used to determine addictions is:
43. A strength based assessment focuses on:

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

44. Which of the following techniques are common to advocacy?
45. When a social worker's personal values/beliefs clash with a client's values/beliefs:
46. Social learning theory places an emphasis on which of the following:
47. Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?
48. The concept "person-in-environment" includes which of the following:

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

49. Which of the following is (are) (a) method(s) of conducting a community needs assessment?
50. Which of the following applies to program evaluation?
51. This evaluation model compares repeated measurements from a single subject over time
52. Action research is:
53. In relation to termination which statement is NOT true:

## Appendix D



### Department of Social Work BSW Learning Plan and Evaluation

Revised 8/22/2016

Student Name: \_\_\_\_\_ School Term: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

**Instructions for Scoring:** This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider when determining the overall scoring of each competency. Each behavior should have:

- A “minus” if the student has not demonstrated the behavior to a satisfactory degree for this point in field;
- A “check” if the student has effectively demonstrated the behavior.
- “N/A” if student has not had the chance to demonstrate the behavior yet. **NOTE: “N/A” is allowed in semester one ONLY.**

The evaluation process is done at the end of semester one and two of the field year. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected work at a high level of mastery. The highest score possible for semester two is “5”, to allow opportunity to show growth in student performance from the first to the second semester. All behaviors must be demonstrated by the end of the second semester in order for the student to pass field.

Semester One	Semester Two	
N/A		Student has not had a chance to practice the behaviors of the competency. <b>A rating of Not Applicable (N/A) is allowed in semester one only.</b>
<b>1 Fail</b>	<b>1 Fail</b>	Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency.
<b>1.5 Pass</b>	<b>1.5 Fail</b>	Student understands the competency and recognizes it when he or she sees it. The student is expected to improve in this area with additional experience.
<b>2 Pass</b>	<b>2 Fail</b>	<b>Semester 1-</b> Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all of the behaviors. Student may understand the competency and recognize it when he/she sees it. The student is expected to improve in this area with additional experience. <b>Semester 2 –</b> I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency.
<b>3 Pass</b>	<b>3 Pass</b>	Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience.
	<b>4 Pass</b>	Student demonstrates the behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area.
	<b>5 Pass</b>	Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship.

**Competency #1: Intern demonstrates ethical and professional behavior.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a “checkmark” beside the behaviors effectively demonstrated.  
Place a “minus” beside the behaviors not demonstrated at a satisfactory level.  
“N/A” allowable only for semester one.*

**Semester**  
**1      2**

1.1	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		
1.2	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
1.3	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication		
1.4	Uses technology ethically and appropriately to facilitate practice outcomes		
1.5	Uses supervision and consultation to guide professional judgment and behavior		

**Tasks:**

- Review and comply with all “Agency” and “Field” policy.
- Appearance and behavior is consistently appropriate for a professional setting.
- Always be respectful to and supportive of clients, supervisor and co-workers.
- Complete all required professional writing accurately and present agency and field documentation in a timely manner.
- Seek consultation/supervision and practice personal reflection and self-correction to assure continual professional development.
- Consider the implication of technology in developing programs and services.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #2: Intern engages diversity and difference in practice.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a “checkmark” beside the behaviors effectively demonstrated.*

*Place a “minus” beside the behaviors not demonstrated at a satisfactory level.*

*“N/A” allowable only for semester one.*

**Semester**

**1    2**

2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences		
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		

**Tasks:**

- Look for systems of oppression and disparities related to diversity that affects clients at the agency.
- Research and read relevant articles pertaining to diverse populations and to enhance cultural sensitivity and discuss with field instructor.
- Engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of reflection recordings and supervision, field instructor will discuss student’s knowledge and sensitivity around recognizing differing cultural issues.
- Always reflect respect for and appreciation of diverse opinions, and view themselves as learners and engage those with whom they work as informants.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #3: Intern advances human rights and social, economic, and environmental justice.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a "checkmark" beside the behaviors effectively demonstrated.*

*Place a "minus" beside the behaviors not demonstrated at a satisfactory level.*

*"N/A" allowable only for semester one.*

**Semester**

**1    2**

3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		
3.2	Engage in practices that advance social, economic, and environmental justice		

**Tasks:**

- Participate in at least one community activity to advocate for human rights and social, economic, and environmental justice (community outreach events, and public policy meetings, advocacy groups).
- Examine the impact of oppression and discrimination on the delivery of services within your agency.
- Discuss issues of oppression and discrimination with at least 3 clients from a vulnerable population, to glean from people's stories how social injustice operates in their lives.
- Demonstrate ability to impact environmental injustice regarding agency, clients, and community.
- Research advocacy methods and come up with at least two relevant actions that they will take on behalf of client issue(s).
- Familiarize self with current political events and their effects on clients in your agency.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #4: Intern engages in practice-informed research and research-informed practice.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a "checkmark" beside the behaviors effectively demonstrated.*

*Place a "minus" beside the behaviors not demonstrated at a satisfactory level.*

*"N/A" allowable only for semester one.*

**Semester**

**1    2**

4.1	Use practice experience and theory to inform scientific inquiry and research		
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings		
4.3	Use and translate research evidence to inform and improve practice, policy and service delivery		

**Tasks:**

- Read and analyze relevant literature which impacts service delivery in your agency.
- Identify both qualitative and quantitative ways to evaluate their own practice within the agency.
- Identify research activities utilized by the agency including data collection/statistics, current research projects and program evaluation.
- Critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
- Compile data around demographics regarding who is seeking services at agency. Explore ways to provide outreach to other populations.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #5: Intern engages in policy practice.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a “checkmark” beside the behaviors effectively demonstrated.*

*Place a “minus” beside the behaviors not demonstrated at a satisfactory level.*

*“N/A” allowable only for semester one.*

**Semester**

**1    2**

5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services		
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		

**Tasks:**

- Identify current public policy and relevant legislation issues on service provision to your agency/clients.
- Formulate ideas towards advocacy in the interests of improving policies specific to your practice context or agency.
- Study history and current structure of your agency; discuss with field instructor the funding streams, federal/state/local laws that govern services.
- Communicate with and discuss policy development and formulation with legislators/ community leaders/board members/administrators.
- 

Semester 1 Comments:

Semester 2 Comments:



**Competency #6: Intern engages with individuals, families, groups, organizations, and communities.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a “checkmark” beside the behaviors effectively demonstrated.*

*Place a “minus” beside the behaviors not demonstrated at a satisfactory level.*

*“N/A” allowable only for semester one.*

**Semester**

**1    2**

6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies		

**Tasks:**

- Shadow and observe effective colleagues and other interns during interactions with clients. Debrief sessions with staff and field instructor.
- Identify conceptual frameworks that explain development and impact on a client system.
- Assist, conduct and debrief client interviews using agency formats; compare to classroom tools.
- Demonstrate effective use of empathy and interviewing skills.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #7: Intern assesses individuals, families, groups, organizations, and communities.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a "checkmark" beside the behaviors effectively demonstrated.*

*Place a "minus" beside the behaviors not demonstrated at a satisfactory level.*

*"N/A" allowable only for semester one.*

**Semester**

**1    2**

7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies		
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies		
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		

**Tasks:**

- Complete quality assessments, case plans and case notes, per agency expectations.
- Demonstrate ability to help clients' solve problems using interventions to negotiate and mediate.
- Provide an assessment of a client system in the context of person in environment.
- Use various theories to inform client behavior and interactions. Discuss with field instructor.
- Critique and apply knowledge to understand person-in-environment.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a "checkmark" beside the behaviors effectively demonstrated.  
Place a "minus" beside the behaviors not demonstrated at a satisfactory level.  
"N/A" allowable only for semester one.*

**Semester**  
**1 2**

8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies		
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals		

**Tasks:**

- Develop mutually agreed upon long and short term goals with clients/groups.
- Observe and participate in client treatment plans, case reviews and consultation. Discuss with field instructor.
- Develop planned change process and be able to understand the definition and discuss how it is implemented in helping clients achieve their goals.
- Attend to professional boundaries and ethical behavior in terminating services with clients. Use reflection recordings and journals to reflect on transition and termination issues.
- Co-facilitate group meetings for clients, agencies, and communities.
- Discuss interaction of theory and practice with field instructor.
- Complete a psychosocial assessment and upon completion will discuss what social work skills were used as well as strengths and weaknesses on conducting this assessment.
- 

Semester 1 Comments:

Semester 2 Comments:

**Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.**

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*Place a "checkmark" beside the behaviors effectively demonstrated.*

*Place a "minus" beside the behaviors not demonstrated at a satisfactory level.*

*"N/A" allowable only for semester one.*

**Semester**

**1    2**

		<b>1</b>	<b>2</b>
9.1	Select and use appropriate methods for evaluation of outcomes		
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes		
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		

**Tasks:**

- Discuss with FI, the current agency strengths and weaknesses related to the incorporation of critical thinking into: Assessment; Prevention; Intervention; Evaluation
- Solicit feedback on outcomes and analyze data; and, initiate actions to achieve organizational change/improvement.
- Develop evaluations and intervention questions to further assessments and service needs. Discuss in supervision.
- Review, evaluate, and appraise current agency services as well as needs and trends in the communities in which services are being provided.
- 

Semester 1 Comments:

Semester 2 Comments:

**STUDENT NAME:** \_\_\_\_\_

**Learning Plan Signatures (to be developed and signed by all parties within the first four weeks of beginning field placement)**

**Signature of Student/Date:** \_\_\_\_\_

**Signature of Field Instructor/Date:** \_\_\_\_\_

**Signature of Task Supervisor/Date:** \_\_\_\_\_  
(if applicable)

**Signature of Field Liaison/Date:** \_\_\_\_\_

**SEMESTER 1 MIDTERM COMMENTS:**

**Student/Date:** \_\_\_\_\_ **Field Instructor/Date:** \_\_\_\_\_

**Task Supervisor/Date:** \_\_\_\_\_ **Liaison/Date:** \_\_\_\_\_

**SEMESTER 1 FINAL EVALUATION:**

**Field Instructor Section:** EACH COMPETENCY MUST SCORE N/A, 1.5, OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: PASS/FAIL (Based on N/A, 1.5 or higher on each of the 9 competencies)

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Field Instructor/Date: \_\_\_\_\_

**Student Section:** I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section: GRADES:** Seminar Grade \_\_\_\_ (A-F)      Passed All Assignments: YES or NO

Comments:

Liaison Signature/Date: \_\_\_\_\_

**STUDENT NAME:** \_\_\_\_\_

**SEMESTER 2 MIDTERM COMMENTS:**

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**SEMESTER 2 FINAL EVALUATION:**

**Field Instructor Section:** EACH COMPETENCY MUST SCORE 3.0 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: PASS/FAIL (Based on 3.0 or higher on each of the 9 competencies)

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Field Instructor/Date: \_\_\_\_\_

**Student Section:** I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section: GRADES:** Seminar Grade \_\_\_\_ (A-F)      Passed All Assignments: YES or NO

Comments:

Liaison Signature/Date: \_\_\_\_\_



## Appendix E

### SWEAP-FCAI Exit Instrument Scores

Table 1. *Percentage of WKU Social Work Students Meeting & Exceeding Benchmark (80%)*

Academic Year (No. of respondents)	Student Learning Outcomes					
	1	2	3	4	5	6
AY 20-21 (N = 80) <sup>2</sup>	72.5%	92.5%	83.8%	38.8%	46.3%	73.8%
AY 19-20 (N = 67) <sup>3</sup>	83.6%	91.0%	80.6%	52.2%	46.3%	73.1%
AY 18-19 (N = 37) <sup>4</sup>	73.0%	89.2%	81.1%	37.8%	54.1%	69.6%
AY 17-18 (N = 43) <sup>5</sup>	84.5%	89.6%	85.2%	60.8%	66.2%	80.2%
<i>Average AY 17-18 through AY 20-21 (N = 227)</i>	78.4%	90.6%	82.7%	47.4%	53.2%	74.2%

*Note.* WKU Benchmark = Greater than 80% of students answer at least 50% of questions correctly for each competency on the SWEAP-FCAI Exit Instrument. (Per SWEAP, a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.) For SLO #6, CSWE Competencies #6-9 (i.e., engagement, assessment, intervention, and evaluation) are combined. These reflect the planned change process when working with client systems.

Table 2. *Mean Percentage of SWEAP-FCAI Exit Instrument Questions Answered Correctly (AY 20-21)*

SWEAP-FCAI Exit Instrument	Student Learning Outcomes					
	1	2	3	4	5	6
Mean National Average	64.4%	67.4%	67.2%	51.8%	49.4%	65.1%
Mean WKU Social Work Student Average	59.6%	73.3%	62.3%	45.0%	49.8%	61.7%

*Note.* SWEAP provided separate reports for each program option (WKU Bowling Green, Elizabethtown-Fort Knox, and Owensboro). SWEAP does not currently provide an aggregated report of all program options. The data presented in this table reflect combined averages across all program options for purposes of assessment.

In AY 20-21, there were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #1-5 as measured by the SWEAP FCAI-Exit Instrument except for: 1) the eleven (N = 11) graduates from the WKU Owensboro program option who answered significantly fewer questions correctly (51.5%) versus the national average (67.2%) on SLO #3 ( $p < .05$ ); and 2) the fifty-two (N = 52) graduates from the WKU Bowling Green program option who answered significantly fewer questions correctly (43.4%) versus the national average (51.8%) on SLO #4 ( $p < .05$ ).

---

Response Rate:

<sup>2</sup> AY 20-21: 80/82 = 97.6%

<sup>3</sup> AY 19-20: 67/76 = 88.2%

<sup>4</sup> AY 18-19: 37/64 = 57.8%

<sup>5</sup> AY 17-18: 43/68 = 63.2%

Because the benchmark used for SLO #6 combines four competency areas as measured by the SWEAP-FCAI-Exit Instrument, we were unable to determine whether the mean percentage of questions answered correctly by WKU's graduating Social Work Students across these combined areas (61.7%) significantly differed from the mean national averages for these combined areas (65.1%). (SWEAP does not run this analysis.) However, none of the differences for each of the four disaggregated competency areas was significant with the exception of the fifty-two (N = 52) graduates from the WKU Bowling Green program option who answered significantly fewer questions correctly (50.0%) versus the national average (58.2%) on 5-items related to CSWE Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities ( $p < .05$ ).

## Appendix F

### Learning Plan Evaluation of Field Placement Performance (LPE) Scores

Table 3. *Percentage of Students Meeting & Exceeding Benchmark (85%)*

Academic Year (No. of respondents)	Student Learning Outcomes					
	1	2	3	4	5	6
AY 20-21 (# of Respondents = 82)	96.3%	93.9%	92.7%	91.5%	90.2%	93.6%
AY 19-20 (# of Respondents = 76)	94.7%	96.0%	93.3%	88.0%	86.7%	86.7%
AY 18-19 (# of Respondents = 64)	95.3%	98.4%	96.9%	93.8%	93.8%	96.9%
AY 17-18 (# of Respondents = 68)	93.6%	92.8%	89.2%	88.2%	91.4%	93.5%

*Note.* Benchmark = At least 85% of students will score 4 or 5 for each competency.