

**Student Learning Goals, Objectives and
Outcomes Assessment Report: FY 2013**



**School of Social Work
University of Pittsburgh
June 30, 2012**

Table of Contents

I. Overview.....	2
A. CSWE accreditation through reaffirmation.....	2
B. Description of the process through which assessment plans were developed and reviewed.....	3
C. Global Competence.....	3
II. SSW Quality Assurance System.....	4
A. Analyses of multiple sample data sets.....	5
1. Adequacy of explicit curriculum assessment	
2. Assessments based on our alumni	
3. Employer survey	
4. Rate of Social Work Licensure Exam Passage	
5. Field Instruction based assessment	
6. Educational culture, environment, and student satisfaction assessment	
7. Scholastic performance among our faculty members	
8. The student exit survey	
B. Benefit Equity Assessment.....	6
C. Triangulation.....	6
III. Overview of Learning Objectives and Use of Assessment Outcomes.....	6
A. BASW Program.....	6
1. Overall assessment finding	
2. BASW Program update on overall curricular changes that have resulted based on the assessment findings	
B. MSW Program.....	8
1. Overall assessment finding	
2. MSW Program update on overall curricular changes that have resulted based on the assessment findings	
C. Doctoral Program.....	11
1. Doctoral Program Evaluation	
2. Doctoral Program update on overall curricular changes that have resulted based on the assessment findings	
IV Learning Outcome Matrix.....	14
A. BASW Program.....	15
B. MSW Program.....	18
C. Doctoral Program.....	21
Appendix A: Faculty Scholarship Performance Report-- Implicit Quality Assurance.....	25
Appendix B: BASW Exit Survey Based Practice Behavior Assessment.....	28
Appendix C: Overview of MSW Practice Behavior Based Core Competencies Assessment: DP and COSA concentrations.....	41

I. Overview

The mission of the School of Social Work (SSW) is to advance knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principles of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities. The School offers the following degree programs: (a) Bachelor of Arts in Social Work (BASW); (b) Master of Social Work (MSW); and (c) Doctor of Philosophy (Ph.D.) in Social Work. In addition to the traditional degree programs, the SSW also offers joint degree programs with the Graduate Schools of Public and International Affairs, Public Health, School of Law and Pittsburgh Theological Seminary. Beyond the Oakland Campus, the SSW has MSW programs at the University of Pittsburgh-Johnstown (UPJ) and the University of Pittsburgh-Bradford (UPB).

The SSW currently ranks: (a) 11th among over 200 graduate schools of social work in the nation; (b) first among Pennsylvania institutions (ahead of University of Pennsylvania); and (c) 6th among public institutions in the nation (US News and World Report, 2012).

A. CSWE accreditation through reaffirmation

Starting 2009, the SSW implemented modified BASW and MSW curriculum in reference to the Educational Policy and Accreditation Standards (EPAS) issued by the Council on Social Work Education (CSWE) (2008). The SSW has reviewed, modified and implemented all of the BASW and MSW curricula (over 20 BASW and 40 MSW courses plus field practicum of both degree programs) by: (a) specifying practice behaviors connected to specific courses and their objectives; (b) identifying how it is implemented (via assignments and projects); and (c) clarified how students' demonstrations of competencies are measured. The SSW also has finalized a 10-year doctoral program evaluation plan and initiated an outcome assessment process.

These progressions were accomplished through an intensive collaboration among our program directors, full-time and part-time-adjunct faculty members, field practicum instructors, and student representatives. An estimated 2,100 aggregate hours were expended on the curricula modification, implementation assistance, assessment and evaluation. A comprehensive in-house curricula assessment of all degree programs is planned to occur every four years (next one will occur in 2016).

As noted in last year's plan document, the requirements for professional social work education have been significantly enhanced and strengthened. The modified goals of EPAS call for an effective integration and inclusion of a particular set of competencies in the social work education process. New guidelines are focused on student achievement of the competencies based on measurable practice behaviors that are comprised of relevant knowledge, values, and skills. Additionally, there are three major components stipulated by the CSWE in the design and evaluation of social work education: (1) explicit curriculum; (2) implicit curriculum; and (3) assessment and evaluation. An in-depth curriculum assessment is a major part of the accreditation report. Final version of the reaffirmation report (over 2,000 single spaced pages in length) was successfully submitted to the CSWE in July 2011.

At its June 2012 meeting, the CSWE Commission on Accreditation reviewed the Pitt SSW Self Study, the Commission on Accreditation Letter of Instructions to site visitors, the Site Visit Report, and the program's response to the Report as the Reaffirmation application for the social work program. Based on above documents the Commission on Accreditation voted to reaffirm the bachelor and master's program accreditation with no revision requirements for next eight years, thru June 2020.

B. Description of the process through which assessment plans are developed and reviewed

The SSW's assessment plan is developed by a School-wide working group called the Learning Outcome Assessment Committee (LOAC), which consists of all degree program directors and two associate deans (for academic affairs and research). Additionally, three major school-wide committees (i.e., Quality Assurance, Strategic Plan, and Budget) also work collaboratively to help generate optimal educational outcomes through evidence-based (1) deficit management, (2) asset management, and (3) momentum maintenance process. Based on the assessment findings, the SSW administers reinforcements based on targeted or distributive process to continually optimize the outcome performance.

The SSW Learning Outcome Plan is developed by the LOAC, reviewed by the Dean's office and then shared with all full-time faculty members for their suggestions for further refinement and modifications. The SSW's learning outcome plan document is also shared with student representatives (all three degree program representatives), adjunct faculty members, SSW's executive advisory board, and the board of visitors for their review and comments.

The SSW's learning outcome plan is also analyzed during the annual faculty and staff retreat meeting, which is designed to generate a variety of strategic ideas for the continual improvement of learning outcomes, such as making further modifications to curriculum and changes in academic policies, procedures, and resource allocation. The SSW retreat meeting is held during the early part of the fall semester as a think-tank session in search of new ideas and purging ineffective old strategies. Thus, the SSW learning outcome plan remains a forever-working document, which is continually modified and refined based on evidence-based outcome findings and their implications. Practicing an inclusive collaborative process among major stakeholders of the SSW further strengthens this process.

C. Global Competence

The SSW is well aware of the needs associated with BASW and MSW students' understanding of other countries and cultures. In addition to long standing learning goals and objectives as reported in previous years, SSW would like to invest in internationalization to significantly improve the global competence of our students. Anticipated impact of this effort aligns directly with the University's goals. Through a targeted effort to increase global competence, SSW students will be able to:

- a. respect and appreciate the diversity of societies and cultural differences;

- b. make informed and fact-based social-economic comparisons across cultures and regions; and
- c. understand how to adapt social work to the norms of differing cultures by comprehending the international dimensions of the social work profession.

The SSW has a designated faculty member in charge of establishing global competence as a key-learning component of our degree programs. However, additional resources are needed for constructive improvement and strengthening the curriculum contents. Future steps also include determination of methods and standards in which to evaluate targeted learning outcomes.

II. SSW Quality Assurance System

During the previous six years, we have continually refined and expanded the School-wide quality assurance system with three unique processes: (a) analyses of multiple sample data sets; (b) institution of a benefit equity assessment; and (c) incorporation of a triangulation method.

A. Analyses of multiple sample data sets

The SSW has developed the overall evaluation design consisting of 8 major categories of assessment areas covering various explicit (#1 through #5) and implicit (#6 through #8) components of each of the degree program as follows:

1. **Adequacy of explicit curriculum assessment** has been conducted by BASW and MSW directors and faculty members, and the SSW CSWE committee, which examined the extent to which required courses, as a group, are designed to meet the explicit curriculum goals through specific competencies, practice behaviors, implementation techniques, and measurement of student achievement (e.g., capstone, class assignments and projects involving selected organizations, communities, and interventions).
2. **Assessments based on our alumni** include surveys of recent graduates of all degree programs. The alumni survey is designed to solicit alumni evaluation of the SSW in reference to the degree program goals, EPAS competencies (for BASW and MSW graduates), and information related to their current job positions, subscription to additional educational training, and social work licensure achievement among MSW graduates. The alumni survey assessment is conducted every two years.
3. **Employer survey** is a survey, which consists of employers' evaluative assessment of work performance adequacy of recently hired SSW BASW and MSW graduates in reference to core EPAS competencies (as specified by CSWE). The employer survey assessments are being conducted every two years (next report is to be completed by February 2013).
4. **Rate of Social Work Licensure Exam Passage**-- Although not all social work positions require licensure (i.e., LSW), a data on those who took the exam and passed vs. flunked will be an important educational outcome indicator. This assessment will be conducted every two years, and a positive finding of 2010 performance by the MSW graduates is reported in the MSW matrix section of this document.

5. **Field Instruction based assessment** offers a unique opportunity of having social work professionals assess our students. Currently, the SSW collaborates with approximately 450 qualified field instructors who supervise our BASW and MSW students for 600 and 1080 hours, respectively. Thus, they are able to evaluate our students' performance in reference to the core competencies of the social work profession, as well as representative practice behaviors of the competencies. The SSW's field-based assessment consists of four components: (1) field instructors' evaluation of the field office and adequacy of practicum curriculum; (2) field instructors' evaluation of practicum students based on selected practice behaviors; and (3) student evaluation of field experience and learning adequacy. This set of assessments is being conducted annually.
6. **Educational culture, environment, and student satisfaction assessment** includes quality assurance and advisement adequacy surveys of all degree program students. The quality assurance survey includes student ratings of the quality of classroom learning, field placement experience, adequacy of library, use of technology in classrooms, learning environment, and advisor accessibility, value of advising, and assistance. This set of assessment is conducted annually.
7. **Scholastic performance among our faculty members** is being compared against faculty members of the nationally ranked top ten schools of social work, as part of the SSW strategic plan and implicit quality assurance component of social work education. Also, refereed journal articles and national conference presentations by our faculty members are tracked and evaluated against the rates of faculty members from the following top ten social work schools in the Country: University of Michigan at Ann Arbor, Washington University in St. Louis, University of Chicago, Columbia University, University of Washington, University of California Berkeley, University of Texas at Austin, University of North Carolina at Chapel Hill, Boston College, and, Case Western Reserve University. This set of assessment is conducted every two years (to review most recent reports on scholastic performance among SSW faculty members, see Appendix A).
8. **The student exit survey** is designed to assess various practice behavior factors related to the explicit components of our degree programs. As stipulated by the CSWE, the social work competencies are to be represented by selected and measurable practice behaviors that correspond to the core competencies. Furthermore, it is stipulated that each degree program generate two or more separate assessments of the practice behaviors in order to verify the utility of the major findings. Thus, the BASW and MSW program have selected to utilize the exit survey as second source of practice behavior assessment. The assessment finding information is being shared with student representatives for their comments, questions and suggestions toward continual optimization (for additional information regarding BASW and MSW student Exit Survey findings, see Appendix B and C).

B. Benefit Equity Assessment

As noted in previous reports, the SSW Quality Assurance System is uniquely designed to reveal an extent of benefit equity distribution patterns among sub-groups of the student

population. This assessment is based on analyses of whether the desirable explicit and implicit impacts are undesirably correlating with students' major demographic attributes (e.g., gender, race, full-time/part-time, concentration/major, and main/regional campus students). The criterion of benefit equity is closely related to ethical principles of educational institutions-- fidelity to individual's rights, social justice, and beneficence. A given program may be superior in its overall effectiveness; however, such a program may still fall short of ethical accountability and excellence if it produces an undesirable inequity of benefits among subgroups of students.

C. Triangulation

One of the ultimate goals of the quality assurance system is to design an evaluation procedure to minimize potential biases-- a system that incorporates strong internal, external, convergent, and theoretical validity, and multiple perspectives and procedures. Thus, the SSW Learning Outcome Assessment Committee has advised to incorporate a triangulation method. Triangulation is the evaluative analysis based on the combination of two or more unique data sources, methodological approaches, and theoretical paradigms within the research process. Meanwhile, the SSW also considered the practicality and cost-efficiency of the overall evaluation process. Thus, the SSW quality assurance system is based on a relatively low cost assessment system with multiple sets of surveys targeting uniquely different sample groups with varying perspectives (e.g., current students, field practicum instructors, alumni, and employer of the graduates).

III. Overview of Learning Objectives and Use of Assessment Outcomes

A. BASW Program. The goals of the BASW Program are to prepare graduates to engage in evidenced-based social work practice (with individuals, families, groups, communities, and organizations within a multicultural society) utilizing available technologies, and to continue formal education in either graduate social work education or other graduate disciplines. The BASW outcome assessment status (in process vs. completed) is as follows:

BASW graduates will be:

- a. ready for employment in entry-level social work practice (completed).
- b. able to evaluate social work practice intervention (completed).
- c. ready for advanced graduate or professional education (completed).
- d. able to demonstrate explicit curriculum goal achievement (completed).

1. Overall assessment finding

Overall assessment findings indicate that the BASW is meeting or exceeding the measurable criteria for achievement in all of the above objectives (for more detailed learning outcome assessment findings, see Appendix B). In addition, there were no significant issues related to benefit equity across student subgroups (e.g., age group, gender, race, and junior vs. senior).

2. BASW Program update on overall curricular changes that have resulted based on the assessment findings

The BASW program committee, consisting of full-time and adjunct faculty members, field staff and a BASW student representative met on a monthly basis to discuss goals and objectives for the 2011-2012 academic year. In order to maintain the desirable outcome momentum, following changes were made to the BASW program based on outcome findings discussions:

- Reinstated the bi-yearly “Team of Teachers” meeting where all faculty (full time and adjunct) meet together to discuss curriculum, barriers facing students and in general to better coordinate different sections of the same course. (Note: at least 2 sections of each course in the BASW program are offered each term, this forum gives those faculty a chance to check in on teaching materials, course assignment success, etc.)
- Prepared for the CSWE site visit, which took place in February 2012. Faculty met to discuss the implementation of the 2008 EPAS in our curriculum and discussed integration of practice behaviors into courses. Faculty attended all meetings for the BASW reaffirmation visit and answered questions competently.
- Responded to the CSWE site visit report by revising our syllabi to reflect the 2008 EPAS practice behaviors. This meant revising all of the matrices created to demonstrate the mapping of course objective → competency → practice behavior → course assignment. Additionally BASW program committee revised the field documents to reflect the practice behaviors as worded in the 2008 EPAS. We also added sections to our BASW field and student handbooks on professional performance guidelines.
- The Behavioral Health Case Management Certificate accepted its first students into the program. Two current juniors (rising seniors) will be the inaugural class for the program (2012-2013). This is a joint certificate program with the Department of Psychology and prepares students for competent generalist practice in case management post-graduation.
- The Browne Leadership Fellows Program is actively recruiting its inaugural class with student beginning the fellowship in Spring 2013. The students in the Browne Fellowship will be non-social work students, seeking to further integrate the principles that define the profession of social work into their own (i.e. nursing, engineering, English literature, etc.). The Browne Leadership Fellows Program is an interdisciplinary fellowship aimed at preparing students to be engaged civic leaders working for economic and social justice. Through service, research, and advocacy, Browne Leadership Fellows will have an opportunity to explore the root causes of social issues, and engage in identifying

effective mechanisms to create lasting change. These students represent the next generation of public problem solvers and civic leaders.

- Designed and initiated the “Pathway to Pitt” program which provides training stipends to students from Butler County Community College who enroll in Pitt’s BASW program. This year we will be providing up to 10 students with \$1000 each to assist them in defraying the cost of commuting to the Pitt campus.

B. MSW Program

The goal of the MSW Program is to provide an outstanding graduate degree program that prepares MSW graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally-competent advanced social work practice that reflects the social work profession’s values, traditions, and philosophy. The MSW program includes dual concentrations: (1) direct practice; and (2) community organization and social administration (COSA). The MSW learning outcome objectives to be evaluated are as follows:

- a. To be able to utilize social work practice theories and methods with individuals, families and small groups-- for direct practice majors (completed).
- b. To be able to utilize social work practice theories and methods with community organization and social administration-- for COSA majors (completed).
- c. To be able to utilize values and ethics of social work practice with diverse and vulnerable populations (completed).
- d. To be able to conduct evidence-based evaluation of social work practice (completed).
- e. To be able to demonstrate explicit competency- based goal achievement (completed).

1. Overall assessment finding

Overall assessment findings indicate that the MSW is meeting or exceeding the measurable criteria for achievement of all of the above objectives (for more detailed learning outcome assessment findings, see Appendix C). During previous years, several ratings by the COSA students showed unsatisfactory ratings as a group. Thus, based on the COSA committee assessment with student representatives, the COSA curriculum was completely revised in accordance with CSWE mandates. Subsequent comparative assessments show that COSA students are exhibiting slightly higher satisfaction ratings and competency achievements. Ratings for the direct practice students met or exceeded the measurable criteria.

As noted in the previous year's report, there were several significant relationships between the quality assurance ratings of the above objectives and student attributes (e.g., gender, race, main vs. regional campus, and full- and part-time status). For example, part-time and regional campus students issued slightly higher positive ratings.

2. MSW Program update on overall curricular changes that have resulted, based on the assessment outcomes.

We are reassured that overall the MSW Program learning outcomes are very strong. As a consequence, the CSWE reaccreditation site visit went very well and the preliminary report submitted by the site visitors spoke highly of the overall strength of the SSW learning environment. However, we continue to examine our curriculum in order to be responsive to the university mission and the changing climate of the professional practice environment.

In order to maintain overall positive MSW learning outcomes, following are new programmatic changes and initiatives:

- Enhanced formatting of all MSW syllabi based on new CSWE educational standards and MSW practice behavior goals.
- Foundation faculty members are reviewing new competency-based textbooks that include social justice and global social work content. Eventually, MSW program will infuse global content into the majority of SW courses and will begin this process with the foundation curriculum.
- “Social Policy in Cuba” course and trip, Spring break 2012, has now been voted into the permanent course inventory as a general elective (open to all MSW students).
- Curriculum committees to begin to meet within and across content areas to further ensure consistent preparation for advanced competency.
- Preparing to develop more general elective courses that will enhance “cross-over” skills for both COSA and DP students, for example; “Advocacy and Lobbying” (currently under consideration by full faculty.)

The MSW Direct Practice (DP) curriculum continues to meet and exceed the program-wide targets for learning outcomes and satisfaction. This has been a strong positive validation of the MSW program's collective efforts to continually seek feedback and modify our direct practice curriculum accordingly. The DP Advisory Board, composed of a diverse group of local community practitioners, meets twice a year to provide input to faculty regarding practice trends and recommendations for the curriculum to best prepare students for professional practice. The reaccreditation process provided a more extensive study of our overall curriculum and as a result MSW program is now looking at developing a few new elective courses to address practice skills that are not currently covered in our curriculum. Courses currently under development and/or consideration include following:

- An advanced elective on social work and spirituality.
- An advanced elective on trauma-informed care.
- Making the existing Social Work Practice with Groups mandatory for DP students.

The SSW COSA Committee reviewed and discussed the initial Student/Program Assessment process and findings. Several ratings – especially student self-ratings – were below the desired 85% goal we have set. While this is early data and preliminary results based on just our December graduating students, areas such as, “Larger community context,” “policy practice,” and “human behavior “ merited further discussion. We have begun the first stage of creating a feedback loop on this assessment data back to our COSA curriculum. Although this is preliminary, the MSW committee has agreed on several actions from these meetings beyond the initial review and discussion on this assessment data as a committee:

- The MSW program will continue to monitor this assessment and its multiple data over the next three iteration to see if any of the issues that concerned us (competency areas with ratings below 85%, the gap between student self-ratings (lower) field instructor ratings (higher) of student competency) improve based on current efforts.
- The MSW program will map assessment rating on particular competencies in relation to courses where we faculty can look to enhance knowledge and skills on key practice behaviors informing those competencies and fine-tune our curriculum to maximize student outcomes.
- Agreed to explore implicit curriculum that can support and enhance our explicit curriculum through such activities as speakers, student dialogues and initiatives (e.g., Civil Action Movement), service projects, alumni mentoring, among others.
- The MSW program will assess additional curriculum development in dialogue with our field faculty and alums that can strengthen student competencies in key knowledge and skills for critical practice behavior in the COSA practice arena, as we have begun to do with discussions around skill modules such as: 1) Advocacy and Lobbying skills (including Voter registration) to better impact policy and funding – as we discussed relative to Hull House demise; 2) Communication/Marketing and PR; 3) Technology and Social Media, and 4) Board and Governance.

COSA committee will be focused on development of curriculum for potential instruction in the above skill areas – Communications/Marketing and Public Relations already exists – particularly in a new modular format of one-credit skills courses. COSA will present to relevant committees and faculty committee a pilot special topics course using three 5-week course modules from the above. Special focus will be given to Advocacy and Lobbying skill development, not only in courses, but also in encouraging and support student implicit learning. The emerging Civil Action Movement student group presents a rich opportunity for implicit learning as students seek to tackle issues.

As previously practiced, COSA will continue to work with its community and nonprofit executive leaders on both the COSA committee and through such memberships as the Greater Pittsburgh Nonprofit Partnerships and the Mon Valley Providers Council that maintain active advocacy and lobby initiatives for the nonprofit sector and for community human services. In

this way COSA can continue to support both explicit and implicit learning on time issues and essential skills.

C. Doctoral Program.

The goals of the Doctoral Program include providing students with advanced research skills in design, methods, and policy analysis training based on a core foundation of social science theory, social welfare history, and social policy. These competencies will enable students to conduct scholarly research in a variety of social problem areas, which build and/or further develop our social work knowledge base. Through their publications in peer refereed journal, national conference presentation, and book chapters, students are expected to disseminate new knowledge to researchers, practitioners, educators, and policy makers. The Doctoral Program's learning outcome objectives to be evaluated are as follows:

- a. To be able to design data collection and analytic methods to conduct quantitative research investigations (completed).
- b. To be able to assess the design, data collection, and analytic methods of qualitative research (completed).
- c. To learn at least one substantive area in the field of social work for scholarly research, such as poverty, gerontology, juvenile justice, child welfare, mental health, drug/alcohol abuse, etc. (completed).
- d. To be able to develop and complete a scholarly dissertation that results in refereed journal or book/chapter publications (ongoing).
- e. To prepare, submit, and have a minimum of two publications prior to graduating from the doctoral program. These publications can be solo authored and/or have collaborative authorship (ongoing).
- f. To submit a least one grant for external funding during the pre-dissertation and/or the dissertation stage of their program (ongoing).

Overall assessment findings indicate that the Doctoral program is progressing toward exceeding the measurable criteria for achievement of the above objectives. However, the quality assurance ratings by the doctoral students are showing lower ratings than preferred for educational objectives related to learning qualitative research. Thus, the Director of the Doctoral program has conducted follow-up group sessions with the Doctoral Committee and the Doctoral Evaluation Committee to generate a specific enhancement plan with criteria for accountability. All doctoral students are strongly encouraged to take at least on qualitative methods course before graduating from the program.

1. Doctoral Program Evaluation

The SSW doctoral program has formed a sub-committee for evaluation to take a leadership in the implementation of the comprehensive evaluation plan. The sub-committee has adopted a structure for the evaluation, which is shown in the Matrix (on following page). Such a comprehensive in-house assessment of doctoral program is scheduled to occur every **five** years. The committee jointly developed strategies for completing each aspect of the report during the

year 2010. A committee member conducted an evaluation survey of the doctoral students, and a preliminary summary of results will be circulated for review by June 2011. Additionally, the Program Director and the Chair of the Evaluation Committee have scheduled a two-day “retreat” to draft the evaluation components.

Doctoral Program Evaluation Matrix

Goal	Assessment Questions	Data source and evaluation strategy
A. Program Goals	<p>Educational excellence</p> <p>Affirmative action goals, and how these are related to the School and the University Long Range Plan</p> <p>How goals have been achieved, and how they have evolved, responding to changing directions of the discipline, needs of society, and available resources/workload</p>	<p>School’s policy analysis and supporting evidence</p> <p>School’s policy analysis and supporting evidence</p> <p>School’s policy analysis and supporting evidence</p>
B. Faculty profile	<p>Number of faculty tenured, in the tenure stream, and outside of the tenure stream, including part-time and adjunct faculty</p> <p>Educational profile, research productivity, and other evidence of creativity,</p> <p>Quality of teaching of the faculty</p> <p>Impact of the faculty on their discipline and the profession</p>	<p>School’s tenure record and faculty profile</p> <p>Publication record</p> <p>Teaching evaluations</p> <p>Publication and national conference presentations, awards, prizes, commissions, and fellowships</p>
C. Students	<p>Demographic and academic characteristics of student population</p> <p>Progress toward meeting affirmative action goals</p> <p>Financial assistance available to graduate students</p> <p>Attrition rate, amount of time to complete degree, graduation rate</p> <p>Student morale</p> <p>Success in placement of graduates, and career achievements</p>	<p>Student profile analysis</p> <p>Analysis of policy on admission of students and description of resources and strategies used for recruitment</p> <p>Financial record assessment</p> <p>Student data base assessment</p> <p>Quality assurance survey Extent of student participation in development and evaluation</p> <p>Alumni survey</p>
Goal	Assessment Questions	Data source and evaluation strategy
D. Physical facilities and other resources	<p>Adequacy of classrooms and other instructional rooms</p> <p>Computer facilities and support</p> <p>Library and information retrieval resources</p>	<p>Student QA survey and exit IW Description of facilities</p> <p>Student QA survey and exit IW Description of facilities</p> <p>Student QA survey and exit IW Description of facilities</p>
E. Program budget	<p>Financial support from externally funded grants, endowments, and University funds</p> <p>Adequacy of support</p>	<p>School’s financial record analysis</p> <p>QA survey of students</p>
F. Curricula and teaching effectiveness	<p>Adequacy of curricula and course objectives</p> <p>Teaching quality and effectiveness.</p> <p>Methods of evaluating student performance.</p> <p>Numbers, types and sizes of classes taught by tenure stream, tenured, and other faculty, and by TA/TFs</p> <p>Quality of doctoral dissertations</p> <p>Opportunities for professional development</p>	<p>Curricula matrix assessment</p> <p>Assessment of teaching by students and peers</p> <p>Describe curriculum.</p> <p><i>Need to plan</i></p> <p>Joint faculty-student publications and presentations</p>

G. Interrelatedness of the programs with other programs	Adequacy of curricula and course objectives	Curricula matrix <i>assessment</i>
	Student satisfaction	Quality assurance survey
H. Comparison to similar programs at other leading universities	Faculty scholarship comparison	Bench mark assessment from strategic planning
	Student profile comparison	Bench mark assessment from strategic planning
	Ratings by accrediting agencies, professional organization, or others	Bench mark assessment from strategic planning
	Faculty size and number of students	Bench mark assessment from strategic planning
I. Strategies for strengthening program	Self-evaluation of strengths and weaknesses of the program	School's strategic planning data
	Description of ways to strengthen the program	School's excellence committee assessments

2. Doctoral Program update on overall curricular changes that have resulted based on the assessment findings

Based on doctoral program evaluation findings generated during 2010 and 2011, several major modifications are in process, or have been made, including:

- * Added a Capstone course to allow doctoral students to learn how to apply research knowledge gained through required research courses.
- * Added a weekly Doctoral Seminar for the purpose of inviting research scholars from across the University, as well as the School of Social Work, whose theory driven research interfaces with Social Research. Presentations focus on the vital areas of applying theoretically grounded frameworks on nationally funded research projects. The presentations increase their knowledge about and competence in applied social research, strategies for initiating a funded research agenda at the doctoral level, and deepens the scope of learning in applied research from a variety of disciplines associated with social work practice.
- * Laid out specific expectations to strongly recommend doctoral students take one of several graduate level courses offered in other programs on qualitative research design and methods. For example, beginning spring of 2011 the doctoral program has:
 - a. Offered a new course entitled: Multicultural Groups in Context: A Research Perspective. This is an advanced course designed to build a social justice foundation within the core doctoral curriculum. It provides a framework for understanding and respecting culturally diverse populations and services as a basis for infusing culturally diverse content throughout research and education. The premise of this course recognizes the United States as a multicultural society and asserts the need to understand the ways in which diversity strengthens our society.

- b. Commissioned another new course entitled: Child And Youth Policy. This course addressed key issues in child and youth policy through the critical analysis and application of social, cultural, philosophical, psychological, and biological theory. Through class discussions and written assignments, students were to become proficient in using relevant theoretical perspectives to critically assess child and youth policy and to develop fresh approaches to the complex and varied issues affecting children and youth.
- c. Instituted a new course entitled: Mixed Methods in Social Research. This course introduced the concepts and methods of mixed methods approaches to research. It provided students with the foundation and conceptual understanding of using mixed methods as a “third paradigm.” At the end of the course, students were able to:
 - Differentiate among qualitative, quantitative, and mixed methods approaches to research design
 - Identify and explain mixed methods research and its relevance to social work research
 - Identify and explain different mixed methods approaches
 - Appraise and apply the various characteristics (e.g., research questions, designs, data collection techniques) for mixed methods approaches

* During this Fall-term, our doctoral committee will continue focus on how to maintain the positive momentum on the rates of students' refereed journal publications and national conference presentations. Overall 2011 achievements by the doctoral students are as follows:

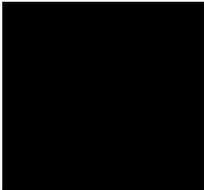
1. All (100%) of the doctoral candidates (as of December 2011) succeeded in achieving accepted refereed journal articles based on a substantive area in the field of social work and presented at one and/or both national conferences (i.e., Council on Social Work Education and Society for Social Work Research).
2. During 2011, 6 (1st year, 3rd, and 4th year) doctoral students generated 7 (in-press) and 9 journal articles; and 9 doctoral students were selected for 23 national conference presentations.

During the academic year 2012/13, the doctoral program committee has agreed to generate specific strategies for infusing social, economic, and political justice into the doctoral program curriculum. Our goal is to prepare our doctoral students to be able to promote social, economic, and political justice in a multicultural and global society. This infusion process is planned to take place at all levels of the core curriculum, i.e. social welfare history, social policy, social science theory, and social research.

IV. Learning Outcome Matrix

Based on the learning objectives of the SSW degree programs, the Matrix tables on the following pages further delineate the learning outcomes, standards of comparison, interpretation of results, and action plan. It should be noted that due to the accreditation review and visit by CSWE, only few new assessments were completed during 2011.

**ASSESSMENT
MATRIX**



PROGRAM OR SCHOOL	BASW Program		
Assessment Coordinator for Program or School	Name: Azadeh Block	Email: agm6@pitt.edu	Phone: 8-3921
Program or School Mission Statement	The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principals of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.		
Program or School Goals	The BASW Program: 1. Prepares graduates to engage in evidenced-based social work practice (with individuals, families, groups, communities, and organizations within a multicultural society) utilizing available technologies. 2. Prepares students for continuing formal education in either graduate social work education or other graduate disciplines.		

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
a. Students are prepared to be employed in entry-level social work practice.	<p>1. The SSW Office of the Associate Dean for Research will conduct annual SSW Quality Assurance Survey.</p> <p>2. The Office of the Associate Dean for Research will conduct the BASW employer survey of hired staff members every two years.</p> <p>3. The SSW Office of the Associate Dean for Research will conduct the BASW Alumni Survey every two years.</p>	<p>1. At a minimum, 85% of BASW students will agree that they are being adequately educated to be employed in entry-level social work practice.</p> <p>2. At a minimum, 85% of employers who hired BASW students will rate that they are adequately educated to be employed in entry-level social work practice.</p> <p>3a. At a minimum, 75% of BASW graduates will secure employment in the social work.</p> <p>3b. Within 6 and 12 month post-graduation, over 50% and 85% (respectively) will have secured employment, respectively.</p>	<p>1. The SSW quality assurance survey (2010) shows that a high majority (97.8%) agreed that BASW students are adequately to well educated for employment in entry-level social work practice.</p> <p>2. The employer survey finding (2011) shows that all of respondents (100%) agreed that hired BASW graduates are adequately to well educated for employment in entry-level social work practice.</p> <p>3a. The BASW alumni survey finding (2011) shows that 86.3% have secured employment in the social work field.</p> <p>3b. Within 6 months post-graduation, 75% of BASW respondents have secured employment (BASW alumni survey, 2011). During previous years, as much as 96.4% of BASW respondents have secured employment within a 6-month period.</p>	<p>1 & 2: A consistent positive findings based on the triangulated assessment method induced new initiative to not only keep meeting the outcome goal but to compete towards top undergraduate social work programs in the country through intensive quality assurance monitoring. Maintaining the positive outcomes are often more difficult than anticipated.</p> <p>3a & 3b: In view of the recent trend of national recession and cutbacks on state and federally supported human service programs, the SSW is offering a more concentrated employment service to BASW graduates (e.g., offering job fair programs, a job search website for social work with continually updated employment opportunity information, assessment of available new job positions among local social service providers, and meeting with any alumni expressing additional information regarding employment).</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>b. Students will be able to evaluate and apply research methods, research findings, and related tools to evaluate practice intervention.</p>	<ol style="list-style-type: none"> 1. The BASW seniors will complete a capstone assessment of practice project (annually this data will be gathered by the Director of the BASW program). 2. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey. 3. The Office of the Associate Dean for Research will conduct the BASW employer survey of hired staff members every two years. 4. d. The SSW Office of the Associate Dean for Research will conduct the BASW Alumni Survey. 	<ol style="list-style-type: none"> 1. At a minimum, 85% of BASW senior's capstone projects will be approved for Research Poster Session, and demonstrate applied research knowledge. 2. At a minimum, 85% of BASW students will agree that they are adequately being educated. 3. At a minimum, 85% of employers will indicate that the hired graduates are adequately educated in this area. 4. At a minimum, 85% of the Alumni will indicate that they were adequately educated in this area. 	<ol style="list-style-type: none"> 1. All class members who took second required research class successfully presented in the Research Poster Session on April 2011. A high percentage also was accepted into the Honor's poster session. <p>In addition, this year, our BASW student was the first place winner at BPD (national competition).</p> <ol style="list-style-type: none"> 2. The SSW quality assurance survey finding (2010) shows that a high majority (97.7%) agreed that they are being adequately to well educated in to be able to evaluate practice intervention. 3. The employer survey finding (2011) shows that all respondents (100%) agreed that employed BASW graduates are adequately to well educated in this area. 4. The BASW alumni survey finding (2011) shows that 92.4% indicated that they are able to evaluate practice intervention. 	<p>1, 2, 3, & 4: Based on consistent findings regarding the positive achievement of this goal (convergent validity), the BASW program director and quality assurance committee have analyzed and identified potential factors associated with such an achievement (i.e., exceptionally high quality teaching and enhanced opportunity for learning application). Nationally, it is a well-known phenomenon that social work students generally dislike and achieve accordingly in research classes.</p>
<p>c. Students will be prepared for advanced graduate or professional education.</p>	<ol style="list-style-type: none"> 1. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey. 2. The SSW Office of the Associate Dean for Research will conduct the BASW Alumni Survey every two years. 3. c. The Office of the Associate Dean for Research will conduct the BASW employer survey of hired staff members every two years. 	<ol style="list-style-type: none"> 1. At a minimum, 85% of BASW students will agree that they are adequately being educated for advanced graduate or professional education. 2. Within 5 years post-graduation, at a minimum, 75% of BASW alumni will have attained professional certificate, or be enrolled in graduate school. 3. At a minimum, 85% of BASW employers will agree that hired graduates are adequately being educated for advanced graduate or professional education. 	<ol style="list-style-type: none"> 1. The SSW quality assurance survey finding (2010) shows that a majority (97.5%) indicated that they are adequately being prepared in this area. 2. The BASW alumni survey finding (2011) shows that 48.8% of the 2009 and 2010 graduates have attained professional certificate, or enrolled in graduate school. 3. The employer survey finding (2011) show that a majority (97.5%) agreed that their hired BASW staff members are adequately educated for advanced graduate or professional education. 	<p>1, 2, & 3. Although we have attained consistent positive findings regarding achievement of this goal, other than overall quality of the BASW program, we are not sure exactly what are the specific sets of contributing factors for the individuals' decision to subscribe to further advance educational credential.</p> <p>Thus, the BASW Program Director and faculty will explore this question by beginning with a focus group session involving near graduation students. Information generated by such an assessment will help us to be targeted and nurture and capitalize on the contributing factors.</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
d. BASW students will be able to achieve explicit curriculum goals	<ol style="list-style-type: none"> 1. The BASW director, faculty members, and SSW CSWE committee will examine the extent to which required BASW courses are designed to meet the explicit curriculum goals through a matrix assessment method and review of course syllabi. 2. The SSW Office of the Associate Dean for Research will conduct the BASW Alumni Survey in reference to the achievement of explicit curriculum goals. 3. The Office of the Associate Dean for Research will conduct the BASW employer survey in reference to the achievement of explicit curriculum goals. 	<ol style="list-style-type: none"> 1. All of the CSWE explicit curriculum goals will be met by the required BASW courses as a group. 2. On average, 85% of BASW alumni will agree that the explicit curriculum goals as a group were achieved. 3. On average, 85% of employers of the BASW graduates will agree that the explicit curriculum goals as a group were achieved. 	<ol style="list-style-type: none"> 1. Reviews by the BASW director, faculty members, and SSW CSWE committee affirm that 100% of CSWE explicit curriculum goals are being met by the required BASW courses as a group. 2. The BASW alumni survey finding (2011) shows that on average 91.8% of respondents agree that the explicit curriculum goals as a group were achieved. 3. The employer survey finding (2011) shows that a majority of respondents (98.9%) agreed that the 10 explicit competency goals as a group were achieved. 	<ol style="list-style-type: none"> 1. All BASW required courses will continually be surveyed in reference to the students' evaluative rating of the extent to which course objectives were actually achieved in order to further improve the adequacy and quality of the curriculum content and teaching effectiveness. 2&3. The explicit curriculum goal with the rating of previous year's 82.5% has been enhanced to 91.8% during 2011 through the BASW Program Director and faculty members' targeted interventions (i.e., engage in policy practice to advance social and economic well-being and to deliver effective direct practice social work services). Thus, this rating will continue to be monitored in order to maintain the momentum.
e. BASW students will be able to apply knowledge gained through required Liberal Arts courses (i.e., Statistics and Seminar in English Composition).	<ol style="list-style-type: none"> 1. Selected courses for this year's evaluation are Statistics (STAT 0200/0800 and English Composition (ENGCOMP 0200)). BASW senior class will be challenged to implement capstone projects involving research questions, research design, data collection, and use of statistics to describe research findings in the Research Poster Session. 	<ol style="list-style-type: none"> 1. At a minimum, 85% of BASW senior's capstone projects will be approved for Research Poster Session, and will demonstrate applied use of writing skills and statistics to describe research design and findings. 	<ol style="list-style-type: none"> 1. All class members who took second required research class successfully presented in the Research Poster Session on April 12, 2010, and demonstrated applied knowledge in English Composition and Statistics. <p>Various faculty members and students who attended the research poster session were quite impressed with students' ability to generate graphs, charts and interpretation of data findings based on statistical methods.</p>	<ol style="list-style-type: none"> 1. No changes related to the BASW requirement of the English Composition and Statistics Course are anticipated.

**ASSESSMENT
MATRIX**



PROGRAM OR SCHOOL	MSW Program		
Assessment Coordinator for Program or School	Name: Lynn Coghill	Email: lcoghill@pitt.edu	Phone: 412-624-6854
Program or School Mission Statement	The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principals of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.		
Program or School Goals	The goal of the MSW program is to prepare graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally-competent advanced social work practice – either direct practice with individuals, families, and small groups, or community organization and social administration – that reflects the social work profession’s values, traditions, and philosophy.		

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
1. To be able to utilize social work practice theories and methods with individuals, families and small groups (for Direct Practice majors).	<p>a. The SSW Office of the Associate Dean for Research will conduct annual SSW Quality Assurance Survey.</p> <p>b. The SSW Office of the Associate Dean for Research will conduct the MSW Alumni Survey.</p> <p>c. The Office of the Associate Dean for Research will conduct the MSW employer survey of hired staff members every two years.</p>	<p>a. At a minimum, 85% of MSW students will agree that they are adequately educated in this area.</p> <p>c. At a minimum, 85% of Alumni will indicate that they were adequately educated in this area.</p> <p>c. At a minimum, 85% of MSW employers will indicate that the hired staff members are adequately educated in this area.</p>	<p>a. The SSW quality assurance survey finding (2010) shows that a high majority (96.1%) agreed that they are being adequately educated in this area.</p> <p>b. The MSW alumni survey finding (2011) shows that a majority (94.5%) indicated that they were adequately to well educated in this area.</p> <p>c. The employer survey finding (2011) shows that a majority (97.8%) agreed that they are adequately to well educated in this area.</p>	a, b, & c. The consistent positive finding based on the triangulated assessment method reassured the integrity of the process for achieving this goal. However, as noted previously, maintaining the positive outcome is challenging. Thus, we (Associate Deans, Program Director, and DP faculty members) will continue to monitor and stay focused on generating new enhancement ideas (as reported in the earlier section of this document).
2. To be able to utilize social work practice theories and methods with community organization and social administration (for COSA majors).	<p>a. The SSW Office of the Associate Dean for Academic Affairs will conduct annual SSW Quality Assurance Survey.</p> <p>b. The Office of the Associate Dean for Research will conduct the MSW employer survey of hired staff members every two years.</p>	<p>a. At a minimum, 85% of MSW students will agree that they are adequately being educated in this area.</p> <p>b. At a minimum, 85% of MSW employers will indicate that their hired staff members are adequately educated in this area.</p>	<p>a. The SSW quality assurance survey finding (2010) shows that a majority (91.1%) agreed that they are being adequately educated in this area.</p> <p>b. A majority of MSW employers (98.4%) indicated that their hired graduates are adequately to well educate in this area (see Appendix E).</p>	<p>a, b, & c. Under the leadership of the Chair, the COSA committee has completely revised the COSA curriculum, and this major revision is indeed generating positive results. Thus, we have shifted to a momentum maintenance mode-- generating "out of box" idea and strategies.</p> <p>The Associate Dean will continually monitor the fidelity of the revision plan for Academic</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
	c. The SSW Office of the Associate Dean for Research will conduct the MSW Alumni Survey (which is implemented every two years).	c. At a minimum, 85% of Alumni will indicate that they were adequately educated in this area.	c. The MSW alumni survey finding (2011) shows that a majority (89.6%) agreed that they were adequately too well educated in this area. The rating has increased by 8.2% from the 81.4% level in 2007.	Affairs and COSA Committee. The outcome assessments will continue for establishment of consistency and stability of desirable performance-- momentum maintenance.
3. To be able to utilize values and ethics of social work practice with diverse and vulnerable populations.	<p>a. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey.</p> <p>b. The SSW Office of the Associate Dean for Academic Affairs will conduct the MSW Alumni Survey (which is implemented every two years).</p> <p>c. The Office of the Associate Dean for Research will conduct the MSW employer survey of hired staff members every two years.</p>	<p>a. At a minimum, 85% of MSW students will agree that they are adequately educated in this area.</p> <p>b. At a minimum, 85% of Alumni will indicate that they were adequately educated in this area.</p> <p>c. At a minimum, 85% of MSW employers will indicate that their hired graduates are adequately to well educated in this area.</p>	<p>a. The SSW quality assurance survey finding (2010) shows that a high majority (97.8%) agreed that they are being adequately to well educated in this area.</p> <p>b. The MSW alumni survey finding (2011) shows that a majority (94.6%) agreed that they were adequately to well educated in this area.</p> <p>c. The MSW Employers survey (2011) indicates that a majority (99.2%) agreed that their hired staff members are adequately to well educated in this area.</p>	<p>a, b, & c. The consistent positive finding based on the triangulation method reassured the integrity of the findings in support of achieving this goal. Thus, we will maintain the momentum.</p> <p>However, maintaining the positive outcome can be challenging-- often more difficult than deficit management. Thus, the Associate Deans, Program Director, and MSW faculty members will continue to generate new ideas for enhancement.</p> <p>We realize that all educational interventions tend to have their own outcome life cycle (i.e., ascendance, stabilization, and decendance) without an incorporation of "out of the box" enhancement strategies-- doing more of same things will not be sufficient.</p>
4. To be able to conduct evidence based evaluation of social work practice.	<p>a. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey.</p> <p>b. The SSW Office of the Associate Dean for Research will conduct the MSW Alumni Survey.</p> <p>c. The Office of the Associate Dean for Research will conduct the MSW employer survey of hired staff members.</p>	<p>a. At a minimum, 85% of MSW students will agree that they are adequately being educated in this area.</p> <p>b. At a minimum, 85% of Alumni will indicate that they were adequately educated in this area.</p> <p>c. At a minimum, 85% of MSW employers will indicate that the hired graduates are adequately educated in this area.</p>	<p>a. The SSW quality assurance survey finding (2010) shows that a high majority (90.6%) agreed that they are being adequately to well educated in this area.</p> <p>b. The MSW alumni survey finding (2011) shows that a lower than anticipated level of majority (85.5%) agreed that they were adequately to well educated in this area.</p> <p>c. MSW employers survey (2011) indicates that a majority (96.3%) agreed that students are adequately to well educated in this area.</p>	<p>a, b, & c. Due to a contradictory lower than anticipated level of the Alumni agreement regarding the adequacy of the educational training in this area, the Associate Deans, Program Director, and MSW faculty will further investigate this component. A preliminary evaluation data on each research courses will be assessed for generating solutions by the Associate deans, Director of MSW Program and DP and COSA concentration committees.</p>

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>5. MSW students will be able to achieve explicit competency goals.</p>	<p>a. MSW director and faculty members, and SSW CSWE committee will examine the extent to which required MSW courses as a group are designed to meet the explicit curriculum goals.</p> <p>b. The SSW Office of the Associate Dean for Research will conduct the MSW Alumni Survey in reference to explicit curriculum goals.</p> <p>c. The Office of the Associate Dean for Research will conduct the MSW employer survey in reference explicit curriculum goals.</p> <p>d. Director of MSW The Office of the Associate Dean for Research will conduct pre- and post examination of all of required MSW courses.</p> <p>e. Pass/fail rates among those who took the social work licensure exam after graduation</p>	<p>a. All of the CSWE explicit curriculum goals will be met by the required MSW courses as a group.</p> <p>b. On average, 85% of MSW alumni will agree that the explicit curriculum goals as a group were achieved.</p> <p>c. On average, 85% of employers of the MSW graduates will agree that the explicit curriculum goals as a group were achieved.</p> <p>d. On average MSW students will exhibit statistically significant improvement scores between pre- and post tests.</p> <p>e. On average, 85% of MSW graduates who took social work licensure examination will successfully secure a LSW license.</p>	<p>a. Review by MSW director and faculty members, and SSW CSWE committee affirms that 100% of CSWE explicit curriculum goals are being met by the required MSW courses as a group.</p> <p>b. The MSW alumni survey finding (2011) shows that on average 91.9% of respondents agree that the explicit curriculum goals as a group were achieved. An exception is the rating on research (84.5% affirmation).</p> <p>c. The employer survey finding (2011) shows that a high majority of respondents (97.8%) agreed that the explicit competency goals as a group were achieved.</p> <p>d. Preliminary pre- and post- data will be examined during summer of 2011.</p> <p>e. The MSW alumni survey finding (2011) shows that 91.1% of those who took the test successfully passed the exam and secured a LSW licensure</p>	<p>a, b, & c. SSW will continue to examine the curricula impact for assessments of consistency and stability of findings. The curricula objective with slightly lower rating than the others (i.e., Engage in research-informed practice and practice-informed research- 84.5%) will continually be monitored. Associate Deans, Program Director, and MSW faculty will further specify factors associated with successful outcomes in the area of social work research application.</p> <p>d. The Associate Dean for Research will take leadership in the evaluation of each MSW Research course in order to help specify areas in need of improvement by December 2011.</p> <p>e. The SSW will continue to offer competency based curricula and prepare students to be able to pass the licensure examination.</p>

**ASSESSMENT
MATRIX**



PROGRAM OR SCHOOL	Doctoral Program		
Assessment Coordinator for Program or School	Name: Valire Carr Copeland,	Email: sswvcc@pitt.edu	Phone: 412-624-6324
Program or School Mission Statement	The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the principals of social and economic justice. Recognizing the complexities of contemporary society, the School advocates for a society that respects the dignity and achievement of all individuals, families, and communities through its educational, research, and public service activities.		
Program or School Goals	Doctoral Program goals include provision of students with advanced research & policy skills based on a foundation of social science theory and social welfare, enabling them to conduct research on social welfare and policy, and disseminate knowledge to researchers, practitioners, and policy makers.		

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
1. To be able to design data collection and employ analytic methods of quantitative research.	<ul style="list-style-type: none"> a. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey. b. The SSW Office of the Associate Dean for Research will conduct the Doctoral Alumni Survey (which is implemented every two years). c. By their candidacy achievement, doctoral students will have at least one quantitative journal article accepted by refereed journals. 	<ul style="list-style-type: none"> a. At a minimum, 85% of Doctoral students will agree that they are adequately being educated in this area. b. At a minimum, 85% of Alumni will indicate that they were adequately educated in this area. c. All doctoral candidates who were admitted since 2005 will generate accepted refereed journal articles based on quantitative methods. 	<ul style="list-style-type: none"> a. The SSW quality assurance survey finding (2010) shows that a majority of current students (93.7%) agreed that they are being adequately to well educated in this area. b. The doctoral alumni survey finding (2011) shows that all alumni sampled (100%) agreed that they that they were adequately educated in this area. c. All (100%) of the doctoral candidates (as of December 2011) succeeded in achieving accepted refereed journal articles based on quantitative methods 	a, b, and c. The Associate Deans for Academic Affairs and Research and the Director of Doctoral program reviewed the positive findings. They plan to discuss this outcome finding with the doctoral committee and students.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
<p>2. To learn design data collection and analytic methods of qualitative research.</p>	<p>a. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey.</p> <p>b. The SSW Office of the Associate Dean for Research will conduct the MSW Alumni Survey (which is implemented every two years).</p> <p>c. Completed dissertations with qualitative focus will be annually reviewed by the Associate Dean for Research and selected doctoral research faculty for their adequacy of design and incorporated analytic methods.</p>	<p>a. At a minimum, 85% of Doctoral students will agree that they are being adequately to well educated in this area.</p> <p>b. At a minimum, 85% of Doctoral alumni will indicate that they were adequately to well educated in this area.</p> <p>c. All qualitative dissertations will attain adequate to excellent ratings on qualitative research design and incorporated analytic strategies.</p>	<p>a. The SSW quality assurance survey finding (2010) shows that a majority (75%) agreed that they are being adequately to well educated in this area.</p> <p>b. The doctoral alumni survey finding (2011) shows that all respondents (100%) agreed that they were adequately educated in this area.</p> <p>c. Only one dissertation during the past 12 months is based on qualitative assessment.</p>	<p>a & b. The Associate Deans for Academic Affairs and Research and the Director of Doctoral program reviewed the findings. They plan to discuss this contradictory finding with the doctoral committee in our next monthly meeting. A doctoral program retreat will focus on reviewing the findings and discuss enhancement strategies, and develop an implementation plan.</p> <p>c. The adequacy assessment of the dissertation with a qualitative assessment will be completed by June, 2010.</p>
<p>3. To learn at least one substantive area in field of social work for scholarly research.</p>	<p>a. The SSW Office of the Associate Dean for Academic Affairs will conduct the annual SSW Quality Assurance Survey.</p> <p>b. The SSW Office of the Associate Dean for Academic Affairs will conduct the MSW Alumni Survey (which is implemented every two years).</p> <p>c. By their candidacy achievement, doctoral students will have at least one journal article accepted by refereed journals in substantive area in field of social work (e.g., poverty, social welfare, child welfare, mental health, drug/alcohol abuse, criminal justice, etc.).</p>	<p>a. At a minimum, 85% of Doctoral students will agree that they are adequately being educated.</p> <p>b. At a minimum, 85% of Doctoral alumni will indicate that they were adequately educated in this area.</p> <p>c. All doctoral candidates who were admitted since 2005 will generate accepted refereed journal articles based on a substantive area in the field of social work by their graduation.</p>	<p>a. The SSW quality assurance survey finding (2010) shows that all respondents (100%) agreed that they are being adequately educated in this area.</p> <p>b. The Doctoral alumni survey finding (2011) shows that all respondents (100%) agreed that they were adequately educated in this area.</p> <p>c. All (100%) of the doctoral candidates (as of December 2010) succeeded in achieving accepted refereed journal articles based on a substantive area in the field of social work.</p>	<p>a. Associate Deans and the Director of the Doctoral program reviewed the positive findings. They plan to discuss this finding with the doctoral committee on how to sustain the desirable momentum.</p> <p>b. Associate Deans and the Director of the Doctoral program reviewed the findings. They plan to discuss this finding with the doctoral committee on how to sustain the desirable momentum.</p> <p>c. Associate Deans and the Director of the Doctoral program reviewed the findings. They plan to discuss this finding with the doctoral committee on how to sustain the desirable momentum.</p>

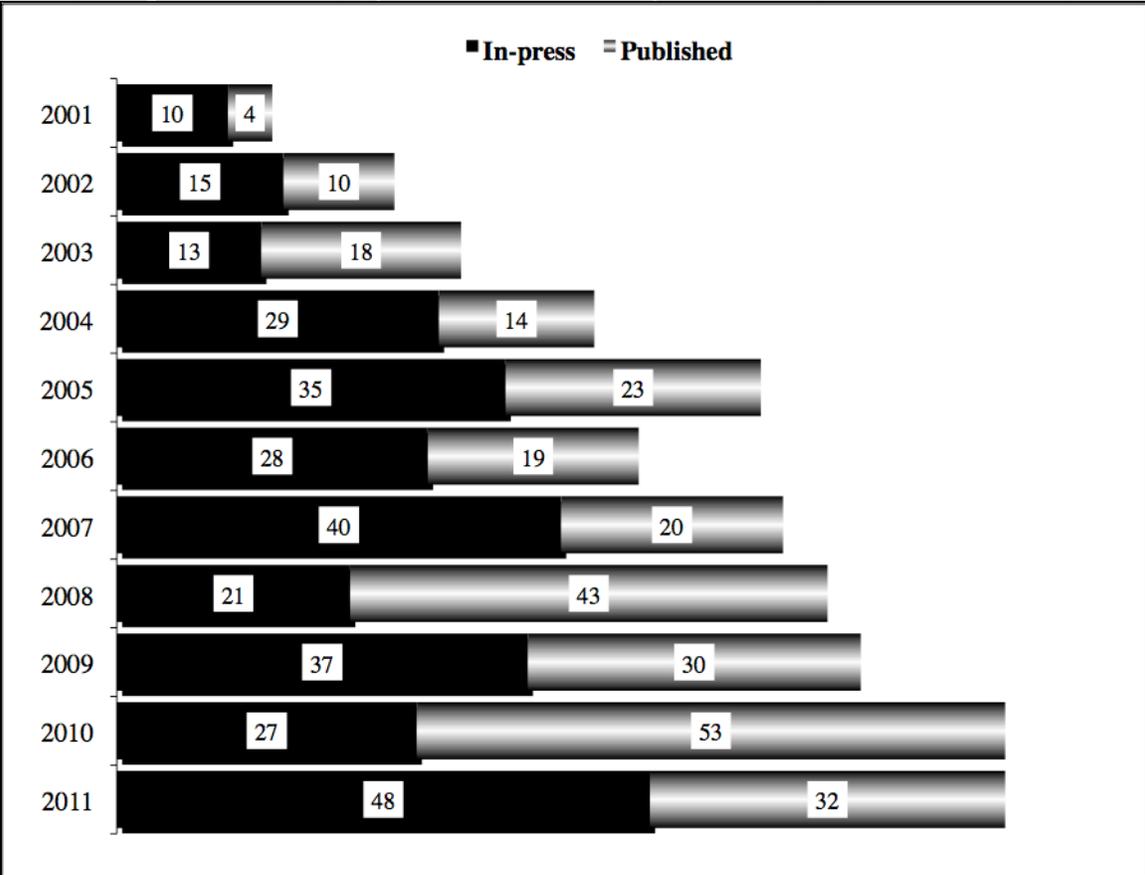
Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
4. Train students on how to develop journal articles and national conference presentations.	a. Doctoral program will keep track of student publication and national conference presentation rates. The Associate Dean for Research will verify this information.	a. By graduation, all students must have at least one peer-reviewed journal article or book chapter in press as well as a national conference presentation.	a. During 2011, all (100%) of the doctoral candidates succeeded in achieving accepted refereed journal articles based on a substantive area in the field of social work and presented at one and/or both national conferences (i.e., Council on Social Work Education and Society for Social Work Research).	a. Doctoral program will keep its focus on training students to develop journal articles and national conference presentations by involving them on faculty research studies, offering manuscript critiques, conducting a continual brownbag lunch program on research and collaboration opportunities.
5. To be educated to develop and complete scholarly dissertation that results in refereed journal or book/chapter publication.	a. The SSW Office of the Associate Dean for Research will conduct the annual SSW Quality Assurance Survey. b. The SSW Office of the Associate Dean for Research will conduct the Alumni Survey (which is implemented every two years).	a. At a minimum, 85% of doctoral students will agree that they are adequately being educated on how to use dissertation to publish articles in refereed journals or book/chapter publication. b1. At a minimum, 85% of doctoral alumni on tenure track positions will indicate that they were adequately educated to accomplish this goal. b2. At a minimum, 85% doctoral graduates employed on tenure track positions will successfully attain publication acceptance by peer-reviewed journals or book chapters based on their dissertation work.	a. The SSW quality assurance survey finding (2011) shows that all respondents (100%) agreed that they are being adequately to well educated in this area. b1. The doctoral alumni survey finding (2011) shows that among tenure track respondents (85.7%) agreed that they were educated to accomplish this goal. b2. The doctoral alumni survey finding (2011) shows that 85.7% of respondents successfully published content(s) of their dissertation.	a. Associate Deans and the Director of the Doctoral program reviewed the findings. They plan to discuss this finding with the doctoral committee during the Fall term. B1. The Associate Deans for Academic Affairs and Research and the Director of the Doctoral program reviewed the findings. They plan to discuss this finding with the doctoral committee. B2. The Doctoral program reviewed the findings. They plan to discuss this finding with the doctoral committee on how to further improve the publication rate based on dissertation work.
6. To be educated to secure external funding for research, educational training, or service projects after graduation.	a. The SSW Office of the Associate Dean for Research will conduct the Alumni Survey (which is implemented every two years).	a. At a minimum, 85% doctoral graduates employed on tenure track positions will successfully attain external funding within 2 to 3 years after graduation.	a. The doctoral alumni survey finding (2011) shows that 71.4% of respondents successfully secured external funding within 2 to 3 years after graduation n.	a. The Director of the Doctoral program reviewed the findings. They plan to discuss this finding with the doctoral committee on how to further improve the teaching and training on securing external funding support

Appendix Section

- A. Faculty Scholarship Performance-Implicit Quality Assurance Assessment, and CSWE Benchmark Report for School of Social Work, University of Pittsburgh**
- B. BASW Exit Survey Based Practice Behavior Assessment**
- C. Overview of MSW Practice Behavior Based Core Competencies Assessment: DP and COSA Concentrations**

Appendix A: Faculty Scholarship Performance-Implicit Quality Assurance Assessment, and CSWE Benchmark Report for School of Social Work, University of Pittsburgh

Chart 1: SSW historical comparison of refereed journal publication (unduplicated count) by the full-time faculty members (from 2001 to 2011).



As above Chart 1 shows, the SSW has exceeded a 1,000% increase in publication rate in 2010 since the baseline year of 2001. During 2011, the SSW has risen to 3rd in the nation for average number of refereed journal publications per tenured faculty members— among top ten nationally ranked social work schools, only Berkley and University of Chicago are ahead of the SSW by a slight margin.

Benchmark Report for School of Social Work, University of Pittsburgh (PA) June 2011

The data in this report were taken from the 2010 Annual Survey of Social Work Programs (Annual Survey). The Annual Survey is composed of five instruments: baccalaureate programs, master's programs, doctoral programs, full-time faculty, and part-time faculty. The program instruments include sections on program structure, enrollments, concentrations and field placements (baccalaureate and master's programs only), financial aid, and degrees awarded. The full-time faculty instrument collects demographic information, information about academic rank, administrative title, role, and time assigned to programs and tasks. The part-time faculty instrument collects aggregate data about demographic information, academic rank, and salary.

The instruments were administered online through the survey platform Zarca Interactive. Survey invitations were e-mailed to program directors at baccalaureate and master's programs that are accredited by the Council on Social Work Education (CSWE) and to doctoral social work programs that are members of the Group for the Advancement of Doctoral Education (GADE). The entire text of the survey instruments is available at the CSWE website: <http://www.cswe.org/CentersInitiatives/DataStatistics/AnnualSurvey.aspx>

At the time of survey administration, there were 470 CSWE-accredited baccalaureate programs, 203 CSWE-accredited master's programs, and 70 GADE-member doctoral programs of social work in the United States, its territories, and the District of Columbia. The response rates to the different instruments of the 2010 Annual Survey were:

- Baccalaureate programs 94.5%
- Master's programs 97.0%
- Doctoral programs 90.0%

The response rates for the different Annual Survey instruments have failed to reach 100% for some time. In addition, response rates vary by question within a survey instrument. Due to these factors, researchers should exercise caution in data comparisons across program level and survey question.

This benchmarking report provides data from:

- University of Pittsburgh
- Its nine selected peer institutions (data are aggregated in reporting to protect confidentiality)
- Master's and doctoral programs in public institutions
- Master's and doctoral programs classified as Research Universities/Very High (RU/VH) according to the Carnegie classification
- Master's and doctoral programs in CSWE Region 3 (Mid-Atlantic): Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Comparison Group

Table 1. Selected peer group for comparison

2010 Peer Institutions	Auspice	CSWE Region	Carnegie Classification
University of Pittsburgh	Public-State	Mid-Atlantic	RU/VH
Peer Group			
Case Western Reserve University	Private-Other	Great Lakes	RU/VH
Columbia University	Private-Other	Northeast	RU/VH
University of California-Berkeley	Public-State	West	RU/VH
University of Chicago	Private-Other	Great Lakes	RU/VH
University of Michigan	Public-State	Great Lakes	RU/VH
University of North Carolina-Chapel Hill	Public-State	Southeast	RU/VH
University of Texas-Austin	Public-State	South Central	RU/VH
University of Washington	Public-State	Northwest	RU/VH
Washington University	Private-Other	Mid-Central	RU/VH

Rate of Publication

The number of reported publications may be duplicative because it is provided for each full-time faculty member.

Table 2. Mean Number of Publications of Full-Time Faculty as Primary Author, 2010

Institutions Sampled	Refereed Articles	Books	Book Chapters	Book Reviews	External Reports/Monographs
Overall	.50	.05	.15	.07	.18
Public	.47	.04	.13	.08	.20
RU/VH	.76	.07	.24	.06	.16
Mid-Atlantic Region	.57	.04	.19	.13	.25
Peer Group	.64	.06	.29	.04	.10
University of Pittsburgh	1.52	.09	.27	0	.24

Table 3. Mean Number of Publications of Full-Time Faculty as Co-Author, 2010

Institutions Sampled	Refereed Articles	Books	Book Chapters	Book Reviews	External Reports/Monographs
Overall	.57	.04	.09	.01	.08
Public	.65	.05	.09	.01	.09
RU/VH	.98	.06	.14	.01	.11
Mid-Atlantic Region	.55	.05	.10	.02	.10
Peer Group	1.22	.06	.16	0	.16
University of Pittsburgh	1.39	.03	.21	.03	.06

Appendix B: BASW Exit Survey Based Practice Behavior Assessment



**School of Social Work
University of Pittsburgh
May 15, 2012**

The CSWE 2008 Educational Policy and Accreditation Standards stipulate that social work competencies are to be represented by selected and measurable practice behaviors that correspond to ten core competencies (i.e., EP 2.1.1 to EP 2.1.10). Furthermore, it specifies that each degree program must generate two or more separate assessments of the practice behaviors in order to verify the utility of the major findings. Thus, the BASW program has elected to incorporate assessments based on field instructors' appraisals and an exit survey of graduation applicants.

An overview of the field instructor's assessments of practice behaviors of the BASW students is already reviewed in the main affirmation report (Appendix V), and is further elaborated in the follow-up document to the cite visitors' report entitled "Response to Site Visitors' Report" (April 2, 2012). Additionally, the evaluation report based on the December assessment of the practice behavior appraisals by the BASW seniors (who were slated to graduate in April) was included in the same document. The latest evaluation ratings by field instructors are currently being gathered.

Unlike MSW students, only two or three BASW students typically apply for graduation in December. However, it was strategically decided to conduct a comparative assessment of the seniors – in their first semester in December versus the following April as graduation applicants. This can indicate the outcome impact of additional exposure to a typical fifteen credits of social work courses and field practicum instruction during 300 hours in organizational placement. Thus, this report is an addendum assessments report based on the BASW exit survey of April 2012 graduation applicants (N=37).

All of the BASW practice behavior assessments' evaluative rating scales are set as follows: 1—no competence/unacceptable; 2—insufficient competence; 3—emerging as competent; 4—competent; and 5—advanced competence/proficient. Thus, an average rating of 4.0 or higher among the practice behavior ratings based on the above five-point scale represents a level of "competence" or higher. The BASW program requires that major social work course grades (GPA) be 2.5 or higher for qualification toward graduation.

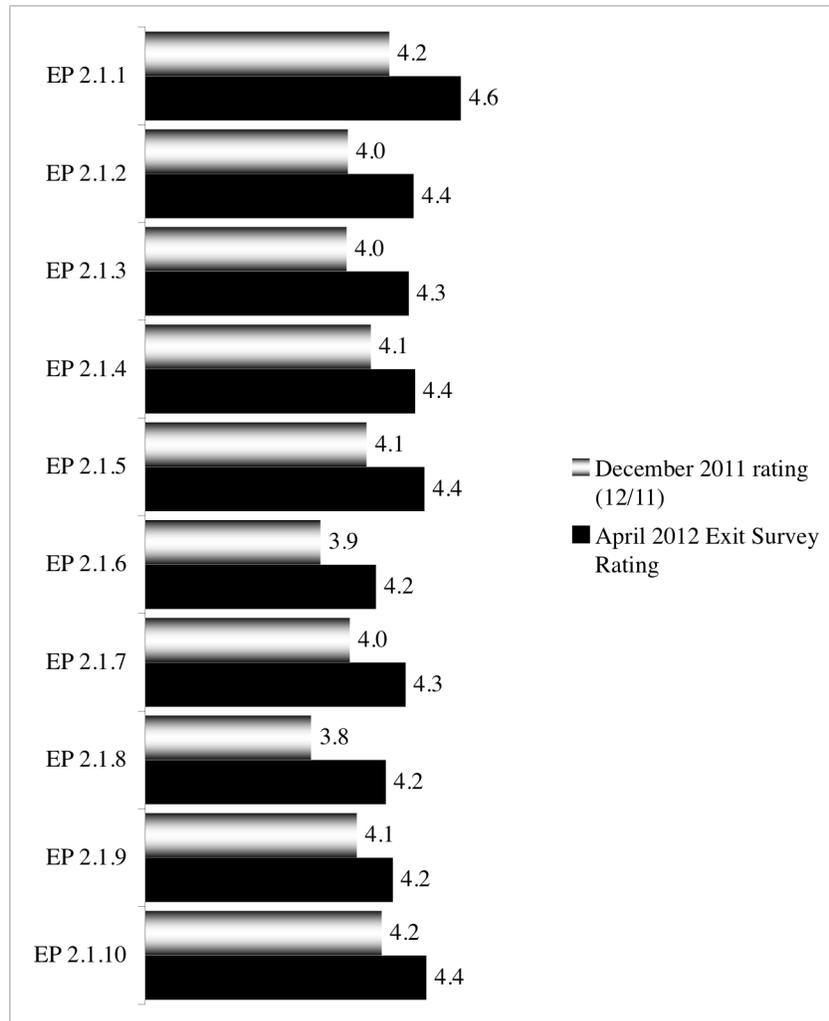
The BASW practice behavior survey (a Likert scale) of the BASW students' attained highly positive overall reliability ratings (i.e., coefficient alpha of 0.979 and 0.986 for the December and April surveys, respectively).

A. Review of Pre- and Post-Findings

Chart 1 (see next page) shows the overall average ratings based on core competencies represented by practice behavior items between the December (2011) and April (2012) measurement periods. Major findings indicate that: (1) there is a consistent progression among the assessment results between December and April; and (2) all of the competencies represented by the practice behavior items are sufficiently beyond the "competence" rating level (an overall average rating of 4.2 or higher) by the April graduation period.

Chart 1: Overall average ratings based on core competencies represented by the practice behavior assessments (December and April comparison)

(Code: 1 = No competence/unacceptable; 2 = Insufficient competence; 3 = Emerging as competent; 4 = Competent; and 5 = Advanced competence)



Code:

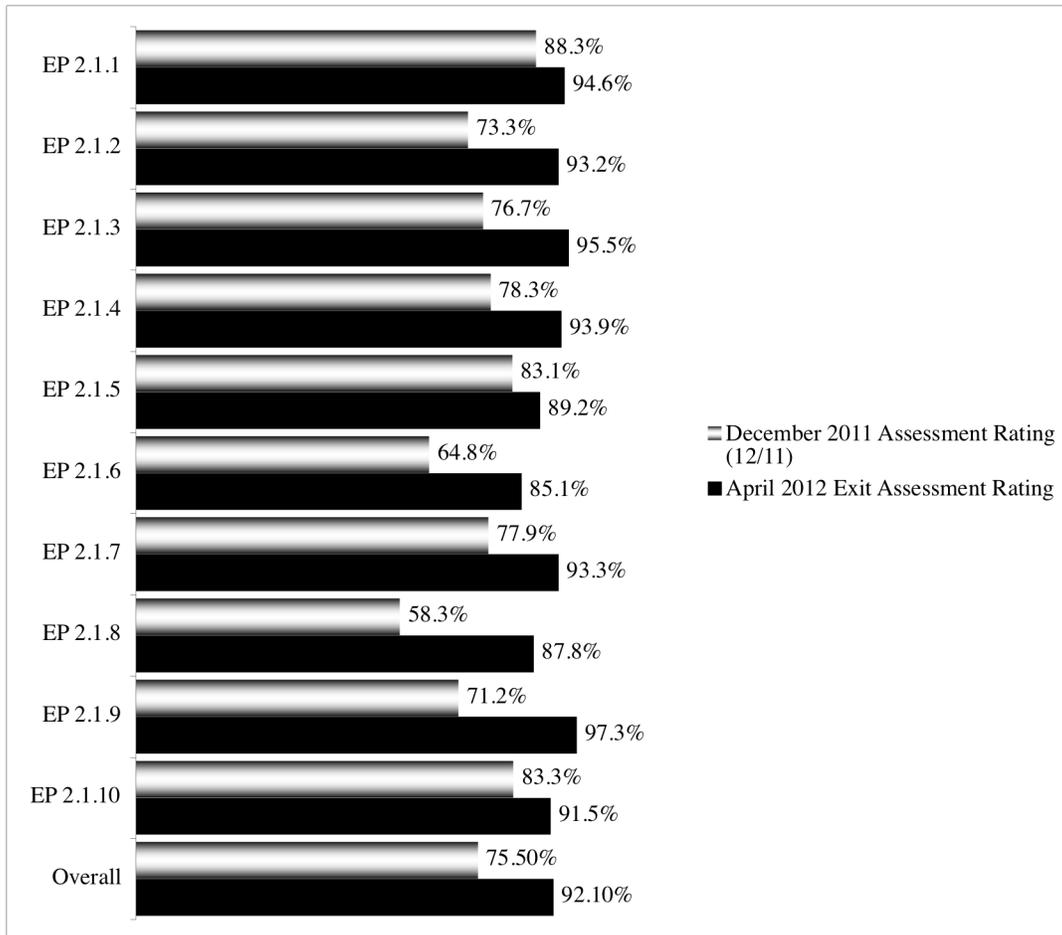
- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2—Apply social work ethical principles to guide professional practice
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4—Engage diversity and difference in practice
- EP 2.1.5—Advance human rights and social and economic justice
- EP 2.1.6—Engage in research-informed practice and practice-informed research
- EP 2.1.7—Apply knowledge of human behavior and the social environment
- EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- EP 2.1.9—Respond to contexts that shape practice
- EP 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Another way to analyze the two data sets is to compare the percent distribution of the assessment ratings. Such an assessment can be used to review the relative number of students (by percentage) that meet or exceeding a 4.0 or higher rating. For example, the BASW program may further review how well core competencies are being met or exceeded by setting 85% of students

as the baseline criteria. This rate, as a goal, may be increased to 90% or higher in subsequent periods by generating new annual strategic plans for continual enhancement.

As Chart 2 shows, the derived relative percentage comparison between December and April mirrors previous positive mean-based findings – such that the higher the average mean is, the higher is the relative percentage of students that meet an aspirational goal.

Chart 2: Relative percent of students that meet a 4.0 competence rating or higher on the core competencies represented by the practice behavior assessments (December and April comparison)



Code:

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2—Apply social work ethical principles to guide professional practice
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4—Engage diversity and difference in practice
- EP 2.1.5—Advance human rights and social and economic justice
- EP 2.1.6—Engage in research-informed practice and practice-informed research
- EP 2.1.7—Apply knowledge of human behavior and the social environment
- EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- EP 2.1.9—Respond to contexts that shape practice
- EP 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

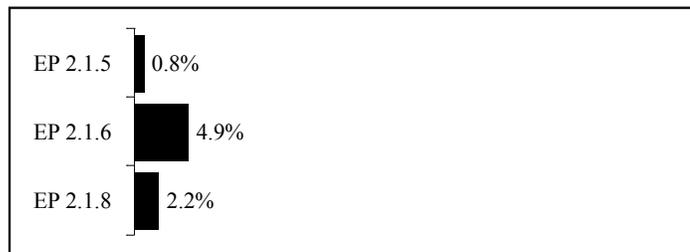
The overall progression rate of those achieving 4.0 or higher core competency ratings between the two time periods is 21.9% (i.e., an increase from 75.5% to 92.1% between December and April, respectively). This finding represents the positive impact of student exposure to social work courses and field instruction based on student appraisals of the achievement the EPAS competencies represented by the practice behavior goals.

It should also be noted that 85% or more students achieve all ten of the EPAS competencies at the 4.0 level or higher by the graduation period. The top three highly rated EPAS core competencies include:

- EP 2.1.9—Respond to contexts that shape practice (97.3%)
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments (95.5%)
- EP 2.1.4—Engage diversity and difference in practice (93.9%)

For further improvement and enhancement, the quality assurance bar can be increased to 90% or more students achieving 4.0 or higher core competency ratings (by the graduation period). Based on this aspiration level, the following three core competency areas can be further examined and strategized for continual improvement by the BASW program:

Chart 3: For further improvement and enhancement – rates of increases required to meet the standard of 90% of students indicating a 4.0 or higher competency rating



Code:

- EP 2.1.5—Advance human rights and social and economic justice
- EP 2.1.6—Engage in research-informed practice and practice-informed research
- EP 2.1.8—Engage in policy practice to advance well-being and deliver services

As noted in the document entitled “Response to Site Visitors' Report” (April 2, 2012), major findings based on assessments conducted in December led to various quality assurance measures and seem to be resulting in the generation of a desirable impact among students. In January, the BASW director shared and discussed overall learning outcome findings with the BASW Curricular Committee, full-time and adjunct faculty members, and a representative group of juniors and seniors. Subsequently, the following changes have been implemented:

* Modifications of all BASW social work courses were completed, so that all course objectives are specific, clearly articulated, measurable, and aligned with course assignments.

* Based on a new enhancement, students prepared and attended two trips for policy advocacy: one to Harrisburg, PA (state capital) and a second *new* trip to

Washington, D.C. in which students were able to lobby, meet with representatives, and learn more about how policy directly impacts individuals, families, groups, organizations, and communities.

* Social policy course assignments were reorganized to more directly address practice behaviors related to EP 2.1.8: engage in policy practice to advance well-being and deliver services. In addition, we have reassessed the course syllabi and have reorganized how students will work toward this practice behavior, so that it now ensures that service learning is included as a part of the Social Policy course and that students complete group and individual projects that demonstrate new ways to enhance consumer well-being and improve service delivery.

* The course content on communities and organizations was enhanced, and the course was redesigned (e.g., syllabus, course objectives, assignments, and assessment strategy for student attainment of course objectives).

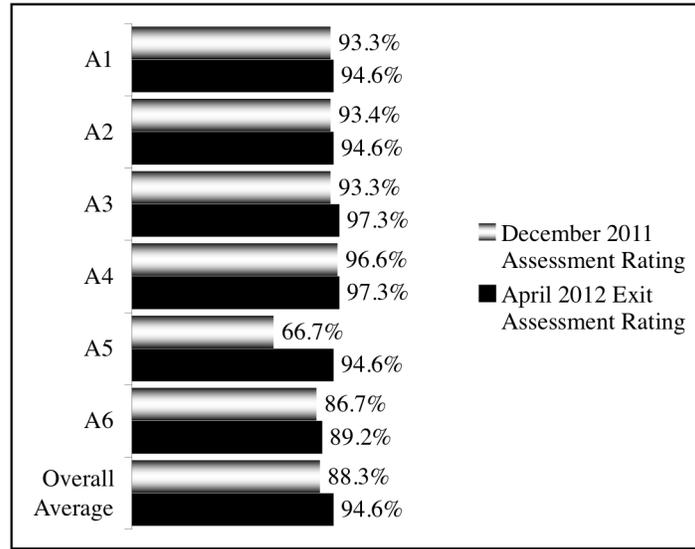
* Although appreciation and respect for diversity are integrated throughout the undergraduate curriculum, the Ethnicity and Social Welfare class in particular provides students with the knowledge, values, and skills to work with historically marginalized populations. Specifically, students are now expected to identify and analyze factors that contribute to risk and identify strategies that ameliorate discrimination, oppression, and economic deprivation. In addition, this course is now designed for students to develop an action plan to promote social change.

* We have revisited the Social Work Research course syllabi and have reorganized how students will work towards related practice behaviors. This ensures that class participation also demonstrates understanding of research concepts and that individual and group projects further demonstrate achieving competency in this practice behavior. All class members who took a second required research class successfully prepared for and presented in the well-attended university-wide Research Poster Session on April 4, 2011.

To meet School of Social Work's quality assurance goals, the BASW program has adopted a specific model to drive improvements. The school focuses on both process and outcome objectives for the following areas: educational content, educational environment and culture, faculty productivity, resource allocation and commitment, and student learning and competence. Depending on the results of the assessment, the school can focus its improvement strategies on fixing areas that require major improvements, maintaining areas in which performance is acceptable, and capitalizing on strong achievements. As a result, improvement activities cover a variety of quality assurance related components of the school.

For additional detail regarding individual assessment ratings of the practice behaviors, see Charts 4 through 13 in the following section.

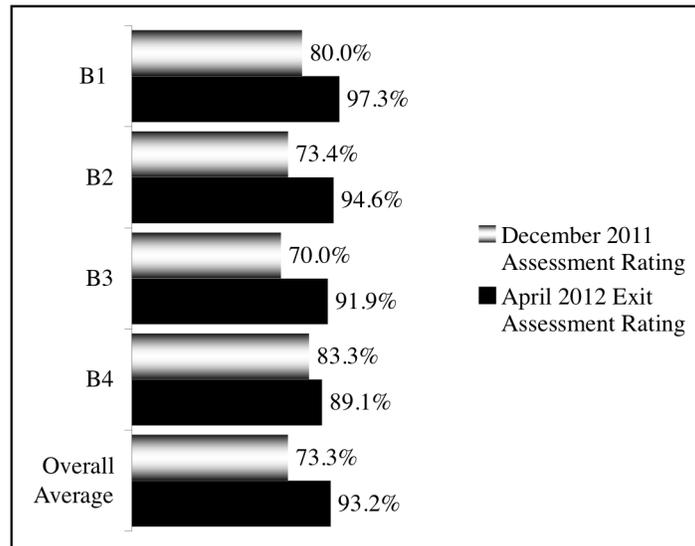
Chart 4: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly



Code:

- A1. Advocate for client access to services of social work
- A2. Practice personal reflection and self-correction to assure continual professional development
- A3. Attend to professional roles and boundaries
- A4. Demonstrate professional demeanor in behavior, appearance, and communication
- A5. Engage in career long learning
- A6. Use supervision and consultation

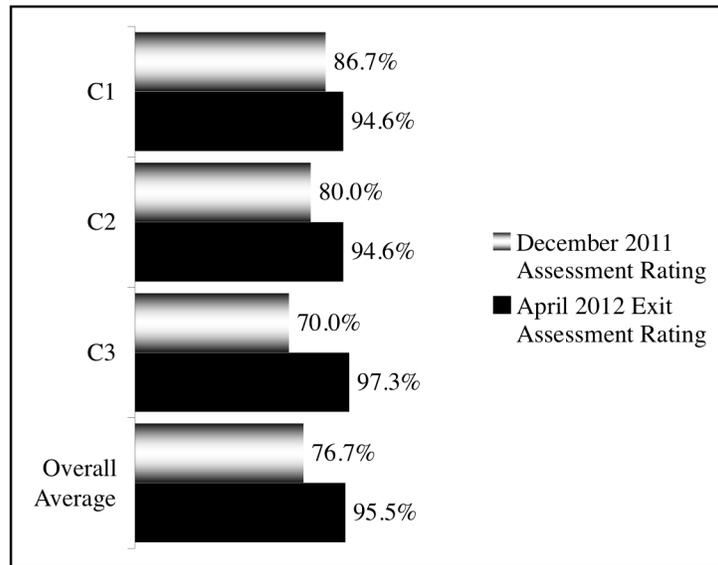
Chart 5: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.2—Apply social work ethical principles to guide professional practice



Code:

- B1. Recognize and manage personal values to allow professional values to guide practice
- B2. Make ethical decisions by applying the NASW Code of Ethics, and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work
- B3. Tolerate ambiguity in resolving ethical conflicts
- B4. Apply strategies of ethical reasoning to arrive at principled decisions

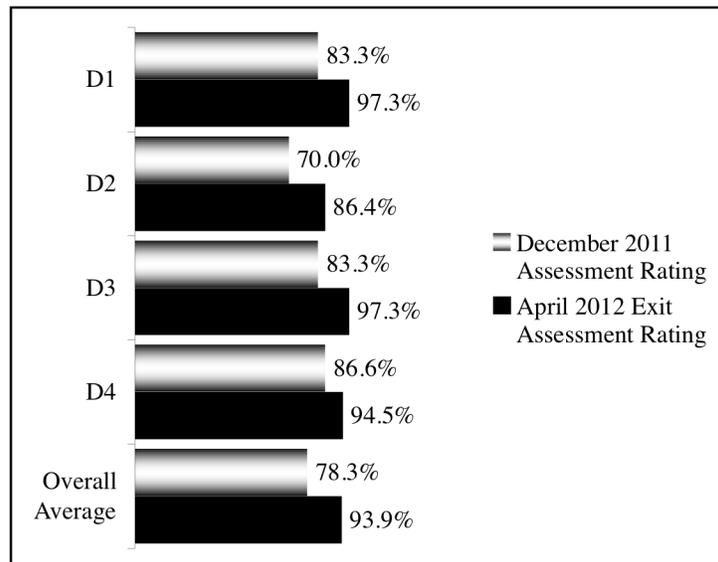
Chart 6: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.3—Apply critical thinking to inform and communicate professional judgments



Code:

- C1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- C2. Analyze models of assessment, prevention, intervention and evaluation
- C3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

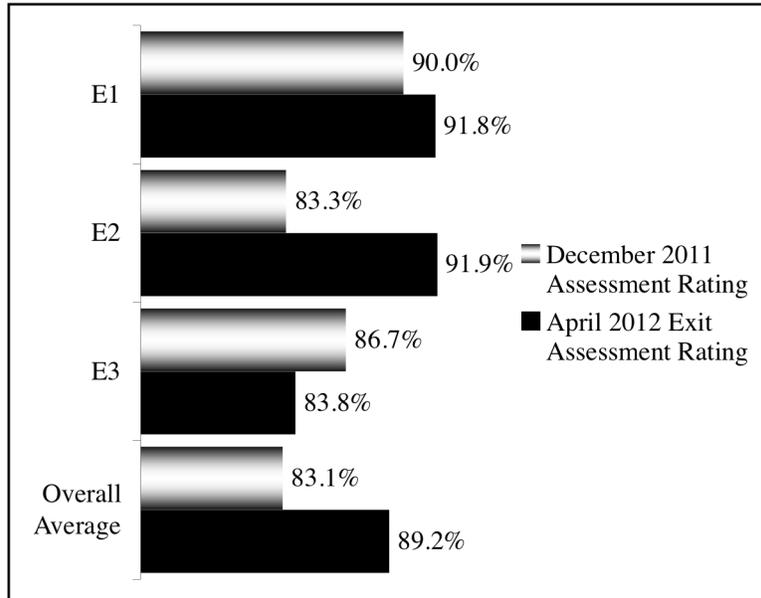
Chart 7: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.4—Engage diversity and difference in practice



Code:

- D1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- D2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- D3. Recognize and communicate the importance of difference in shaping life experiences
- D4. View self as learner and engage those work with as informants

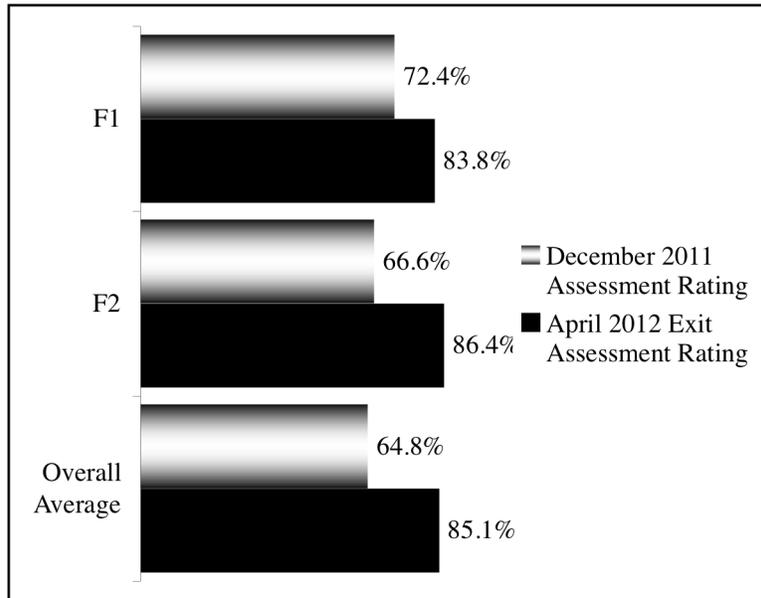
Chart 8: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.5—Advance human rights and social and economic justice



Code:

- E1. Understand the forms and mechanisms of oppression and discrimination
- E2. Advocate for human rights and social and economic justice
- E3. Engage in practices that advance social and economic justice

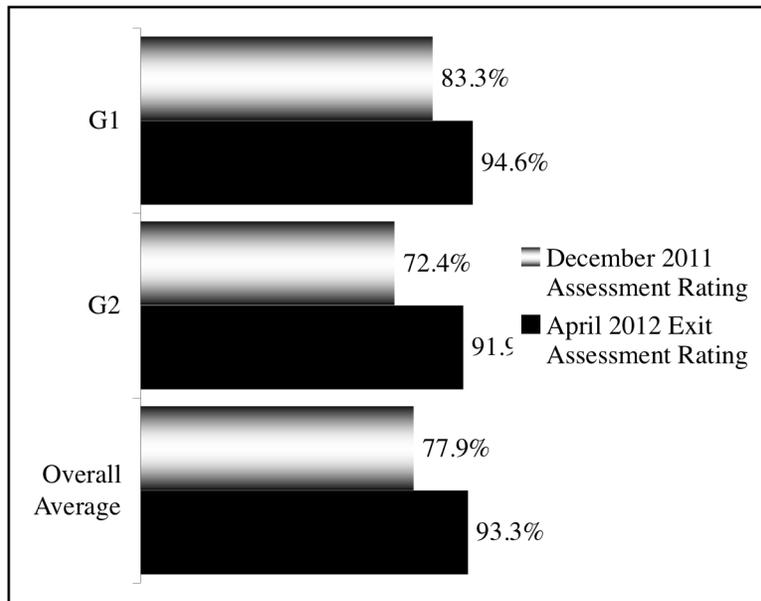
Chart 9: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.6—Engage in research-informed practice and practice-informed research



Code:

- F1. Use practice experiences to inform scientific inquiry
- F2. Use research evidence to inform practice

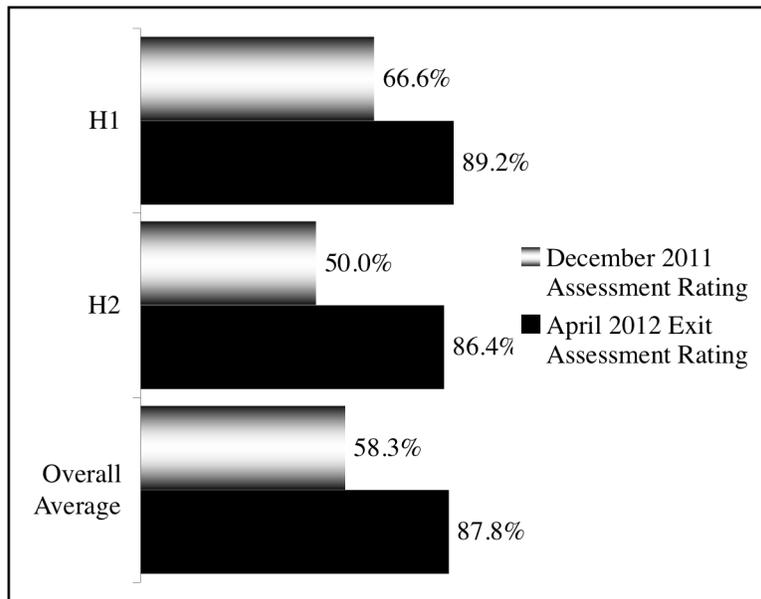
Chart 10: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.7—Apply knowledge of human behavior and the social environment



Code:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
2. Critique and apply knowledge to understand person and environment

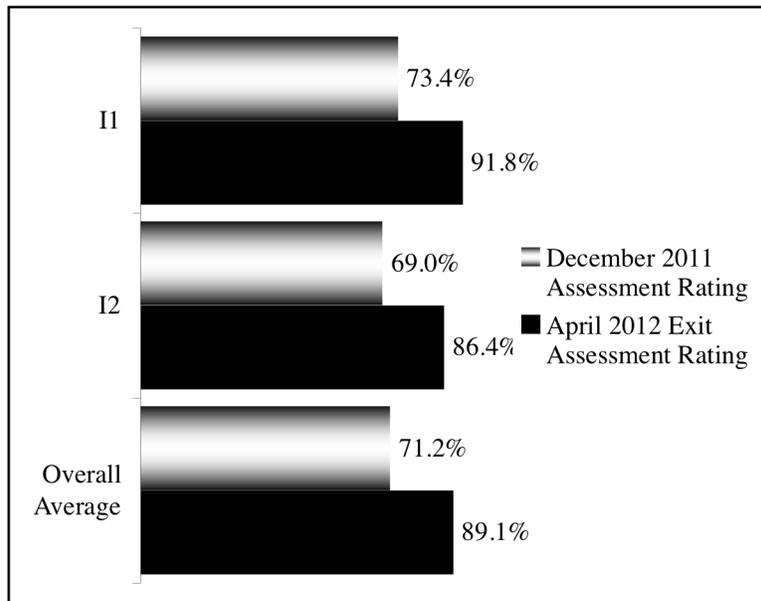
Chart 11: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.8—Engage in policy practice to advance well-being and deliver services



Code:

- H1. Analyze, formulate, and advocate for policies that advance social well-being
- H2. Collaborate with colleagues and clients for effective policy action

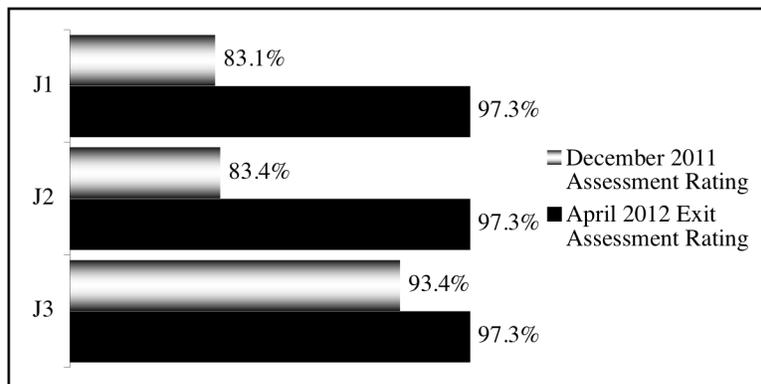
Chart 12: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.9—Respond to contexts that shape practice



Code:

- I1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- I2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

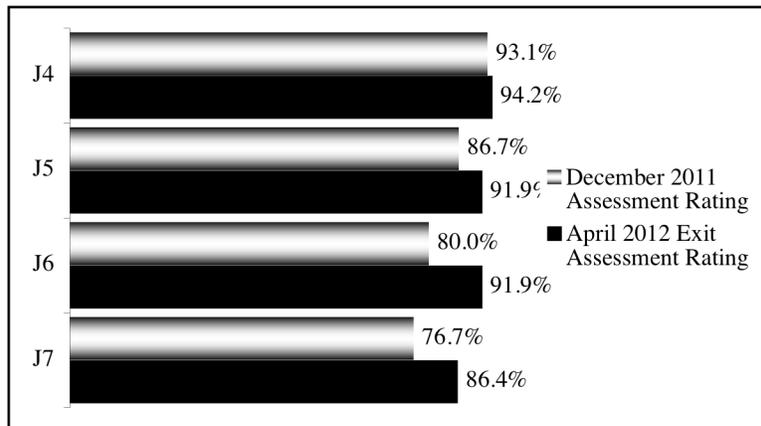
Chart 13a: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.10a—Engage with individuals, families, groups, organizations and communities



Code:

- J1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- J2. use empathy and other interpersonal skills
- J3. Develop a mutually agreed-on focus of work and desired outcomes

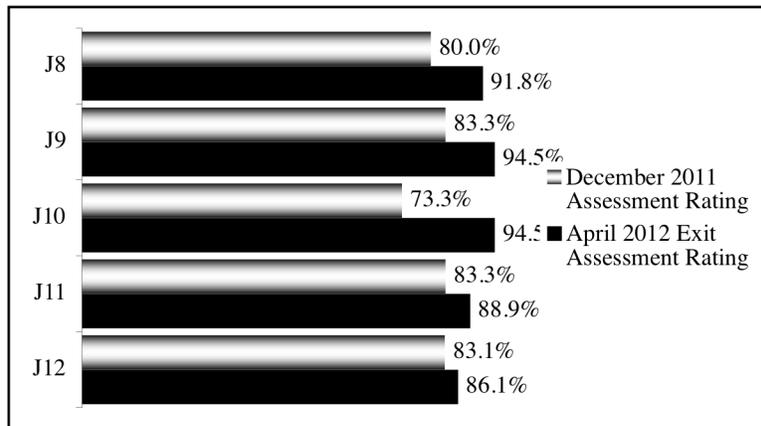
Chart 13b: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.10b—Assess with individuals, families, groups, organizations and communities



Code:

- J4. Collect, organize, and interpret client data
- J5. Assess client strengths and limitations
- J6. Develop mutually agreed-on intervention goals and objectives
- J7. Select appropriate intervention strategies

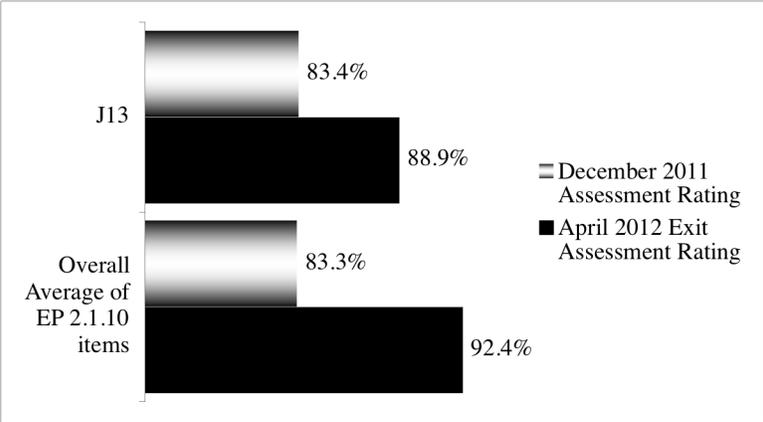
Chart 13c: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.10c—Intervene with individuals, families, groups, organizations and communities



Code:

- J8. Initiate actions to achieve organizational goals
- J9. Implement prevention intervention that enhances client capacities
- J10. Help clients resolve problems
- J11. Negotiate, mediate, and advocate for clients
- J12. Facilitate transitions and endings

Chart 13d: Percentage of students rating as meeting 4.0 or higher on practice behaviors related to EP 2.1.10d—Evaluate with individuals, families, groups, organizations and communities



Code:
J13. Critically analyze, monitor, and evaluate intervention

**Appendix C: Overview of MSW Practice Behavior Based Core
Competencies Assessment: DP and COSA
Concentrations**

**School of Social Work
University of Pittsburgh
12/31/11**

As noted in the CSWE's 2008 Educational Policy and Accreditation Standards, social work curriculum is to be assessed based on selected and measurable practice behaviors that correspond to ten core competencies (i.e., EP 2.1.1 through EP 2.1.10). Furthermore, it is stipulated that each degree program's concentrations generate two or more separate assessments of the practice behaviors in order to verify the utility of the major findings for incorporation toward continual curricula refinement. Thus, the MSW program has opted to utilize the following two data sources: (1) the field instructors' evaluative ratings of practice behavior competence of the Direct Practice (DP) and Community Organization/Social Administration (COSA) students; and (2) an MSW exit survey of graduating students based on the self-assessment of the same set of practice behaviors.

Although the overviews of the field instructor based practice behavior assessments of the MSW students are already reviewed in the main affirmation report and further elaborated in Appendix V—Assessment, this report offers an additional analysis based on an integration of two separate findings in reference to the practice behaviors that represent each of the CSWE policies' ten core competencies.

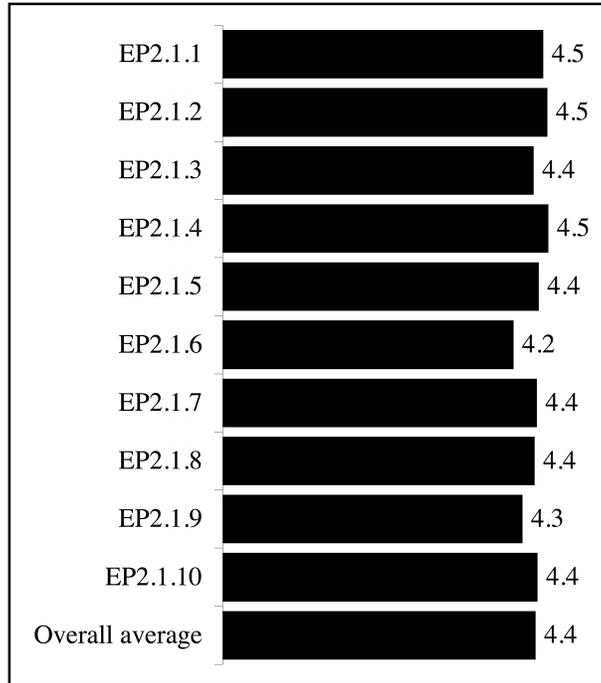
In both assessments, the evaluative rating scale is as follows: 1- No competence/unacceptable; 2- Insufficient competence; 3- Emerging as competent; (remove "and") 4- Competent; and 5- Advanced competence/proficient. Thus, an average rating of 4.0 or higher among practice behavior ratings based on the above five-point scale represents the level beyond of "competence", and is slightly higher than the 3.0 GPA based on a four-point scale (A to F) grading system (it is a higher level because 4.0 is at the 80% level on the five-point scale, whereas a 3.0 on the four point scale is at the 75% level). The MSW program requires that major social work course grades (GPA) be 3.0 or higher for the qualification toward student graduation.

As reported in the main reaffirmation report, both DP and COSA practice behavior surveys (Likert scales) attained highly positive overall reliability ratings (i.e., coefficient Alpha of 0.99). The exit surveys of DP (N=70) and COSA (N=14) students graduating in December 2011 attained the Alpha coefficients of 0.981 and 0.955 for DP and COSA, respectively. The April graduates will be a much larger cohort, or approximately twice the size of the December graduates. Thus, in the future, the exit survey will be conducted during both graduation periods

B. Review of major findings (mean and relative percentage comparison).

As Charts 1 and 2 show (on the following pages), the combined overall average ratings (field and student survey) based on core competencies represented by DP and COSA practice behavior items indicate that all of them are at noticeably high and positive levels. In fact, the overall averages of the ten core competence ratings (based on over 80 practice behavior items) are 4.4 and 4.5 (out of the five-point scale) for the DP and COSA programs, respectively. In other words, such a positive result indicates that both sets of the assessment strategies reveal consistent, encouraging results.

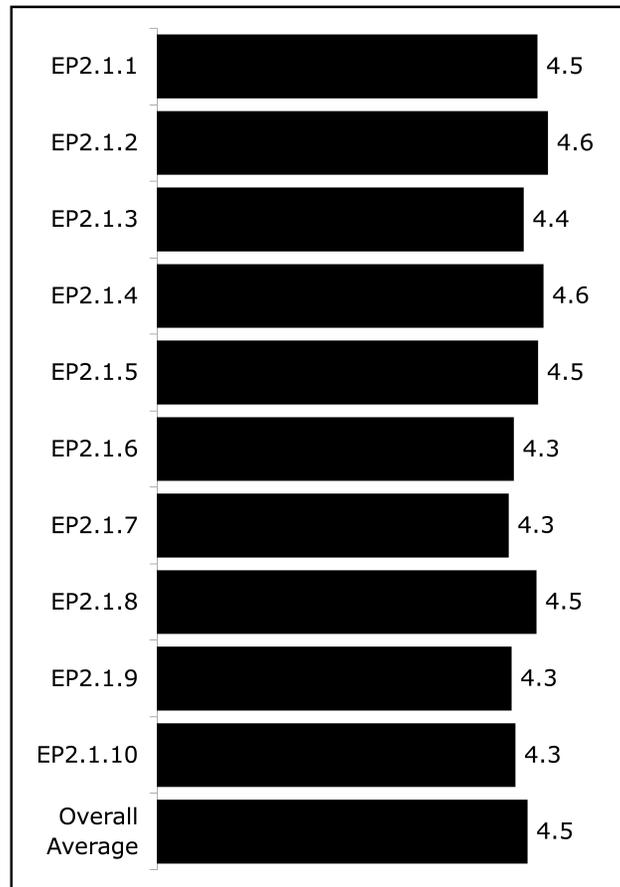
Chart 1: Combined overall average ratings (field and exit survey)
 based on core competencies represented by the DP practice behavior assessments
 (Code: 1= No competence/unacceptable; 2= Insufficient competence;
 3= Emerging as competent; 4= Competent; and 5= Advanced competence)



Code:

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2—Apply social work ethical principles to guide professional practice
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4—Engage diversity and difference in practice
- EP 2.1.5—Advance human rights and social and economic justice
- EP 2.1.6—Engage in research-informed practice and practice-informed research
- EP 2.1.7—Apply knowledge of human behavior and the social environment
- EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- EP 2.1.9—Respond to contexts that shape practice
- EP 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Chart 2: Combined overall average ratings (field and exit survey)
 based on core competencies represented by the COSA practice behavior assessments
 (Code: 1= No competence/unacceptable; 2= Insufficient competence;
 3= Emerging as competent; 4= Competent; and 5= Advanced competence)

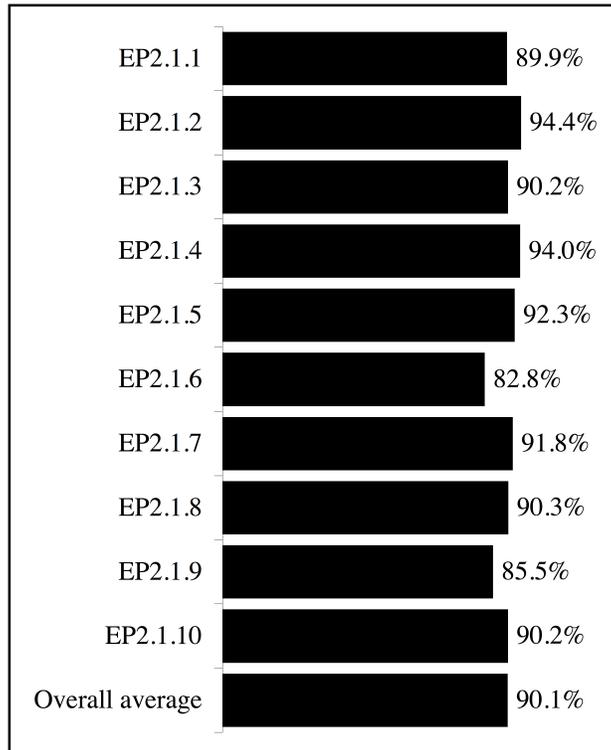


Code:

- EP 2.1.1— Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2— Apply social work ethical principles to guide professional practice
- EP 2.1.3— Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4— Engage diversity and difference in practice
- EP 2.1.5— Advance human rights and social and economic justice
- EP 2.1.6— Engage in research-informed practice and practice-informed research
- EP 2.1.7— Apply knowledge of human behavior and the social environment
- EP 2.1.8— Engage in policy practice to advance well-being and deliver services
- EP 2.1.9— Respond to contexts that shape practice
- EP 2.1.10— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

A second way to analyze the combined data sets is to compare the relative percent distribution of the assessment ratings. Such an assessment can be used to review the proportion of students (%) meeting or exceeding 4.0 or higher rating. For example, the DP and COSA program may further review how well are the core competencies being met or exceeded by setting 80% of students as the baseline criteria. This rate as a goal may be increased to 85% (or higher) on subsequent years by generating a corresponding strategic plan for continual enhancement.

Chart 3: Relative number of DP students (%) meeting the 4.0 competence rating or higher



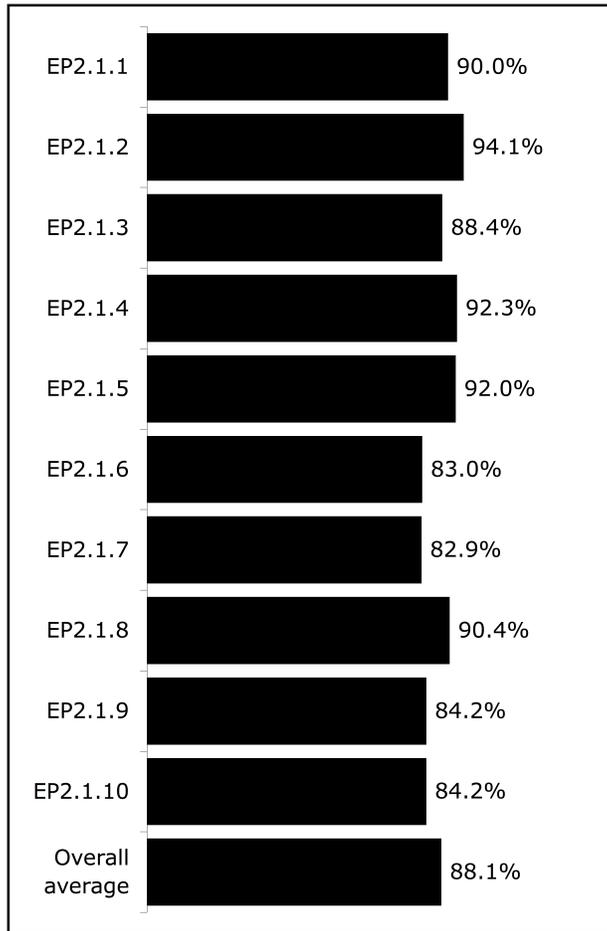
Code:

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2—Apply social work ethical principles to guide professional practice
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4—Engage diversity and difference in practice
- EP 2.1.5—Advance human rights and social and economic justice
- EP 2.1.6—Engage in research-informed practice and practice-informed research
- EP 2.1.7—Apply knowledge of human behavior and the social environment
- EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- EP 2.1.9—Respond to contexts that shape practice
- EP 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

As indicated in the above Chart 3, all of the core competency items were met with 80% or more of the DP students with an overall average of 90.1% (exhibiting 4.0 or higher ratings). However, when the comparative bar is raised to the 85% level, DP students are falling short on the EP 2.1.6 (i.e., engage in research-informed practice and practice-informed research).

As Chart 4 indicates (on next page), COSA students are also meeting all of the core competencies at the 80% level with an overall average of 88.1% (distribution of students with 4.0 or higher ratings).

Chart 4: Relative number of COSA students (%) meeting the 4.0 competence rating or higher



Code:

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2—Apply social work ethical principles to guide professional practice
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4—Engage diversity and difference in practice
- EP 2.1.5—Advance human rights and social and economic justice
- EP 2.1.6—Engage in research-informed practice and practice-informed research
- EP 2.1.7—Apply knowledge of human behavior and the social environment
- EP 2.1.8—Engage in policy practice to advance well-being and deliver services
- EP 2.1.9—Respond to contexts that shape practice
- EP 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

In contrast, with the 85% level as a criteria, four core competencies are falling short: (1) EP 2.1.6—Engage in research-informed practice and practice-informed research); (2) EP 2.1.7—Apply knowledge of human behavior and the social environment); (3) EP 2.1.8—Engage in policy practice to advance well-being and deliver services); and (4) EP 2.1.9—Respond to contexts that shape practice). Thus, such findings point to further review and analysis by the DP and COSA committees and the MSW faculty members in order to generate a targeted strategic plan for further enhancement.

B. DP Practice Behavior Ratings: Field Instructors versus Students' Self-ratings

In reference to each DP practice behavior rating, the students' self-ratings typically show a higher ratings than those issued by the field instructors (by approximately ten percent—4.60 versus 4.18 for the overall average of over 80 practice behavior ratings, respectively).

Among all of the ratings between both groups, only one practice behavior was assigned with a rating lower than 4.0—provides leadership in promoting sustainable changes in services delivery and practice for the improvement of services commensurate with the evolving community needs (assessed as 3.9 by the field instructors). This practice behavior is one of the items representing the EP 2.1.9—Respond to contexts that shape practice. For more detailed information, see Charts 1 to 10 in the following section of this report.

C. COSA Practice Behavior Ratings: Field Instructors versus Students' Self-ratings

In reference to each COSA practice behavior rating, the field instructors' and students' ratings are virtually the same (differ by approximately 1.2% over the 84 practice behavior ratings). There are no individual practice behavior ratings lower than 4.0 based on the field instructors' assessment. However, students issued the following five practice behavior items below 4.0 achievements (from 3.7 to 3.9):

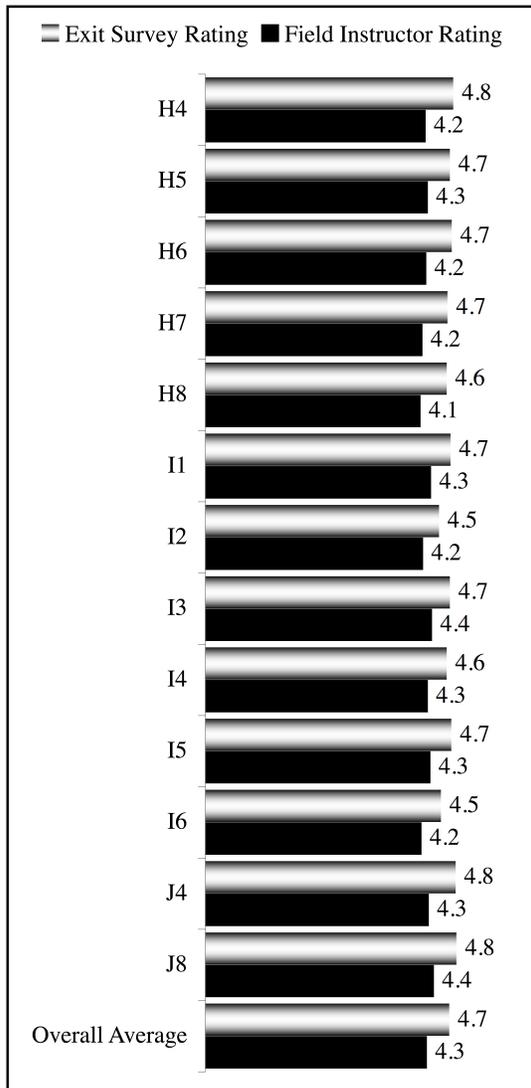
1. Analyzes policy from historical, social, economic, political, and power contexts and how that impacts the service delivery to communities and organizations (3.9)—representing EP 2.1.3;
2. Explores theoretical framework learned in coursework to assist in achieving the health and well-being of the client/community at this field site (3.9)—representing EP 2.1.3;
3. Advances research that is participatory and inclusive of the constituencies of communities and organizations (3.7)—representing EP 2.1.6;
4. Utilizes respective strategies and tactics of consensus, campaign, and contest (3.7)—representing EP 2.1.10; and
5. Evaluates the effectiveness of interventions (3.8)—representing EP 2.1.10.

For more detailed information, see Charts 1 to 10 in the Appendix B section of this report. Therefore, except for relatively few practice behavior items to be targeted for further improvement, a MSW strategic plan for the future includes how to maintain the momentum through the outside-the-box initiatives (exploring new ideas beyond the current curricula strategies). One of the ways this can be accomplished is to continually solicit and capitalize the new ideas generated by MSW students, faculty, field instructors, advisory committees (with external members), and other benchmark schools.

D. DP Practice Behavior Assessment Ratings-- Field Instructors vs. Student's Self-ratings

The DP practice behavior assessment rating scales for the field instructors' and exit surveys (as utilized in the Charts 1 thru 10) are as follows: 1- No competence/unacceptable; 2- Insufficient competence; 3- Emerging as competent; and 4- Competent; and 5- Advanced competence/proficient.

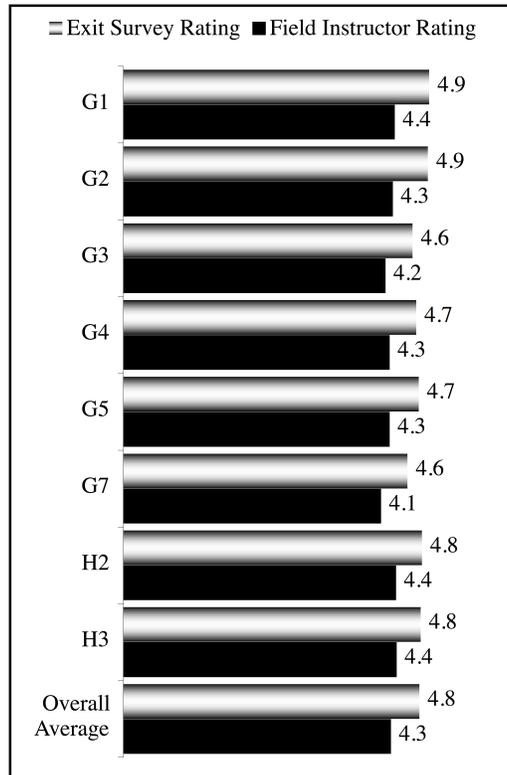
Chart 1: Assessment ratings (mean distribution) on the practice behaviors representing the EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly



Code:

- H4-** Demonstrates personal reflection and self-correction to assure continual professional development
- H5-** Seeks learning activities to improve practice and functioning
- H6-** Recognizes professional limitations
- H7-** Recognizes professional strengths
- H8-** Recognizes stress management needs
- I1-** Prepares for, participates in, and uses supervision appropriately
- I2-** Creates an agenda for supervisory meetings
- I3-** Seeks constructive feedback and criticism
- I4-** Actively engages with appropriate personnel by following the established problem solving process
- I5-** Effectively uses additional training and/or supervision/consultation as needed
- I6-** Participates in the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness of local, regional, national, and international current events, especially those with social implications, thereby recognizing the importance of engaging in career long learning
- J4-** Meets deadlines
- J8-** Demonstrates professional demeanor in behavior, appearance, and communication

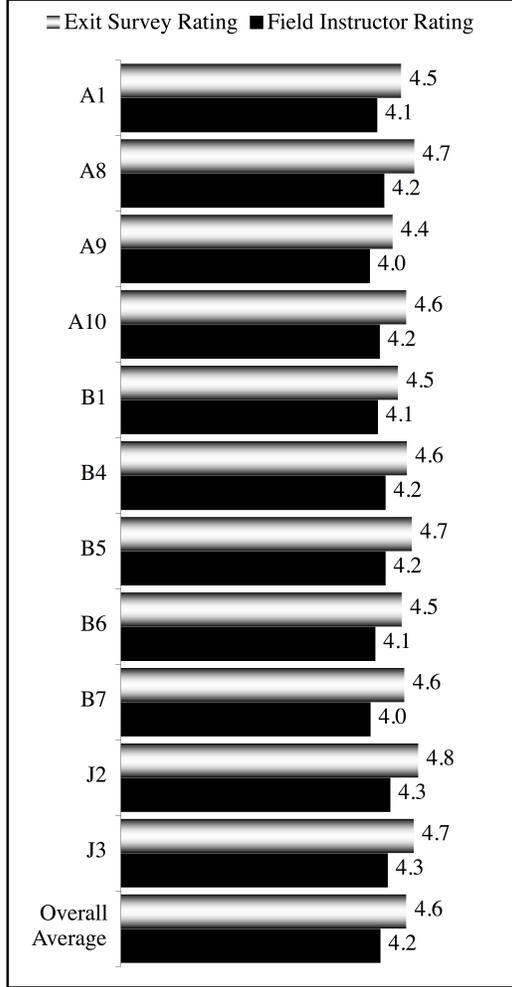
Chart 2: Assessment ratings (mean distribution) on the practice behaviors representing the EP 2.1.2-- Apply social work ethical principles to guide professional practice



Code:

- G1-** Applies ethical decisions by applying NASW code of ethics to practice
- G2-** Applies the standards of the profession to practice
- G3-** Applies relevant laws and policies to practice
- G4-** Synthesizes, manages and uses professional values to guide professional practice
- G5-** Applies strategies of ethical reasoning to arrive at principled decisions
- G7-** Recognizes and accepts the role of ambiguity in resolving ethical conflicts or dilemmas
- H2-** Demonstrates adherence to ethical professional social work roles
- H3-** Demonstrates adherence to professional boundaries

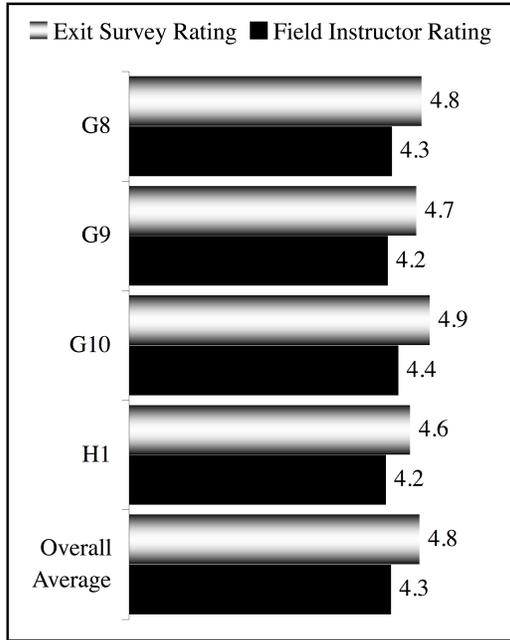
Chart 3: Assessment ratings (mean distribution) on the practice behaviors representing the EP 2.1.3-- Apply critical thinking to inform community professional judgments



Code:

- A1-** Use multiple sources of information to raise and articulate problems that impact the agency
- A8-** Evaluates client situations with regard to risk and protective factors relevant to direct practice interventions with individuals, families and groups
- A9-** Compares and contrasts practice theories of client situations within the context of their environment across populations that direct practice social workers serve
- A10-** Explains the rationale behind actions in providing service delivery
- B1-** Explores theoretical framework learned in coursework to assist in achieving the health and well being of the client/system at this field site
- B4-** Demonstrates effective oral communication working with a wide range of individuals, families and groups and systems in direct practice within the agency's structure
- B5-** Demonstrates effective written communication working with a wide range of individuals, families and groups and systems in direct practice within the agency's structure
- B6-** Evaluates multiple sources of knowledge, including research-based knowledge and practice wisdom
- B7-** Compares, contrasts and applies models of prevention, assessment, intervention and evaluation
- J2-** Organizes tasks appropriately
- J3-** Uses time appropriately by planning task steps

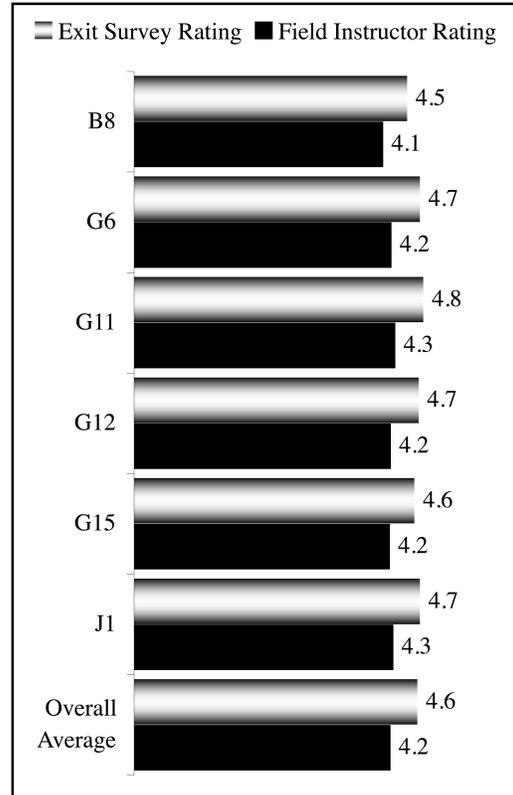
Chart 4: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.4-- Engage diversity and difference in practice



Code:

- G8-** Describes the forms, mechanisms and implications to assess the impact of discrimination and oppression as they relate to direct practice on the client/system and is able to communicate this to the field instructor
- G9-** Communicates an understanding of the importance of difference in shaping life experiences
- G10-** Demonstrates an ability to identify and manage the influence of personal biases and values as they reflect or conflict with the values of the profession
- H1-** Resolves conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession

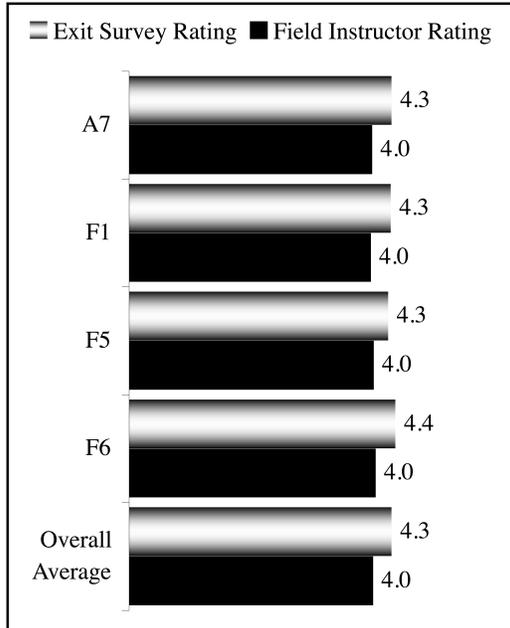
Chart 15: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.5- Advance human rights and social and economic justice



Code:

- B8-** Advocates for, promotes and implements policies that affect the social welfare and advance the social well-being of individuals, families and groups in direct practice settings
- G6-** Assesses the impact of discrimination and oppression on the client/system and is able to communicate this to the field instructor
- G11-** Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs
- G12-** Demonstrates the ability to engage, work with at-risk populations who are experiencing discrimination or the cultural structures of privilege and power
- G15-** Acknowledges and integrates an understanding of the clinical implications of the student's own cultural background, family structure, functioning and life experiences
- J1-** Consistently prepares to deliver and advocate for client access to services

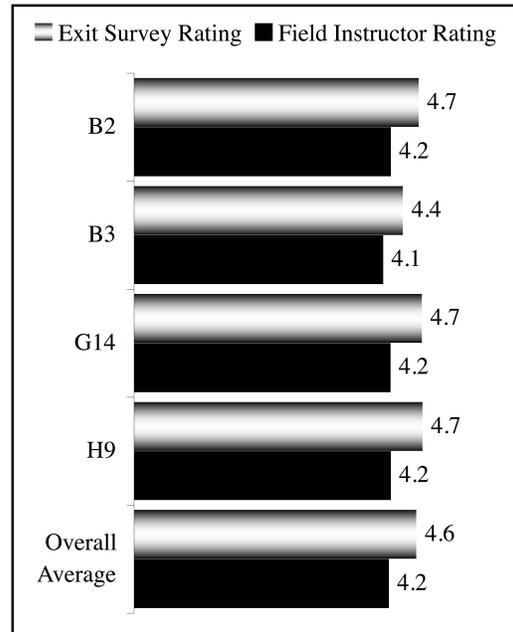
Chart 6: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.6- Engage in research-informed practice and practice-informed research



Code:

- A7-** Advocates for the dissemination of evidence based practices for individuals, families and groups
- F1-** Evaluates the effectiveness of evidence based intervention strategies
- F5-** Applies research skills to the evaluation of interventions
- F6-** Relates theories, models and research for understanding client problems within contextual client systems and circumstances

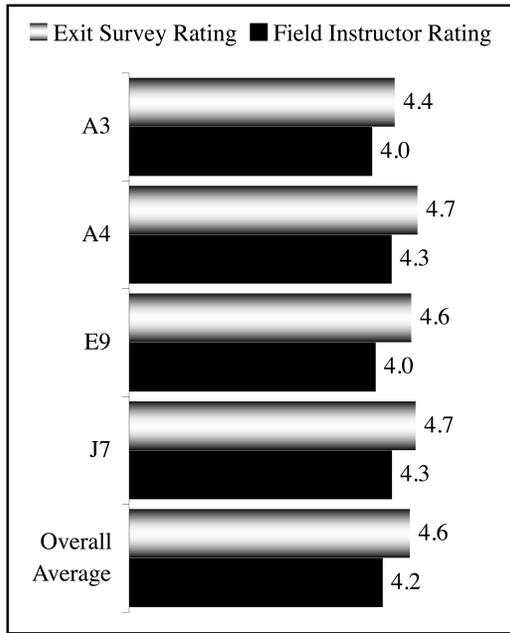
Chart 7: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.7- Apply knowledge of human behavior and the social environment



Code:

- B2-** Applies knowledge of person and environment learned in coursework to assist in achieving the health and well being of the client/system
- B3-** Applies practice theories of client situations within the context of their environment across populations that direct practice social workers serve
- G14-** Provides services to vulnerable clients/systems as appropriate to the stated mission of the field site
- H9-** Works with and/or seeks appropriate assistance for people whose lifestyles, background, and attributes are different from those of the student

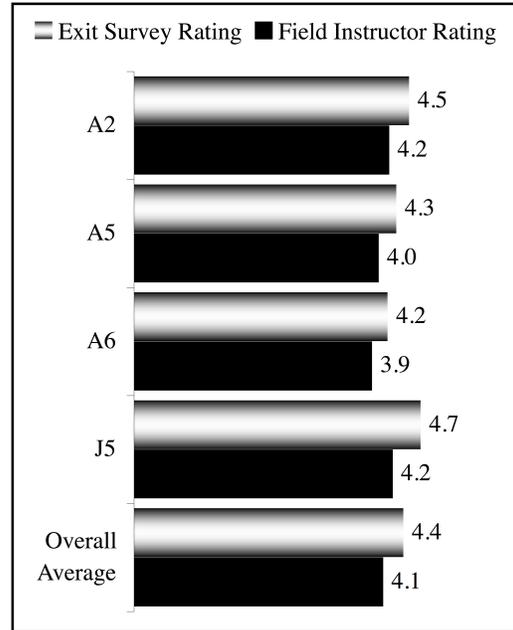
Chart 8: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.8- Engage in policy practice to advance social and economic well-being and to deliver effective social work services



Code:

- A3-** Evaluates policies and how that impacts the service delivery to clients
- A4-** Collaborates with colleagues and clients as appropriate to advance the social well being of individuals, families and groups
- E9-** Focuses upon achieving best client/system outcomes while implementing effective policies in direct practice settings
- J7-** Demonstrates the ability to function within the agency setting in accordance with appropriate internal policies

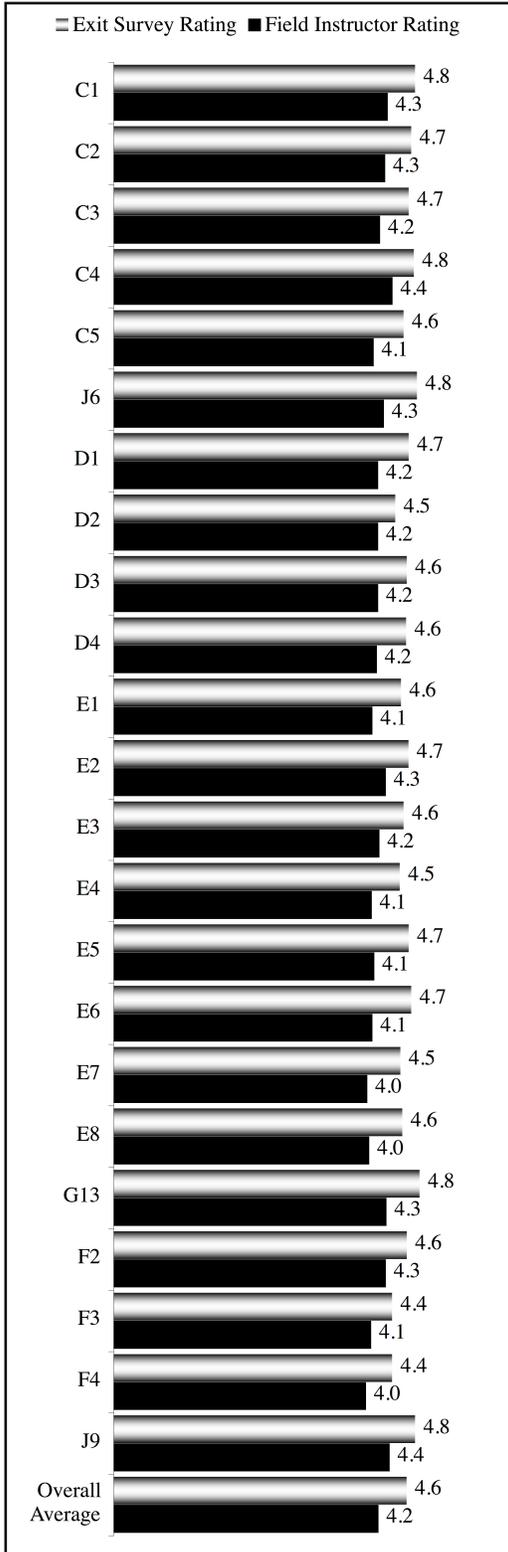
Chart 9: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.9- Respond to contexts that shape practice



Code:

- A2-** Adapts to the specific differences in the agency or organization's population and characteristics to provide relevant services
- A5-** Appraises the changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
- A6-** Provides leadership in promoting sustainable changes in services delivery and practice for the improvement of services commensurate with the evolving community needs
- J5-** Builds needed professional relationships

Chart 10: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.10- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities



Code:

A. Engage

- C1- Engages with individuals, families, groups
- C2- Prepares for action with individuals, families and groups
- C3- Utilizes empathy, validation and compassion in developing positive
- C4- Utilizes empathy, validation and compassion in developing positive relationships with the client/system
- C5- Provides services through collaboration to disseminate information and link client systems and staff in compliance with agency protocol and based upon client need
- J6- Attends to assignment details

B. Assess

- D1- Defines and prioritizes the problem
- D2- Collects, organizes, and interprets data to assess the strengths and limitations of the client/system
- D3- Develops mutually agreed upon intervention goals and objectives
- D4- Identifies appropriate intervention strategies based upon informed consent of the client

C. Intervene

- E1- Collaborates with the client in selecting and implementing effective evidence based intervention strategies that build upon strengths of the client/system
- E2- Builds upon the of the strengths of the client/system to help resolve identified client/system problems
- E3- Initiates actions to achieve client directed goals
- E4- Implements prevention interventions that enhance client capacities
- E5- Empowers clients in negotiating and advocating for themselves
- E6- Advocates for clients' rights in collaborative service planning
- E7- Facilitates transitions and endings (to include termination)
- E8- Focuses upon achieving organizational goals
- G13- Engages in advocacy on behalf of diverse or at-risk populations toward human rights and social and economic justice

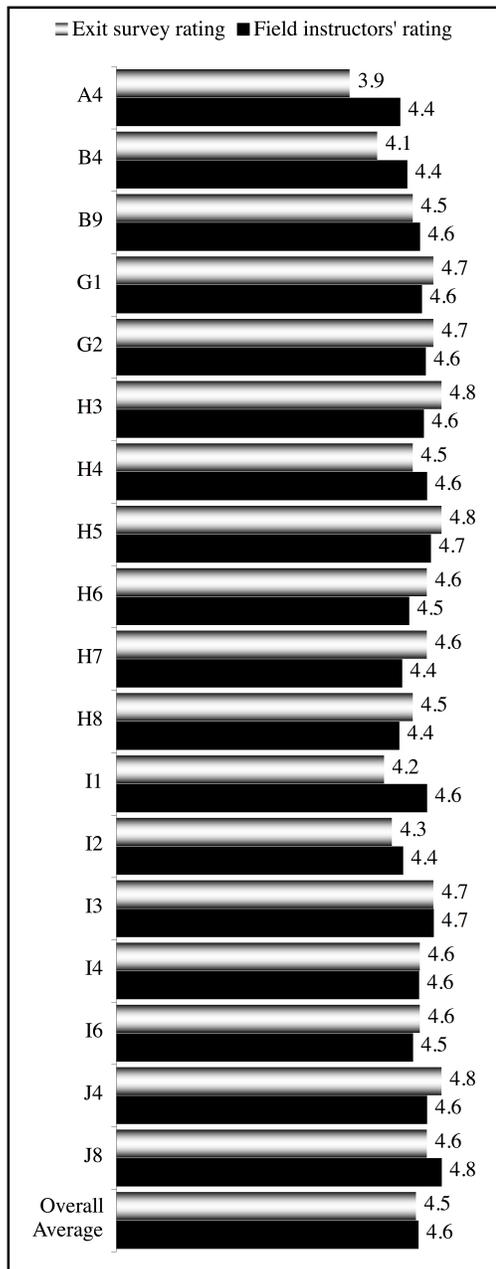
D. Evaluate

- F2- Integrates supervisory/consultative feedback
- F3- Critically evaluates their own program and practice interventions
- F4- Examines outcome information once an intervention is completed
- J9- Documents activities in a manner consistent with the assigned tasks within appropriate agency protocol

E. COSA Practice Behavior Assessment-- Field Instructors vs. Student's Self-ratings

The COSA practice behavior assessment rating scales for the field instructors' and exit surveys (as utilized in the Charts 11 thru 20) are as follows: 1- No competence/unacceptable; 2- Insufficient competence; 3- Emerging as competent; and 4- Competent; and 5- Advanced competence/proficient.

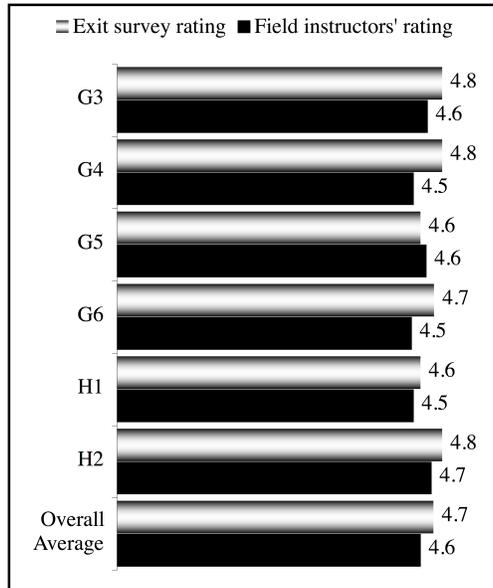
Chart 11: Assessment ratings (mean distribution) on the practice behaviors representing the EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly



Code:

- A4-** Analyzes policy from historical, social, economic, political, and power contexts and how that impacts the service delivery to communities and organizations
- B4-** 4. Utilizes theories of community and organizational behavior in assessment and analysis of macro interventions
- B9-** Demonstrates effective oral communication within the agency's structure
- G1-** Applies NASW code of ethics to practice
- G2-** Applies the standards of the profession to practice
- H3-** Demonstrates adherence to professional boundaries
- H4-** Demonstrates personal reflection and self correction to assure continual professional development
- H5-** Seeks learning activities to improve practice and functioning
- H6-** Recognizes professional limitations
- H7-** Recognizes professional strengths
- H8-** Recognizes stress management needs
- I1-** Prepares for, participates in, and uses supervision appropriately
- I2-** Creates an agenda for supervisory meetings
- I3-** Seek constructive feedback and criticism
- I4-** Seek additional training/supervision and consultation when needed or recommended to enhance their professional practice
- I6-** Effectively uses additional training and/or supervision/consultation as needed
- J4-** Meets deadlines
- J8-** Conducts her/himself professionally in demeanor, dress and workplace behavior

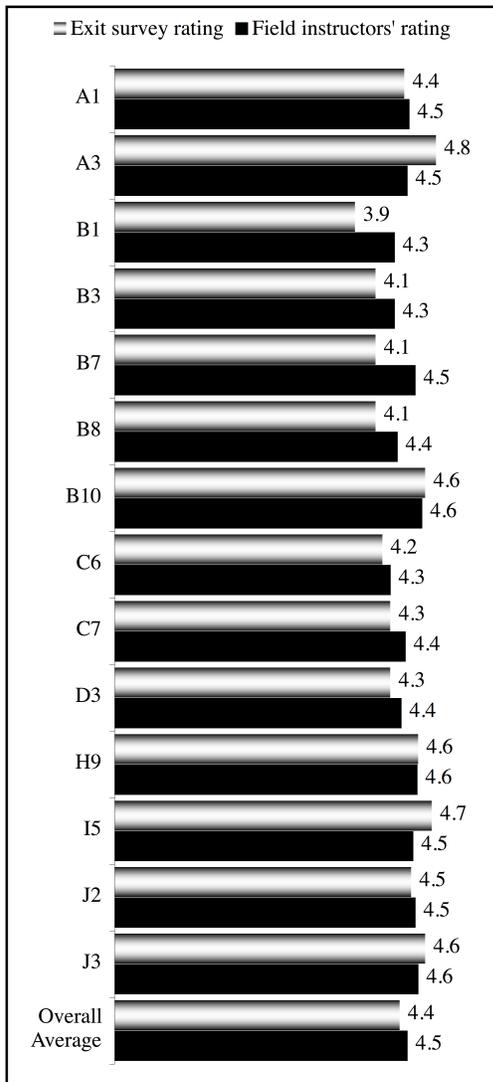
Chart 12: Assessment ratings (mean distribution) on the practice behaviors representing the EP 2.1.2-- Apply social work ethical principles to guide professional practice



Code:

- G3- Uses professional values to guide practice
- G4- Applies strategies of ethical reasoning to arrive at principled decisions
- G5- Promotes inclusive communities and organizations
- G6- Demonstrates the ability to recognize ambiguity in resolving ethical conflicts or dilemmas
- H1- Resolves conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession
- H2- Demonstrates adherence to ethical professional social work roles as appropriate to the field site

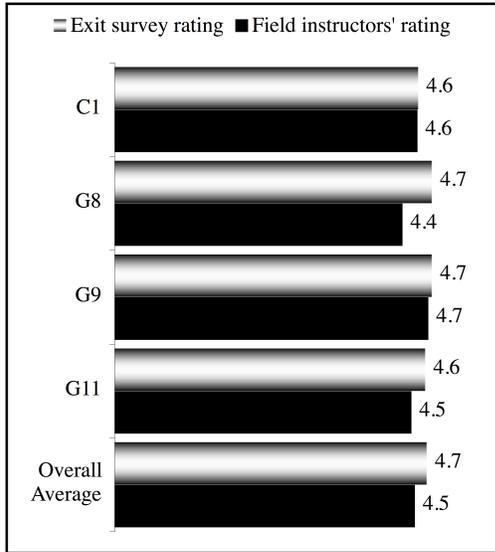
Chart 13: Assessment ratings (mean distribution) on the practice behaviors representing the EP 2.1.3--
Apply critical thinking to inform community professional judgments



Code:

- A1-** Use multiple sources of information to raise and articulate problems that impact the agency
- A3-** Adapts to the specific differences in the agency or organization’s population and characteristics to provide relevant services
- B1-** Explores theoretical framework learned in coursework to assist in achieving the health and well being of the client/community at this field site
- B3-** Synthesizes multiple frameworks and sources of information to make professional judgments in analyzing communities and organizations as social systems with life cycles and roles that maintain well-being
- B7-** Advances effective and efficient social service delivery and access to resources in organizations and communities
- B8-** Engages and ensures participation of diverse and marginalized community and organization constituents in assessing, planning, and implementing interventions
- B10-** Demonstrates effective written communication within the agency’s structure
- C6-** Engages diverse constituents in critical community and organizational analysis and problem solving
- C7-** Provides services through collaboration and disseminates information to link client systems and staff in compliance with agency protocol and based upon system/organizational need
- D3-** Analyzes and assesses the policy and task environment of the system/organization
- H9-** Works with and/or seeks appropriate assistance for people whose lifestyles, background, and attributes are different from those of the student
- I5-** Actively engages with appropriate personnel by following the established problem solving process
- J2-** Organizes tasks appropriately
- J3-** Uses time appropriately by planning task steps

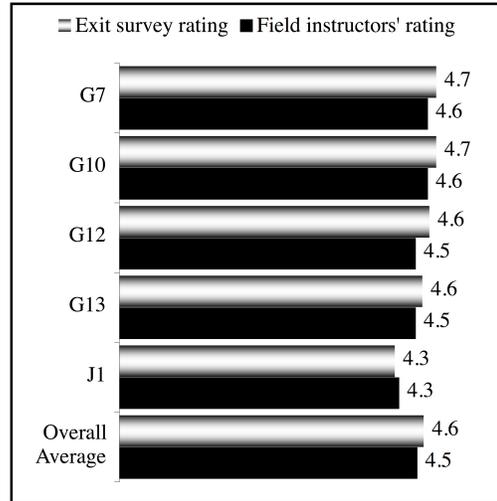
Chart 14: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.4-- Engage diversity and difference in practice



Code:

- C1-** Engages with individuals, families, groups, organizations and/or communities
- G8-** Demonstrates an awareness of own biases and values as they reflect or conflict with the values of the profession
- G9-** Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs
- G11-** Utilizes strengths of differing life experiences to build inclusive communities and multicultural organizations

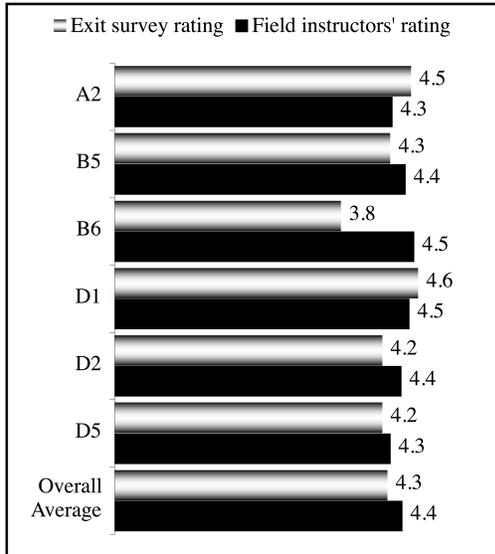
Chart 15: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.5- Advance human rights and social and economic justice



Code:

- G7-** Assesses the impact of discrimination and oppression on the client/system and is able to communicate this to the field instructor
- G10-** Demonstrates the ability to work with at-risk populations who are experiencing discrimination or the cultural structures of privilege and power
- G12-** Engages in advocacy on behalf of diverse or at-risk populations toward human and civil rights as well as social and economic justice
- G13-** Works to eliminate social and economic injustice within communities, organizations, institutions and society
- J1-** Consistently prepares to deliver and advocate for client access to services

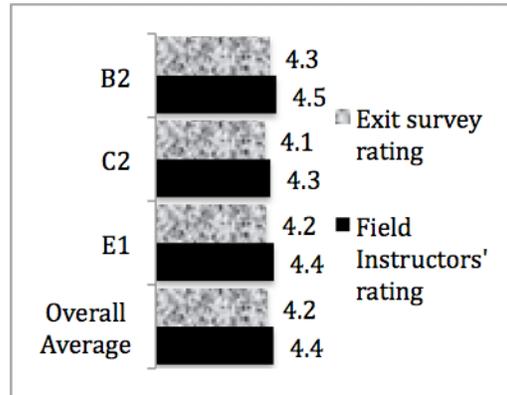
Chart 16: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.6- Engage in research-informed practice and practice-informed research



Code:

- A2-** Uses research evidence to inform practice
- B5-** Uses best practice research to develop and implement community and organizational interventions
- B6-** Advances research that is participatory and inclusive of the constituencies of communities and organizations
- D1-** Defines and prioritizes the problem
- D2-** Collects data to assess the strengths and limitations of the system/organization
- D5-** Identifies appropriate intervention strategies

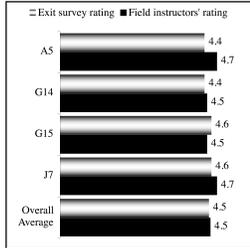
Chart 17: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.7- Apply knowledge of human behavior and the social environment



Code:

- B2-** Applies knowledge of person and environment learned in coursework to assist in achieving the health and well being of the client/system at this field site
- C2-** Prepares for the intervention
- E1-** Implements successful prevention interventions that build on strengths of the community/system and enhance the connectivity of persons to the communities and organizations that impact their lives, especially in an urban context

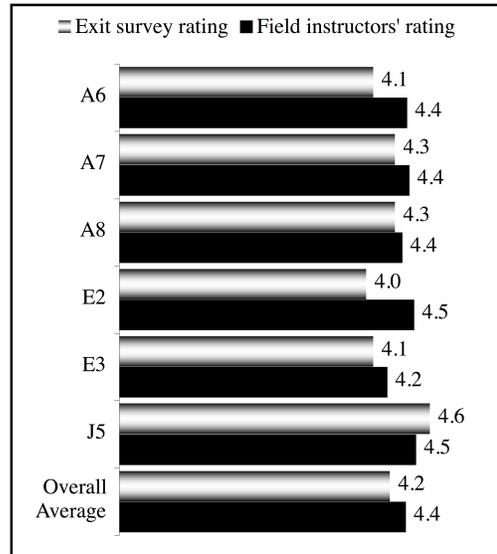
Chart 18: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.8- Engage in policy practice to advance social and economic well-being and to deliver effective social work services



Code:

- A5-** Collaborates with colleagues and systems as appropriate
- G14-** Actively engages in the policy arena on behalf of community and organizational interests
- G15-** Provides services to vulnerable communities/systems as appropriate to the stated mission of the field site
- J7-** Demonstrates the ability to function within the agency setting in accordance with appropriate internal policies

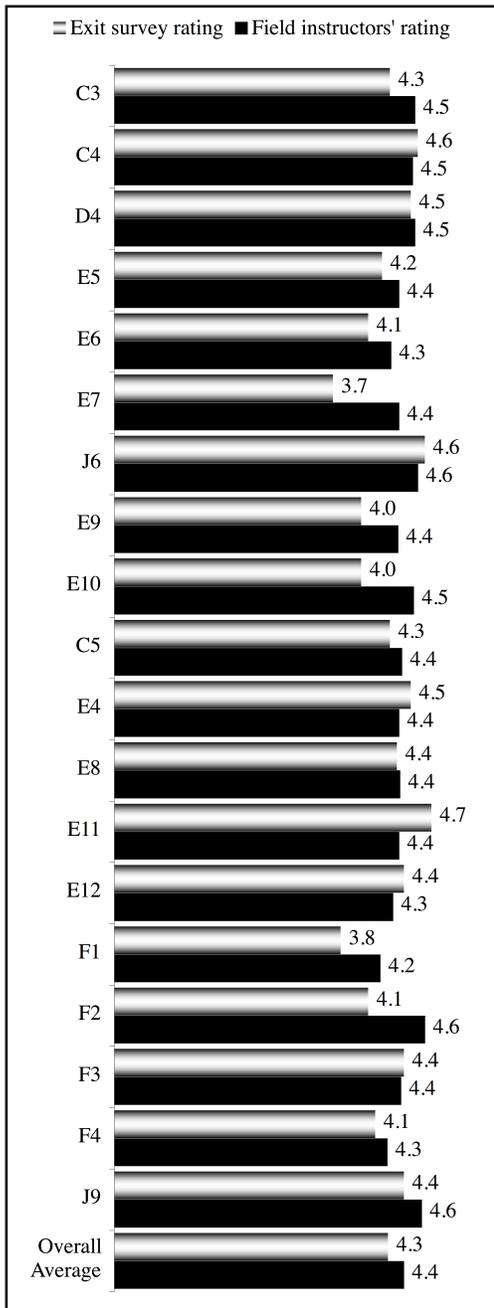
Chart 19: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.9- Respond to contexts that shape practice



Code:

- A6-** Attends to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
- A7-** Provides feedback for the improvement of services
- A8-** Explains the rationale behind actions in providing service delivery
- E2-** Applies theoretical frameworks to assess and analyze the task domain of organizations, communities and constituencies they serve
- E3-** Strategically plans for organizational and community change and development relative to social, economic, and political factors
- J5-** Builds needed professional relationships

Chart 20: Assessment ratings (mean distribution) on the practice behaviors representing the EP2.1.10- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities



Code:

A. Engage

- C3-** Uses mutually agreed upon focus of work
- C4-** Uses empathy and compassion in developing positive relationships with the client/system
- D4-** Develops mutually agreed upon intervention goals and objectives
- E5-** Intervenes in a manner to focus upon achieving organizational goals and best outcomes within defined organizational governance
- E6-** Plans with communities and organizations to apply interventions through locality development, social planning, and social action models, individually or in mixed-models
- E7-** Utilizes respective strategies and tactics of consensus, campaign and contest
- J6-** Attends to assignment details

B. Assess

- E9-** Identify, secure and manage necessary financial resources for programs and organizational operations
- E10-** Supports the recruitment, development and management of appropriate human resource/staffing for programs and organizational operations

C. Intervene

- C5-** Engages with communities, their constituencies, and the organizations that serve them to assess and analyze community and organization capacities, strengths and needs
- E4-** Advocates for communities and organizations and their constituencies
- E8-** Helps work toward development and management of effective and efficient programs
- E11-** Facilitates transitions and endings (to include termination) of assignments
- E12-** Resolves identified community/system problems

D. Evaluate

- F1-** Evaluates the effectiveness of interventions
- F2-** Integrates supervisory/consultative feedback
- F3-** Examines outcome information once an intervention is completed for communities and organizations
- F4-** Involves community and organizational constituencies in evaluating the effectiveness of interventions in order to recommend future actions
- J9-** Documents activities in a manner consistent with the assigned tasks within appropriate agency protocol