

Annual Assessment Report
Social Work Program

Luther College

Britt Rhodes, DSW, LMSW; Program Director

October 2018

Annual Assessment Report – Social Work Program

This annual report is prepared to assess student outcomes in the social work program at Luther College toward the end of continuously improving the quality of instruction and the level of student performance. The social work program's accreditation was reaffirmed for another full eight-year period by the Commission on Accreditation of the Council on Social Work Education (CSWE) in June 2013. This decision was taken after an eighteen-month reaffirmation process that included an exhaustive self-study (submitted as the Annual Assessment Report to Luther in August 2012) and a site visit in December 2012. This reaccreditation affirmed that the Luther Social Work Program met the Educational Policy and Accreditation Standards (EPAS) of CSWE.

This report summarizes data on the performance of Luther College social work majors, who were seniors during the academic year 2017-2018 for the purpose of evaluating the program so that improvements can be made to strengthen the education students receive. There were 14 social work seniors in the class of 2018. Among the 14 students were 3 males and 11 females. Four of the students completed their placement in Denver, Co, five in Chicago, IL and three in Decorah, IA. There are also two students in this cohort who are completing their practicum fall 2018 and are not included in this data analysis.

This report summarizes the findings from two evaluation instruments: the field instructor evaluation and the Social Work Education Assessment Project's (SWEAP) Foundation Curriculum Assessment Instrument (FCAI). The field evaluation instrument was completed by field instructors both locally and in Chicago. A slightly different version of the field evaluation was used in Denver since those students completed the practicum through Wartburg College. This instrument provides relatively valid data because the instructors are professional, relatively objective raters, who observed the students' behaviors in daily practice over a fifteen-week period. The instrument asked the instructor to rate how competent the student was on each item using a five-point Likert scale from one "not at all competent" to five "highly competent". 100% of field instructors completed the field evaluation.

The second assessment instrument used was the Foundation Curriculum Assessment Instrument (FCAI) administered electronically through the Social Work Education Assessment Project (SWEAP). The FCAI measures how well a program's curriculum prepares students with the knowledge necessary for competent social work practice. The current version of FCAI consists of multiple-choice questions that evaluate student knowledge across all nine core competency areas of the 2015 EPAS. The FCAI report includes aggregate scale scores for each core competency with comparisons to the national average. Eleven students completed the FCAI. The two students who are completing placements in the Fall 2018 will also complete the FCAI but that is not reported here.

Social Work Program Mission and Goals

The Luther College social work program's *mission reflects the purposes and values of the social work profession* and the program's context within the college and its surrounding community and society. The program's mission and goals have remained relatively stable over the past decade; recent revisions reflect new areas of emphasis within the program and developments in social work education and practice.

The social work program fits well at Luther College given the college's history and long-standing mission to serve the community and the common good. The preparation of students for beginning level generalist social

work practice is consistent with the college's preparation of other human service professionals, such as teachers, nurses and pastors.

Mission of the Luther College Social Work Program

The social work program at Luther College is grounded in the history, purposes, and philosophy of the social work profession including the concept of person-in-environment. It operates within the context of a small church-affiliated liberal arts college in a vibrant small town in the American upper Midwest. The program aims to assist students in developing nine professional core competencies and the knowledge, values, skills, and professional identity they need to practice as competent professional entry level generalist social workers promoting human and community well-being in a diverse, complex, and changing global context; the elimination of poverty; social and economic justice; and quality of life for all.

The core values of the social work profession that shape the Luther social work program are: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

Graduates are prepared to be culturally competent life long learners, active citizens, and advocates for social and economic justice who can think critically, use scientific research-based interventions, make sound ethical judgments, respect human diversity, and serve as leaders in strengthening the service delivery system, as they strive to empower people in their environments. The program and its faculty also contribute to knowledge in the field, provide leadership and expertise to strengthen the social service system, and work for the common good in an ever-changing society.

Purposes of the Social Work Profession

Consistent with the purposes of the social work profession, the mission of the Luther social work program includes commitments to:

- Promoting human and community well-being and the common good
- Working within a diverse, complex, and changing global context
- Working within the person-in-environment context
- Respecting human diversity in its many forms
- Utilizing scientific, research-based interventions
- Promoting social and economic justice, the elimination of poverty, and quality of life for all

Values of the profession

The social work program is shaped by the core values of the social work profession including: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. The program curriculum is based on these values, expecting that students will learn to practice with respect for all people and work for social and economic justice as professional social workers.

Program context

Luther College was founded in 1861 to educate pastors for Norwegian immigrant congregations. A strong commitment to the liberal arts has endured and remains the foundation for an expanding range of pre-professional and professional programs. Social work courses were first offered in the early 1970's, and the social work program was first accredited by CSWE in 1976. The addition of social work as a major was a logical extension of the long-standing commitment of the college to serve the common good. The college's emphasis on connecting freedom with responsibility, faith with learning and life's work with service directly influence, and are shaped by, the social work program at the college.

Throughout its history Luther College has provided a liberal arts curriculum that gives students a solid grounding in the humanities, social sciences, and physical sciences so that they will have the broad liberal education necessary to successful careers and effective citizenship. In particular, students learn about the economic, social, political, technological, cultural, and environmental contexts in which we all live. In *Healing the Heart of Democracy*, Parker Palmer summarizes well the importance of the liberal arts context for the Luther social work program, "Knowledge of this sort is liberating not only because it steepens us in the wisdom of the past; it also accustoms us to ambiguity and paradox, preparing us to find our way into an unpredictable future. A liberal education helps us embrace diverse ideas without becoming paralyzed in thought or action" (Palmer 2011, p. 84).

The following elements from the Luther College Mission and Goals provide a supportive context for the social work program mission and goals:

- The commitment to serve the common good and connecting life's work with service
- Luther's academic structure of "knowledge, abilities, and values," mirrors social work's focus on knowledge, values, and skills.
- Diversity and ethics show up repeatedly in the Luther statements
- Life-long learning is referred to as continuing growth throughout their lives
- Critical thinking is referenced several times as "acquire, evaluate, and apply knowledge; analyze sources critically; and ability to reason"
- Scientific research is referred to with the words, "investigate a problem, analyze information, and communicate results"
- A focus on issues related to justice, peace, and the environment

The program is firmly rooted in the liberal arts, which is evidenced by reference to the following items as found in the college catalog: Goals for Student Learning, Requirements for the Degree, and Summary of All-College Requirements.

Social Work Requirements:

To qualify for the Bachelor of Arts degree, social work students must complete 128 semester hours of credit with a cumulative grade point average of 2.0 (C) or higher. The 128 hours must include the following:

- One January Term First Year Seminar: The social work program has offered two first year seminars (*Growing Old in America* and *Crisis Intervention: Interpersonal Violence*) which are open to all first-year students at Luther College.

- A second January term course that includes one of the following experiences: study away, directed readings, student-initiated project. Social Work majors complete Social Work 102: Field Experience, which meets this requirement.
- At least 20 course equivalents (80 credits) outside the student's major discipline.
- 64 credit hours completed in residence.

The college is located in Decorah, a town of 8,000 in northeast Iowa. Luther is a small, private, liberal arts college, offering only the bachelors degree, which draws students from all states and 50 countries. The majority of Luther students come from four states: Iowa, Minnesota, Wisconsin, and Illinois. Most students come from urban or small city environments like Des Moines, Cedar Rapids, Minneapolis/St. Paul, Rochester, La Crosse, Madison, Milwaukee, Chicago, and Rockford. Therefore, the social work program prepares students for truly generalist practice settings and does not, in spite of its location, emphasize rural social work. College enrollment a little under 2500 with the largest majors being music, biology, and psychology. The social work program averages about 15 graduates a year.

Goals of The Social Work Program

Goal 1: Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the nine core competencies (EPAS 2015). Competencies: 1 – 9

Goal 2: Prepare students to think critically, using the values, codes of ethics, and research base of the profession. Competencies: 1, 4, 9.

Goal 3: Prepare students to use prevention and intervention methods to work effectively in changing contexts with diverse populations, drawing on people’s strengths and resilience. Competencies: 2, 6, 7, 8, 9.

Table 1 EPAS Competencies and Social Work Program Goals

Competency	E.P. 2.1.1	E.P. 2.1.2	E.P. 2.1.3	E.P. 2.1.4	E.P. 2.1.5	E.P. 2.1.6	E.P. 2.1.7	E.P. 2.1.8	E.P. 2.1.9
Goal 1	X	X	X	X	X	X	X	X	X
Goal 2	X			X					X
Goal 3		X				X	X	X	X

The first broad primary goal of the Luther social work program, as stated above, is to prepare graduates for generalist practice with the full range of populations by helping them learn the knowledge, values, and skills that inform the nine core competencies (CSWE, EPAS 2015). Graduates who have mastered all nine competencies will be prepared for generalist practice. Table 1 shows that Goal 1 involves all nine competencies.

Goal two focuses on the development of a solid grounding in the skills of critical thinking based on social work ethical principles and scientifically-based research knowledge so graduates can empower people and

work for social and economic justice from a sound base of ethical principles and scientifically validated interventions.

The third goal is to prepare students to intervene directly and seek to prevent social problems—within their particular contexts—in order to enhance human rights and social, economic, and environmental justice. This work involves understanding of the systemic nature of social problems, how policy affects people’s lives, the resources to be found in peoples’ strengths and resilience and the strength that diversity brings to communities and societies.

The program goals implement the general statements of the program mission and the mission is firmly grounded in the context of the college mission and goals, which support working for the common good and a life of service; a structure of knowledge, values, and service; life-long learning; ethics and critical thinking, scientific research-based actions; and a commitment to justice and peace. Current assessment efforts are focused on these goals, which have remained relatively stable over recent years except for occasional updating of language.

Assessment of Luther College Social Work Program Outcomes

Social Work Competencies—Educational Policy Accreditation Standards (EPAS) 2015

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors (bullets) that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors (CSWE, 2015, p. 6).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:

- 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 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:

- 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:

- 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:

- 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:

- 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;
- 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:

- 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:

- 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:

- 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:

- 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.
(CSWE, 2015, pp. 7-9)

Competencies (summary)

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

Field Instructor's Ratings on Learning Outcomes (practice behaviors)

Table 1 shows the mean of the field instructors' rating scores on each learning outcome for the eight students who completed their placements in Decorah and Chicago. Table 1 presents a score for each operationalized behavior (formerly called "practice behaviors) associated with each of the nine competencies. These data indicate that the mean of the field instructors' ratings for eight students ranged from 4 to 4.89 on the five-point Likert scale. 2017 scores ranged from 3.62 to 4.85 and mean scores for each item were higher in 2018.

The field evaluation for the four students in Denver assessed the same nine competencies but with slightly different questions (in both content and number) for the operationalized behaviors. For that reason, those scores were calculated separately. Table 2 presents the competency mean scores for Denver and Chicago/

Decorah with a weighted mean. Again, scores for all nine competencies on the field instructor ratings were higher in 2018 than 2017.

The mean ratings in Table 1 are identified as low ($L \leq 4.0$), medium ($M = 4.0 - 4.4$), and high ($H \geq 4.4$). On the item specific report for Chicago/ Decorah, all of the field instructor ratings were in the medium (8) and high (23) categories. For the combined competency scores (Table 2), four scores were in the medium category (competency numbers 2, 4, 5, 9) and five in the high category (competency numbers 1, 3, 6, 7, 8)

List high items

The field instructors in Decorah and Chicago rated students highest in “engages in practices that advance social, economic, and environmental justice” (4.89)” followed by two items in competency 8: “Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies” (4.88) and “critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies” (4.87) along with two items in competency 1: “demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication on using professional collaboration as appropriate to achieve beneficial practice outcomes” and “uses technology ethically and appropriately to facilitate practice outcomes”.

Low Field Instructor Ratings

The six lowest scores (≤ 4.0) fell under three competencies: Advance human rights and social, economic and environmental justice; Engage in practice informed research and research informed practice; and engage in policy practice. All six of these practice behaviors are in the areas of theory, research, and policy – ones that are not as likely to be emphasized in most practicum placements so students don’t get as much experience with them and supervisors may be less likely to notice them. It is of concern that students are not doing better on advocating for social and economic justice although this is, also, an area that many practicum sites probably do not emphasize. Of the six areas where the mean was below 4.0, only two of these had a mode of 3 (On the other four the most frequent score was a 4). The two areas where students were most frequently rated at a 3 were: “Engages in practices that advance social, economic and environmental justice” and “applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.

These are areas where the program can strengthen it’s work with students. Part of the challenge in addressing these areas is that students are often not very interested in social policy, social change, and research. As noted, they are also less likely to have high exposure to these areas in many practicum placements. In general, students are most interested in direct practice with individuals and most placements provide this experience.

Foundation Curriculum Assessment Instrument

The second assessment instrument used was the Foundation Curriculum Assessment Instrument (FCAI) administered electronically through the Social Work Education Assessment Project (SWEAP). The FCAI measures how well a program’s curriculum prepares students with the knowledge necessary for competent social work practice. The current version of FCAI consists of multiple-choice questions that evaluate student knowledge across all nine core competency areas of the 2015 EPAS. The FCAI report includes aggregate scale scores for each core competency with comparisons to the national average. Eleven students completed

the FCAI. The two students who are completing placements in the Fall 2018 will also complete the FCAI but that is not reported here. Nationally, 4,225 students completed the FCAI in 2017-18. The national score for average correct was 60.50%; Luther College students scored 69.98% which was a greater margin than the 2016 scores (Table 3). In 2018 100% of Luther College students met or exceeded competency

The FCAI presents two scores for each individual competency: % questions correct for each section and % of students meeting or exceeding competency. In 2018, Luther College students scored higher than 2016 on the mean section score % correct in seven of the nine areas. The two areas where 2018 students scored lower than the 2016 students were: 1) Engage in practice-informed research and research informed-practice and 2) Evaluate practice with individuals, families, groups, organizations and communities. It is not uncommon for students to score lower on areas of research and evaluation (we have noted that in previous reports). However, it is worth noting that because of staffing changes, this group of students did not take social work research methods. Instead, this cohort took sociology research methods. While there are similarities in the methods used by social workers and sociologists, the social work research methods course emphasizes practice evaluation, program evaluation and needs assessment as applied research methods. We knew that these were not part of the Sociology methods course but can now see potential implications for student learning as a result of that substitution. That was a one-year practice that we don't anticipate as a regular substitution. If it did become a more regular practice (to share a methods course between the two disciplines) we would need to ensure that program evaluation, practice evaluation and needs assessment were central components of the course.

Compared to national scores in 2018, Luther College students performed higher on the section score % questions correct in seven of the nine areas. The two areas where Luther College student performed lower were: 1) Evaluate practice with individuals, families, groups, organizations and communities {Competency 9} and 2) Demonstrate ethical and professional behavior {Competency 1}. We noted one potential reason why students may have scored lower than the national average and the 2016 cohort on Competency 9. In terms of Competency 9, the scores on the individual items suggest that students performed less well on questions related specifically to the NASW Code of Ethics. We have discussed this as a program and intend to be sure not only ethical dilemmas but specifically the Code of Ethics is emphasized and used in all 200 level and above courses. We have also worked with our reference librarian, Lindy Moeller, to add a tab to the library resources for social work to include the electronic copy of the NASW Code of Ethics and interpretative principles for each practice area. We will include this on all of our course syllabi and encourage students to use these resources.

Luther College social work program Assessment Plan 2017-2018

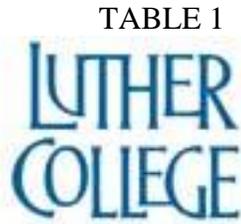
The Luther College social work program *Assessment Plan* for 2018-2019 (Table 4) to evaluate the attainment of the nine student competencies (shown in column one), will use the following measures. The program will also utilize college wide course evaluations for formative assessment of both EPAS competencies, course objectives, and course specific goals for student learning.

1) The SWEAP FCAI (post test) instrument is a 45-item multiple-choice knowledge test that seniors complete just before graduation.

2) The SWEAP ENTRANCE and EXIT Survey gathers demographic data, student ratings on their level of preparation for social work practice, and student ratings on the implicit curriculum. There are 34 items on the EXIT Survey because SWEAP broke down some of the competencies.

3) The SWEAP FPPAI OR Field instruct Instrument: The Field Director is currently exploring which instrument would be most useful to the program, student, and field instructor. The Field Instructor Instrument used the last two years allows for the student and field supervisor to construct a learning plan that aligns with the competencies. The FPPAI also assess competencies and also adds national comparative data. Both have strengths but would duplicate one another if both are administered. We will decide by December 2018 about which we will use for Spring 2019 and beyond.

4) Intercultural Development Inventory: This has been administered at entrance (SW 201) and exit (SW 402/403). Some challenges related to cost, usefulness of the data, and purpose have emerged and we are currently discussing the continuation of this.



**LEARNING CONTRACT &
AGENCY EVALUATION OF STUDENT**

5	The intern has excelled in this area.
4	The intern is functioning above expectations for interns in this area.
3	The intern has met the expectations for interns in this area.
2	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future.
1	The intern has not met the expectations in this area, and does not give indication s/he will do so in the near future.

Competency 1: Demonstrate Ethical and Professional Behavior	Mean 2018	Mean 2017
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	4.5	4
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	4.75	4.42
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	4.86	4.15
Uses technology ethically and appropriately to facilitate practice outcomes	4.86	4.27
Uses supervision and consultation to guide professional judgment and behavior	4.63	4.31
Total with mean scores from Denver		

Competency 2: Engage Diversity and Difference in Practice	Mean 2018	Mean 2017
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	4.5	4
Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences	4.75	4.19

Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	4.63	4.08
Total with mean scores from Denver		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Mean 2018	Mean 2017
Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	4.71	3.88
Engages in practices that advance social, economic, and environmental justice	4.89	3.62
Total with mean scores from Denver		

Competency 4: Engage in Practice-informed Research and Research-informed Practice	Mean 2018	Mean 2017
Uses practice experience and theory to inform scientific inquiry and research	4.29	3.92
Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	4.29	4.12
Uses and translates research evidence to inform and improve practice, policy, and service delivery	4.29	3.92
Total with mean scores from Denver		

Competency 5: Engage in Policy Practice	Mean 2018	Mean 2017
Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	4.43	3.77
Assesses how social welfare and economic policies impact the delivery of and access to social services	4.25	4.0
Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	4	3.96
Total with mean scores from Denver		

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

Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	4.63	4.2
Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	4.81	4.69
Total with mean scores from Denver		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Mean 2018	Mean 2017
Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	4.5	4.19
Applies 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	4.5	4.27
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	4.63	4.08
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	4.71	4.08
Total with mean scores from Denver		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Mean	Mode
Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	4.87	4.35
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	4.63	4.35
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	4.88	4.85
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	4.75	4.15
Facilitates effective transitions and endings that advance mutually agreed-on goals	4.13	4.15
Total with mean scores from Denver		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Mean	Mode
Selects and uses appropriate methods for evaluation of outcomes	4.86	4.0
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	4.25	4.15
Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	4.57	4.46
Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	4.14	4.23
Total with mean scores from Denver		

Adapted from: Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and master's curriculum: Reflections from the field, part one – the explicit curriculum. *Journal of Teaching in Social Work*, 30 (2).

Table 2

Weighted means for each competency for Denver (n=4), Chicago and Decorah(n=8) (N=12)

Competency	Decorah/ Chicago Mean (n=8)	Denver Mean (n=4)	Combined weighted mean	2017 Means
Competency 1: Demonstrate Ethical and Professional Behavior	4.72	4.06	4.5	4.23
Competency 2: Engage Diversity and Difference in Practice	4.63	3.69	4.32	4.09
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	4.8	3.92	4.51	3.75
Competency 4: Engage in Practice-informed Research and Research-informed Practice	4.29	4.36	4.31	3.99
Competency 5: Engage in Policy Practice	4.23	3.83	4.10	3.91
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.72	4.25	4.56	4.45
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.59	4.25	4.78	4.16
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.65	3.95	4.42	4.37
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	4.46	4.125	4.35	4.21

Table 3
FCAI Report

Program Director Notes:

The 2017 scores have been added to this report. Yellow highlight is used to point out increases from the last time the instrument was administered in 2016.

I. Program Cumulative Scores Compared with all Student Scores

	2016 Score Average (program n= 16)	2018 Score Average % Correct	Score Range	Standard Deviation	t-test Value	p-value	2016 #students meeting & exceeding competency	2018 #Students Meeting & Exceeding Competency
Program N=11	62.6%	69.98 %	56.60 - 79.25 %	7.08	1.80	0.07	15/16 (94 %)	11/11
National N=4225	61.53%	60.50 %	0.00 - 94.34 %	15.11				(100 %)

*Meeting & Exceeding Competency relates to students answering 50% or more of the total number of questions correct.

II. Program section scores compared with all FCAI section scores

Curricular Area	2016 Mean Section Score % Correct	2018 Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct	t-test value	p- value	2018 Students Meeting & Exceeding Co mpetency	2016 Students Meeting and Exceeding Competency
1 : Demonstrate Ethical and Professional Behavior	55.90 %	59.74 %	13.37	63.21 %	-0.55	0.50	8/11 (73 %)	11/16 (69 %)
2 : Engage Diversity and Difference in Practice	57.28 %	77.27 %	14.69	65.73 %	1.57	0.10	11/11 (100 %)	7/16 (44 %)
3 : Advance Human	59.89 %	83.33 %	14.21	65.12 %	2.35	0.01 *	11/11	11/16

Rights and Social, Economic, and Environmental Justice							(100 %)	(69 %)
4 : Engage in Practice-informed Research and Research-informed Practice	67.79 %	66.23 %	15.26	50.91 %	2.13	0.03 *	10/11 (91 %)	14/16 (88 %)
5 : Engage in Policy Practice	60.48 %	62.34 %	12.59	48.37 %	2.02	0.04 *	9/11 (82 %)	8/16 (50 %)
6 : Engage with Individuals, Families, Groups, Organizations and Communities	43.71 %	61.82 %	18.00	57.80 %	0.54	0.50	8/11 (73 %)	7/16 (44 %)
7 : Assess Individuals, Families, Groups, Organizations , and Communities	72.31 %	78.18 %	13.36	69.24 %	1.19	0.20	11/11 (100 %)	14/16 (88 %)
8 : Intervene with Individuals, Families, Groups, Organizations , and Communities	65.35 %	89.09 %	13.11	72.36 %	2.06	0.03 *	11/11 (100 %)	15/16 (94 %)
9 : Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	93.66 %	56.36 %	26.72	57.36 %	-0.13	0.80	8/11 (73 %)	15/16 (94 %)

Meeting & Exceeding Competency relates to students answering 50% or more of the total number of questions correct. Note: * indicates the difference is significant at the $p < .05$ level

III. Program: Student Scores by Individual Curricular Area

Competency 1: Demonstrate Ethical and Professional Behavior

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_1 - Making clients aware of their choices is inherent in which social work ethical obligation?	8/11	72.73
RE15_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:	5/11	45.45
RE15_3 - The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:	5/11	45.45
RE15_4 - When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:	4/11	36.36
RE15_5 - A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:	10/11	90.91
RE15_6 - What is the difference between privileged communication and confidentiality?	3/11	27.27
RE15_7 - Which of the following is an ethical violation of a client's rights to privacy and confidentiality?	11/11	100.00

Competency 2: Engage Diversity and Difference in Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
--------------------------	--------------------	--------------------------------

RE15_8 - Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:	6/11	54.55
RE15_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?	7/11	63.64
RE15_10 - Engaging in diversity and difference in social work practice means:	11/11	100.00
RE15_11 - Which of the following statements is not accurate regarding women?	7/11	63.64
RE15_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?	11/11	100.00
RE15_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:	9/11	81.82

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

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_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?	4/11	36.36
RE15_15 - Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:	11/11	100.00
RE15_16 - Which explanation of poverty is the most consistent with a social justice perspective?	8/11	72.73
RE15_17 - Which of the following is not evidence of a social justice deficiency in the American political-economic system?	10/11	90.91
RE15_18 - Which of the following statements describes the concept of feminization of poverty?	11/11	100.00
RE15_19 - Social activism and other social change efforts are often resisted by:	11/11	100.00

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

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_20 - The requirements for a "classical experimental" design include:	5/11	45.45
RE15_21 - Using random sampling (based upon probability theory)	7/11	63.64
RE15_22 - Which of the following is not a level of measurement?	10/11	90.91
RE15_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?	3/11	27.27
RE15_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?	8/11	72.73
RE15_25 - Which of the following represents a well-known single subject design?	9/11	81.82
RE15_26 - Which of the following can survey research not establish?	9/11	81.82

Competency 5: Engage in Policy Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_27 - The Elizabethan Poor Laws are important for understanding social welfare in the US because:	5/11	45.45
RE15_28 - In a capitalistic economic system one of the purposes of social welfare is to:	4/11	36.36
RE15_29 - The principle of "social insurance" is best defined as:	9/11	81.82
RE15_30 - The major social welfare program to emerge from the New Deal was:	10/11	90.91
RE15_31 - In which category (ies) does the U.S. fall below other developed nations?	8/11	72.73
RE15_32 - The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	7/11	63.64
RE15_33 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	5/11	45.45

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

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_34 - A (An) _____ links clients with needed resources.	1/11	9.09
RE15_35 - Listening empathetically means:	7/11	63.64
RE15_36 - Effective work skills, the ability to get along with others, and support of one's family are examples of:	10/11	90.91
RE15_37 - Mandated clients:	11/11	100.00
RE15_38 - Self-determination:	5/11	45.45

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

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_39 - Within the Person-in environment system: Familial roles, interpersonal roles, occupational roles, and special life tools are considered to be categorized under:	8/11	72.73
RE15_40 - Risk factors for child abuse include all except the following:	11/11	100.00
RE15_41 - Community assessment includes:	11/11	100.00
RE15_42 - A common assessment tool used to determine addictions is:	3/11	27.27
RE15_43 - A strength-based assessment focuses on:	10/11	90.91

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

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
8.0 - Intervene with Individuals, Families, Groups, Organizations, and Communities	/0	0.00

RE15_44 - Which of the following techniques are common to advocacy?	11/11	100.00
RE15_45 - When a social worker's personal values/beliefs clash with a client's values/beliefs:	10/11	90.91
RE15_46 - Social learning theory places an emphasis on which of the following:	9/11	81.82
RE15_47 - Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?	9/11	81.82
RE15_48 - The concept "person-in-environment" includes which of the following:	10/11	90.91

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

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_49 - Which of the following is (are) (a) method(s) of conducting a community needs assessment?	8/11	72.73
RE15_50 - Which of the following applies to program evaluation	7/11	63.64
RE15_51 - This evaluation model compares repeated measurements from a single subject over time	5/11	45.45
RE15_52 - Action research is:	6/11	54.55
RE15_53 - In relation to termination which statement is NOT true:	5/11	45.45

SWEAP is committed to providing the highest quality assessment instruments designed to aid undergraduate and graduate social work programs in evaluation necessary for program development and improvement. SWEAP instruments are specifically designed to be responsive to the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), related to both initial accreditation and reaffirmation. However, each social work program is individually responsible for appropriately reporting and interpreting data provided through SWEAP instruments to CSWE.FX/report.php **Changelog**3.5, 8/14/17 - Custom Thresholds for Competency coded. Descriptions set for threshold.3.4, 8/1/17 - Competency set for meets or exceeds, not merely exceeds. This only affects subscores with even number of questions3.3, 7/1/17 - Added individualized results for those who ordered them3.2, 5/16/17 - Corrected T Score for 2015 instruments3.1, 2/16/17 - Added language3.0, 1/31/17 - Added new EPAS 2015 scoring to version 9 and 10 forms2.0, 4/9/14 - Section 2.1.5B no longer displays for reports only utilizing new format2.1, 7/9/14 - If report has both version 8 and version 9 forms, it will show both question sets.2.2, 9/20/14 - If report has both version 8 and version 9 forms, version 8 statistics will tabulated correctly.2.3, 6/9/15 - Redacted suggested practice behavior sections. See report heading for details.2.4, 9/19/16 - If version 10 (EPAS 2015 forms) are reported

on, report a working on it screen.

Table 4
Assessment plan 2017-2018

Instrument	Fall	January	Spring	Summer
SWEAP: Entrance	SW 201 SW 301*		SW 201	
SWEAP: Exit	SW 402/403		SW 402/403	
SWEAP: FCAI Post Test			SW 402/ 403 (by students)	
SWEAP: FPPAI (or field instructor evaluation)			SW 402/ 403 (by supervisors)	
SWEAP: Employer Survey				
SWEAP: Alumni				
Additional Questions on Course Evaluations	SW 101 SW 201 SW 301 SW 401 SW 303 SW 490 SW 402/403	SW 102	SW 101 SW 201 SW 204 SW 304 SW 305 SW 401/ 402	SW 102
Intercultural Development Inventory {See note}	SW 201 SW 402/403		SW 201 SW 402/403	