The Social Work Program is required to evaluate all competencies in two measurements for annual reporting. Since skills are measured for all students (in all 9 competencies) during their field placement, there is a significant amount of data collected for each student in field placement. To better capture and evaluate this data, the Social Work Program implemented the use of software designed specifically for this purpose. Tevera software was implemented in Fall of 2022 which has streamlined the data collection, management, and reporting process for all field supervisors and students. Along with the software adoption, increased training was provided to all supervisors related to evaluation and measurement of outcomes.

During the 2021-2022 year, the Field Preparation course was expanded from a 1-hour require course to a 3-hour required course. This was done to better prepare students for the field-placement experience (in which all competencies are evaluated) and allow students time to review for the Exit Exam (required for all graduates). During the 2022-2023 year, the curriculum was revised and expanded to include increased classroom time (activities, lessons, and discussion) by moving all agency presentations, previous done during class-time, to a one-time Field Placement Marketplace. The Field Placement Marketplace is an interactive showcase of all collaborating agencies (potential field-placements) in which agency representatives can meet with current students who will be seeking placement within the next two-semesters.

The 2022-2023 academic year was the first year of implementation of the new CSVE accreditation standards. Implementing these standards required a full curriculum assessment to ensure that all standards are measured twice, and measurements are taken across four dimensions (knowledge, values, skills, and cognitive/affective processes). Social Work course curriculum was fully reviewed with the new accreditation standards as highlighted below:

- 1. New matrix was developed to outline competencies covered by courses.
- 2. All syllabi were updated to accurately ref1 659.

	* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?

	tools - Data	Academic		implementation of this
	collection	Direct		measurement.
	approach - Data			
	analysis			
	approach.			
	The final			
	product will			
	logically connect			
	each element in			
	the four projects			
	listed.			

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)

Students will demonstrate an understanding of a major federal or state

More specifically, students will recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy and understand and

critique the history			
and current			
structures of social			
policies and			
services.			

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

communities.		Rubric. See		
Students will		Video Rubric.		
demonstrate self-				
reflection and an				
understanding of				
how bias, power,				
and privilege as well				
as their personal				
values and personal				
experiences may				
affect their ability to				
engage effectively				
with diverse dients				
and constituencies.				

Students will successfully master the competencies for Social Work culturally responsive assessment with dients and constituencies, including individuals, families, groups, organizations, and communities. Students will demonstrate understanding that assessment involves a collaborative process of defining presenting challenges and identifying strengths with to develop a mutually agreedupon plan.

accessibility/evaluation of resources, and determination of goals/interventions for a dient system through the presentation of the case. developing rapport, expressing empathy, and employing furthering techniques. Students present the assessment as part of the case presentation.

evaluating strengths and limitations, and developing an initial plan of action. Students present to the instructor, fellow classmates, and faculty. Students must respond to questions following the presentation. Students are evaluated by the assigned instructor according to the Case Presentation Rubric which is aligned with the CSWE competencies. See Case Presentation Rubric.

students achieved the benchmark of 80% or higher. The rubric scores assessing mastery of this objective exceeded the benchmark. During this assessment period, 35 of the 39 students, or 90% of the students, achieved the benchmark. The program is considered to be effective within this area of assessment.

*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.	C=Complete P=Progressing N=No Action Taken	If C, describe efforts that led to accomplishment of actions/goals.  If P, provide update on progress made toward accomplishing actions/goals and what tasks remain  If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.
[Last Cycle]: The Social Work Program is currently updating all curriculum to reflect the 2022 Educational Policy and Accreditation Standards (EPAS) which were released by CSWE during the Summer of 2022. Course objectives, outcomes, and assessments are all being revised to accurately measure and reflect the updates competencies.	C=Complete	New matrix was developed to outline competencies covered by courses. All syllabi were updated to accurately reflect the new competencies and where they are addressed throughout the course. Curriculum was revised to specifically address changes to competencies 1, 2, and 3 which were significantly changed. Curriculum was evaluated to ensure that minor changes to competencies 4-9 were effectively addressed.

Based on

		on the activity as established by the rubric.
Progress on Competency 4 was noted to be stagnant for the 21-22 and 22-23 years. Faculty discussion addressed areas throughout the curriculum that were noted to be stagnant to determine ways to move toward student progress and success more effectively. For the Annual Program Evaluation of Competency 4, faculty determined that offering multiple articles for student review would allow students some autonomy in the literature review as well as offer more options for the diversity of learners.	P=Progressing	Faculty will identify five (5) articles for the assignment that adequately cover the competency measurements and offer different topics or focus of research.

## Assessment Data Collected during the Academic Year (2022 - 2023)

**COMPETENCY** 

COMPETENCY BENCHMARK (%)

PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK