


Academic year 2024-2025  
Bachelor of Social Work - BSW-SOWK Learning Outcomes

Professional Development Assessment Checklist MET

Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 1: Demonstrate Ethical and Professional Behavior. More specifically, students will utilize learned skills to demonstrate professional behavior.

MEASURES	RESULTS	ACTIONS
<p><b>Demonstrate Ethical and Professional Behavior</b></p> <p>Students in SOWK 4300 (Field Preparation) will make 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 within the profession as appropriate to context. Students will be assessed on ability to demonstrate professional 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.</p> <p>Proficiency Students will successfully complete 6.5 out of 8 tasks on the Professional Development Assessment Checklist.</p> <p>Direct - Other</p> <p><i>Special Topics: SOWK 4300</i></p> <p><b>Target</b></p> <p>80% of students will score 80 or higher on the activity</p>	<p><b>MET</b></p> <p>Demonstrate Ethical and Professional Behavior</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p>	<p>No actions have been added.</p>

Conclusion

This activity was implemented to specifically address Competency 1 of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Competency 1 addresses engaging in ethical and professional behavior. During this assessment period, **19 of 19 students, or 100% of the students, achieved the benchmark.**

Engage Anti-Racism, Diversity, Equity, & Inclusion (ADEI) in practice MET

Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice. More specifically, students will demonstrate anti-racist and anti-oppressive social work practice at all levels, and demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

MEASURES	RESULTS	ACTIONS
<p><b>Self-Reflective Paper</b></p>	<p><b>MET</b></p> <p>Self-Reflective Paper</p> <p>■ Met</p>	<p>No actions have been added.</p>

<p>The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was met with 100% of the students scoring 80 or higher. Students will demonstrate proficiency by scoring 4 of 5 on each section of the activity as established by the rubric.</p> <p>Direct - Assignment</p> <p>Promoting Social Justice: SOWK 3360</p> <p><b>Target</b></p> <p>80% of students will score 80 or higher on the activity</p>	<div><div></div></div> <p>0%100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p><b>Met:</b>100%</p> <p><b>Met Total:</b>100%</p> <p><b>Not Met Total:</b></p>	
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Conclusion

This activity was implemented to specifically address Competency 3 (CSWE standards) of engaging in anti-racism, diversity, equity, and inclusion (ADEI) in practice. In this self-reflective paper, students focused on how information learned in the course impacted the student’s beliefs, opinions, attitudes, etc.; and the strategies they believe could be undertaken to promote social and economic equality for all multicultural groups. The rubric scores assessing mastery of this objective exceeded the benchmark. During this assessment period, **19 of 19 students, or 100% of the students**, achieved the benchmark. There is no previous data to compare as this is the first year the assignment has been measured.

Engage in Research Informed Practice MET

Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 4: Engaging in Research Informed Practice. More specifically, students will know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.

MEASURES	RESULTS	ACTIONS
<p><b>Linking of the Research Process through Proposal and Presentation</b></p> <p>The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was exceeded with 100% of the students scoring 80 or higher.</p> <p>Students will demonstrate proficiency by scoring 4 of 5 on each section of the activity as established by the rubric.</p> <p>Direct - Assignment</p> <p>Social Work Research Method: SOWK 4380</p> <p><b>Target</b></p> <p>80% of students will score 80 or higher on the activity.</p>	<p><b>MET</b></p> <p>Linking of the Research Process through Proposal and Presentation</p> <div><div>Met</div></div> <p>0%100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p><b>Met:</b>100%</p> <p><b>Met Total:</b>100%</p> <p><b>Not Met Total:</b></p>	<p>No actions have been added.</p>

Conclusion

The program is considered effective within this area of application of understanding the research process and applying the process to actual research projects. The classes performed well in identifying and applying the research process to actual research projects. Students evaluated the research process by creating a research proposal and presenting it to the class. Students logically connected every element in the research process

using a set of mapped social science research designs and evaluated the connection between research questions, purpose, design, sampling approach, measurement tools and data collection and analysis. This activity was implemented to specifically address Competency 4 of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Competency 4 addresses engaging in practice informed research and research informed practice within the field of social work. During this assessment period, **27 of the 27 students, or 100% of the students**, achieved the benchmark. This measurement is consistent with the previous year. Data was used to evaluate the objective and implementation of this measurement.

Intervene w/Individuals, Families, Groups, Organizations & Communities **MET**

Students will successfully master the competencies for Social Work generalist practice as established by the Council on Social Work Education. Students will demonstrate mastery of the Educational Policy and Accreditation Standard (EPAS) 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. More specifically, students will be measured on their ability to incorporate culturally responsive methods to negotiate, mediate, create service plans/goals, and advocate with and on behalf of clients and constituencies.

MEASURES	RESULTS	ACTIONS
<div><div>Case Staffing Presentation</div><div><p>The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was exceeded with 100% of the students scoring 80 or higher.</p><p>Students will demonstrate proficiency by scoring 4 of 5 on each section of the activity as established by the rubric.</p><p>Direct - Assignment</p><p>Special Topics: SOWK 4300</p><p>Target</p><p>80% of students will score 80 or higher on the activity</p></div></div>	<div><div>MET</div><div>Case Staffing Presentation</div><div><div><div>Met</div></div><div><div></div></div></div><div><div>0%</div><div>100%</div></div><div><div>Values are not shown when too close to each other.</div><div>Click or use arrow keys to see details.</div></div><div><div>Met:</div><div>100%</div></div><div><div>Met Total:</div><div>100%</div></div><div><div>Not Met Total:</div><div></div></div><div><div>Analysis</div><div><p>The threshold set for this assignment was 80% of students scoring an 80 or higher on the activity as established by the rubric. This benchmark was exceeded with 100% of the students scoring 80 or higher.</p></div></div></div>	<div>No actions have been added.</div>

Conclusion

This activity was implemented to specifically address Competency 8 (CSWE standards) of intervening with individuals, families, groups, organizations, and communities. Students compiled and presented a case staffing based on a client with whom they worked during their field practicum. This assignment incorporated CSWE Competencies 6, 7, 8, and 9, with a focus on intervention (Competency 8). In the case staffing, students presented to the class to demonstrate their ability to choose and implement culturally responsive, evidence-informed interventions to help clients achieve mutually-agreed on goals, as well as their ability to negotiate, mediate, create service plans/goals, and advocate with and on behalf of clients and constituencies. Students present the assessment as part of the case presentation. The rubric scores assessing mastery of this objective exceeded the benchmark. During this assessment period, **31 of the 31 students, or 100% of the students**, achieved the benchmark. There is no previous data to compare as this is the first year the assignment was implemented, however, the program is considered to be effective within this area of assessment