Program-Level Assessment: Annual Report

Program: Bachelor of Science in Social Work	Department: Social Work
Degree or Certificate Level: BSSW	College/School: School of Social Work
Date (Month/Year): December 2022	
In what year was the data upon which this report is based collected? AY 2021-22	
In what year was the program's assessment plan most recently reviewed/updated? AY 2022-23	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

4) Engage in practice-informed research and research-informed practice.
5) Engage in policy practice.
6) Engage with individuals, families, groups, organizations, and communities.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

4) Engage in practice-informed research and research-informed practice.
5) Engage in policy practice.
6) Engage with individuals, families, groups, organizations, and communities.

The identified student learning outcomes were assessed using the newly implemented comprehensive master measure developed by the BSSW curriculum committee. This was administered in the final semester of the senior year in SWRK 4250 (Integrative Seminar). This assessment was administered in class.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The BSSW Field Liaison administered the assessment during the final month of the senior year in SWRK 4250. Upon completion of the assessment, the Program Director reviewed and scored the responses. The results were shared with the curriculum committee in May 2022. During the curricular meeting in September, the faculty reviewed the scores, compared them to the previous year's results, and reviewed the master measure. The faculty that is responsible for the competency area is reviewing the curriculum, assignments, and course context for the areas that are identified as low performing. Throughout the AY the committee will present changes to either the master measure or to the course to address the deficits. The master measure will be administered to the next class in April 2023.

The master measure is included in this assessment.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

4) Engage in practice-informed research and research-informed practice. (questions 16-20)
5) Engage in policy practice. (questions 21-25)
6) Engage with individuals, families, groups, organizations, and communities. (questions 26-30)

Results:
See attachment.

We offered all classes in-person this AY, although it should be noted that some of the courses the students took and were tested on occurred during COVID and were taught either on-line or in a hybrid model.

2) Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The results from the data collected tell the BSSW committee that our students tend to do very well with understanding the material being presented in the classroom and can retain the core concepts, sometimes a few years after the course in which the material was introduced. Students can engage with lectures, readings, and other modalities of teaching and produce above-average outcomes. There were a few questions that addressed each objective that was answered incorrectly by many of the students. These questions will be reviewed by the committee to ensure the quality of the questions, as well as whether the material was effectively taught in the courses. We will be including the field placement assessment measure moving forward to determine if the coursework is translating into action as effectively.

3) Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The results of the data collected are shared with the BSSW program committee. This committee meets monthly to discuss and review the curriculum and any proposed changes that have come to the attention of the committee through this assessment process. This academic year we reviewed each section to determine the changes that needed to be made to the measure. The measure will be updated and administered again this academic year. Furthermore, the BSSW committee has been doing a full curricular review of each course and will complete this process this AY. The committee agreed with the University assessment feedback & we will include the field tool results, in addition to including the measure with this report.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Student artifacts collected ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of the findings.

Based on feedback from the University, we will be including the field placement assessment measure in addition to the master measure to determine how the coursework is translating into action.
The lower scores in the policy SLO, will lead to a review of the course as well as the sequencing of the course. Furthermore, included in our annual curricular review, the committee will be determining how policy practice can be infused more effectively into the curriculum.

If no changes are being made, please explain why.

4) Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We have begun a full curriculum review and have adjusted course offerings and sequencing. Based on previous assessments we noted that our students have not scored as strongly in diversity, equity, and inclusion in the practice of social work. We conducted full syllabi review of all BSSW syllabi to ensure that we are consistently addressing diversity, equity, and inclusion, throughout the curriculum. Based on this review, assignments were changed or enhanced and the scores of the master measure increased.

B. How has this change/have these changes been assessed?

While the scores improved this year, student outcomes regarding diversity, inclusion and equity continue to be an area of focus for our committee. The result of the curriculum review demonstrated that our program would need to continue to look for ways to infuse DEI-focused readings, assignments, and discussions throughout all of the courses. We are hopeful that with a more pervasive and intentional implementation we will be able to address the deficits and ensure that the concepts are taught and reinforced throughout the program. We will assess again in Spring 2023.

C. What were the findings of the assessment?

With minimal changes to the curriculum, we were able to determine a baseline from the results of the master measure and will continue to assess improvement or areas of deficit.

D. How do you plan to (continue to) use this information moving forward?

Due to our accreditation requirements, we are required to review all our competencies (learning objectives) annually. This provides us with the information needed to assess how our curriculum is meeting or not meeting the needs of our students. As stated above, this information has and will continue to inform our decisions about our courses and assessment tools. Finally, we will be including the results of our field assessment instrument in order to have a better understanding of how our students are implementing the material from the classroom.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

See attached.

Master Measure

Competency 1: Demonstrate Ethical and Professional Behavior

1. Which of the following does not demonstrate ethical practice in protecting confidentiality and privacy?
    a. Informing clients at the first meeting that as a social worker, they will break confidentiality for any report of child abuse or neglect
    b. Searching on google and social media to gain assessment data on the client prior to a meeting
    c. Asking clients to sign off on a "release of information" so that the social worker can discuss the client's case with another agency
    d. Using a work cell phone and laptop vs. one's personal technology

2. In honoring the ethical principle of "self-determination", the social worker
    a. Directs the client in how to handle their crisis
    b. Instructs the client that it is a family systems issue to resolve
    c. Informs the client how other clients have successfully handled the crisis
    d. Promotes that the client has the right to make any choice, good or bad, for themselves

3. Which of the following is not an ethical violation in the use of technology?
    a. Allowing family to use work laptop
    b. taking a phone call and talking to another client in front of client
    c. using own cell phone for client work with a separate phone number
    d. leaving computer screen open with client information while taking a break

4. The social worker has gotten behind on documenting the client's progress. In this situation, the most ethical action the social worker should take would be:
    a. use the current date and enter the note
    b. use the date/backdate that you visited the client and enter the date
    c. do not document the visit since it is after the time period
    d. use the current date but include the actual date of the client visit and enter the date
5. A year after your practicum, you run into a client from your practicum. The client is near your age and asks you if you want to meet up. What is the best ethical practice in this scenario?
    a. let the client know you will get back to them
    b. thank them for the invite but express that you have had a professional relationship
    c. set up a time to meet up since it is a year later and not a dual relationship
    d. ask the client if they are still a client with the practicum agency

Competency 2: Engage Diversity and Difference in Practice

6. To practice social work with cultural humility requires the social worker to have:
    a. a college education that includes foreign language requirements
    b. an understanding of the NASW Code of Ethics
    c. earned at least a C in a human diversity course
    d. desire to seek out more information and resources and to be able to say "I don't know"

7. Groups that hold the power and authority in a society and determine how that power and authority may be acceptably used are:
    a. Subordinate groups
    b. Dominant groups
    c. Targeted groups
    d. Spontaneous groups

8. Which definition best fits the statement: “White people can assume that when they go shopping, they will be treated as serious customers and not as potential shoplifters or people without the money to make a purchase.”
    a. Stereotype
    b. Oppression
    c. Privilege
    d. Racism

9. What is the definition of feminism:
    a. A movement to end sexist oppression that recognizes systems of domination and the relationship between sex, race, and class.
    b. A struggle that challenges philosophical structures
    c. For females only
    d. The exploration of sexual rights for women

10. Many assumptions we have are not based on universal truths but instead are assumptions that society has defined as truth describes what?
    a. Social Construction
    b. Socialization
    c. Intersectionality
    d. Oppression

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

11. Which of the following may result in an individual, previously at low risk, experiencing poverty during their lifetime?
    a. Federal economic recession
    b. Corporate downsizing
    c. Short-term disability
    d. All of the above
12. Which is the MOST accurate definition of social welfare?
    a. consists of the activities of persons trained to help individuals, groups, or communities to enhance or to restore their capacity for effective social functioning and to create the societal conditions that are favorable to this goal
    b. a formalized and often legislated system of public and private programs aimed at creating social and economic justice for the residents of a community, state, or country
    c. an individual who is committed to enhancing the social functioning of individual clients
    d. a program that is accredited by the Council on Social Work Education

13. Which two movements are proclaimed as being responsible for the birth of the social work profession?
    a. Civil Rights and Gay Liberation
    b. World Wars I and II
    c. Charity Organization Society & Settlement House
    d. National Association of Social Workers & Council on Social Work Education

14. Which of the following is a basic premise of social justice?
    a) All humans have the right to live fulfilling lives
    b) All humans should be afforded access to appropriate resources
    c) All humans should be able to live free from persecution
    d) All of the above

15. Social workers need to be aware of the relationship between, culture, income and healthcare because
    a) Healthcare access is often tied to jobs, so if a mother has multiple part time jobs, she may not have access to health insurance coverage
    b) Latinx, black, and American Indian/Alaska Native individuals are more likely to be uninsured, face barriers to care, and receive worse care than Caucasian individuals
    c) A lack of access to affordable, quality prenatal care in the U.S. has resulted in high rates of hemorrhage, hypertension, and other preventable problems among women during delivery, causing death and permanent injury to both the mother and the baby
    d) Social workers need to be aware of all of the above

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

16. Which one of the following statements is correct about evidence-based practice?

    a. It is mainly a cost cutting tool.
    b. It does not allow room for practitioner expertise to overrule the best evidence.
    c. It calls for practitioners to make practice decisions based on the integration of their practice expertise, their knowledge of client attributes, and the best research evidence.
    d. Assures practice effectiveness.

17. A barrier to implementing evidence-based programs is:
    a. Lack of evidence-based programs
    b. Costs can be high
    c. Staffing needs and requirements
    d. Organizational resistance to change
    e. All can be barriers to implementing evidence-based programs

18. Reasons for using mixed methods include:
    a. collecting richer, more comprehensive data.
    b. generating a broader range of research questions.
    c. corroborating findings.
    d. All of the above

19. How should you choose whether to use qualitative or quantitative methods?
    a. It depends on the conditions and purposes of our inquiry.
    b. It depends on what type of research the IRB says we can do.
    c. It depends on what population you are generalizing to.
    d. It depends on what research methods you are more skilled to use.

20. Which one of the following is true about a theory in social work research?
    a. Predicts behavior or attitudes likely to occur given certain conditions
    b. Connects implications of findings to other research
    c. Helps identify what to look for in a study
    d. All are true of theories

Competency 5: Engage in Policy Practice

21. Which is the BEST definition of "social policy"?
    a. the collective well-being of a community or a society
    b. good health, prosperity, and social respect
    c. a subset of social policies that determine the distribution of resources
    d. principles, procedures, and courses of action established in statute, administrative code, and agency regulation that affect people's well being

22. “Policy practice” refers to:
    a. social work students’ practice in designing and analyzing policies
    b. social work practice that is in accordance with the worker’s agency policies
    c. professional efforts to influence the development, enactment, implementation, modification, or assessment of social policies
    d. social work done by those working for government agencies

23. Policy practice is using our knowledge and how policies are made to take an active role in influencing the outcome of the process. What are three actions you might take to engage in effective policy practice?
    a. Participation in the political system
    b. Write an email to a member of your State legislature that explains your support or opposition to a social issue (homelessness, same day voter registration, Food Stamps, etc.)
    c. Visit your State Capitol and meet with /lobby your State legislator to discuss your support or opposition to a social issue (homelessness, same day voter registration, Food Stamps, etc.)
    d. All of the above

24. Policy is important in social work practice because
    a. By raising awareness, social workers facilitate relationships between diverse stakeholders
    b. Social work policy advocates can build coalitions among individuals, communities, and organizations with common interests.
    c. By sharing resources, contacts, and knowledge, social workers can help groups build sufficient momentum to affect legislation.
    d. All of the above.

25. Policy affects social work practice and social work practice should affect policy.
    a. True
    b. False

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

26. The engagement stage is:

    a. Is the first phase and is the process of establishing and maintaining a meaningful working relationship between the family social worker and family.
    b. The phase which involves identifying repetitive patterns and issues within the family that relate directly to the problem as well as identifying issues related to the nature of family relationships with the social environment.
    c. Providing a clear intervention in order to help meet the family’s goals.

    d. The phase in which the family has clearly met the goal and are ready to terminate the intervention.

27. Once a social worker and their client establish goals, the worker should engage the client in the process of _____.
    a. reflecting goals
    b. conducting an assessment
    c. developing action plans
    d. planning an evaluation

28. As a social worker who is beginning to work on a neighborhood challenge, the most important people to engage FIRST are:
    a. residents of the neighborhood
    b. elected officials
    c. businesses in the area
    d. consultants

29. Social service organizations can best engage client input into by:
    a. Selecting clients to serve on the Board of Directors
    b. Seeking on-going client evaluation of services
    c. Developing client peer or volunteer support positions in providing services
    d. all the above

30. Applying systems theory to community practice, means that
A. The social worker will research evidenced-based practices
B. Leadership of the agency will set forth a strategic plan
C. All groups involved in the community effort need to be a part of the task group
D. Funding is the prime concern

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

31. Hearing or receiving others' words, speech and language; observing their nonverbal gestures and positions; encouraging them to express themselves fully; and remembering whey they communicate are elements of the social work skill of
    a. Listening
    b. Registering
    c. Understanding
    d. Reflecting

32. Which of the following statements is true of community needs assessments?
    a. They need to be done by government only.
    b. They are subjective in nature, depending on the preconceived notions of social workers, and fail to mirror research practices.
    c. They can be used by a social worker working with community members seeking to enhance conditions in their neighborhood.
    d. They are limited to certain communities.

33. Assume that the following would be reasonable conversational questions/statements based on a subject's previous statement. Which is the best probe?
    a. "In what ways is that a better job?"
    b. "How is that a better job?"
    c. "Tell me more about why that's a better job."
    d. "How do you mean that's a better job?"
    e. All of these are equally good probes.

34. Which of the following statements is true of genograms?
    a. In genograms, squares are used to represent females and circles are used to identify males.
    b. They are typically used to develop views about environmental phenomena.

c. In genograms, a line extended downward from a relationship bracket line indicates an uncommitted relationship.
d. They help to increase awareness and understanding of how families influence their members.

35. Which of the following demonstrates using a strengths and assets-based approach to assessing a neighborhood community?
    a. youth recreation opportunities
    b. number of vacant houses
    c. low voting turn out
    d. incidence of car break -ins

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

36. Macro interventions include all the following except:
    a. family counseling
    b. Organizing a public awareness event
    c. Writing a letter to an elected representative
    d. Designing a new social program

37. In addressing and planning community-based interventions, the most important approach is to:
    a. develop a social program
    b. work together with people in the community on their goal
    c. ask the elected official to do something to address the issue
    d. apply an evidenced-based model from another community
38. While co-constructing SMART goals for the resolution of a client's problem, which of the following rules should be followed?
    a. Goals should appear as processes rather than accomplishments.
    b. Goals should not be time-specific.
    c. Goals should be established after developing action plans.
    d. Goals should be well-stated in easily understood, measurable, or verifiable terms.

39. In the role, a worker is involved in intervention in disputes between parties while remaining neutral, to help them find compromises, reconcile differences, or reach mutually satisfactory agreements.
    a. Negotiator
    b. Broker
    c. Empowerer
    d. Mediator
40. For any treatment group, the leader should do all except:
    a. Study the literature on the cause of problems that members are experiencing
    b. Examine the most effective intervention strategies for these programs
    c. Remember that if you are an experienced leader, you do not need to carefully plan each group
    d. Know the expectations as to the length of time the intervention strategies need to be applied to induce positive changes.

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

41. Scientific evidence should be based on
    a. systematic and comprehensive observations.
    b. a large and diverse sample of observations.
    c. observations gathered in ways that seek to reduce the influence of researcher biases.

d. All of the above

42. A researcher interested in measuring religiosity first defines the meaning and identifies possible dimensions of this concept. Which step in the measurement process does this represent?
    a. Conceptualization
    b. social desirability
    c. reliability
    d. indexing

43. The measurement of the dependent variable after the experimental treatment is known as a _____.
    a. pre-test
    b. post-test
    c. test-test
    d. pre-treatment assessment

44. Which of the following is an example of a quantitative method?
    a. Survey of a large group of students
    b. focus group of 4 people
    c. case study of 1 person
    d. All of these

45. According to the scientific method:
    a. currently accepted knowledge should be open to question.
    b. even the best research studies need to be replicated.
    c. observations should be comprehensive and unbiased
    d. All of the above

Intro Questions

Instructions for Completing the Final Evaluation for BSSW 4200:
At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. *Comments are encouraged.*

I have reviewed and approved the Student's Practicum Hours Log.
(Prior to submitting this Final Evaluation you must review and approve the student's Practicum Hours Log)

- ○ Yes
- ○ No

Field Instructor Last Name

Field Instructor Email

Agency Name

Student Last Name

Student First Name

Semester

Year

Title

Competencies 1 & 2

GENERALIST PRACTICE COMPETENCIES
(Competencies are followed by numbered Behaviors)

COMPETENCY 1. Demonstrate Ethical and Professional Behavior.

1. Demonstrate knowledge of social work values and ethical principles in ethical decision making. (Apply the NASW Code of Ethics).

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Field Instructor First Name

2. Demonstrate professionalism and professional behavior in all communications (oral, written, technology) in generalist practice.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

3. Use supervision to reflect and seek feedback to develop strong social work practice.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○

	Quality of Performance
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

COMPETENCY 2. Engage diversity and difference in practice.

1. Demonstrate through communications the importance of diversity and difference in practice at the micro, mezzo, or macro level.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

2. Demonstrate cultural competence through self-awareness and respect for diversity in age, class, color, culture, disability or ability, ethnicity, gender, gender expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

Competencies 3-6

COMPETENCY 3. Advance human rights and social, economic, and environmental justice.

1. Identify the forms and mechanisms of oppression and discrimination faced by vulnerable groups, as well as the role of power and privilege in society.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. Engage in advocacy activities that seek to empower vulnerable groups and advance social, economic, and environmental justice.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Comments:

COMPETENCY 4. Engage in practice-informed research and research-informed practice.

1. Use research evidence to inform and improve practice, policy, and service delivery.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

2. Use practice experience and data to engage in research methods to determine outcomes.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

COMPETENCY 5. Engage in policy practice.

1. Identify, analyze, and advocate for social policies at the local, state, or federal level that impact social well-being, service delivery, and access to social services.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Comments:

COMPETENCY 6. Engage with individuals, families, groups, organizations, and communities.

1. Apply knowledge of human behavior and social work theoretical frameworks to engage clients.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

2. Demonstrate empathy and effective interpersonal skills with clients/client systems to engage in changes.

	Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

Competencies 7 & 8

COMPETENCY 7. Assess with individuals, families, groups, organizations, and communities.

1. Demonstrate assessment skills through effective interviewing and data collection with individuals, families, groups, organizations and/or communities.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

2. Use a bio-psycho-social-spiritual assessment framework in assessment with individuals, families, groups, organizations, and/or communities.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	

	Quality of Performance
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

3. Through assessment, develop goals and objectives using a strengths, needs and challenges based approach.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

COMPETENCY 8. Intervene with individuals, families, groups, organizations, and communities.

1. Implement interventions to achieve practice goals and enhance well-being of clients and constituencies/client systems.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

2. Participate with inter-professional groups, teams, and/or coalitions in practice interventions.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

Competency 9

COMPETENCY 9. Evaluate practice with individuals, families, groups, organizations, and communities.

1. Select and use appropriate methods for evaluation of practice or program outcomes.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

2. Apply evaluation findings to improve practice at the micro, mezzo, and macros.

	Quality of Performance
1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	

	Quality of Performance
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Comments:

Professional Work Behaviors

Professional Work Behaviors (Completion Only)

1. Professional responsibility/interest in professional development

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency

2. Poise and self-control

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency

3. Assertiveness

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency

4. Personal appearance related to agency standards

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency

5. Plan and arrange work/self-motivated

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

6. Ability to assume responsibility for own learning

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

7. Understands and works within agency structure

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

8. Written and verbal communication

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

9. Use of supervision

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

10. Appropriate use of technology (e.g., personal or agency computer or electronic devices)

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

Comments:

Field Instructor recommendation of Final Grade:
(Please mark this Evaluation as Satisfactory or Unsatisfactory.)

- Satisfactory
- UnSatisfactory

Field Instructor will provide student with a copy of this Evaluation.

- Yes

Comments:
(Required)
Please provide a summary of performance including strengths and areas for further growth.

Student's Score

The student's score is: ${e://Field/mean}

If the Score is below a 3, please contact the student's Faculty Liaison

	# of Correct Respones	# of Incorrect Respones	Total Respones	Percentage	Field	Average	Competency Met?
Competency 1							
1	21	0	21	100%			
2	21	0	21	100%			
3	20	1	21	95.20%			
4	19	2	21	90.50%			
5	20	1	21	95.20%			
Average				96.18%	#####	94.64%	yes
Competency 2							
1	11	10	21	52.40%			
2	21	0	21	100%			
3	20	1	21	95.20%			
4	21	0	21	100%			
5	21	0	21	100%			
Average				89.52%	#####	89.51%	yes
Competency 3							
1	19	2	21	90.50%			
2	14	7	21	66.70%			
3	16	5	21	76.20%			
4	21	0	21	100%			
5	21	0	21	100%			
Average				86.68%	#####	88.64%	yes
Competency 4							
1	20	1	21	95.20%			
2	21	0	21	100%			
3	20	1	21	95.20%			
4	20	1	21	95.20%			
5	17	4	21	81%			
Average				93.32%	#####	87.26%	yes
Competency 5							
1	19	2	21	90.50%			
2	21	0	21	100%			
3	21	0	21	100%			
4	8	13	21	38.10%			
5	16	5	21	76.20%			
Average				80.96%	#####	80.08%	yes
Competency 6							
1	19	2	21	90.50%			
2	21	0	21	100%			
3	21	0	21	100%			

4	17	4	21	81%			
5	18	3	21	85.70%			
Average				91.44%	#####	94.17%	yes
Competency 7							
1	19	2	21	90.50%			
2	21	0	21	100%			
3	11	10	21	52.40%			
4	21	0	21	100%			
5	21	0	21	100%			
Average				88.58%	#####	88.04%	yes
Competency 8							
1	19	2	21	90.50%			
2	20	1	21	95.20%			
3	19	2	21	90.50%			
4	21	0	21	100%			
5	8	13	21	38.10%			
Average				82.86%	#####	87.78%	yes
Competency 9							
1	20	1	21	95.20%			
2	6	15	21	28.60%			
3	13	8	21	61.90%			
4	18	3	21	85.70%			
5	19	2	21	90.50%			
Average				72.38%	#####	74.24%	no