

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS M2.0.4).

The purpose of program assessment is to determine whether MSW students have developed the knowledge, values, and skills necessary to achieve the 10 core competencies as operationalized through their respective practice behaviors, as required by CSWE's Educational Policy and Accreditation Standards (2008). Because of the advanced generalist focus of the MSW program, we utilize both the 41 foundation year practice behaviors outlined in the EPAS, as well as the 10 advanced level practice behaviors created by our faculty. Our assessment plan employs field instructor evaluation of students as well as student self evaluation. Assessment results are used to continually inform and promote changes in the explicit and implicit curriculum that facilitate student competency attainment and achievement of program goals.

The program assessment plan utilizes two separate measures, each administered at multiple points. The first measure is a student self assessment (SSEA) conducted proximate to completion of the foundation (SSEA-F) and advanced curricula (SSEA-A). The second measure is a field instructor assessment (PIESI) of student performance in the field practicum experience. This measure is also administered proximate to completion of the foundation and advanced curriculum field practicum experience. Each of these measures has a foundation (PIESI-F) and advanced version (PIESI-A) that directly evaluates a student's ability to perform each foundation and advanced practice behavior. A summary description of these measures is provided below. The summary indicates who is evaluated, what is being evaluated, when the evaluation occurs, how the evaluation is conducted, and the benchmarks associated with the measures. Table 4.1 provides an overview of our assessment plan and methods; it shows how we go about assessing the attainment of each competency and specifies the assessment procedures, multiple measures of each practice behavior, and the benchmarks used to assess the attainment of each of the program's competencies.

Summary of Assessment Instruments and Methods

Student Self-Assessment

Instruments. Foundation Student Self-Efficacy Assessment (SSEA-F), Advanced Student Self-Efficacy Assessment (SSEA-A).

Population. All MSW students completing the foundation or advanced segments of the curriculum.

When evaluated. Evaluation occurs at two time points: first, when a student completes the foundation curriculum including the foundation field practicum experience; second, when a student completes the advanced curriculum, including the advanced field practicum experience.

Who evaluates. Students assess themselves.

What is evaluated. Ability to perform the foundation (41) and advanced (10) practice behaviors associated with the 10 core competencies.

How evaluated. Students complete the self-assessment online via Survey Monkey, typically at the end of the foundation and advanced field practicum experiences. Students assess their ability to perform practice behaviors that demonstrate mastery of the 10 core competencies. Ratings are based on a scale of 0 to 2 (where 0 = “not yet competent,” 1 = “competent,” and 2 = “highly competent”).

Benchmark. A student is considered competent on an individual core competency if she or he rates himself as “competent” or “highly competent” on each practice behavior associated with that particular competency. As a program, we consider ourselves as achieving our benchmark for each competency if, on average, at least 90% of the students rate themselves as “competent” or “highly competent” for all practice behaviors associated with a particular competency. An average below 90% for all combined practice behavior ratings for a given competency signals a concern. We also take note of any single practice behavior program average that falls below 90% for a particular measure.

Field Instructor Assessment

Instruments. Foundation Practicum Instructor Evaluation of Student (PIESI-F), Advanced Practicum Instructor Evaluation of Student (PIESI-A).

Population. All MSW students completing the foundation or advanced field practicum experience.

When evaluated. Evaluation occurs two times for assessment purposes: first, at the end of the student’s foundation field practicum experience; second, at the end of the student’s advanced field practicum experience.

Who evaluates. Field instructors evaluate the students they supervise.

What is evaluated. The ability to perform the foundation (41) and advanced (10) practice behaviors associated with the 10 core competencies as applied in the context of the field practicum agency.

How evaluated. The PIESI-F and PIESI-A instruments are completed via Survey Monkey. Field instructors complete these evaluations at the end of each semester’s field practicum experience (see Vol. III, Appendix D and Vol. III, Appendix B, *MSW Field Practicum Manual*, pgs. 60-68). We use only the evaluations that occur at the conclusion of the field practicum experiences for program assessment purposes. The field practicum instructor evaluation assesses the student’s ability to perform practice behaviors that demonstrate mastery of the 10 core competencies.

Students are rated as “not yet competent,” “competent,” or “highly competent.” Instructors are encouraged to provide written comments in support of the ratings given which help add context for their ratings.

Note that the version of the PIESI-F used for data gathered via field instructor evaluations conducted during the 2012-2013 academic year, which are reported in Table 4.1, evaluated the competencies themselves rather than the practice behaviors associated with the competencies. It employed a 5-point scale that ranged from “far below expectations” to “far exceeded expectations.” This was the method used during the first five years of the program’s existence (2008-2013) when it operated under the 2002 EPAS. The MSW program received its initial accreditation in 2012 and soon thereafter began the transition to the new standards in preparation for our re-affirmation, which was moved up one year in order to align with our BSW program’s reaffirmation cycle. This instrument has been revised (PIESI-F, version 2014) so that the practice behaviors are evaluated directly. It will be used beginning with the 2014-2015 academic year. Both versions of this form are included in Vol. III, Appendix D. Because the older PIESI-F directly evaluated competencies (which were early versions of what eventually became the 2008 EPAS competencies) as reflected in the students’ performance in the agency, it failed to measure performance at the practice behavior level. For this report we apply, retrospectively, the global evaluation of each competency to the associated foundation practice behaviors. That is, if a student was evaluated as meeting or exceeding expectations for a particular competency, we applied that rating to each of its associated practice behaviors. The same was true for “below expectations” ratings. We realized this was not ideal in light of the 2008 EPAS and updated the measures upon learning--during a re-affirmation workshop--that it is the practice behaviors that are to be evaluated and not the competencies. Thus, the PIESI-A deployed during 2013-14 evaluated the advanced practice behaviors directly. The PIESI-F which will be deployed during the 2014-15 academic year will assess the 41 foundation practice behaviors directly.

Benchmark. As a benchmark measure, a student is considered competent on an individual core competency if she or he is rated as “meeting,” “exceeding,” or “far exceeding” expectations (old foundation PIESI version) or “competent” or “highly competent” (new foundation PIESI version, current advanced PIESI version) on each practice behavior associated with that particular competency. As a program, we consider ourselves as achieving our benchmark for each competency if, on average, at least 90% of the students are rated as “meeting,” “exceeding,” or “far exceeding” expectations (old form) or “competent” or “highly competent” (new form) for the practice behaviors associated with a particular competency. An average below 90% for all combined practice behavior ratings for a given competency signals a concern. We also take note of any single practice behavior program average that falls below 90% for a particular measure.

Table 4.1 Summary of Plan to Assess Competency Attainment

Competency	Competency Benchmark	Practice Behavior	Measures	Assessment procedures practice behaviors	Outcome Measure Benchmark	Assessment Procedures: Competency
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	90% of students will demonstrate competency.	Advocate for client access to the services of social work	Measure 1 SSEA Question # 2a	For Measure 1: % student scores for question # 2a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
			Measure 2 Foundation PIESI (2012 version) Question #4	For Measure 2: Percentage student scores for Q # 4 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	
			Measure 1 SSEA Question # 2b	For Measure 1: % student scores for question # 2b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
		Practice personal reflection and self-correction	Measure 1 SSEA Question # 2a	For Measure 1: % student scores for question # 2a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
			Measure 2 Foundation PIESI (2012 version) Question #4	For Measure 2: Percentage student scores for question # 4 1=Far Below Expectations 2=Below Expectations 3=Met Expectations	For Measure 2: Students score ≥ 3	
			Measure 1 SSEA Question # 2b	For Measure 1: % student scores for question # 2b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	

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Attend to professional roles and boundaries	Measure 1 SSEA Question # 2c	4=Exceeded Expectations 5=Far Exceeded Expectations For Measure 1: % student scores for question #2c 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #4	For Measure 2: % student scores for question # 4 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Demonstrate professional demeanor in behavior, appearance, and communication	Measure 1 SSEA Question # 2d	For Measure 1: % student scores for question #2d 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #4	For Measure 2: % student scores for question # 4 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations	For Measure 2: Students score \geq 3

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Engage in career-long learning	Measure 1 SSEA Question # 2e	5=Far Exceeded Expectations For Measure 1: % student scores for question #2e 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #4	For Measure 2: % student scores for question # 4 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Use supervision and consultation	Measure 1 SSEA Question # 2f	For Measure 1: % student scores for question #2f 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #4	For Measure 2: % student scores for question # 4 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3

Advanced Practice Behavior

2.1.2—Apply social work ethical principles to guide professional practice.	90% of students will demonstrate competency.	Demonstrate a clear commitment to professional self-improvement and self-care commensurate with advanced practice at all levels (micro, mezzo, macro).	Measure 1 Advanced SSEA Question # 2	For Measure 1: % student scores for question #2 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
			Measure 2 Advanced PIESI Question #4	For Measure 2: % student scores for question #4 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score ≥ 1	
		Recognize and manage personal values in a way that allows professional values to guide practice	Measure 1 SSEA Question # 3a	For Measure 1: % student scores for question #3a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
			Measure 2 Foundation PIESI (2012 version) Question #5	For Measure 2: % student scores for question #5 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	
	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	Measure 1 SSEA Question # 3b	For Measure 1: % student scores for question #3b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1		

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	Measure 2- Foundation PIESI (2012 version) Question #5	For Measure 2: % student scores for question #5 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Tolerate ambiguity in resolving ethical conflicts	Measure 1 SSEA Question # 3c	For Measure 1: % student scores for question #3c 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #5	For Measure 2: % student scores for question #5 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Apply strategies of ethical reasoning to arrive at principled decisions	Measure 1 SSEA Question # 3d	For Measure 1: % student scores for question #3d 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2	For Measure 2:	For Measure 2:

Foundation PIESI (2012 version) Question #5	% student scores for question #5 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	Students score \geq 3
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Advanced Practice Behavior

Understand how to research relevant laws, professional standards and ethical guidelines and demonstrate consistent application of such to increasingly complex advanced practice situations.	Measure 1 Advanced SSEA Question #3	For Measure 1: % student scores for question #3 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Advanced PIESI Question #5	For Measure 2: % student scores for question #5 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score \geq 1

2.1.3—Apply critical thinking to inform and communicate professional judgments.

90% of students will demonstrate competency.

Distinguish, appraise, and integrate multiple sources of knowledge, including research-based-knowledge and practice wisdom

Measure 1 SSEA Question # 4a	For Measure 1: % student scores for question #4a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
Measure 2 Foundation PIESI (2012 version) Question #6	For Measure 2: % student scores for question # 6 1=Far Below Expectations 2=Below Expectations	For Measure 2: Students score \geq 3

Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether

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Analyze models of assessment, prevention, intervention, and evaluation	Measure 1 SSEA Question # 4b	3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations For Measure 1: % student scores for question #4b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	this percentage is larger than the Competency Benchmark.
	Measure 2 Foundation PIESI (2012 version) Question #6	For Measure 2: % student scores for question # 6 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	
Demonstrate effective oral and written communication in working with individuals, families, groups, orgs., communities, and colleagues	Measure 1 SSEA Question # 4c	For Measure 1: % student scores for question #4c 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
	Measure 2 Foundation PIESI (2012 version) Question #6	For Measure 2: % student scores for question # 4c 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded	For Measure 2: Students score ≥ 3	

				Expectations 5=Far Exceeded Expectations		
		Advanced Practice Behavior				
2.1.4—Engage diversity and difference in practice.	90% of students will demonstrate competency.	Effectively apply critical thinking in increasingly independent practice, leadership, supervisory, and administrative roles and contexts	Measure 1 Advanced SSEA Question # 4	For Measure 1: % student scores for question #4 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
			Measure 2 Advanced PIESI Question #6	For Measure 2: % student scores for question #6 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score ≥ 1	
			Measure 1 SSEA Question # 5a	For Measure 1: % student scores for question #5a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
			Measure 2 Foundation PIESI (2012 version) Question #7	For Measure 2: % student scores for question # 7 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	
		Gain sufficient self-awareness to eliminate the	Measure 1 SSEA Question # 5b	For Measure 1: % student scores for question #5b	For Measure 1: Students score ≥ 1	

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influence of personal biases and values in working with diverse groups

0=not yet competent
1=competent
2=highly competent

Measure 2
Foundation PIESI
(2012 version)
Question #7

For Measure 2:
% student scores for question # 7
1=Far Below Expectations
2=Below Expectations
3=Met Expectations
4=Exceeded Expectations
5=Far Exceeded Expectations

For Measure 2:
Students score ≥ 3

Recognize and communicate their understanding of the importance of difference in shaping life experiences

Measure 1 SSEA
Question # 5c

For Measure 1:
% student scores for question #5c
0=not yet competent
1=competent
2=highly competent

For Measure 1:
Students score ≥ 1

Measure 2
Foundation PIESI
(2012 version)
Question #7

For Measure 2:
% student scores for question # 7
1=Far Below Expectations
2=Below Expectations
3=Met Expectations
4=Exceeded Expectations
5=Far Exceeded Expectations

For Measure 2:
Students score ≥ 3

View themselves as learners and engage those with whom they work as informants

Measure 1 SSEA
Question # 5d

For Measure 1:
% student scores for question #5d
0=not yet competent
1=competent

For Measure 1:
Students score ≥ 1

2=highly competent

Measure 2 Foundation PIESI (2012 version) Question #7	For Measure 2: % student scores for question # 7 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3
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Advanced Practice Behavior

Work competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies and services.	Measure 1 Advanced SSEA Question # 5	For Measure 1: % student scores for question #5 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1
	Measure 2 Advanced PIESI Question #7	For Measure 2: % student scores for question #7 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score ≥ 1

**2.1.5—Advance
human rights
and social and
economic
justice.**

90% of students
will
demonstrate
competency.

Understand the
forms and
mechanisms of
oppression and
discrimination

Measure 1 SSEA Question # 6a	For Measure 1: % student scores for question #6a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1
Measure 2 Foundation PIESI (2012 version) Question #8	For Measure 2: % student scores for question #8 1=Far Below	For Measure 2: Students score ≥ 3

Determine the
percentage of
students that
attained the
benchmark (90%)
for each outcome
measure. Average
the percentages
together to obtain
the percentage of
students

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Advocate for human rights and social and economic justice	Measure 1 SSEA Question # 6b	Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations For Measure 1: % student scores for question #6b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1	demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
	Measure 2 Foundation PIESI (2012 version) Question #8	For Measure 2: % student scores for question #8 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations For Measure 1: % student scores for question #6c 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score \geq 3	
Engage in practices that advance social and economic justice	Measure 1 SSEA Question # 6c	Expectations For Measure 1: % student scores for question #6c 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1	
	Measure 2 Foundation PIESI (2012 version) Question #8	For Measure 2: % student scores for question #8 1=Far Below Expectations 2=Below	For Measure 2: Students score \geq 3	

Expectations
 3=Met Expectations
 4=Exceeded
 Expectations
 5=Far Exceeded
 Expectations

Advanced Practice Behavior

2.1.6—Engage in research-informed practice and practice-informed research.	90% of students will demonstrate competency.	Use practice experience to inform scientific inquiry	Measure 1 Advanced SSEA Question #6	For Measure 1: % student scores for question #6 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
			Measure 2 Advanced PIESI Question #8	For Measure 2: student scores for question #8 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score ≥ 1	
			Measure 1 SSEA Question # 7a	For Measure 1: % student scores for question #7a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
			Measure 2 Foundation PIESI (2012 version) Question #9	For Measure 2: % student scores for question #9 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	

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Use research evidence to inform practice	Measure 1 SSEA Question # 7b	For Measure 1: % student scores for question #7b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1
	Measure 2 Foundation PIESI (2012 version) Question #9	For Measure 2: % student scores for question #9 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3

Advanced Practice Behavior

Monitor and evaluate interventions at all levels of practice through the application of research and program evaluation knowledge and skills.	Measure 1 Advanced SSEA Question #7	For Measure 1: % student scores for question #7 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1
	Measure 2 Advanced PIESI Question #9	For Measure 2: Percentage student scores for Q #9 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3

2.1.7—Apply knowledge of human behavior and the social environment.

90% of students will demonstrate competency.

Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation

Measure 1 SSEA
Question # 8a

For Measure 1:
% student scores for question #8a
0=not yet competent
1=competent
2=highly competent

For Measure 1:
Students
score ≥ 1

Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.

Measure 2
Foundation PIESI
(2012 version)
Question #10

For Measure 2:
% student scores for question #10
1=Far Below Expectations
2=Below Expectations
3=Met Expectations
4=Exceeded Expectations
5=Far Exceeded Expectations

For Measure 2:
Students
score ≥ 3

Critique and apply knowledge to understand person and environment

Measure 1 SSEA
Question # 8b

For Measure 1:
% student scores for question #8b
0=not yet competent
1=competent
2=highly competent

For Measure 1:
Students
score ≥ 1

Measure 2-
Foundation PIESI
(2012 version)
Question #10

For Measure 2:
% student scores for question #10
1=Far Below Expectations
2=Below Expectations
3=Met Expectations
4=Exceeded Expectations
5=Far Exceeded Expectations

For Measure 2:
Students
score ≥ 3

Advanced Practice Behavior

Articulate a

Measure 1

For Measure 1:

For Measure 1:

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		personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.	Advanced SSEA Question #8	% student scores for question #8 0=not yet competent 1=competent 2=highly competent	Students score ≥ 1	
			Measure 2 Advanced PIESI Question #10	For Measure 2: % student scores for question #10 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score ≥ 1	
2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	90% of students will demonstrate competency.	Analyze, formulate, and advocate for policies that advance social well-being	Measure 1 SSEA Question # 9a	For Measure 1: % student scores for question #9a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
			Measure 2- Foundation PIESI (2012 version) Question #11	For Measure 2: % student scores for question #11 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	
			Collaborate with colleagues and clients for effective policy action	Measure 1 SSEA Question # 9b	For Measure 1: % student scores for question #9b 0=not yet competent 1=competent 2=highly competent	
			Measure 2	For Measure 2:	For Measure 2:	

Foundation PIESI (2012 version) Question #11
 % student scores for question #11
 Students score ≥ 3
 1=Far Below Expectations
 2=Below Expectations
 3=Met Expectations
 4=Exceeded Expectations
 5=Far Exceeded Expectations

Advanced Practice Behavior

Articulate a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.
 Measure 1 Advanced SSEA Question #9
 For Measure 1: % student scores for question #9
 Students score ≥ 1
 0=not yet competent
 1=competent
 2=highly competent

Measure 2 Advanced PIESI Question #11
 For Measure 2: % student scores for question #11
 Students score ≥ 1
 0=not yet competent
 1=competent
 2=highly competent

2.1.9—Respond to contexts that shape practice.

90% of students will demonstrate competency

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Measure 1 SSEA Question # 10a
 For Measure 1: % student scores for question #10a
 Students score ≥ 1
 0=not yet competent
 1=competent
 2=highly competent

Measure 2 Foundation PIESI (2012 version) Question #12
 For Measure 2: % student scores for question #12
 Students score ≥ 3
 1=Far Below Expectations
 2=Below Expectations

For Measure 1: Students score ≥ 1
 Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether

		3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations		this percentage is larger than the Competency Benchmark.
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Measure 1 SSEA Question # 10b	For Measure 1: % student scores for question #10b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
	Measure 2- Foundation PIESI (2012 version) Question #12	For Measure 2: % student scores for question #12 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	

Advanced Practice Behavior

Engage in leadership and administrative activities to evaluate key contextual issues and to respond to changing practice conditions.	Measure 1 Advanced SSEA Question #10	For Measure 1: % student scores for question #10 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
	Measure 2 Advanced PIESI Question #12	For Measure 2: % student scores for question #12 0=not yet competent 1=competent 2=highly competent	For Measure 2: Students score ≥ 1	

2.1.10(a) Engage, 90% of students Substantively and Measure 1 SSEA For Measure 1: For Measure 1: Determine the

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<p>with individuals, families, groups, organizations, and communities.</p>	<p>will demonstrate competency</p>	<p>affectively prepare for action with individuals, families, groups, organizations, and communities</p>	<p>Question # 11a</p>	<p>% student scores for question #11a 0=not yet competent 1=competent 2=highly competent</p>	<p>Students score \geq 1</p>	<p>percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.</p>
			<p>Measure 2 Foundation PIESI (2012 version) Question #13</p>	<p>For Measure 2: % student scores for question #13 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations</p>	<p>For Measure 2: Students score \geq 3</p>	
			<p>Use empathy and other interpersonal skills</p>	<p>Measure 1 SSEA Question # 11b</p>	<p>For Measure 1: % student scores for question #11b 0=not yet competent 1=competent 2=highly competent</p>	
			<p>Measure 2 Foundation PIESI (2012 version) Question #13</p>	<p>For Measure 2: Percentage student scores for Q #13 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations</p>	<p>For Measure 2: Students score \geq 3</p>	
		<p>Develop a mutually agreed-on focus of work and desired</p>	<p>Measure 1 SSEA Question # 11c</p>	<p>For Measure 1: % student scores for question #11c</p>	<p>For Measure 1: Students score \geq 1</p>	

outcomes

0=not yet competent
1=competent
2=highly competent

Measure 2
Foundation PIESI
(2012 version)
Question #13

For Measure 2:
% student scores for
question #13
1=Far Below
Expectations
2=Below
Expectations
3=Met Expectations
4=Exceeded
Expectations
5=Far Exceeded
Expectations

For Measure 2:
Students
score \geq 3

Advanced Practice Behavior

Engage, assess
and intervene in
integrated,
autonomous,
evidence-based and
ethical practice with
all client systems
through a well-
developed
professional use of
self.

Measure 1
Advanced SSEA
Question #11

For Measure 1:
% student scores for
question #11
0=not yet competent
1=competent
2=highly competent

For Measure 1:
Students
score \geq 1

Measure 2
Advanced PIESI
Question #13

For Measure 2:
% student scores for
question #13
0=not yet competent
1=competent
2=highly competent

For Measure 2:
Students
score \geq 1

**2.1.10(b) Assess,
intervene, and
evaluate with
individuals,
families, groups,
organizations,
and
communities.**

90% of students
will
demonstrate
competency

Collect, organize,
and interpret client
data

Measure 1 SSEA
Question # 12a

For Measure 1:
% student scores for
question #12a
0=not yet competent
1=competent
2=highly competent

For Measure 1:
Students
score \geq 1

Determine the
percentage of
students that
attained the
benchmark (90%)
for each outcome
measure. Average
the percentages
together to obtain

Measure 2
Foundation PIESI

For Measure 2:
% student scores for

For Measure 2:
Students

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	(2012 version) Question #14	question #14 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	score \geq 3	the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
Assess client strengths and limitations	Measure 1 SSEA Question # 12b	For Measure 1: % student scores for question #12b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1	
	Measure 2 Foundation PIESI (2012 version) Question #14	For Measure 2: % student scores for question #14 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3	
Develop mutually agreed-on intervention goals and objectives	Measure 1 SSEA Question # 12c	For Measure 1: % student scores for question #12c 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1	
	Measure 2 Foundation PIESI (2012 version)	For Measure 2: % student scores for question #14 1=Far Below	For Measure 2: Students score \geq 3	

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	Question #14	Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	
Select appropriate intervention strategies	Measure 1 SSEA Question # 12d	For Measure 1: % student scores for question #12d 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #14	For Measure 2: % student scores for question #14 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Advanced Practice Behavior			
Engage, <u>assess</u> and intervene in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.	Measure 1 Advanced SSEA Question #11	For Measure 1: % student scores for question #12 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Advanced PIESI Question #13	For Measure 2: % student scores for question #13 0=not yet competent	For Measure 2: Students score \geq 1

<p>2.1.10(c) <u>Intervene</u>, and evaluate with individuals, families, groups, organizations, and communities.</p>	90% of students will demonstrate competency	Initiate actions to achieve organizational goals	Measure 1 SSEA Question # 13a	1=competent 2=highly competent For Measure 1: % student scores for question #13a 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	<p>Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.</p>
			Measure 2 Foundation PIESI (2012 version) Question #15	For Measure 2: % student scores for question #15 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	
		Implement prevention interventions that enhance client capacities	Measure 1- Self Efficacy Survey Question # 13b	For Measure 1: % student scores for question #13b 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score ≥ 1	
			Measure 2 Foundation PIESI (2012 version) Question #15	For Measure 2: % student scores for question #15 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score ≥ 3	

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Help clients resolve problems	Measure 1 SSEA Question # 13c	For Measure 1: % student scores for question # 13c 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #15	For Measure 2: % student scores for question #15 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Negotiate, mediate, and advocate for clients	Measure 1 SSEA Question # 13d	For Measure 1: % student scores for question #13d 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1
	Measure 2 Foundation PIESI (2012 version) Question #15	For Measure 2: % student scores for question #15 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	For Measure 2: Students score \geq 3
Facilitate transitions and endings	Measure 1 SSEA Question # 13e	For Measure 1: % student scores for	For Measure 1: Students

question #13e score ≥ 1
 0=not yet competent
 1=competent
 2=highly competent

Measure 2 For Measure 2: For Measure 2:
 Foundation PIESI % student scores for Students
 (2012 version) question #15 score ≥ 3
 Question #15 1=Far Below
 Expectations 2=Below
 Expectations 3=Met Expectations
 4=Exceeded Expectations
 5=Far Exceeded Expectations

Advanced Practice Behavior

Engage, assess Measure 1 For Measure 1: For Measure 1:
 and intervene in Advanced SSEA % student scores for Students
 integrated, Question #11 question #12 score ≥ 1
 autonomous, evidence-based and 0=not yet competent
 ethical practice with 1=competent
 all client systems through a well- 2=highly competent
 developed professional use of Measure 2 For Measure 2: For Measure 2:
 self. Advanced PIESI question #13 Students
 Question #13 score ≥ 1
 0=not yet competent
 1=competent
 2=highly competent

2.1.10(d)
***Evaluate* with**
individuals,
families, groups,
organizations,
and
communities.

90% of students will demonstrate competency

Critically analyze, monitor, and evaluate interventions

Measure 1 SSEA
 Question # 14a

For Measure 1:
 % student scores for question #14a
 0=not yet competent
 1=competent
 2=highly competent

For Measure 1:
 Students score ≥ 1

Determine the percentage of students that attained the benchmark (90%) for each outcome measure. Average the percentages

Measure 2

For Measure 2:

For Measure 2:

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Foundation PIESI (2012 version) Question #16	% student scores for question #16 1=Far Below Expectations 2=Below Expectations 3=Met Expectations 4=Exceeded Expectations 5=Far Exceeded Expectations	Students score \geq 3	together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark.
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Advanced Practice Behavior

Monitor and evaluate interventions at all levels of practice through the application of research and program evaluation knowledge and skills.	Measure 1 Advanced SSEA Question #7 Measure 2 Advanced PIESI Question #9	For Measure 1: % student scores for question #7 0=not yet competent 1=competent 2=highly competent For Measure 2: % student scores for question #9 0=not yet competent 1=competent 2=highly competent	For Measure 1: Students score \geq 1 For Measure 2: Students score \geq 1
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A.S. 4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

Table 4.2 summarizes the assessment data and outcomes for each program competency, including the percentage of students achieving each competency benchmark. The “N” for each measure varies due to several factors including the addition of advanced standing students during the second year of the 2012-2014 full-time cohort, the voluntary nature of the student self-assessment (i.e., some students opt to not complete the instrument; in the future the self-assessment will be a required course assignment), and the admission of transfer students who had completed the foundation curriculum at other accredited MSW programs. The number of students that completed the foundation and advanced self assessment represents at least 70% of the student body. We consider this to be a representative sample. Virtually all students were rated by field instructors using the field instructor rating form. The data reported below represents the graduating class of 2014 which consists of students in the 2012-2014 full-time cohort, the 2011-2014 part-time cohort, and the 2013-2014 advanced standing cohort.

Here we briefly describe the assessment results for each competency that are summarized in Table 4.2.

For Competency 1 (Professional Identity), more than 90% (benchmark for all competencies) of students were rated as being highly competent or competent on both foundation measures and advanced measures for all practice behaviors (7 foundation, 1 advanced). Thus, the benchmark for this competency was achieved.

For Competency 2 (Ethical Behavior), more than 90% of students were rated as being highly competent or competent on both foundation measures and advanced measures for all practice behaviors (4 foundation, 1 advanced). Thus, the benchmark for this competency was achieved.

For Competency 3 (Critical Thinking), more than 90% of students were rated as being highly competent or competent on both foundation measures and advanced measures for 1 of 3 foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 1 (Distinguish) and 2 (Analyze). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 4 (Diversity), more than 90% of students were rated as being highly competent or competent on both foundation measures and advanced measures for all practice behaviors (4 foundation, 1 advanced). Thus, the benchmark for this competency was achieved.

For Competency 5 (Social Justice), more than 90% of students were rated as being highly competent or competent on both foundation measures and advanced measures for 1 of 3 foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 2 (Advocate) and 3 (Engage). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 6 (Research), more than 90% of students were rated as being highly competent or competent on one of two foundation measures and both advanced measures for

both foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 1 (Practice Informs Scientific Inquiry) and 2 (Research Informs Practice). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 7 (HBSE), more than 90% of students were rated as being highly competent or competent on one of two foundation measures and both advanced measures for both foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 1 (Use Conceptual Frameworks) and 2 (Critique and Apply Theories). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 8 (Policy), more than 90% of students were rated as being highly competent or competent on one of two foundation measures and both advanced measures for both foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 1 (Analyze, Formulate, Advocate) and 2 (Collaborate). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 9 (Respond to Contexts), more than 90% of students were rated as being highly competent or competent on one of two foundation measures and both advanced measures for both foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 1 (Discover, Appraise, and Attend) and 2 (Provide Leadership). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 10a (Engage), more than 90% of students were rated as being highly competent or competent on both foundation measures and advanced measures for 2 of 3 foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behavior 1 (Prepare for Action). However, field instructors rated more than 90% of students as competent or highly competent on this practice behavior. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 10b (Assess), more than 90% of students were rated as being highly competent or competent on both foundation measures and advanced measures for 1 of 4 foundation practice behaviors and the advanced practice behavior. Fewer than 90% of students were rated as competent or highly competent on the self assessment instrument for foundation practice behaviors 1 (Collect, Organize, Interpret), 3 (Develop Goals), and 4 (Select Interventions). However, field instructors rated more than 90% of students as competent or highly competent on these practice behaviors. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 10c (Intervene), fewer than 90% of students were rated as being highly competent or competent on the self assessment foundation measure for all 5 foundation practice behaviors. However, more than 90% were rated as competent or highly competent on the field instructor foundation measure for all five foundation practice behaviors and both (self assessment and field instructor) of the advanced practice behavior measures. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

For Competency 10d (Evaluate), fewer than 90% of students were rated as being highly competent or competent on the self assessment foundation measure for the one foundation practice behavior associated with this competency (Analyze, Monitor, and Evaluate Interventions). However, more than 90% were rated as competent or highly competent on the foundation field instructor measure for this foundation practice behavior and both (self assessment and field instructor) of the advanced practice behavior measures. Thus, when the percentages for all measures were averaged the benchmark for this competency was achieved.

Table 4.2 Summary Data and Outcomes for Core Competencies and Foundation & Advanced Practice Behaviors

Competency	Competency Benchmark	Practice Behavior	Outcome Measure Benchmark	% Attaining Measure 1 & Measure 2	% Students Achieving Competency	Competency Attained?
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	90% of students will demonstrate competency.	Advocate for client access to the services of social work	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1: (N=52): 94%	97.92%	Yes
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2: (N=68): 98%		
			Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=52): 98%		
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2: (N=68): 98%		
		Practice personal reflection and self-correction	Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=52): 98%		
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2: (N=68): 98%		
			Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=52): 100%		
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2: (N=68): 98%		
Attend to professional roles and boundaries	Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1: (N=52): 100%				
	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2: (N=68): 98%				
Demonstrate professional demeanor in behavior, appearance, and communication	Measure 1 SSEA <i>Competent or Highly competent</i>	Measure 1 (N=52): 98%				
	Measure 2	Measure 2				

		Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	(N=68): 98%
Engage in career-long learning		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 96%
		Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 98%
Use supervision and consultation		Measure 1 SSEA : <i>Competent or Highly competent</i>	Measure 1 (N=52): 98%
		Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 98%

Advanced Practice Behavior

Demonstrate a clear commitment to professional self-improvement and self-care commensurate with advanced practice at all levels.	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=57): 100%
	Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79): 99%

2.1.2—Apply social work ethical principles to

90% of students will demonstrate competency. Recognize and manage personal values in a way that allows professional values to guide practice

Measure 1 SSEA:
Competent or Highly competent

Measure 1 (N=52): 98%

98.2%

Yes

**guide
professional
practice.**

	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	Measure 1 SSEA: Competent or <i>Highly competent</i>	Measure 1 (N=52): 94%
	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%
Tolerate ambiguity in resolving ethical conflicts	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 100%
	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%
Apply strategies of ethical reasoning to arrive at principled decisions	Measure 1 SSEA <i>Competent or Highly competent</i>	Measure 1 (N=52): 90%
	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%
Advanced Practice Behavior		
Understand how to research relevant laws, professional standards	Measure 1 Advanced SSEA <i>Competent or</i>	Measure 1 (N=57): 100%

2.1.3—Apply critical thinking to inform and communicate professional judgments.	90% of students will demonstrate competency.	and ethical guidelines and demonstrate consistent application of such to increasingly complex advanced practice situations.	<i>Highly competent</i>	Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79):100%		
		Distinguish, appraise, and integrate multiple sources of knowledge, including research-based-knowledge and practice wisdom	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 88%	94.5%	Yes	
		Analyze models of assessment, prevention, intervention, and evaluation	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 N=68): 98%			
			Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 86%			
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 N=68): 98%			
		Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 96%			
			Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 N=68): 98%			
Advanced Practice Behavior							
	Effectively apply critical thinking in increasingly independent practice,	Measure 1 Advanced SSEA <i>Competent or</i>	Measure 1 (N=57): 96%				

2.1.4—Engage diversity and difference in practice.	90% of students will demonstrate competency.	leadership, supervisory, and administrative roles and contexts	<i>Highly competent</i>	Measure 2-Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79): 96%		
		Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 90%	97.7%	Yes
		Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		Measure 2-Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
				Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 94%		
				Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
		Recognize and communicate their understanding of the importance of difference in shaping life experiences		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 96%		
		Measure 2-Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%				
		View themselves as learners and engage those with whom they work as informants	Measure 1 : <i>Competent or Highly competent</i>	Measure 1 (N=52): 98%			

		Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> Expectations	Measure 2 (N=68): 100%			
Advanced Practice Behavior						
2.1.5—Advance human rights and social and economic justice.	90% of students will demonstrate competency.	Work competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies and services.	Measure 1 Advanced SSEA <i>“Competent or Highly competent</i>	Measure 1 (N=57): 100%		
			Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79): 99%		
		Understand the forms and mechanisms of oppression and discrimination	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 90%	94.5%	Yes
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded expectations”</i>	Measure 2 (N=68): 100%		
		Advocate for human rights and social and economic justice	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 88%		
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded expectations</i>	Measure 2 (N=68): 100%		
	Engage in practices that advance social and economic justice	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 83%			

			Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
Advanced Practice Behavior						
		Demonstrate commitment to social and economic justice through leadership within agencies, communities, and state, national and international forums.	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=57): 95%		
			Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79): 100%		
2.1.6—Engage in research- informed practice and practice- informed research.	90% of students will demonstrate competency.	Use practice experience to inform scientific inquiry	Measure 1 SSEA: "Competent" or "Highly competent"	Measure 1 (N=52): 81%	92.17%	Yes
			Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
		Use research evidence to inform practice	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 81%		
			Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
Advanced Practice Behavior						
		Monitor and evaluate interventions at all levels of practice through the	Measure 1 Advanced SSEA <i>Competent or</i>	Measure 1 (N=57): 91%		

		application of research and program evaluation knowledge and skills.	<i>Highly competent</i>	Measure 2 Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79): 100%		
2.1.7—Apply knowledge of human behavior and the social environment.	90% of students will demonstrate competency.	Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 85%	99.5%	Yes	
			Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%			
		Critique and apply knowledge to understand person and environment	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 88%			
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%			
Advanced Practice Behavior							
		Articulate a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.	Measure 1 Advanced SSEA <i>Competent or Highly competent</i>	Measure 1 (N=57): 98%			
			Measure 2- Advanced PIESI <i>Competent or Highly competent</i>	Measure 2 (N=79): 97%			
2.1.8—Engage in policy practice to advance social and economic	90% of students will demonstrate competency.	Analyze, formulate, and advocate for policies that advance social well-being	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 71%	92%	Yes	

well-being and to deliver effective social work services.

		Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%
	Collaborate with colleagues and clients for effective policy action	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 83%
		Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%

Advanced Practice Behavior

Articulate a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=57): 98%
	Measure 2- PIESI: <i>Competent or Highly competent</i>	Measure 2 (N=79): 100%

2.1.9—Respond to contexts that shape practice.

90% of students will demonstrate competency	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 79%	93.16%	Yes
	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
		Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 85%		
		Measure 2	Measure 2		

social services Foundation PIESI (N=68): 100%
 (2012 version):
 "Met", "Exceeded",
 or "Far Exceeded"
 expectations

Advanced Practice Behavior

Engage in leadership and administrative activities to evaluate key contextual issues and to respond to changing practice conditions. Measure 1 SSEA: *Competent* or *Highly competent* Measure 1 (N=57): 96%
 Measure 2 PIESI: *Competent* or *Highly competent* Measure 2 (N=79): 99%

2.1.10(a) Engage, with individuals, families, groups, organizations, and communities.

90% of students will demonstrate competency

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

Measure 1 SSEA: *Competent* or *Highly competent*

Measure 1 (N=52): 85%

95.75%

Yes

Measure 2 Foundation PIESI (2012 version): *Met, Exceeded, or Far Exceeded* expectations

Measure 2 (N=68): 98%

Use empathy and other interpersonal skills

Measure 1 SSEA: *Competent* or *Highly competent*

Measure 1 (N=52): 96%

Measure 2 Foundation PIESI (2012 version): *Met, Exceeded, or Far Exceeded* expectations

Measure 2 (N=68): 98%

Develop a mutually agreed-on focus of work and desired outcomes

Measure 1 SSEA: *Competent* or *Highly competent*

Measure 1 (N=52): 92%

Measure 2 Foundation PIESI

Measure 2 (N=68): 98%

(2012 version):
*Met, Exceeded, or
 Far Exceeded*
 expectations

Advanced Practice Behavior

2.1.10(b) <u>Assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</u>	90% of students will demonstrate competency	<u>Engage</u> , assess and intervene in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=57): 100%		
		Collect, organize, and interpret client data	Measure 2 PIESI Evaluation: <i>Competent or Highly competent</i>	Measure 2 (N=79): 99%		
		Assess client strengths and limitations	Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 83%	94.2%	Yes
		Develop mutually agreed-on intervention goals and objectives	Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
			Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 94%		
			Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations	Measure 2 (N=68): 100%		
			Measure 1 SSEA: <i>Competent or Highly competent</i>	Measure 1 (N=52): 86%		
			Measure 2 Foundation PIESI (2012 version):	Measure 2 (N=68): 100%		

Select appropriate intervention strategies	<p><i>Met, Exceeded, or Far Exceeded</i> expectations</p> <p>Measure 1 SSEA: <i>Competent or Highly competent</i></p> <p>Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations</p>	<p>Measure 1 (N=52): 79%</p> <p>Measure 2 (N=68): 100%</p>
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Advanced Practice Behavior

2.1.10(c) Intervene, and evaluate with individuals, families, groups, organizations, and communities.

90% of students will demonstrate competency

Engage, <u>assess</u> and intervene in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.	<p>Measure 1 SSEA: <i>Competent or Highly competent</i></p> <p>Measure 2 PIESI Evaluation: <i>Competent or Highly competent</i></p>	<p>Measure 1 (N=57): 100%</p> <p>Measure 2 N=79): 100%</p>
Initiate actions to achieve organizational goals	<p>Measure 1 SSEA: <i>Competent or Highly competent</i></p> <p>Measure 2 Foundation PIESI (2012 version): <i>Met, Exceeded, or Far Exceeded</i> expectations</p>	<p>Measure 1 (N=52): 81%</p> <p>Measure 2 (N=68): 100%</p>
Implement prevention interventions that enhance client capacities	<p>Measure 1 SSEA: <i>Competent or Highly competent</i></p> <p>Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or</i></p>	<p>Measure 1 (N=52): 83%</p> <p>Measure 2 (N=68): 100%</p>

92.75%

Yes

Help clients resolve problems	<i>Far Exceeded</i> expectations Measure 1 SSEA: <i>Competent</i> or <i>Highly competent</i>	Measure 1 (N=52): 86%
Negotiate, mediate, and advocate for clients	Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or</i> <i>Far Exceeded</i> expectations Measure 1 SSEA: <i>Competent</i> or <i>Highly competent</i>	Measure 2 (N=68): 100% Measure 1 (N=52): 86%
Facilitate transitions and endings	Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or</i> <i>Far Exceeded</i> expectations Measure 1 SSEA: <i>Competent</i> or <i>Highly competent</i>	Measure 2 (N=68): 100% Measure 1 (N=52): 77%
	Measure 2- Foundation PIESI (2012 version): <i>Met, Exceeded, or</i> <i>Far Exceeded</i> expectations	Measure 2 (N=68): 100%

Advanced Practice Behavior

Engage, assess and <u>intervene</u> in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional	Measure 1 SSEA: <i>Competent</i> or <i>Highly competent</i>	Measure 1 (N=57): 100%
	Measure 2- PIESI: <i>Competent</i> or <i>Highly competent</i>	Measure 2 (N=79): 100%

2.1.10(d) <u>Evaluate</u> with individuals, families, groups, organizations, and communities.	90% of students will demonstrate competency	use of self. Critically analyze, monitor, and evaluate interventions	Measure 1 SSEA: "Competent" or "Highly competent"	Measure 1 (N=52): 77%	92%	Yes
			Measure 2 Foundation PIESI (2012 version): Met, Exceeded, or Far Exceeded expectations	Measure 2 (N=68): 100%		
		Advanced Practice Behavior				
		Monitor and evaluate interventions at all levels of practice through the application of research and program evaluation knowledge and skills.	Measure 1 SSEA: Competent or Highly competent	Measure 1 (N=57): 91%		
			Measure 2 PIESI: Competent or Highly competent	Measure 2 (N=79): 100%		

Summary

Our assessment measures show that, overall, more than 90% of students achieved each of the 10 core competencies as operationalized through 41 foundation and 10 advanced practice behaviors. Our outcome measures rely on student and field supervisor ratings. Although this type of assessment has its strengths it can be prone to bias particularly given the inherent incentives for each rater to select a “competent” score. Even so, we feel that these types of measures are adequate for identifying specific problem areas for individual students and the overall curriculum. Even though the program achieved the benchmark it set for each competency, fewer than 90% of students rated themselves as “not yet competent” on several of the practice behaviors assessed with the Student Self-Efficacy Assessment (SSEA) instrument. While these sub-par ratings did not prevent the program from reaching its competency benchmarks, we still take note of these ratings and discuss their implications. In the next section we discuss changes we have made or plan to make in response to these ratings.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes

Methods for Evaluating Outcomes and Their Implications for Program Renewal

In an effort to continuously improve, assessment data and outcomes are discussed by the faculty and with other constituencies on an ongoing basis. Below are examples of how this is done.

Monthly Faculty Meetings and Semi-annual Retreats. Discussion of assessment results occurs on an ongoing basis at monthly faculty meetings, the annual fall faculty retreat, and the annual spring practicum faculty retreat. During these meetings faculty members discuss assessment outcomes and propose plans to remedy any issues determined to be problematic. We also discuss ways to share with our constituencies what we are doing and what changes we are considering. Student representatives are invited to these meetings when the agenda suggests their input is needed. As needed, we gather feedback from our constituencies regarding the change process. For example, recently we discussed ways to improve the professional seminars taught in conjunction with the field practicum experiences. We learned from the student self assessment data collected over the past two years that students needed more time to process their practicum experiences in ways that help them develop program competencies. We responded by adjusting the seminars to include more time for processing experiences, connecting those experiences with practice behaviors and competencies.

MSW Advisory Board. The MSW program receives regular feedback from the community Advisory Board. Program administrators meet with the Advisory Board annually. A segment of each meeting is devoted to an update on any curriculum changes. We also discuss assessment outcome data and other program initiatives. Recently, the Advisory Board and other community partners were instrumental in helping the program transition to the 2008 EPAS. They provided feedback regarding assessment tools, learning contracts, and the curriculum.

Field Instructor Trainings. Field Instructor orientation/training occurs at the beginning of each fall semester to welcome field instructors to the new academic year and to familiarize them with the requirements of the field experience. Field instructors are provided with information about the MSW program, including pertinent program assessment results, as well as information about student requirements for the year, and the faculty liaison with whom they will be working. During

a recent field instructor training we discussed how the learning contracts can be used to help students focus on practice behaviors and competencies they need to give more attention to during the field practicum experience. Field instructors provided feedback regarding the learning contracts, how the foundation learning contract could be improved to help students develop competencies that they feel less confident about. This feedback was used to redesign the foundation learning contract that will be used starting with the 2014-2015 academic year.

Student Focus Groups. Program administrators meet with students near the conclusion of each academic year to gather feedback about the program and to share and discuss program information including assessment findings. Student input gathered during these meetings is shared with all faculty and helps inform faculty discussions about assessment outcomes and their implications for program modifications. During a recent focus group, students shared ideas for improving the curriculum in relation to program competencies which were then discussed during the spring practicum faculty retreat and incorporated into the redesigning of the professional seminars to allow more time for processing agency experiences in ways that help develop competencies.

Annual Department Newsletter. Each year the Sociology, Social Work, and Anthropology Department publishes a newsletter with information regarding assessment data, faculty hires, awards, retirements, visiting scholar presentations, workshops, and student projects and accomplishments. This allows the department to update alumni, the community, and other programs across the country regarding current events and changes that are made in connection with assessment outcomes. The newsletter is used to solicit feedback from constituents which is used to inform assessment-driven program changes.

Website Updates. Our social work webpage is another avenue we use to update our constituencies and solicit their feedback. It is updated regularly with current events, announcements, and news concerning the social work program. There is also an assessment link on the website (<http://socialwork.usu.edu/ProgEvalOutcomes.aspx>). The website provides contact information for program administrators and faculty.

Explicit & Implicit Curriculum Changes

Although the faculty will thoroughly discuss the most recent assessment findings and their implications for program changes during the 2014 fall faculty retreat, we have already had some discussions and made a few adjustments. One of these is incorporating the self assessment measure (SSEA) as a course assignment (SW 6950 in both the full-time and advanced standing programs; SW 6800 in the part-time program) to encourage full participation. Another is redesigning the professional field practicum seminars to include more time for processing agency experiences in ways that develop competencies. Student self assessment outcomes reveal that students feel less than competent in engaging in several foundation practice behaviors upon completion of the foundation curriculum and field practicum experience. These practice behaviors (the self assessment percentages associated therewith) are highlighted in yellow in Table 4.2. The changes made to the professional seminars are specifically designed to help students feel more competent with the practice behaviors connected to competencies 10a, 10b, and 10c.

Each of the foundation practice behaviors that received less than 90% competency ratings via the student self assessment instrument will be discussed during the fall 2014 faculty retreat to identify specific changes that can be made to the explicit and/or implicit curriculum that might increase student capacities and confidence regarding these practice behaviors. Similar

discussions will occur with the MSW Advisory Board during its annual meeting, with field instructors during their fall orientation and training, and with graduating students during a focus group this summer.

Other assessment-driven changes made to the program during the past 3 years include moving the foundation and advanced research courses so that they occur proximate to each other in the curriculum sequence to help students increase their research competence (students requested this change). Another change added more DSM IV/V content to the foundation curriculum to help students develop assessment and HBSE competencies. This was done in response to assessment results and subsequent discussions with students that suggested the students needed greater familiarity with the DSM in order to feel more confident about their assessment skills.

4.0.4 The program uses Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

The program reports its most recent assessment outcomes using Form AS4 (M) which is posted on our website (<http://socialwork.usu.edu/ProgEvalOutcomes.aspx>). We update our assessment results annually at the conclusion of each academic year. A copy of the most recent version of the form is included below. Additional methods for sharing program information including assessment outcomes with constituents were described in section AS 4.0.3 above.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
Utah State University MASTERS OF SOCIAL WORK PROGRAM
LAST COMPLETED ON July 1, 2014**

Form AS4(M)-Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING BENCHMARK
		Advanced Generalist CONCENTRATION Class of 2014
		Full-time, Part-time, Advanced Standing Cohorts
Identify as a Professional Social Worker	90% of Students will achieve each competency	97.92%
Apply Ethical Principles		98.2%
Apply Critical Thinking	Competency is assessed by students and field instructors using instruments employing a 3 –point	94.5%
Engage		97.7%
Diversity in Practice		
Advance Human Rights/ Social and		94.5%

Economic Justice Engage Research Informed Practice/ Practice Informed Research	scale where 0= not yet competent, 1=competent, 2=highly competent	92.17%
Human Behavior Knowledge	Competencies are operationalized via 41 foundation practice behaviors and 10 advanced practice behaviors	99.5%
Engage Policy Practice to Advance Well-Being and Deliver Services		92%
Respond to Practice Contexts		93.16%
Practice Engagement		95.75%
Practice Assessment		94.2%
Practice Intervention		92.75%
Practice Evaluation		92%

