Indiana University School of Social Work
PRAC Annual Report 2020-2021 Academic Year

The Indiana University School of Social Work (IUSSW) was founded in 1911, and offers social work education at the Baccalaureate, Master, and Doctoral level. The school is also home to the Department of Labor Studies. The IUSSW is a system school, headquartered at IUPUI. Social work programs have a physical presence on seven IU campuses. As a fully online program, the Labor Studies programs are accessible at nine campus locations and have a physical presence on four campuses.

The Bachelor of Social Work (BSW) Program has been continuously accredited since 1975 by the Council of Social Work Education (CSWE). The MSW Program is the oldest university-affiliated, continuously accredited social work graduate program in the country, having been accredited by CSWE since 1923. The national accreditation for the BSW and MSW programs covers all the campuses of the system school. The BSW program is offered in Indianapolis, Bloomington, Fort Wayne, Richmond, Gary, and South Bend, and the MSW program is offered in Indianapolis, Bloomington, Fort Wayne, Richmond, Gary, South Bend, and New Albany. CSWE re-accredited both programs in February 2021 for 8 years which is the maximum length of time for an accreditation cycle. The Doctoral program has recently

graduated its 58th graduate. PHD programs in social work are not accredited by CSWE as they are research degrees rather than practice degrees. The terminal degree for practice in the United States and Canada is the MSW.

Social Work offers a competency-based curriculum as articulated in the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The competencies are as follows:

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
6. Engage with individuals, families, groups, organizations, and communities
7. Assess with 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

This report summarizes the assessment process of Social Work student acquisition of the competencies via signature assignments at the BSW and MSW Program levels and field practicum assessments for the BSW and MSW Program for the 2020-2021 year. We update findings in tables and discuss the current year's work planning strategy. This year we add work on beginning assessment of our Doctoral and Labor Studies programs. Further, the School of Social Work will embark on major curricular change based on the

educational competencies to be voted on by CSWE in June, 2022. The process for this change will be discussed in this report as future work.

Covid-related Assessment

Student competency data overall was somewhat lower than usual but not appreciably so during 2020-2021. Students appeared to struggle with absences due to Covid or exposure to Covid, stress, and some of our students struggled socioeconomically. Students who were completing field practica did appear to struggle in the field, and some took a longer time to complete their field hours despite the lowering of hours per our accrediting body. Return to face-to-face class in fall of 2021 was welcomed by some students but presented challenges as students were faced with illness of self or family members. We will continue to assess overall outcome data but not make changes to curriculum or assessment strategies until we have clear evidence of curricular issues rather than Covid related ones.

Assessment of Social Work Competencies

The School of Social Work assesses each CSWE competency in two ways: via signature assignments in various required courses and in practice via evaluation in the field practicum. Below are the results of each program's results from these assessments beginning with a summary of the assessment

strategy. Included here is the [articulation with University Profiles for the BSW Program,](#) and the [articulation for the MSW Program.](#)

Summary of the Program's Assessment Plan for Signature Assignments and Final Field Measures

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add.

Assessment Measure #1: **Signature Assignments**	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive/Affective Processes
When/where students are assessed:	End of semester via course signature assignment
Who assessed student competence?	Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 or above on a scale of 1-5
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% or greater
Assessment Measure #2: **Field Final Evaluations**	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive/Affective Processes
When/where students are assessed:	End of field practicum
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	5 or above on a scale of 1-7
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	90% or greater

Assessment Data from 2020-2021 for BSW Program

During the 2020-2021 school year students were mostly receiving course work via online, zoom, or hybrid learning styles. Our accrediting body, CSWE allowed changes to be made to the mandatory field placement (internship) with decreased hours and re-allocation of how those hours could be spent. Competency achievement varied by campus and by competency. For example, IUPUI fell below the 80% threshold on competencies 2 and 6, IUSB on competencies 1 and 3, and IUN on competencies 1 and 2. While IUPUI deficiencies were just under threshold, both IUSB and IUN were significantly below threshold. Provided that all campuses use the same curriculum and syllabi, deficiencies may not be due to actual curricular issues but as a result of issues more related to Covid or delivery methods during Covid. IUPUI, IUSB, and IUN tend to serve populations of students that have more socioeconomic need who may have struggled more than other campus counterparts during the Covid year. The school assessment team will continue to assess these developments. The school in aggregate met all thresholds on all competencies because other campuses with higher scores pulled the mean upward on some competencies. By final evaluation which includes compiling both signature assignments and field internship evaluation data students universally met the competency benchmark threshold. One outlier was IUN for competency 2

(engage diversity and difference) whose students scored 77. 5% rather than the 85% threshold. Below are tables explaining data for the reporting year. Outcome data are posted on the IUSSW website every two years per accreditation standards.

BSW Program Signature Assignment Assessments (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
		IUPUI	IUB	IUSB	IUE	IUN	All Programs
Competency 1: **Demonstrate Ethical and Professional Behavior**	**80%**	86.1	91.2	72.3	**	68.0	83.8
Competency 2: **Engage Diversity and Difference in Practice**	**80%**	77.8	83.0	91.1	82.1	59.8	80.3
Competency 3: **Advance Human Rights and Social, Economic, and Environmental Justice**	**80%**	88.7	88.7	73.5	86.7	88.9	86.6
Competency 4: **Engage In Practice-informed Research and Research-informed Practice**	**80%**	85.5	96.6	95.3	97.2	96.1	90.5
Competency 5: **Engage in Policy Practice**	**80%**	89.8	85.5	83.8	82.4	95.6	88.4
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**	**80%**	79.5	94.5	94.7	89.4	81.1	85.7
Competency 7: **Assess Individuals, Families, Groups, Organizations, and Communities**	**80%**	83.5	98.2	95.8	90.7	88.1	89.9
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**	**80%**	90.5	98.5	99.2	96.1	100	95.3
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	**80%**	92.5	96.8	99.6	93.4	97.3	95.3

** Course not offered during measurement period due to cohort course sequencing.

BSW Program Field Final Evaluation (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
		IUPUI	IUB	IUSB	IUE	IUN	All Programs
Competency 1: **Demonstrate Ethical and Professional Behavior**	**90%**	99.6	99.7	99.6	100	96.1	99.0
Competency 2: **Engage Diversity and Difference in Practice**	**90%**	99.5	100	100	100	95.2	98.9
Competency 3: **Advance Human Rights and Social, Economic, and Environmental Justice**	**90%**	100	100	100	100	96.8	99.4
Competency 4: **Engage In Practice-informed Research and Research-informed Practice**	**90%**	99.1	100	100	100	96.8	99.2
Competency 5: **Engage in Policy Practice**	**90%**	99.1	100	100	100	96.8	99.2
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**	**90%**	99.5	100	100	100	96.8	99.3
Competency 7: **Assess Individuals, Families, Groups, Organizations, and Communities**	**90%**	99.7	100	100	100	96.8	99.3
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**	**90%**	99.5	100	99.0	100	96.8	99.1
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	**90%**	99.7	100	100	100	96.8	99.3

BSW Program Compilation Report (Signature Assignment Assessment + Field Final Evaluation) (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
		IUPUI	IUB	IUSB	IUE	IUN	All Programs
Competency 1: **Demonstrate Ethical and Professional Behavior**	**85%**	92.9	95.5	86.0	100.0	82.1	89.2
Competency 2: **Engage Diversity and Difference in Practice**	**85%**	88.7	91.5	95.6	91.1	77.5	88.9
Competency 3: **Advance Human Rights and Social, Economic, and Environmental Justice**	**85%**	94.4	94.4	86.8	93.4	92.9	92.4
Competency 4: **Engage In Practice-informed Research and Research-informed Practice**	**85%**	92.3	98.3	97.7	98.6	96.5	96.7
Competency 5: **Engage in Policy Practice**	**85%**	94.5	92.8	91.9	91.2	96.2	93.3
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities**	**85%**	89.5	97.3	97.4	94.7	89.0	93.6
Competency 7: **Assess Individuals, Families, Groups, Organizations, and Communities**	**85%**	91.6	99.1	97.9	95.4	92.5	95.3
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**	**85%**	95.0	99.3	99.1	98.1	98.4	98.0
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**	**85%**	96.1	98.4	99.8	96.7	97.1	97.6

Assessment of MSW Program Data 2020-2021

Students in the MSW program on both signature assignments and field evaluations met benchmarks except for one outlier, IU East on competency 5 (engage in policy practice) where 72.9 % of students met the benchmark which is set at 80%. All other benchmarks were met or exceeded. As with the BSW program, measures are of achievement on CSWE educational competencies which are mandated for accreditation. An ultimate goal of our program is that MSW students pass licensure examinations at the LSW level (immediately post-graduation) and if they choose to take the Clinical Examination two years post MSW (LCSW) which is not required of all graduates. One difficulty with using pass rates of licensure examinations is that we are not able to identify year of graduation for those former students who take the examination. We have asked for these data in future. Especially for the clinical examination, using these pass rates does not indicate ways to improve our program in a certain time frame as graduates may opt to take this examination many years post-graduation. The last report (2020) received on our pass rate indicates that 84% of our students pass the first examination, the LSW, on the first attempt which exceeds the average of students from other schools in the United States and Canada. Our overall total pass rate (including second attempts) exceeds the US/Canada average by 15 percentage points.

MSW Program Signature Assignment Assessments (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING BENCHMARK Generalist Practice							
		IUPUI	MSW Direct	IUB	IUSB	IUN	IUFW	IUE	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	80%	96.1	96.6	100	**	92.0	**	100	96.4
Competency 2: Engage Diversity and Difference in Practice	80%	97.4	95.8	100	100	100	**	93.3	97.2
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	97.4	96.2	100	100	100	**	93.3	97.3
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	98.0	94.0	**	98.0	100	**	98.2	96.8
Competency 5: Engage in Policy Practice	80%	96.3	95.7	100	96.8	96.7	**	72.9	95.3
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	98.6	95.2	**	98.1	96.7	**	95.7	96.9
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	98.6	93.9	**	96.2	96.7	**	95.7	96.2
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	98.6	95.7	**	96.2	96.7	**	95.7	96.9
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	98.6	94.8	**	98.1	96.7	**	95.7	96.7

** Course not offered during the measurement period due to cohort course sequencing.

MSW Program Field Final Evaluations (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING BENCHMARK Generalist Practice							
		IUPUI	MSW Direct	IUB	IUSB	IUN	IUFW	IUE	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	90%	100	99.6	100	99.6	94.4	100	100	99.1
Competency 2: Engage Diversity and Difference in Practice	90%	98.9	100	97.8	100	94.4	100	100	98.7
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	97.7	100	95.7	100	94.4	100	100	98.3
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90%	100	100	100	100	94.4	100	100	99.2
Competency 5: Engage in Policy Practice	90%	97.7	100	100	100	94.4	100	100	98.9
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	98.9	100	97.8	100	94.4	100	100	98.7
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	99.6	100	100	100	94.4	100	100	99.1
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	98.9	99.8	98.9	99.8	94.4	100	100	98.9
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	99.2	99.7	98.6	99.7	94.4	100	100	98.8

** Course not offered during the measurement period due to cohort course sequencing.

MSW Program Compilation Report (Signature Assignment Assessments + Field Final Evaluations) (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING BENCHMARK Generalist Practice							
		IUPUI	MSW Direct	IUB	IUSB	IUN	IUFW	IUE	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	85%	98.1	98.1	100	99.6	93.2	100	100	98.0
Competency 2: Engage Diversity and Difference in Practice	85%	98.2	97.9	98.9	100	97.2	100	96.7	98.3
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	97.6	98.1	97.9	100	97.2	100	96.7	98.1
Competency 4: Engage In Practice-informed Research and Research-informed Practice	85%	99.0	97.0	100	99.0	97.2	100	99.1	98.4
Competency 5: Engage in Policy Practice	85%	97.0	97.9	100	98.4	95.6	100	86.5	96.0
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	98.8	97.6	97.8	99.1	95.6	100	97.9	97.8
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	99.1	97.0	100	98.1	95.6	100	97.9	97.7
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	98.8	97.8	98.9	98.0	95.6	100	97.9	97.8
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	98.9	97.3	98.6	98.9	95.6	100	97.9	97.8

** Course not offered during the measurement period due to cohort course sequencing.

PHD in Social Work Program

In 2019 the PHD program in the School of Social Work participated in an external review. During that review faculty, students, and alumni participated in a site team visit. In March of 2020 as Covid shuttered the university to face-to-face operations, the external review report was received. Strategic directions for the school proposed by the external review team were in line with the strategic planning process in which the entire School of Social Work had just engaged. Below is a timeline of work completed by the Doctoral Committee which comprises both faculty and student participants.

Timeline:

Oct. 2019   Self-Study completed including surveys of faculty, students, and alumni

Nov. 2019   Site Team visit. Interviews with multiple stakeholders.

March 2020   External Review report received

Apr. 2020   Strategic Directions proposed for the PhD Program in line with both the IUSSW's new Strategic Plan and with recommendations from the external review team.

Sum 2020   The Community-Engaged Participatory Research course is offered for the first time.

Fall 2020   PhD Committee identifies strategic directions for a re-envisioned PhD Program

Spr 2021   PhD Committee approves revised Vision and Mission Statements for the PhD Program

May 2021   A new PhD Alumni Award is established and awarded to Dr. Celia Williamson at the Annual PhD Spring Research Symposium.

Fall 2021   Learning outcomes are identified for the PhD Program in line with IUPUI's PROFILES

Fall 2021   Consistent with recommendations of external reviewers, financial support for PhD students is increased. Assistantship stipends are increased from $15K to $18K. Financial support for fellowship recipients is increased from 2 years to 4 years.

Fall 2021   The PhD Program celebrates its 58th PhD graduate.

The Doctoral Committee drafted new mission and vision statements and program objectives.

Mission Statement: The IUSSW PhD program develops community-engaged interprofessional leaders, scholars, and educators within an inclusive and supportive environment. Students receive rigorous training and mentorship in diverse theoretical and philosophical perspectives and research methods that promote equity and social justice locally, nationally, and internationally.

Vision Statement: The IUSSW PhD program is nationally and internationally recognized for developing community-engaged, interprofessional scholars and leaders with diverse theoretical and methodological expertise equipped to advance equity and social justice.

Program Objectives:

1. COMMUNITY-ENGAGED. To train PhD students to conduct community-responsive research in partnership with community agencies.

2. CROSS-DISCIPLINARY. To expose PhD students to varying disciplinary perspectives while grounding them in social work knowledge, values, and scholarship.

3. TECHNOLOGY-ENHANCED. To harness the power and utility of virtual strategies for teaching, learning, and conducting research.

4. STUDENT-CENTERED. To provide comprehensive support and culturally aware mentoring to ensure our students are supported in completing their degree requirements.

5. RESEARCH-INTENSIVE. To offer a rigorous research curriculum (qualitative, quantitative, mixed methods, advanced statistics) to prepare our students to make a significant scholarly contribution in their area of focus.

The following table describes program objectives as they articulate to the university Profiles. Since this work was just initiated in Fall 2021 semester, assessment strategies have not been completed to date. This will be the next phase of work.

Articulation of Profiles and Program Objectives PHD in Social Work Program (2020-2021)

Profile	Program Objective	Explanation	Course or Activity	Potential Measures
Community contributor	Community Engaged	Train PHD students to conduct community responsive research in partnership with community agencies	S 725: Research internship Dissertation	Successful research internship-possible publication Successful defense of dissertation
Communicator Problem Solver Innovator	Cross-disciplinary Technology Enhanced	Students have opportunities in all PHD courses to hone their communication skills verbally, in writing, and using technology to	S 721 Scholarly Writing Seminar S 710 Theory paper and presentation S 720 Philosophy of Science paper	Paper Presentation Pass Qualifying examination within the year post course work Successful defense of dissertation

			communicate at the highest level.	Associate Faculty opportunities for teaching Qualifying examination Dissertation Proposal Dissertation Opportunities for publication with faculty	Publications while in student status
Innovator/Problem Solver/Community Contributor/Communicator	Research intensive		Students receive a full year each of qualitative and quantitative coursework in addition to a full year of statistics including multivariate analysis.	S 727/S737 S 726/ S736 S 718/S728 Students conduct both qualitative and quantitative year-long projects that are centered on community needs.	Yearlong research projects including IRB approval, working with community stakeholders, team research, collection, analysis and reporting of findings.
Problem solver/Innovator	Student Centered		Students are mentored by one or more faculty mentors on research projects or in coursework	Research internship Qualifying examination mentorship Dissertation mentorship	Publications National presentations Pass qualifying examination Successful defense of dissertation Job placement

Department of Labor Studies (LS)

This report reflects the program review and assessment efforts of the Department of Labor Studies (LS), School of Social Work (SSW), at Indiana University (IU) for the 2018-2021 academic years. The focus is on undergraduate education; the department offers a Bachelor of Science (BS), Associate of Science (AS), Certificate, and Minor in Labor Studies. The report documents the considerable efforts by the administration, faculty, and staff to rebuild the department which has experienced decreased enrollments over several years and begins with a brief description of the department and its personnel.

The LS department offers a variety of courses for traditional as well as non-traditional students from working class and underserved constituencies by providing opportunities for life-long learning, university credit for work life experience, a Certificate, an Associate of Science and Bachelor of Science degrees, as well as a minor in Labor Studies.

Additionally, practical labor education programs are offered across Indiana. The faculty are engaged in research, from their respective backgrounds, that examines local, regional, national, and global issues as it relates to its impact on workers and their world of work.

A self-study conducted in 2018 highlighted the strengths, weaknesses, opportunities, and threats for the department and fostered the departments' thinking about how better to contribute to the SSW's strategic plan. This was followed by an outside external review which made suggestions for department survival and efficacy. Renewed efforts to rebuild the department by increasing enrollments is the primary focus of departmental activities and is helped by administrative support from SSW, increased faculty involvement, moving from paper/pencil records to electronic databases, and robust efforts to realign personnel for a more efficient operation. After the "nuts and bolts" of the infrastructure were in place, the first order of business was to develop a curriculum map which outlined SLOs in each of 62 courses, as defined by our faculty, in consultation with the Center for Teaching and Learning, with the Profiles of Undergraduate Success (PLUS) as well as mapping the SLOs to the departmental learning outcomes and the Statewide Transfer General Education Core (STGEC). The map is currently around 95% complete.

Using a backward approach which begins with SLOs as defined within each course, faculty worked with the Center for Teaching and Learning to (re)develop SLOs using the Audience, Behavior, Condition, Degree (ABCD) approach for each course, the Department of Planning & Institutional Improvement to guide curriculum mapping, and the Division of Data Management to understand how best to strategically market courses to potential student populations. Recommendations adopted from the self-study and external review and subsequent school and departmental efforts are responsible for helping transform the Department of Labor Studies toward a more revenue stable, student centered, viable and valuable asset to the SSW.

An effort to move from the Principles of Undergraduate Learning (PULs) in place prior to 2018-2019 to the Profiles of Learning for Undergraduate Success (PLUS) was implemented by new leadership in early 2020 and allowed faculty to embed throughout our students' academic career important experiences and assignments which will further the causes of social justice and increase opportunities for engaged learning through the RISE initiative, civic engagement, diversity, global learning, student reflection, lifelong learning, personal development, and e-portfolios.. The new principles place a broader emphasis on action-oriented activities which move students from the academy to a career and have been updated to better reflect the changing needs of students in a globalized environment.

Prior to 2020, there was no course level assessment or interpretation of PULs so faculty, aware of the necessity of measurement tools through assignments, began in earnest to implement assignments in each course which were measurable and fit into new PLUS categories. Currently each course has SLOs mapped to PLUS with corresponding assignments which can be measured. See Appendix C for course examples.

Current efforts are underway to develop rubrics, most of which are adopted from those available from the American Academy of Colleges and Universities (AACU), in all courses for purposes of standardized measurement.

Department of Labor Studies Articulation of Courses, Principles of Undergraduate Learning and Profiles

Principles of Undergraduate Learning (PULS)	Course/Measurement Tool	Profiles of Learning for Undergraduate Success (PLUS)	Possible Assignment and Measurement Tool
1.Core Communication and Quantitative Skills: the ability of students to express/interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all students to succeed.		**Communicator:** The student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audience, and collaborate with others and across cultures to build relationships.	
Express ideas/facts effectively in oral, written, and visual formats	L290/quiz/Twitter/VoiceThread	Conveys ideas effectively	Written/oral/digital presentation
Comprehend, interpret, and analyze ideas and facts	L260/RISE	Evaluates information	
Communicate effectively in a range of settings			Research project/paper/report RISE Critical Thinking Rubric
Identify and propose solutions for problems using quantitative tools and reasoning		Builds relationships	
Make effective us of information resources and technology			Team project/service learning project Teamwork/Civic Engagement Rubric
Effectively articulate abstract ideas		Listens actively	
Create and evaluate presentations and performance			Class discussion, inter/intra group dialogue Value Rubric
Listen attentively to others and respond appropriately	L110/Discussion		
2.Critical Thinking: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process		**Problem solver:** Student works individually and with others to collect, analyze, evaluate, and synthesize	

of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs, and actions based on new information.		information to implement innovative solutions to challenging local and global problems.	
Apply		Thinks critically	Academic research paper Design experiment/survey Critical Thinking/Literacy Rubric
Analyze			
Evaluate	L290/VoiceThread/final		
Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.	L110/final written paper L290/quiz/Twitter/VoiceThread	Collaborates	Small group report Design/implement study Volunteer Teamwork Rubric
		Analyzes, synthesizes, & evaluates	
3.Integration & Application of Knowledge: The ability for students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.			Report modification of beliefs, behaviors, processes, procedures via presentation Problem Solving/Integrative and Applied Learning Rubric
Enhance their personal lives	L314/Discussion via VoiceThread	Perseveres	
Meet professional standards and competencies			Resolve group conflict within team work projects
Further the goals of society	L314/Discussion via VoiceThread L290/quiz		Student journals, one-on-one meetings, self-evaluations
Work across traditional course and disciplinary boundaries			
4.Intellectual Depth, Breadth, & Adaptiveness: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.		**Innovator**: Student builds on experiences and disciplinary expertise to approach new situation and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makes, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities and to address the world's most pressing and enduring issues.	
Show substantial knowledge and understanding of at least one field of study	L110/Discussion L290/final paper	Investigates	Conduct research, explain complex events Investigative report or findings
Compare and contrast approaches to knowledge in different disciplines	L260/Discussion/ written final	Creates/designs	Electronic portfolio Develop presentation
Modify one's approach to an issue or problem based on the contexts and requirements of particular situations	L110/midterm/ final exam	Confronts challenges	Academic paper, service learning project
		Makes decisions	Develop a plan to identify a need and carries its implementation to finality

5.Understanding Society and Culture: The ability of students to recognize their own culture traditions and to understand and appreciate the diversity of the human experience.		Community Contributor: The student is an active and valued contributor on the campus in in local and global communities, is personally responsible, self-aware, civically engaged and outward looking to understand societal and environmental needs. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, local and global.	
Compare and contrast the range of diversity and universality in human history, societies, and ways of life	L110/quiz L260/RISE	Builds community	Project identifying a cause/activity important to student Group assignments studying policy or community issue
Analyze and understand the interconnectedness of global and local communities	L110/Discussion	Respectfully engages own and other cultures	
Operate with civility in a complex world	L314/Online team work		
6.Values and Ethics: The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.		Anticipates consequences	Paper considering/explaining multiple perspectives on issue, event, concern Project requiring examination of a disciplinary-based problem from another culture
Make informed and principled choices and to foresee consequences of these choices	L314/Written assignments	Behaves ethically	
Explore, understand, and cultivate an appreciation for beauty and art			Examine ethical dilemmas Study other cultures Compare/contrast ethical approaches Value Rubric
Understand ethical principles: diverse/personal cultural/social, environmental, and personal	L314/Written assignments		Self-reflective paper

Future Assessment Plan for the School of Social Work

Assessment of implicit and explicit curriculum and student outcomes is situated in the office of the Associate Dean (AD) for Academic Affairs. The former AD left on August 1, 2021, and an interim AD is in place. Since August 1, 2021, the Interim AD has convened the Faculty Assessment Committee and has plans to include them as an advisory committee for school assessment plans. This committee structure includes students and will include community members, also. Because the school will be undertaking a curriculum redesign for its Social Work programs when the new CSWE competencies are approved nationally, the plan is to re-design assessment strategies at the same time. This will be a

community-engaged process using concept-mapping as a strategy for sourcing major curricular ideas. To align with the new strategic plan of the school which includes clear diversity, equity and inclusion goals, assessment will include disaggregated data of student learning outcomes based on demographic data to enact high impact practices and ongoing strategies for student success. After the initiation of the new curriculum, we intend to start a curriculum sequencing plan with a faculty sequence leader to convene continuous quality improvement for each sequence as part of an overall assessment strategy of keeping courses updated, relevant, and with fidelity to the competencies and CSWE accreditation plan. Goals for the Ph.D. and LS programs will be to begin to measure goals established. Goals for BSW and MSW will be to begin to disaggregate student data. We are currently assessing the best way to do that.

The School of Social Work has no plans to use The Record at this time. All Social Work students have extensive internships that are assessed and tracked internally for state licensure purposes. International experiences are linked to coursework. The Department of Labor Studies may decide to use The Record as they plan to initiate e-portfolios and internship experiences.