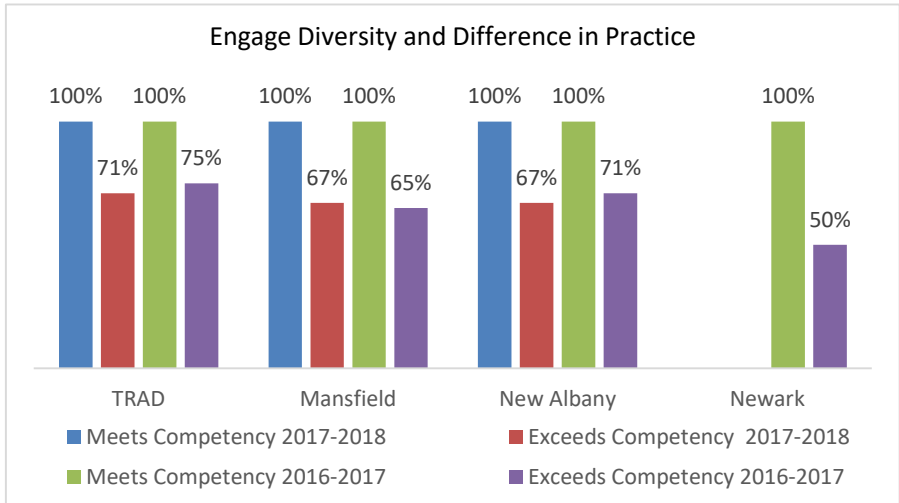


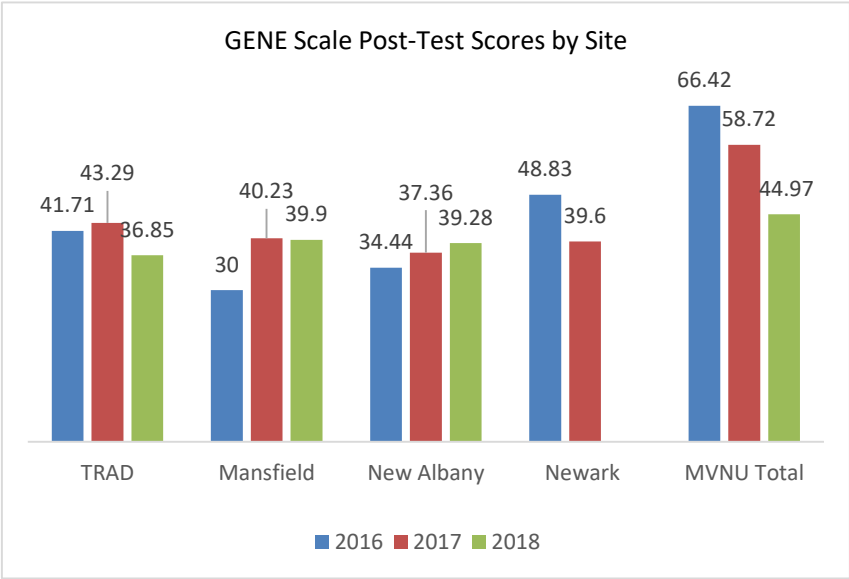


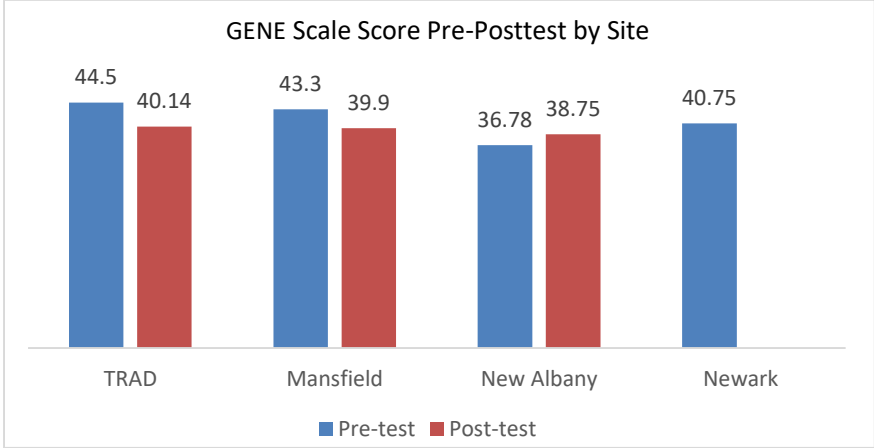
Academic Department/Program: TRAD and GPS Social Work Program

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe																							
<p>SLO 1: <i>Demonstrate Ethical and Professional Behavior</i></p>	<p>Method 1:  Foundation Curriculum Assessment Instrument  FCAI*  Sub-score for Ethics</p>	<p>Graduates will perform at or above the national average.</p>	<p>Findings Method 1:</p> <table border="1" data-bbox="709 456 1537 634"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="5">FCAI %tile Rank – Values Ethics</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>63%</td> <td>38%</td> <td>57%</td> <td>72%</td> <td>60%</td> </tr> <tr> <td>2017-2018</td> <td>86%</td> <td>67%</td> <td>83%</td> <td>N/D</td> <td>63%</td> </tr> </tbody> </table> <p>Target met for students in the traditional program and two GPS sites. Students in the TRAD program, GPS New Albany, and GPS Newark scored similar to the national average. However, the Mansfield GPS students scored significantly below the national average. Scores above the national average will be denoted <b>in green</b>, scores below the national average will be denoted <b>in red</b>. A designation of N/D indicates that no data was available for that site, specifically, that there was no graduating cohort from that site for that academic year.</p> <p>In the 2016-2017 academic year Mansfield underperformed compared with other sites. However, during that year the Mansfield cohort was given the older version of the FCAI which did not map on to the 2015 EPAS. It is evident that, now that Mansfield has been given the correct FCAI their scores are area also above the national average. In the 2017-2018 academic year all program sites preformed at or above the national average.</p>	Year	FCAI %tile Rank – Values Ethics					TRAD	Mansfield	New Albany	Newark	National Average	2016-2017	63%	38%	57%	72%	60%	2017-2018	86%	67%	83%	N/D	63%		
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<p>Method 2:  Field Placement/ Practicum Assessment Instrument  FPPAI**</p>	<p>90% of graduates will reach the benchmark score of ≥ 3 on a 5-point Scale</p>	<p>Findings Method 2:</p> <table border="1" data-bbox="789 1260 1455 1429"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FPPAI Average for Ethics</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4.22</td> <td>4.15</td> <td>4.28</td> <td>4.09</td> </tr> <tr> <td>2017-2018</td> <td>4.74</td> <td>4.33</td> <td>4.04</td> <td>N/D</td> </tr> </tbody> </table>	Year	FPPAI Average for Ethics				TRAD	Mansfield	New Albany	Newark	2016-2017	4.22	4.15	4.28	4.09	2017-2018	4.74	4.33	4.04	N/D							
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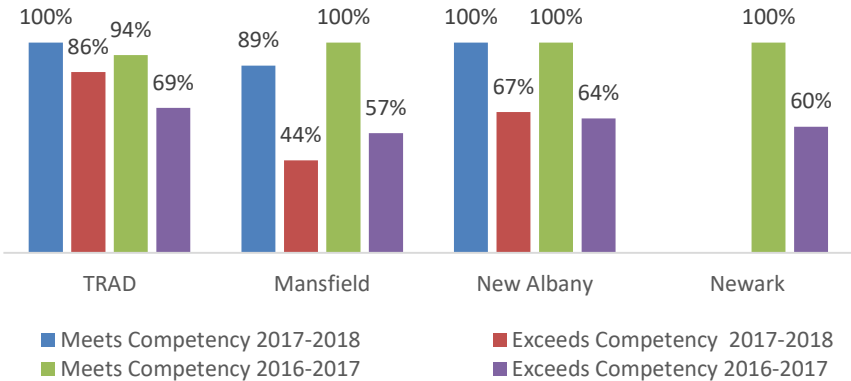
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			<p style="text-align: center;"><b>Demonstrates Ethical and Professional Behavior</b></p> <p>Target met. As noted in table and bar graph, 100% of students across all program sites met the benchmark of <math>\geq 3</math>; over half of the students exceeded the benchmark. Note that the Newark campus did not have a 2017-2018 graduating cohort and therefore did not have data from that academic year. However, the 2016-2017 data for the Newark site suggests that Newark students also meet the program benchmark.</p>																																												
<p>SLO 2: <i>Engage Diversity and Difference in Practice</i></p>	<p>Method 1: FCAI Sub-score Diversity</p>	<p>Graduates will perform at or above the national average.</p>	<p>Findings Method 1:</p> <table border="1" data-bbox="716 992 1535 1162"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FCAI %tile Rank Diversity</th> <th rowspan="2">National Average</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016 -2017</td> <td>58%</td> <td>40%</td> <td>59%</td> <td>65%</td> <td>62%</td> </tr> <tr> <td>2017-2018</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>N/D</td> <td>66%</td> </tr> </tbody> </table> <p>Target met for students in the traditional program and two GPS sites. As reflected in the historical data (see table below), this competency was trending down, with us hitting the benchmark only once in a five-year span.</p> <table border="1" data-bbox="1010 1292 1241 1534"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">%tile Rank Diversity</th> </tr> <tr> <th>TRAD</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>45%</td> <td>38%</td> </tr> <tr> <td>2013</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>2014</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>2015</td> <td>46%</td> <td>--</td> </tr> <tr> <td>2016</td> <td>43%</td> <td>--</td> </tr> </tbody> </table>	Year	FCAI %tile Rank Diversity				National Average	TRAD	Mansfield	New Albany	Newark	2016 -2017	58%	40%	59%	65%	62%	2017-2018	100%	100%	100%	N/D	66%	Year	%tile Rank Diversity		TRAD	GPS	2012	45%	38%	2013	45%	45%	2014	50%	39%	2015	46%	--	2016	43%	--	<p>As noted in Summary of major Findings, action taken by the department in 2014-15 to address underperformance for this competency appears to have made an impact. We will continue to monitor this SLO.</p>	
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	<p>Method 2:  FPPAI</p>	<p>90% of graduates will reach the benchmark score of <math>\geq 3</math> on a 4-point Scale</p>	<p>Findings Method 2:</p> <table border="1" data-bbox="779 621 1465 789"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FPPAI Average for Diversity</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4.25</td> <td>4.39</td> <td>4.20</td> <td>4.13</td> </tr> <tr> <td>2017-2018</td> <td>4.40</td> <td>4.25</td> <td>3.96</td> <td>N/D</td> </tr> </tbody> </table>  <p>Target met. As noted in table and bar graph, 100% of students across all program sites met the benchmark of <math>\geq 3</math> in the 2016-2017 academic year, and all sites with available data met the benchmark in 2017-2018; over half of the students exceeded the benchmark. At 2 delivery sites, 7 out of every 10 students exceeded the benchmark.</p>	Year	FPPAI Average for Diversity				TRAD	Mansfield	New Albany	Newark	2016-2017	4.25	4.39	4.20	4.13	2017-2018	4.40	4.25	3.96	N/D		
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	<p>Method 3:</p> <p>Ethnocentrism Scale***</p>	<p>TBD;</p> <p>Targets will likely be based on a review of trend data and actual change while in the program.</p>	<p>Findings Method 3:</p>  <table border="1"> <caption>GENE Scale Post-Test Scores by Site</caption> <thead> <tr> <th>Site</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>TRAD</td> <td>41.71</td> <td>43.29</td> <td>36.85</td> </tr> <tr> <td>Mansfield</td> <td>30</td> <td>40.23</td> <td>39.9</td> </tr> <tr> <td>New Albany</td> <td>34.44</td> <td>37.36</td> <td>39.28</td> </tr> <tr> <td>Newark</td> <td>48.83</td> <td>39.6</td> <td></td> </tr> <tr> <td>MVNU Total</td> <td>66.42</td> <td>58.72</td> <td>44.97</td> </tr> </tbody> </table> <p>The 2018 post-test scores range from a low of 36.85 to 39.90; the average across all sites was 38.67. This is lower than the 2017 aggregate average (40.2).</p> <p>The university also uses this scale as a measure of their general education curriculum (average score 44.97, is about 22 points lower than it was in 2016). The instrument is administered in the freshman year and senior year. However, it does provide a glimpse of how the students in the social work program compare to MVNU traditional students.</p> <p>31 students across the two modalities have taken both the pre-posttest, 14 TRAD students and 17 GPS students. Of these 31 students 9 students had a score that increased from pre to post, meaning that they became more ethnocentric. Two thirds of the students (n=22) had a score that decreased from pre to post, meaning that they became less ethnocentric, with seven students having a change in score that was 9 to 15 points, a rather large, dramatic decrease in total score. The total change in score for the entire sample from pre-test to post-test was 3.5 points, indicating that overall, students became slightly less ethnocentric by the time of the post-test. With TRAD students experiencing a slightly higher change in score (M=4.15) than GPS students (M=2.79). The graph</p>	Site	2016	2017	2018	TRAD	41.71	43.29	36.85	Mansfield	30	40.23	39.9	New Albany	34.44	37.36	39.28	Newark	48.83	39.6		MVNU Total	66.42	58.72	44.97	<p>This summer we will conduct a factor analysis to assess if there are truly sub-scores operating in the measure. In 2017-18 the department will discuss ways to improve lagging</p>	<p>Summer 2017</p>
Site	2016	2017	2018																										
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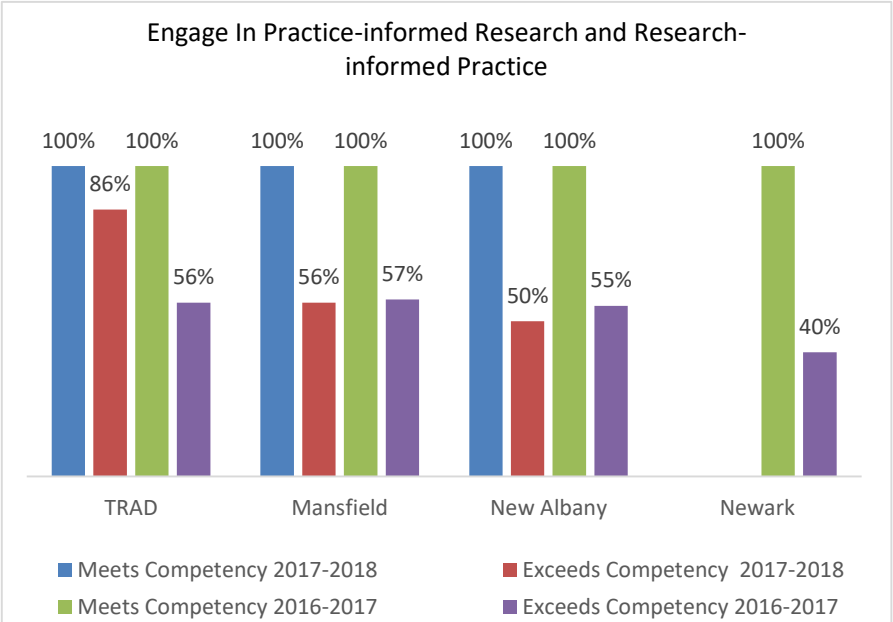
Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe															
			<p>below shows the average change in score from the pre to the posttest for each site.</p>  <table border="1" data-bbox="688 250 1556 695"> <caption>GENE Scale Score Pre-Posttest by Site</caption> <thead> <tr> <th>Site</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>TRAD</td> <td>44.5</td> <td>40.14</td> </tr> <tr> <td>Mansfield</td> <td>43.3</td> <td>39.9</td> </tr> <tr> <td>New Albany</td> <td>36.78</td> <td>38.75</td> </tr> <tr> <td>Newark</td> <td>40.75</td> <td>40.75</td> </tr> </tbody> </table> <p>We wanted to get further clarity on where exactly this change in score may be improving, and where students may still be struggling with ethnocentrism upon graduation. Earlier this year I completed a factor analysis with the GENE scale data set from the entire university, this factor analysis revealed a four factor solution. Specifically, there appear to be four distinct subscales within the GENE scale. To examine student data further I completed a paired samples t-test for each of the four subscales.</p> <p>Subscale 1, called Ethnocentric Values, measures a student's value for their own culture above the value they place on other cultures (e.g. I'm not interested in other cultures, and I don't respect them). A paired samples t-test of subscale 1 revealed that there was no significant difference between the pre-test scores (M=6.22, SD=1.86), and the post-test scores (M=5.69, SD=1.95), <math>t(30)= 1.92</math>, <math>p=.064</math>. However, this score approached significance.</p> <p>Subscale 2, called Cultural Superiority, measures a student's belief that their own culture is better than others (e.g. my culture is the best). A paired samples t-test of subscale 2 revealed that there was a significant difference between pre-test scores (M=8.51, SD=2.54) and post-test scores (M= 7.48, SD =2.26), <math>t(30)= 2.46</math>, <math>p=.02</math>.</p> <p>Subscale 3, called Cultural Inferiority, measures a student's belief that their own culture is not as good as other cultures (e.g. my culture is not as good as other cultures). A paired samples t-test of subscale 3 revealed that there was a significant difference between pre-test scores (M=12.39, SD=2.29) and post-test</p>	Site	Pre-test	Post-test	TRAD	44.5	40.14	Mansfield	43.3	39.9	New Albany	36.78	38.75	Newark	40.75	40.75	<p>scores.</p> <p>To address this issue the department has developed the following goal:  <b>Increase student demonstration of cultural humility</b></p> <p>A. Offer biannual diversity engagement event</p> <p>B. Decrease in ethnocentrism scores from pre-test to post-test</p> <p>C. Designated 10 hours in field observation II in a diverse setting/ experience</p> <p>D. Increase student participation in Student Life and Intercultural Life diversity events</p>	<p>2017-18</p> <p>SP 18</p> <p>SP2020</p> <p>SP18</p> <p>SP18</p>
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			<p>scores (M=15.06, SD=3.45), <math>t(30)=-5.59</math>, <math>p&lt;.001</math>. It should be noted here, that though this test was significant, the means go in the opposite direction from what we want to see. We would like for students to have a lower post-test score, indicating that they are becoming less ethnocentric over time. However, for this subscale, student's scores increased at post-test, which means that at post-test students were even less inclined to say that their culture was not as good as other cultures meaning that they were less likely to see American culture as inferior as they progressed through the program.</p> <p>Subscale 4, called Valuing Diversity, is comprised of only two items and measures a student's general desire to learn about diversity and respect for other cultures. The paired samples t-test revealed that there was not a significant difference between the pre-test (M=3.06, SD=1.09) and the post-test (M=2.71, SD=1.04), <math>t(30)=1.544</math>, <math>p=.133</math>.</p> <p>Overall students are becoming less ethnocentric as they progress through the program. Specifically, students are learning that there is no superior culture and that American culture is not superior to other ways of doing things, nor is it inferior, it is just different. However, where it appears that students are still struggling is in valuing diversity, specifically, it appears that students are not interested in learning about diversity and may not see why this is important. This echoes some of our qualitative findings from the focus groups last year in which students said that they felt like diversity was "jammed down our throats", and that they felt "there is too much emphasis on diversity."</p>																								
<p>SLO 3: <i>Advance Human Rights and Social, Economic, and Environmental Justice</i></p>	<p>Method 1:  FCAI  Sub-score Human Rights &amp; Justice</p>	<p>Graduates will perform at or above the national average.</p>	<p>Findings Method 1:</p> <table border="1" data-bbox="711 1084 1535 1263"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FCAI %tile Rank Justice</th> <th rowspan="2">National Average</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>70%</td> <td>33%</td> <td>55%</td> <td>55%</td> <td>61%</td> </tr> <tr> <td>2017-2018</td> <td>86%</td> <td>67%</td> <td>83%</td> <td>N/D</td> <td>65%</td> </tr> </tbody> </table> <p>Target met for students in the traditional program and two GPS sites. As reflected in the historical data (see table below), students struggled to consistently hit the benchmark.</p>	Year	FCAI %tile Rank Justice				National Average	TRAD	Mansfield	New Albany	Newark	2016-2017	70%	33%	55%	55%	61%	2017-2018	86%	67%	83%	N/D	65%	<p>As noted in Summary of major Findings, action taken by the department in 2014-15 to address underperformance for this competency appears to have made an impact. We will continue to monitor this SLO.</p>	
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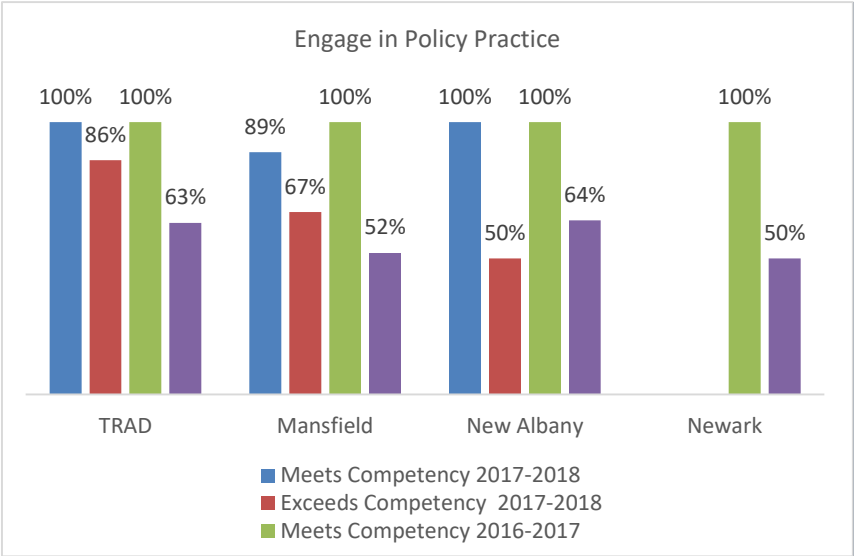
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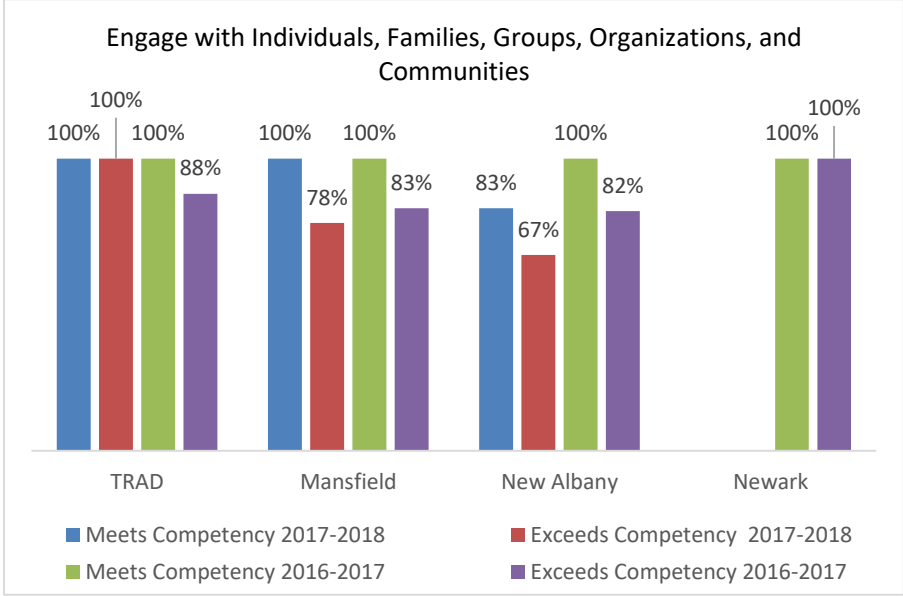
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			<p>Target not met. As noted in table and bar graph, 100% of students across the 2 GPS sites and 89% of the students from the Mansfield site met the benchmark of <math>\geq 3</math>; close to half of the students from all three sites exceeded the benchmark. In 2014-2015 we learned that many of the activities associated with this competency were not being completed in field. Time was spent over the summer updating the evaluation form to reflect more precise activities with a human right component. This may be one factor in the bump we see in those meeting the benchmark</p> <p>To address this overall student learning outcome, in 2016-2017 the program launched a series of focus groups to collect data on ways to enhance program environment related to justice and diversity issues. The focus group findings were used to create a survey which was distributed to all TRAD and GPS students. Findings from the survey were disseminated to faculty at the end of the year department meeting.</p>	<p>To address this issue the department has developed the following goal: <b>Increase student demonstration of cultural humility</b></p> <p>A. Offer biannual diversity engagement event</p> <p>B. Decrease in ethnocentrism scores from pre-test to post-test</p> <p>C. Designated 10 hours in field observation II in a diverse setting/ experience</p> <p>D. Increase student participation in Student Life and Intercultural Life diversity events</p>	<p>SP18</p> <p>SP2020</p> <p>SP18</p> <p>SP18</p>																						
<p>SLO 4: <i>Engage In Practice-informed Research and Research-informed Practice</i></p>	<p>Method 1: FCAI Sub-score EBP</p>	<p>Graduates will perform at or above the national average.</p>	<p>Findings Method 1:</p> <table border="1" data-bbox="695 1308 1556 1479"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FCAI %tile Rank Research</th> <th rowspan="2">National Average</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>40%</td> <td>28%</td> <td>30%</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>2017-2018</td> <td>57%</td> <td>33%</td> <td>67%</td> <td>N/D</td> <td>51%</td> </tr> </tbody> </table> <p>The EBP competency garnered the lowest scores across all program sites. This in</p>	Year	FCAI %tile Rank Research				National Average	TRAD	Mansfield	New Albany	Newark	2016-2017	40%	28%	30%	44%	45%	2017-2018	57%	33%	67%	N/D	51%	<p>The department will monitor outcomes.</p>	
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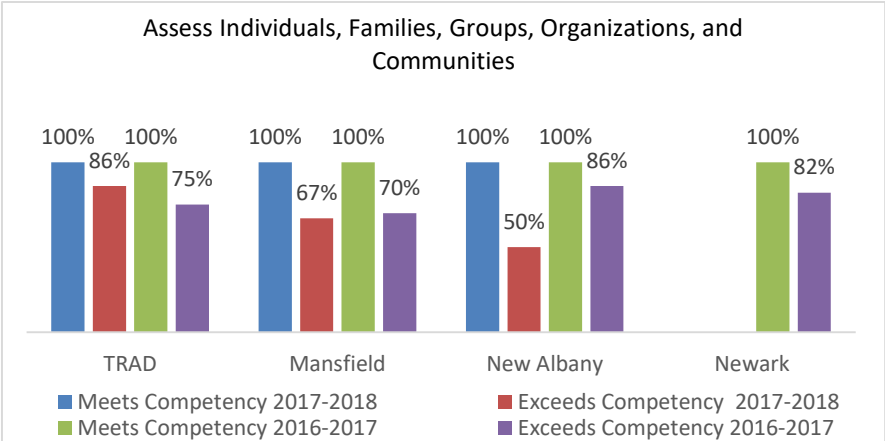


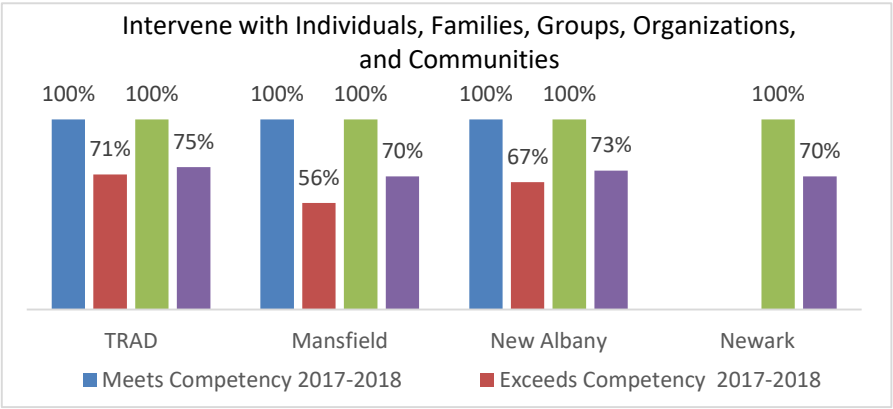
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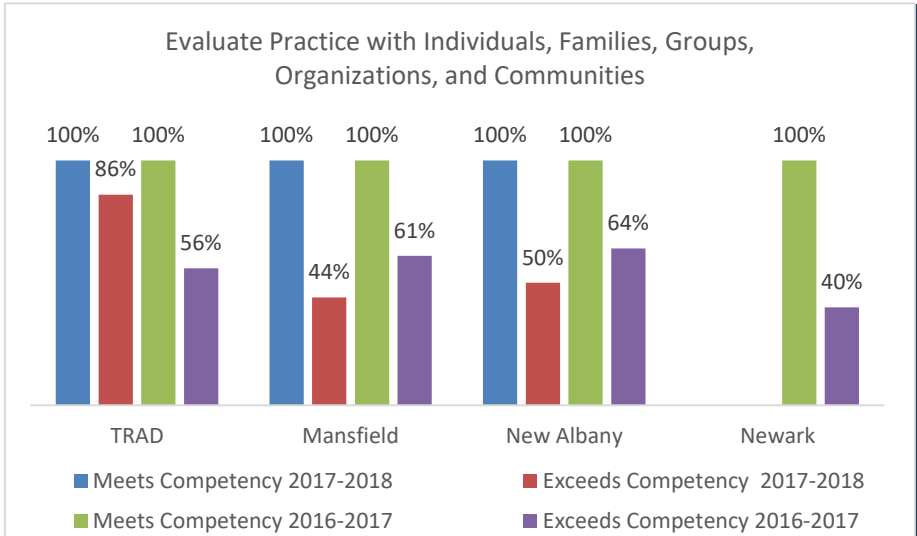
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<p>Method 2: FPPAI</p>	<p>90% of graduates will reach the benchmark score of <math>\geq 3</math> on a 4-point Scale</p>	<p>Findings Method 2:</p> <table border="1" data-bbox="779 873 1465 1045"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FPPAI Average for Intervention</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4.13</td> <td>4.38</td> <td>4.20</td> <td>4.14</td> </tr> <tr> <td>2017-2018</td> <td>4.40</td> <td>3.93</td> <td>3.83</td> <td>N/D</td> </tr> </tbody> </table>  <p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>100% 100% 100% 100% 100% 100% 100% 100%</p> <p>71% 75% 56% 70% 67% 73% 70%</p> <p>TRAD Mansfield New Albany Newark</p> <p>■ Meets Competency 2017-2018 ■ Exceeds Competency 2017-2018</p>	Year	FPPAI Average for Intervention				TRAD	Mansfield	New Albany	Newark	2016-2017	4.13	4.38	4.20	4.14	2017-2018	4.40	3.93	3.83	N/D						
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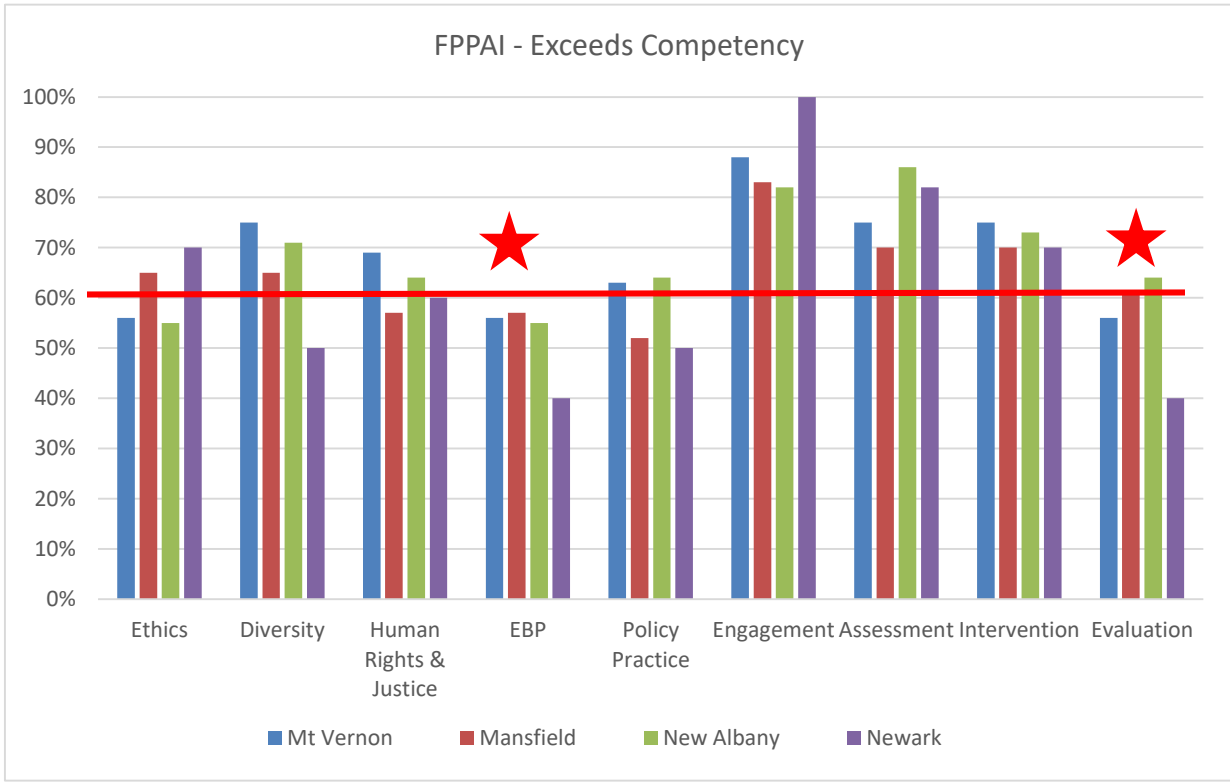
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			<p>Target met. As noted in table and bar graph, 100% of students across all program sites with available data met the benchmark of <math>\geq 3</math>. Over 50% of students exceeded target.</p>																								
<p>SLO 9: <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i></p>	<p>Method 1:  FCAI  Sub-score Evaluation</p>	<p>Graduates will perform at or above the national average.</p>	<p>Findings Method 1:</p> <table border="1" data-bbox="716 399 1528 573"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">FCAI %tile Rank Evaluation</th> <th rowspan="2">National Average</th> </tr> <tr> <th>TRAD</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>60%</td> <td>N/D</td> <td>49%</td> <td>70%</td> <td>55%</td> </tr> <tr> <td>2017-2018</td> <td>86%</td> <td>56%</td> <td>83%</td> <td>N/D</td> <td>58%</td> </tr> </tbody> </table> <p>Target met for students in the traditional program and one GPS sites. The Mansfield site scored slightly below the national average.</p>	Year	FCAI %tile Rank Evaluation				National Average	TRAD	Mansfield	New Albany	Newark	2016-2017	60%	N/D	49%	70%	55%	2017-2018	86%	56%	83%	N/D	58%		
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			<p>Target met. As noted in table and bar graph, 100% of students across all program sites with available data met the benchmark of <math>\geq 3</math>. As previously noted, the curriculum was updated for 2015-2016 to include a more intentional evidence based practice component into the practice classes.</p>																																																				
<p>Total FACAI at a Glance</p>			<div data-bbox="346 386 1577 1068" data-label="Figure"> <table border="1"> <caption>FCAI % Correct Data</caption> <thead> <tr> <th>Category</th> <th>Mt Vernon</th> <th>Mansfield</th> <th>New Albany</th> <th>Newark</th> </tr> </thead> <tbody> <tr> <td>Ethics</td> <td>63%</td> <td>38%</td> <td>57%</td> <td>72%</td> </tr> <tr> <td>Diversity</td> <td>58%</td> <td>40%</td> <td>59%</td> <td>65%</td> </tr> <tr> <td>Human Rights &amp; Justice</td> <td>70%</td> <td>33%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>EBP</td> <td>40%</td> <td>28%</td> <td>30%</td> <td>44%</td> </tr> <tr> <td>Policy Practice</td> <td>43%</td> <td>40%</td> <td>43%</td> <td>55%</td> </tr> <tr> <td>Engagement</td> <td>48%</td> <td>-</td> <td>58%</td> <td>53%</td> </tr> <tr> <td>Assessment</td> <td>67%</td> <td>-</td> <td>65%</td> <td>58%</td> </tr> <tr> <td>Intervention</td> <td>71%</td> <td>-</td> <td>62%</td> <td>82%</td> </tr> <tr> <td>Evaluation</td> <td>60%</td> <td>-</td> <td>49%</td> <td>70%</td> </tr> </tbody> </table> </div> <p>In looking at all nine FACAI competency scores together, one can see that students struggled most with EBP and policy practice content. They scored the best in ethics, diversity human rights and justice, and intervention.</p> <p>The Mansfield cohort as a whole underperformed on all SLOs measured. It should be noted that this cohort was not given the updated version of the FCAI reflecting the 2015 EPAS; it was the only cohort tested under the previous version. Potential factors impacting underperformance include: lack of test equivalency, input differences related to feeder school, and level of instruction. Next year's data will reflect equivalent tests and afford a better picture of what might be happening here. Will also have pre-post-post scores, which will allow us to analyze input differences. The department will keep an eye on outcomes for the Mansfield site.</p>	Category	Mt Vernon	Mansfield	New Albany	Newark	Ethics	63%	38%	57%	72%	Diversity	58%	40%	59%	65%	Human Rights & Justice	70%	33%	55%	55%	EBP	40%	28%	30%	44%	Policy Practice	43%	40%	43%	55%	Engagement	48%	-	58%	53%	Assessment	67%	-	65%	58%	Intervention	71%	-	62%	82%	Evaluation	60%	-	49%	70%		
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Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe
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Total FAPPAI at a Glance



In looking at the percentage of students who exceed the benchmark across all nine FAPPAI competency scores, students struggled most to demonstrate competency in EBP and Evaluation. They best demonstrated competency in engagement, assessment and intervention.

Global Program Assessment

LSW Pass rate  
80% pass rate on 1<sup>st</sup> try by 2020

LSW Pass Rates						
	2016 1 <sup>st</sup> -Time	2017 1 <sup>st</sup> -Time	2016 Repeat	2017 Repeat	2016 Total	2017 Total
<b>MVNU</b>	74%	76%	57%	44%	70%	69%
<b>Capital</b>	69%	70%	60%	50%	63%	64%
<b>Ohio</b>	80%	82%	46%	51%	75%	76%
<b>National</b>	77%	78%	40%	44%	70%	71%

In 2017-18 the department will work to One intervention is to be more intentional about how courses connect to the exam and include practice questions

Strategy implemented immediately; it could take up to 4 years to fully realize impact.

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe
			Although MVNU is out-performing Capital (a school like MVNU re TRAD and GPS programs), our students are underperforming compared to the state and national pass-rate on 1 <sup>st</sup> try. We set a goal of an 80% pass-rate on 1 <sup>st</sup> try by 2020.	as a way to build capacity in taking the exam. This will also be a focus of training for adjunct faculty.	

\* In 2016-2017 the program transitioned to the Foundation Curriculum Assessment Instrument (FCAI) a nationally normed standardized test developed by the Social Work Education Assessment Project (SWEAP). It directly aligns with the CSWE competencies and provides a direct measure of how well a program's curriculum prepared students for practice. The instrument consists of 64 multiple choice questions organized to provide sub-scores for the nine core competencies that will directly align with our student learning outcomes.

\*\* In 2016-2017 the program transitioned to the Field Placement/ Practicum Assessment Instrument (FPPAI) also developed by SWEAP. It was developed to assess student practice of the CSWE core competencies in Field Placement/Practicum. The FPPAI consists of a series of items, related to each competency, and related behaviors, to be scored on a 5-point Likert-type scale by the field instructor. Response items include:

- 1 – **Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
- 2 – **Inadequate:** failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
- 3 – **Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
- 4 – **Superior:** "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
- 5 – **Mastered:** "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.

\*\*\* The Ethnocentrism Scale is composed of 18 items of which 12 are positively worded and scored while 6 are negatively worded and reverse scored. It measures one's tendency to see/interpret those from other cultures and backgrounds through the lens of one's own cultural assumptions, preferences and values. Scores can range from 18 (lowest possible) to 90 (highest possible). High scores indicate a generalized prejudice against individuals with alternate ethnicity, orientation, or religiosity and portray some degree of favoritism for in-groups and stereotyping of out-groups, often negatively.

This instrument was re-incorporated in our assessment plan starting in the 2014-2015 academic year. We have not cycled through a complete pre-post cohort, so we only have cross-sectional data to report. Traditional students at the Mount Vernon site take the Ethnocentrism Scale pre-test in Introduction to Social Work and the post-test following the completion of their program. In the future this will be embedded in their Social Work Seminar II class. Degree completion students at the New Albany, Newark and Mansfield sites take the pre-test in Foundations of Generalist Social Work Practice and the post-test in Social Work Field Seminar.