

Assessment Report

Calvin University Social Work Program

2023-2024 Academic Year

This report presents the results of the assessment of the program-level student learning outcomes in the Calvin University Social Work Program. All CSWE competencies (i.e., student learning outcomes) are assessed every year through two measures: field education final evaluation and the Social Work Educational Assessment Project (SWEAP) instruments.

The assessment plan for 2023-2024 academic year is based on both the 2015 and the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The 2022 EPAS was used for our field education assessment. The 2015 EPAS was used for our SWEAP instruments because SWEAP had not yet switched to the new EPAS in their system.

1. Program Competencies and Behaviors (Student Learning Outcomes)

The list below includes all the competencies (CSWE, 2015 and 2022) that were assessed during the 2023-2024 academic year.

Table 1. CSWE EPAS (2022)

Competency 1: Demonstrate Ethical and Professional Behavior
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
1.2 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1.3 Use technology ethically and appropriately to facilitate practice outcomes; and
1.4 Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
2.1 Advocate for human rights at the individual, family, group, organizational, and community systems levels; and
2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, and community systems levels; and
3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
Competency 4: Engage In Practice-informed Research and Research-informed Practice
4.1 Apply research findings to inform and improve practice, policy, and programs; and
4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work
Competency 5: Engage in Policy Practice
5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual framework, when assessing clients and constituencies; and
7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
8.1 Engage with clients and constituencies to critically choose and implement culturally response, evidence-informed interventions to achieve client and constituency goals; and
8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1 Select and use culturally responsive methods for evaluation of outcomes; and
9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Table 2. CSWE EPAS (2015)

Competency 1: Demonstrate Ethical and Professional Behavior
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
Engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Use practice experience and theory to inform scientific inquiry and research;
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
Use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 5: Engage in Policy Practice
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
Assess how social welfare and economic policies impact the delivery of and access to social services;
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Select and use appropriate methods for evaluation of outcomes;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

2. Assessment Measures and Results for the 2023-2024 Academic Year

For the 2023-2024 program assessment, competencies were formally assessed through two assessment measures—one in field education (SOWK 380) and one through the Social Work Education Assessment Project (SWEAP), which includes both the Foundation Curriculum Assessment Instrument (FCAI) and the General Exit Survey. The field education measure consists of a final evaluation, completed by the field supervisor at the end of field education, which rates all competencies on a scale of 1 (*does not demonstrate competency*) to 5 (*demonstrates excellent competency*). The SWEAP survey calculates scores by curricular area; therefore, it reports mean scores for seven curricular areas, matched with competencies, as shown below (See Table 3).

Although not used to assess student performance on learning outcomes, the SWEAP General Exit Survey provides data on the *implicit* curriculum, an important element of CSWE standards in social work education. The General Exit Survey measures student perception of learning in all the competencies as well as other aspects of the learning environment.

Results from the SWEAP Foundation Curriculum Assessment Instrument

The majority of students who graduated in December 2023 and April 2024 are included in this section of the report ($N = 23$).

Overall scores from the Calvin University social work program are significantly ($p = 0.001^{**}$) above the national averages (See Table 3). The average score for the Calvin social work program was 71.21% correct compared to a national average of 62.47%.

Table 3. Program Cumulative Scores Compared with National Scores for 2023-2024

	Score Average % Correct	Score Range	Standard Deviation	t-test Value	p-value	# Students Exceeding Competency
Program (N=23)	71.21%	47.17 – 92.45%	10.20	2.88	0.001**	22/23 (96%)
National (N=18202)	62.47%	0.00 – 98.11%	13.41			

When looking at performance on specific competencies, all nine competencies show mean scores higher than the national average, four at a statistically significant level. These include Competencies 2, 3, 4, and 8 (See Table 4).

When looking at performance on specific competencies, students met the Calvin program benchmark (of at least 80% of students exceeding competency) in five of the nine competencies – Competencies 1, 2, 3, 7, and 8. Students did not meet the Calvin program benchmark in four of the nine competencies – Competencies 4, 5, 6, and 9 (See Table 4).

Table 4. Program Section Scores Compared with all FCAI section scores

Competencies (N = 23)	Mean Section Score % Correct	Standard Deviation	Mean National Section Score % Correct	t-test value	p-value	# Students Exceeding Competency
1: Demonstrate Ethical and Professional Behavior	66.46 %	13.72	65.14 %	0.33	0.70	22/23 (96%)
2: Engage Diversity and Difference in Practice	79.71 %	18.36	68.57 %	2.48	0.01 *	23/23 (100%)
3: Advance Human Rights and Social, Economic, and Environmental Justice	86.96 %	12.96	68.77 %	3.77	<0.001 **	23/23 (100%)
4: Engage in Practice-informed Research and Research-informed Practice	63.98 %	21.43	52.27 %	2.47	0.01 *	17/23 (74%)
5: Engage in Policy Practice	58.39 %	23.42	50.89 %	1.64	0.10	15/23 (65%)
6: Engage with Individuals, Families, Groups, Organizations and Communities	59.13 %	19.09	57.57 %	0.33	0.70	16/23 (70%)
7: Assess Individuals, Families, Groups, Organizations, and Communities	79.13 %	16.13	71.32 %	1.60	0.10	22/23 (96%)
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	89.57 %	14.29	74.24 %	3.14	0.001 **	23/23 (100%)
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	62.61 %	21.51	58.37 %	0.83	0.40	16/23 (70%)

Note: * indicates the difference is significant at the $p < .05$ level; ** indicates the difference is significant at the $p < .001$ level

Results from the Field Assessment

The majority of students who graduated in December 2023 and April 2024 are included in this section of the report ($N = 21$). The following presents the summary of assessment findings on overall competencies as measured by the field evaluation. Field measures show that five out of nine competencies meet the Calvin program standard of 80% (rated at least a 4) of students on average reaching the benchmark. Field measures show that *mean scores* exceed the Calvin benchmark (4) on all 9 competencies (See Table 5).

Table 5. Field Results by Competency (2023-2024)

Competencies ($N = 21$)	<i>Does not demonstrate</i> competency (1)	<i>Demonstrates emerging</i> competency (2)	<i>Demonstrates basic</i> competency (3)	<i>Demonstrates strong</i> competency (4)	<i>Demonstrates excellent</i> competency (5)	Total Meeting Benchmark	Percent Meeting Benchmark	Mean
Competency 1: Demonstrate Ethical and Professional Behavior	0	0	0	3	18	21/21	100%	4.86
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	0	0	1	12	8	20/21	95%	4.55
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	0	2	0	8	11	19/21	90%	4.43
Competency 4: Engage in Practice-informed Research and Research-informed Practice	0	0	3	11	7	18/21	85%	4.40
Competency 5: Engage in Policy Practice	0	0	2	10	9	19/21	90%	4.50
Competency 6: Engage with Individuals, Families, Groups, and organizations, and Communities	0	1	1	4	15	19/21	90%	4.62
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	0	1	0	8	12	20/21	95%	4.55
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	0	0	0	10	11	21/21	100%	4.69
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	0	0	3	11	7	18/21	85%	4.48

Table 6. Summary Results by Competency (2023-2024)

Competencies	Percent Achieving Calvin Benchmark in Field	Percent Achieving Calvin Benchmark on SWEAP	Average Percent Achieving Calvin Benchmark Overall
1: Demonstrate Ethical and Professional Behavior	100%	96%	98%
2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice / Engage Diversity and Difference in Practice	95%	100%	97.5%
3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice / Advance Human Rights and Social, Economic, and Environmental Justice	90%	100%	95%
4: Engage in Practice-informed Research and Research-informed Practice	85%	74%	79.5%
5: Engage in Policy Practice	90%	65%	77.5%
6: Engage with Individuals, Families, Groups, Organizations and Communities	90%	70%	80%
7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	96%	95.5%
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	100%	100%	100%
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	70%	77.5%

3. Results related to the Implicit Curriculum

SWEAP General Exit Survey Results

All students who graduated in December 2023 and April 2024 are included in this section of the report ($N = 24$).

Employment Upon Graduation

Just over half (54.17%) of students plan to work for pay upon graduation. About half (58.82%) of students are planning to work in the field of social work while a third (29.41%) were unsure/did not know at the time of the survey.

At the time of graduation, 8 of 17 who stated they planned to work post-graduation had already secured paid employment; 5 were full-time and 3 were part-time. Of the 8 positions secured, 2 required a BSW. Six of the positions were considered urban, one was considered suburban, and one was considered rural. Two positions were for private for-profit organizations, one position was for private not-for-profit and religiously affiliated organizations, and five were private not-for-profit secular organizations. The reported incomes ranged from \$15,000 to \$50,400.

Five of the 8 positions were in the field of social work. Of these five, the primary field of practice was child welfare/child protective services (1), community practice (1), housing (1), and mental/behavioral health (2). The primary functions of these positions were administration/management (1), practice with individuals (3), practice with families (2), practice with communities (1), practice with organizations (1), research and evaluation (1), and

teaching/training (1).

Post-Graduation Educational Plans

The majority of (96%) students assessed their preparation for further education as good to very good. All 24 (100%) indicated plans to further their education at some point; 22 students anticipate they would pursue an MSW. Additional degrees students expressed interest in obtaining were a Doctorate in social work (1), other Doctorate (2), and Other Master's Degree (4).

At the time of the assessment, seven had applied to graduate school. Of those who applied to programs, all indicated a desire to enroll full-time. Six of the seven had been accepted into the program degree they applied for. Of those accepted into programs, 3 were in person campus-based programs, 3 was an online program, and 3 was a hybrid of in-person and online.

Educational Program Experience (Implicit Curriculum)

On average, students provided high rankings on measures related to the implicit curriculum. The following items were rated on a scale of 1 (*very poor*) to 9 (*very good*). The following tables present the mean scores for the following areas: commitment to diversity; admission policies and procedures; advisement, retention and termination policies; student participation in governance; faculty; administrative structure; resources; and field education.

Table 7. Commitment to Diversity (N = 24)

	Mean
The social work program was committed to diversity among its students.	8.04
The social work program modeled diversity among its faculty and staff.	6.75
Faculty and staff of the social work program modeled respect for difference.	8.52
The social work program provided an environment where students learned about differences.	8.67
The social work program provided a learning environment where students valued and respected diversity.	8.62

Table 8. Admission Policies and Procedures (N = 24)

	Mean
The social work program's criteria for admission were clearly presented.	8.62
The social work program's admissions policies and procedures were reasonable.	8.48
The social work program's admissions process was engaging and informative	8.29

Table 9. Advisement, Retention, and Termination Policies (N = 24)

	Mean
The social work program provided adequate opportunities for advisement	8.42
The social work program provided high quality academic advisement	8.25
The social work program provided high quality career advisement	7.42
The social work program's policies and procedures provided students with the support necessary to successfully complete the program.	8.58
The social work program's policies and procedures clearly articulated expectations for students.	8.61

Table 10. Student Participation in Governance (N = 24)

	Mean
The social work program provided students with opportunities to participate in the	7.08

formulation and modification of academic program policies.	
The social work program provided students with opportunities to participate in the formulation and modification of policies related to student affairs.	6.87
The social work program provided opportunities to participate in student organizations.	8.04
The social work program supported student development of leadership skills.	8.21

Table 11. Faculty (N = 24)

	Mean
The faculty modeled the behaviors and values expected of professional social workers.	8.46
The faculty were qualified to teach the courses to which they are assigned.	7.62
The faculty were accessible to students.	8.08
The faculty were engaging in their instruction.	8.46
It was evident to me that the faculty were active in their research and scholarship.	7.83
The faculty supported the social work program's mission and goals.	8.88

Table 12. Administrative Structure (N = 24)

	Mean
When I had a question or concern related to the social work program, I knew who to talk to.	8.58
When I had a question or concern related to the social work program, I felt I was heard.	8.42
When I had a question or concern related to the social work program, I received an appropriate response.	8.37

Table 13. Resources (N = 24)

	Mean
The learning environment provided by the social work program was appropriate.	8.46
Class size supported learning.	8.62
The library resources provided by the college/university were appropriate.	7.75
The technology used by the social work program worked well.	8.29
The technology used by the social work program was sufficient.	8.33
The social work program provided students the opportunity to communicate with fellow students outside of courses.	8.5

Table 14. Field Education (N = 24)

	Mean
The field education faculty/ staff, modeled behaviors and values expected of professional social workers.	8.52
The field education faculty/staff were qualified for their roles.	7.91
The field education faculty/staff were accessible to students.	8.3
The field education faculty/staff supported the social work program's mission and goals.	8.61
The role of the field instructor was clear.	8.48
The role of the field liaison was clear.	8.13
The role of the field education staff was clear.	8.65
The policies and procedures related to field education were clear.	8.39

Student Evaluation of Social Work Preparation

The following provides a summary of students' *perception* of their preparation in all competency areas, including individual behaviors. These questions were rated on a scale of 1 (*very poor*) to 9

(very good).

Table 15. Student Evaluation of Social Work Preparation (N = 24)

Competency 1: Demonstrate Ethical and Professional Behavior	Mean
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	8.33
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	8.71
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	8.5
Use technology ethically and appropriately to facilitate practice outcomes; and	8.42
Use supervision and consultation to guide professional judgment and behavior.	8.29
Competency 2: Engage Diversity and Difference in Practice	
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	8.33
Present as learners to clients and constituencies;	8.39
Engage clients and constituencies as experts of their own experiences	8.67
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	8.58
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Apply their understanding of social justice to advocate for human rights at the individual and system levels;	8.37
Apply their understanding of economic justice to advocate for human rights at the individual and system levels;	7.83
Apply their understanding of environmental justice to advocate for human rights at the individual and system levels;	7.79
Engage in practices that advance social, economic, and environmental justice.	8.17
Competency 4: Engage In Practice-informed Research and Research-informed Practice	
Use theory to inform scientific inquiry and research;	7.54
Use practice experience to inform scientific inquiry and research;	7.54
Apply critical thinking to engage in analysis of quantitative research methods and research findings;	7.46
Apply critical thinking to engage in analysis of qualitative research methods and research findings;	7.54
Use and translate research evidence to inform and improve practice, policy, and service delivery	7.58
Competency 5: Engage in Policy Practice	
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	7.5
Assess how social welfare and economic policies impact the delivery of and access to social services;	7.87
Apply critical thinking to analyze policies that advance human rights and social, economic, and environmental justice.	8
Apply critical thinking to formulate policies that advance human rights and social, economic, and environmental justice.	7.43
Apply critical thinking to advocate policies that advance human rights and social, economic, and environmental justice.	7.96
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	8.58
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	8.71
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	7.83
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	8.12
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	8.12
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	7.96
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	7.96
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	8.25
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	8.21
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	7.96
Facilitate effective transitions and endings that advance mutually agreed-on goals.	7.75
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Select and use appropriate methods for evaluation of outcomes;	7.46
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	8.08
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	7.58
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	7.5

3. Summary of Departmental Discussion

Assessment results and year-to-year comparison data were discussed at Social Work Program Committee Meeting on November 13, 2024, and presented to the BSW Advisory Board and the SWPC on November 20, 2024.

- Noted that the SWEAP data is still using the 2015 EPAS while field evaluation data already switched to 2022 EPAS.
- Celebrating that the SWEAP results remain well above the national average and that student met all the benchmarks on field assessment data.
- Agreed that Competencies 4, 5, 6, and 9 need ongoing attention and intentionality.
- Noticed that 1/3 of students said they were unsure if they plan to work in social work

4. Review of Previous Action Plans

Reviewed lower scores in Competency 5 (Engage in Policy Practice) and Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

- Include a section about evaluation tools in the agency paper assigned in Social Work 380 to help students learn more and about how their agency implements evaluation in their organization.
Update: this did not happen due to multiple switches in role of Field Director – will add to next year's plan as well.
- We will monitor the impact of Social Work Policy going down from 3 to 2 credits.

Update: the policy score on the SWEAP was the same from 22-23 to 23-24. Will continue to monitor.

- Plan a field trip or training that focuses on policy making/changing/advocacy. This can be an additional opportunity for students to learn about and participate in policy that the department provides outside of internships. Advisory board members suggested things like Local Coalition meetings, City Commissioner meetings, Grassroots meetings, and Advocacy Days along with reaching out to our board members to be informed about these kinds of events happening each semester.

Update: Took a group of students to Lansing to participate in LEAD Advocacy Days. Sending out more advocacy opportunities in weekly emails to students. SOWK 375 students attend City Commissioner meetings.

5. Plan for Program-Level Assessment Activities in 2024-2025

The social work program will continue to build upon the Assessment Plan for 2023-2024 with special attention to the impact of the 4/2 credit adjustment on our courses. Additionally, the program is in the process of switching over to the 2022 EPAS from CSWE, so the measures going forward will be reflective of those changes. Finally, the SWEAP tool will also be switching over to the 2022 EPAS, so the questions will be slightly different making year-to-year comparisons more difficult.

Additional goals for 2024-2025:

- Will add assessment goals to SWPC agendas to ensure regular attention.
- Will host post-election debriefs to discuss policy and practice implications for social workers.
- Increase student opportunities for helping professors with research projects and re-establish relationship with DataWise.
- Gain understanding of new SWEAP questions in order to make sure we are covering that content well in our classes.
- Analyze learning contracts of past students in Tevera to consider what tasks they identified in the areas of competencies 4, 5, 6 and 9 to clarify how to improve these scores.
- Set aside time in SOWK 380 for students to take the SWEAP instead of taking it on their own time.
- Increase attention to career advisement during advising and field evaluation conversations with students and field supervisors. Will also continue to email students opportunities to attend job fairs and work with Career Services on job opportunities for graduating seniors.