

AY 2017 – 2018 Assessment

Program – Bachelor of Social Work (BSW)

College: Gallaspy College of Education and Human Development

Prepared by: Irang Kim, Ph.D., MSW and Ruth Weinzettle, Ph.D., LCSW

Approved by: Wade M. Tyler, Ph. D., LCSW, Dept Head Date: 6/19/2018

Approved by: Kim McAlister

Date: 6/29/18

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development. The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Northwestern State University Bachelor of Social Work Program. The mission of the Northwestern State University BSW Program is, within the scope of the University's mission, to develop entry-level generalist social work professionals who are competent to meet the growing need for practitioners in our state and regional work force (especially in rural central and western Louisiana). The program offers an appreciation of human diversity in developing lifelong learners and critical thinkers whose values and ethics are consistent with the profession of social work. In this rural setting, the NSU BSW Program maintains a commitment of service to the professional community and populations at risk who experience oppression due to social and economic injustice. This program seeks to provide a caring, student-centered environment that encourages professional development.

AY 2017 – 2018 Assessment

Explanation of Evaluation as it Relates to CSWE Accreditation. The NSU BSW program is accredited by the Council on Social Work Education (CSWE) and has been since 1977. As expected, assessment of program effectiveness has been a part of our accreditation expectations. In 2008 CSWE began to require programs to assess their effectiveness according to the concept of competencies. They implemented 13 competencies and required that each competency have two measures – one of which could be a student self-assessment. Our most recent reaccreditation (in 2015) was based on the 2008 Educational Policy and Educational Standards (EPAS). We utilized a student self-evaluation and our Field Evaluation (Field Instructor's evaluation of the student).

In 2015 CSWE revised the EPAS and the Competencies, resulting in 9 competencies requiring 2 measures each. Self-evaluation by students was no longer acceptable. (Please see the attached chart which compares the 2008 and 2015 competencies.) Our program elected to change to the 2015 competencies for the 2017/2018 assessment cycle, to begin collecting data for our next accreditation cycle. So, the current assessment period is guided by the 2015 Education Policy and Accreditation Standards (EPAS) which focus on student learning outcomes (competencies). This is referred to as a competency-based approach to student learning outcomes. This Competency-based approach requires identifying and assessing what students demonstrate in practice (referred to as practice behaviors). This approach involves assessing ability to demonstrate the competencies identified in the educational policy. Programs are required to assess students on four dimensions throughout the curriculum: knowledge, values, skills, and cognitive and affective processes. Programs must assess a student's demonstration of competency in nine (9) specific areas of competency. Each competency must be measured incorporating at minimum two of the four dimensions.

Methodology

Explanation of Assessment Tools. The NSU BSW program has elected to use Instruments for Program Evaluation created by the Social Work Education Assessment Project (SWEAP). SWEAP is a non-profit organization created by social work academics for the express purpose of helping develop proprietary empirically-based and validated assessment instruments for BSW- and MSW-level programs. All instruments are paid for by the Department/University and are completed electronically by students and field instructors. Analyzed data is provided back to the program by SWEAP electronically. Programs can elect to compare student data with national scores as well as ongoing assessment of cohorts. The specific assessment instruments are discussed below in the methodology section.

Assessment Process:

The assessment process for the BSW program is as follows:

AY 2017 – 2018 Assessment

(1) Students are given the *Curriculum Instrument* as a direct measure of knowledge across seven (7) curricular areas and all nine (9) EPAS 2015 Core Competencies at the end of SOWK 4190, Field Work. The *Curriculum Instrument* is a knowledge-based test and will allow for analysis of student knowledge gained through the program and will be used to pinpoint areas for curricular enhancement.

Students in SOWK 4190, Field Work, will be assessed using the *Field Instrument*. This instrument allows agency field instructors to measure student achievement across various dimensions related to each EPAS competency, scored on a 5-point Likert scale, and allowing for qualitative feedback. Possible rating options are: 1- Lacking Performance, 2- Inadequate performance, 3- Competent Performance, 4 – Superior Performance, 5 – Mastered Performance.

(2) The Assessment Coordinator will receive the analyzed data from SWEAP. The coordinator will evaluate the data to determine whether students have met competency benchmarks set by the program.

(3) Results from the assessment will be discussed with the program faculty, staff, the BSW Advisory Council, and other constituencies.

(4) Individual meetings will be held with faculty teaching specific courses as necessary.

(5) The Assessment Coordinator, in consultation with the Faculty and the Advisory Council, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curriculum and program changes.

Student Learning Outcomes (Expressed as EPAS Competencies):

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

AY 2017 – 2018 Assessment

- 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.

Comparison to last year's competencies: This competency is a compilation of Competencies 1 and 2 under the 2008 EPAS. Please see chart attached.

Course Map: All required social work courses address some component of competency 1.

Measure 1.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension. The instrument utilized last year was a student self-assessment tool.

The NSU BSW benchmark is that 80% of the students will be rated as “competent “or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 71% of 41 students met competency on the knowledge test.

Analysis: The 2016-2017 findings were that the competencies 1 and 2 (2008 EPAS) were met. These two competencies most closely match the content of Competency one (2015 EPAS). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. We hoped this change would result in a more advanced measure. Under this year's measure of the knowledge-based test, the competency benchmark was not met. The mean score is slightly lower than national score, but the mean difference is not statistically significant. As previously stated, this is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Although this competency was met last year, it was not met this year, utilizing revised competencies and a knowledge-based curriculum test. This revised assessment plan provides opportunities in AY 2018-2019 for the program to identify areas in which to strengthen student learning. In terms of the Curriculum Instrument, faculty will analyze course content and identify ways to strengthen knowledge in ethical and professional behavior. We will monitor continued use of this instrument to determine its usefulness

AY 2017 – 2018 Assessment

in assessing our program's competency goals. The plan is to continue to use this assessment instrument in the upcoming assessment cycle.

Measure 1.2. (Direct – Values, Skills, Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "competent" or above on each competency (scored a three or higher on the five point scale).

Finding: 97% of 38 students met competency. 84% exceeded competency.

Analysis: In 2016-2017, this outcome was measured by two separate competency areas – 1 & 2 (2008 EPAS). See attached chart. 89.5 % of students met competency one last year and 92.5% of students met competency 2 on the field measure. The competency was met in 2017-2018 also. Although not an exact comparison, the number of students rated as reaching competency this year was higher than the past year. The program continues to meet this competency as measured by the Field Instrument.

Decision: Students met competencies last year and this year on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Based on the analysis of these results this measure will be refined in ay 2018-2019 to better capture student learning.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

AY 2017 – 2018 Assessment

- 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.

Comparison to last year's competencies: Competency 2 (2015 EPAS) best matches competency 4 in last year's (EPAS 2008) assessment cycle. See attached chart.

Course Map: All required social work courses address some component of competency 2, however the course whose content is solely about this competency is SOWK 4450, Cultural Diversity.

Measure: 2.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as “competent” or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 90% of 41 students met competency on the knowledge test.

Analysis: In 2016-2017, students met this competency across both measures used (93.5% on self-evaluation and 92% on the field measure). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS. We planned that this change would result in a more streamlined and advanced measure. This year, the competency benchmark was met on the curriculum instrument. The 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) to utilize this knowledge-based test.

Decision: Students continue to meet competency in this area, as evidenced by last year's and this year's results. Based on the analysis of these results, the program will analyze course content and identify ways to continue the strong knowledge outcomes in diversity and differences in practice in 2018-2019. The plan is to continue to use this assessment instrument in the upcoming assessment cycle.

Measure: 2.2. (Direct – Values, Skills, Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and

AY 2017 – 2018 Assessment

Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "competent" or above on each competency (scored a three or higher on the five-point scale).

Finding: 97% of 37 students met competency. 84% exceeded competency.

Analysis: In 2016-2017, 92% of students met competency 4 on the field measure. Based on the analysis of these results and because our students were stable in meeting this competency for several years, we elected to change to a new assessment plan. This year competency benchmark was met by 97% of the students. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies last year and this year on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and based on our analysis of the results, the program will continue to use this instrument to measure competencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- 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.

Comparison to last year's competencies: Competency 3 (2015 EPAS) best matches competency 5 in last year's (EPAS 2008) assessment cycle.

Course Map: The social work courses that primarily address this competency are: PSCI 2010 & 2020, and SOWK 3350: Economics and Social Work.

Measure 3.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the

AY 2017 – 2018 Assessment

nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as “competent” or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 73% of 41 students met competency on the knowledge test.

Analysis: Last year the students reached this competency based on both measures used. Because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent is to achieve a more advanced, streamlined and targeted measure. This year, utilizing the revised assessment plan, the competency benchmark was not met. The mean score was slightly lower than the national mean score, but the mean difference was not statistically significant. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: As the competency was not met this year, the program will analyze course content and identify ways to strengthen knowledge in the area of advancing human rights and social, economic, and environmental justice. We will monitor continued use of the knowledge-based instrument to determine its best usefulness in assessing our program’s competency goals.

Measure: 3.2. (Direct – Skills)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student’s will be rated as “competent” or above on each competency (scored a three or higher on the five point scale).

Finding: 100% of 38 students met competency. 82% exceeded competency.

Analysis: On last year’s Field Instrument measure, 87% of students met competency 5 (2008 EPAS). Because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more streamlined and targeted measure. This year 100% of student met the competency benchmark. 82% exceeded

AY 2017 – 2018 Assessment

competency. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies last year and this year on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Faculty will identify ways to continue the strong outcomes in human rights, and social, economic, and environmental justice, as measured by field performance.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- 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.

Comparison to last year's competencies: Competency 4 (2015 EPAS) best matches competency 6 in last year's (EPAS 2008) assessment cycle. See chart attached.

Course Map: The social work courses which primarily address this area are SOWK 2010: Critical Thinking and Writing in Social Work, SOWK 4030: Statistics, and SOWK 4040: Research Methods. All courses have content emphasizing the importance of empirical research and several outside of the research sequence require students to utilize empirical research.

Measure 4.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as “competent” or above on each of the competencies assessed. This will be used to make program changes where required.

AY 2017 – 2018 Assessment

Finding: 51% of 21 students met competency on the knowledge test.

Analysis: This competency is the only competency which fell below the benchmark last year - by 1% on one of two measures. The field Instrument measure achieved 79% while student self-evaluation indicated that 84% of the student met the benchmark. Based on the analysis of these results this competency area has been targeted for improvement for the past several years, since this is the area in which our students struggle the most. Improvements have included implementing a new course entitled “Critical thinking and writing in Social work”, in which reading and understanding research was introduced, as well as the APA model of writing. Changes have also been made to link research activities and learning opportunities more closely to actual practice experiences in the intern agency. The past has seen increasing scores in this competency area, falling short by only 1 % last year. Because of the continuing improvement the decision was made to adopt the 2015 EPAS and a new knowledge-based measure. However, utilizing the new measure of the Curriculum knowledge-based test, the competency benchmark was not met this year. Only 51% of student met the benchmark on the knowledge test. The mean score was slightly higher than the national mean score, but the mean difference was not statistically significant. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test. This competency (Research) was the only area to not meet competency in one measure (student self-evaluation) last year.

Decision: This year’s competency score on the knowledge-based measure fell below the benchmark for competency. Based on the analysis of this result, the program will identify ways to strengthen the knowledge base of Practice-informed research and Research-informed practice. We plan to continue use of this measure and will monitor this continued use of the knowledge-based instrument to determine its best usefulness in assessing our program’s competency goals.

Measure 4.2. (Direct –Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student’s will be rated as “competent” or above on each competency (scored a three or higher on the five point scale).

Finding: 97% of 38 students met competency. 71% exceeded competency.

Analysis: This competency is the only competency which fell below the benchmark last year - by 1% - on the Field Instrument. Based on the analysis of these results this competency area has been targeted for improvement for the past several years since this is the area in which our students struggle the most. Improvements have included implementing a new course entitled “Critical thinking and writing in Social work”, in which reading and understanding research was introduced, as well as the APA model

AY 2017 – 2018 Assessment

of writing. Changes have also been made to link research activities and learning opportunities more closely to actual practice experiences in the intern agency. The past has seen increasing scores in this competency area, falling short by only 1 % last year. Because of the continuing improvement the decision was made to adopt the 2015 EPAS and a new knowledge- based measure. The competency benchmark was met. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test. This year showed improvement in competency scores on the Field Instrument, with 97% of students achieving competency.

Decision: Based on the analysis, the program will continue use of the Field Instrument to measure competencies. Faculty will continue to analyze course content and identify ways to strengthen knowledge in practice-informed research and research-informed practice. We will monitor continued use of the knowledge instrument to determine its usefulness in assessing our program's competency goals, as the knowledge-based assessment varied from the performance-based measure in field. Faculty will also analyze why the percentage meeting competency on the field evaluation is so much higher than on the knowledge-based test.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- 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.

Comparison to last year's competencies: Competency 5 (2015 EPAS) best matches competency 8 in last year's (EPAS 2008) assessment cycle. See chart attached.

AY 2017 – 2018 Assessment

Course Map: The social work courses which primarily address this competency are SOWK 2090: Social Welfare as a Social Institution and SOWK 4350: Contemporary Social Policy.

Measure 5.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as “competent” or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 46% of 41 students met competency on the knowledge test.

Analysis: In 2016-2017 this competency was measured by the student’s self-evaluation (88.5% achieved competency on this measure) and the Field Instrument (84% achieved competency on this measure). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more advanced, streamlined and targeted measure. This year, utilizing the revised assessment plan, the competency benchmark was not met (46%). The mean score was slightly lower than the national mean score, but the mean difference was not statistically significant. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: This year’s competency score on the knowledge-based measure fell below the benchmark for competency. Based on the analysis of this result, the program will identify ways to strengthen the knowledge base of Policy Practice. We plan to continue use of this measure and will monitor this continued use of the knowledge-based instrument to determine its best usefulness in assessing our program’s competency goals.

Measure 5.2. (Direct – Values, Skills, Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student’s will be rated as “competent” or above on each competency (scored a three or higher on the five point scale).

AY 2017 – 2018 Assessment

Finding: 97% of 37 students met competency. 79% exceeded competency.

Analysis: On the 2016-2017 Field Instrument measure, 84% of students met competency 8 (2008 EPAS). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more streamlined and targeted measure. This year 97% of students met the competency benchmark. 79% exceeded competency. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies last year and this year on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Based on the analysis of these results faculty will identify ways to continue the strong outcomes in Engaging in Policy Practice as measured by field performance. No curriculum changes are indicated at this point. Faculty will also analyze why the percentage meeting competency on the field evaluation is so much higher than on the knowledge-based test.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- 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.

Comparison to last year's competencies: Competency 6 (2015 EPAS) best matches competency 10a in last year's (EPAS 2008) assessment cycle. See chart attached.

AY 2017 – 2018 Assessment

Course Map: The social work courses which primarily focus on this competency are all of the “practice courses” – SOWK 3120: Generalist Practice with Individuals, SOWK 3130: Generalist Practice with Groups, SOWK 3140: Generalist Practice with Communities and Organizations, SOWK 3150: Generalist Practice with Families, and SOWK 3180: Interviewing Skills.

Measure 6.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as “competent “or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 46% of 41 students met competency on the knowledge test.

Analysis: In 2016-2017 this competency was measured by the student’s self-evaluation (95.5% achieved competency on this measure) and the Field Instrument (93% achieved competency on this measure). Based on the analysis of these results because our students were achieving competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more advanced, streamlined and targeted measure. Based on the analysis of these results this year, utilizing the revised assessment plan, the competency benchmark was not met on the Curriculum Instrument. The mean score was lower than the national mean score, and the mean difference was statistically significant at .05 alpha level. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competency in 2016-2017. In 2017-2018 the competency score on the knowledge-based measure fell below the benchmark for competency. Based on the analysis of this result, the program will identify ways to strengthen the knowledge base of Engaging with individuals, families, groups, communities and organizations. As this is the first year to use this instrument, major curriculum changes are not indicated. We plan to continue use of this measure and will monitor this continued use of the knowledge-based instrument to determine its best usefulness in assessing our program’s competency goals.

Measure 6.2. (Direct –Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor.

AY 2017 – 2018 Assessment

Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "competent" or above on each competency (scored a three or higher on the five point scale).

Finding: 100% of 38 students met competency. 89% exceeded competency.

Analysis: On the 2016-2017 Field Instrument measure, 93% of students met competency 10a (2008 EPAS). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more streamlined and targeted measure. This year 100% of students met the competency benchmark. 89% exceeded competency. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies 2016-2017 and 2017-2018 on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Based on the analysis of these results faculty will identify ways to continue the strong outcomes in Engaging with Individuals, Families, Groups, Organizations, and Communities as measured by field performance. Faculty will also analyze why the percentage meeting competency on the field evaluation is so much higher than on the knowledge-based test.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

AY 2017 – 2018 Assessment

- 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.

Comparison to last year's competencies: Competency 7 (2015 EPAS) best matches competency10b in last year's (EPAS 2008) assessment cycle. See chart attached.

Course Map: The social work courses which primarily focus on this competency are all of the "practice courses" – SOWK 3120: Generalist Practice with Individuals, SOWK 3130: Generalist Practice with Groups, SOWK 3140: Generalist Practice with Communities and Organizations, SOWK 3150: Generalist Practice with Families, and SOWK 3180: Interviewing Skills. In addition, SOWK 4900: Differential Diagnosis focuses on mental health assessment.

Measure 7.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as "competent" or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 93% of 41 students met competency on the knowledge test.

Analysis: In 2016-2017 this competency was measured by the student's self-evaluation (94% achieved competency on this measure) and the Field Instrument (89.5% achieved competency on this measure). Based on the analysis of these results and because our students were achieving competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more advanced, streamlined and targeted measure. This year, utilizing the revised assessment plan, the competency benchmark was also met on the Curriculum Instrument. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competency on last year's measures and this year's measure. Based on the analysis of this result, the program will identify ways to continue the strong knowledge base of Assessing individuals, families, groups, communities and organizations. We plan to continue use of this measure and will monitor this continued

AY 2017 – 2018 Assessment

use of the knowledge-based instrument to determine its best usefulness in assessing our program's competency goals.

Measure 7.2. (Direct –Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "competent" or above on each competency (scored a three or higher on the five-point scale).

Finding: 100% of 38 students met competency. 92% exceeded competency.

Analysis: In 2016-2017 the Field Instrument measure reflected 89.5% of students met competency 10b (2008 EPAS). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more streamlined and targeted measure. This year 100% of students met the competency benchmark. 92% exceeded competency. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies last year and this year on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Based on the analysis of these results faculty will identify ways to continue the strong outcomes in Assessing Individuals, Families, Groups, Organizations, and Communities as measured by field performance. Faculty will also analyze why the percentage meeting competency on the field evaluation is so much higher than on the knowledge- based test.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

AY 2017 – 2018 Assessment

Social workers:

- 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.

Comparison to last year's competencies: Competency 8 (2015 EPAS) best matches competency 10c in last year's (EPAS 2008) assessment cycle. See chart attached.

Course Map: The social work courses which primarily focus on this competency are all of the "practice courses" – SOWK 3120: Generalist Practice with Individuals, SOWK 3130: Generalist Practice with Groups, SOWK 3140: Generalist Practice with Communities and Organizations, SOWK 3150: Generalist Practice with Families, and SOWK 3180: Interviewing Skills.

Measure 8.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as "competent" or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 88% of 41 students met competency on the knowledge test.

Analysis: In 2016-2017 this competency was measured by the student's self-evaluation (93.5% achieved competency on this measure) and the Field Instrument (87% achieved competency on this measure). Based on the analysis of these results and because our students were achieving competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more advanced, streamlined and targeted measure. This year, utilizing the revised assessment plan, the competency benchmark was also met on the Curriculum Instrument. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competency on 2016-2017 measures and the 2017-2018 measure. Based on the analysis of this result, the program will identify ways to continue the strong knowledge base of Intervening with individuals, families, groups, communities and organizations. We plan to continue use of this measure and will monitor this continued use of the knowledge-based instrument to determine its best usefulness in

AY 2017 – 2018 Assessment

assessing our program's competency goals.

Measure 8.2. (Direct –Skills, Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "competent" or above on each competency (scored a three or higher on the five point scale).

Finding: 100% of 38 students met competency. 82% exceeded competency.

Analysis: The 2016-2017 Field Instrument measure, 89.5% of students met competency 10c (2008 EPAS). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more streamlined and targeted measure. This year 100% of students met the competency benchmark. 82% exceeded competency. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies in 2016-2017 and in 2017-2018 on the Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Based on the analysis of these results faculty will identify ways to continue the strong outcomes in Intervening with Individuals, Families, Groups, Organizations, and Communities as measured by field performance.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and

AY 2017 – 2018 Assessment

service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- 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.

Comparison to last year's competencies: Competency 9 (2015 EPAS) best matches competency10d in last year's (EPAS 2008) assessment cycle. See chart attached.

Course Map: The social work courses which primarily focus on this competency are all the "practice courses" – SOWK 3120: Generalist Practice with Individuals, SOWK 3130: Generalist Practice with Groups, SOWK 3140: Generalist Practice with Communities and Organizations, SOWK 3150: Generalist Practice with Families, and SOWK 3180: Interviewing Skills. In addition, the Research sequence courses, SOWK 4030: Statistics and 4040: Research Methods are important courses to this competency.

Measure 9.1. (Direct – Knowledge Dimension)

During their last semester and prior to graduation students complete the *Curriculum Instrument* to serve as a test of student knowledge of social work as it relates to the nine (9) EPAS Competencies. This measure directly addresses the knowledge dimension.

The NSU BSW benchmark is that 80% of the students will be rated as "competent" or above on each of the competencies assessed. This will be used to make program changes where required.

Finding: 59% of 41 students met competency on the knowledge test.

Analysis: Analysis: In 2016-2017 this competency was measured by the student's self-evaluation (86% achieved competency on this measure) and the Field Instrument (87% achieved competency on this measure). Based on the analysis of these results and because our students were achieving competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more advanced, streamlined and targeted measure. This year, utilizing the revised assessment plan, the competency benchmark was not met on the Curriculum

AY 2017 – 2018 Assessment

Instrument. The mean score is slightly lower than the national mean score, but the mean difference was not statistically different. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competency in 2016-2017. In 2017-2018 the competency score on the knowledge-based measure fell below the benchmark for competency. Based on the analysis of this result, the program will identify ways to strengthen the knowledge base of Evaluating practice with individuals, families, groups, communities and organizations. As this is the first year to use this instrument, major curriculum changes are not indicated. We plan to continue use of this measure and will monitor this continued use of the knowledge-based instrument to determine its best usefulness in assessing our program's competency goals.

Measure 9.2. (Direct – Skills, Cognitive & Affective Processing)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The *Field Instrument* assesses students on the Values, Skills, and Cognitive & Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "competent" or above on each competency (scored a three or higher on the five point scale).

Finding: 100% of 38 students met competency. 76% exceeded competency.

Analysis: On the 2016-2017 Field Instrument measure, 87% of students met competency 10c (2008 EPAS). Based on the analysis of these results and because our students were achieving our competencies, our program elected to update our 2017-2018 assessment to the 2015 EPAS and to phase in new assessment tools. Our intent was to achieve a more streamlined and targeted measure. This year 100% of students met the competency benchmark. 76% exceeded competency. This is the first year that the 2015 competencies were measured (9 as opposed to 15 in the 2008 EPAS) and the first year to utilize this knowledge-based test.

Decision: Students met competencies in both 2016-2017 and 2017-2018 Field Instrument. The Field Instrument continues to measure our students as competent in this area, and this instrument will continue to be used. Based on the analysis of these results faculty will identify ways to continue the strong outcomes in Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities as measured by field performance.

AY 2017 – 2018 Assessment

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

In the 2016-2017 assessment cycle, all measures but one showed that the competencies has been met. The field evaluation showed that 79% of the students had met the competency, Engage in Practice-Informed Research and Research-Informed Practice. This was an improvement as the program had made several effort to strengthen that competency. Since outcomes had been fairly stable for a few years and were showing favorable achievement of competencies, the program decided that we would adopt the 2015 EPAS and change our measurement instruments for the 2017-2018 assessment cycle. This is in preparation for our next reaccreditation cycle. Please see the Introduction and the attached chart for further details.

This is the first year to utilize the SWEAP instruments for program evaluation created by the Social Work Education Assessment Project. Although as stated in the introduction, the social work program has been utilizing a program developed Field Instrument to measure competency performance since implementing the 2008 competencies. SWEAP is a non-profit organization created by social work academics for the express purpose of helping develop proprietary empirically-based and validated assessment instruments for BSW- and MSW-level programs. All instruments were paid for by the Department/University and were completed electronically by students. Analyzed data was provided back to the program by SWEAP electronically. Programs can elect to compare student data with national scores as well as ongoing assessment of cohorts. Also, this is a first year to use nine (9) competencies as opposed to 15 competencies in 2008 Education Policy and Accreditation Standards (EPAS).

On the knowledge dimension, meeting competency relates to correctly answering 50% or more total number of questions. Students met competency benchmark in three competencies (2, 7, and 8), and did not meet the benchmark in competency 1 (Demonstrate ethical and professional behavior), 3 (Advance human rights and social, economic, and environmental justice), 4 (Engage in practice informed research and research-informed practice), 5 (Engage in policy practice), 6 (Engage with individuals, families, groups, organizations, and communities), 9 (Evaluate practice with individuals, families, groups, organizations, and communities). The reports demonstrate the results of t-test, which compares means between our students' scores and national scores. The results showed that there were no statistical mean differences between out students' scores and national scores except competency 6. NSU BSW program students reported statistically lower scores compared to national scores in competency 6 ($t=-2.48$, $p=.01$). Although our students did not meet competency benchmark in six competencies, the mean scores were not statistically different from all students' score. Compared to knowledge dimension, students met competency benchmark in all areas as evaluated by agency field instructors.

The assessment coordinator, faculty, and advisory committees will continue to further scrutinize the instruments and refine course content to encourage students to continue to meet benchmarks and move towards higher competency. Also, we will consider assessing student competency at multiple points of a student's academic career instead of only at one point so that we can measure knowledge differences before and after entering the BSW program.

AY 2017 – 2018 Assessment

Plan of Action Moving Forward

It is of concern that students did not meet set competencies on the knowledge test in 6 of the 9 competency areas. It is also of interest that all of the competencies were met as measured by the Field Instrument. The program will take several actions in relation to these concerns. First, since the Curriculum Test is a new instrument in the social work field, a content analysis will be conducted to determine if the instrument is a continuing viable option for our program. Another consideration will be to consider whether we have chosen the appropriate benchmark for that instrument. It may be that it is more appropriate to use a benchmark that compares our student outcomes to the national average attained. In addition, an assessment will be completed on the areas in which the students did not reach competency. The program will identify areas that need improvement and ways to implement changes in our curriculum to address those. Engaging in research informed practice and practice-informed research is a content area to which we are always attending. We will continue to strengthen this area by giving students more opportunities to apply research efforts to their social work practice in field placement.

The assessment process for the BSW program beginning in the Fall Semester of 2018-2019 is as follows:

(1) Students will be given the *Curriculum Instrument* as a direct measure of knowledge across seven (7) curricular areas and all nine (9) EPAS 2015 Core Competencies. Given during the student's final semester, the *Curriculum Instrument* is a knowledge-based test and will allow for analysis of student knowledge gained through the program and will be used to pinpoint areas for curricular enhancement.

Students in SOWK 4190, Field Work, will be assessed using the *Field Instrument*. This instrument allows agency field instructors to measure student achievement across various dimensions related to each EPAS competency, scored on a 5-point Likert scale, and allowing for qualitative feedback. Possible rating options are: 1- Lacking Performance, 2- Inadequate performance, 3- Competent Performance, 4 – Superior Performance, 5 – Mastered Performance.

(2) The Assessment Coordinator will receive the analyzed data from SWEAP. The coordinator will evaluate the data to determine whether students have met competency benchmarks set by the program.

(3) Results from the assessment will be discussed with the program faculty, staff, the BSW Advisory Council, and other constituencies.

(4) Individual meetings will be held with faculty teaching specific courses as necessary.

AY 2017 – 2018 Assessment

(5) The Assessment Coordinator, in consultation with the Faculty and Advisory Council, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curriculum and program changes.