Weber State University Social Work Program
Response to the Site Visit Report
Submitted April 7, 2017

The following information is submitted in response to Dr. Randy Magen's Site Visit Report. The site visit took place on Friday, February 24, 2017. In this document, each Accreditation Standard (AS) referenced by the COA in its Letter of Instruction is listed, followed by the specific question(s) raised by the COA, directions given to the site visitor for this reaffirmation process, and the program's response to the Site Visit Report. References in this response to documents made available to the site visitor (e.g., the program's self-study, addendum to the self-study [accompanies this document], letter from the dean of the College of Social and Behavioral Sciences [accompanies this document]) are highlighted in **bold** type to help the reader in the review process.

Accreditation Standard 1.0 - Program mission and goals

COA Question(s)

None.

Instructions to Site Visitor

Write a brief summary of conversations on general questions regarding program mission and goals (AS 1.0). Ask broad questions about how the program's mission and goals relate to the level of practice it prepares students for.

Program Response to Site Visit Report

Weber State University and the WSU Social Work Program exist within a unique geographical, cultural, and institutional context. Ogden, Utah, where the main campus of the University is located, is a large metropolitan area that includes urban, suburban, and rural communities. The local population is predominantly white. However, Ogden is more ethnically diverse than most Utah communities and there is a sizeable and growing Latino presence. A significant portion of residents of Ogden and the surrounding area are members of the Church of Jesus Christ of Latter-day Saints (LDS or Mormon). Weber State is a large, public, open-enrollment university that has an historical emphasis on teaching, community involvement, and community-engaged learning. The mission and goals of the Social Work Program at Weber State University are based on this unique setting and were designed to address the particular needs of this community and the students who study here (**self-study, volume 1, p. 5**).

The program's mission and goals were discussed with all parties involved in the site visit (i.e., faculty members, program director, field director, field instructors, students, senior

administrators [provost, dean of the College of Social and Behavioral Sciences]). The site visitor notes in his report that "there was a uniform and consistent message that the Department of Social Work and Gerontology prepares social workers for practice that is relevant to the needs of the populations in Northern Utah and Ogden in particular." Social work students at Weber State University tend to come from Ogden and surrounding local communities and typically remain close to home after graduation. Thus, as the site visit report concludes, the focus of the program's mission on preparing students to address the "unique needs of individuals, families, and communities in Northern Utah and the broader intermountain region" is both appropriate and relevant to WSU students and the clients they will most likely serve.

The program's mission could be made more explicit in individual course materials such as syllabi and course descriptions in the university catalog. However, as was made clear to the site visitor, the focus on a growing population, a rapidly expanding Latino/Latina community, social issues in rural environments, and the prominence and impact of the LDS religion and culture is clearly part of the classroom experience in the WSU Social Work Program. Students provided specific examples of assignments, discussions, and guest speakers that reflect this mission. Field instructors and community partners find in their interactions with WSU social work students that they are quite familiar with the demographic context and available resources of Northern Utah and the broader intermountain region and are well prepared to address the unique needs of the local community in field practice. Likewise, faculty members are keenly aware of who their students are and those they are likely to serve when they graduate, and they use this knowledge and insight to guide their teaching methods and the content of their courses.

The program mission's emphasis on service is closely tied to the institutional mission, vision, and core values. Weber State University as a whole values service and has earned the Carnegie Community Engagement Classification. Service is a large part of the experience in the WSU Social Work Program, from classroom activities and expectations to student involvement in extracurricular projects through the social work student organization and other venues. This program emphasis has significant support on campus both philosophically and tangibly in the form of the Center for Community Engaged Learning. This part of the Social Work Program's mission was also reflected well during the site visit. Students and faculty readily offered examples of service in action in the classroom, on campus, and in the community. As the site visitor notes in his report, one faculty member summed this up by stating: "'Service is [a] medium to learn the other social work values.'"

In compliance with AS 1.0, the Weber State University Social Work Program's mission and goals are closely tied to professional preparation and practice at the undergraduate level.

Accreditation Standard 3.1 - Diversity

COA Question(s)

None.

Instructions to Site Visitor

Write a brief summary of conversations on general questions regarding diversity (AS 3.1). Explore the challenges and achievements the program has experienced in making specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are practiced.

Program Response to Site Visit Report

Though Ogden is perhaps more diverse than most other Utah communities in many ways, diversity is not as evident here as it may be elsewhere in the United States. Nevertheless, as the self-study indicates, the Program has gone to great lengths, and makes specific and continuous efforts, to ensure that students have "a learning context in which respect for all persons and understanding of diversity are practiced." In fact, the WSU program has perhaps an even stronger commitment to an open and diverse learning environment than most as a conscious response to the relative homogeneity of the surrounding area and the communities from which our students come. This commitment is reflected in the philosophy, values, and ideals that guide day-to-day operations in the Social Work Program, both in and out of the classroom. It is an explicit and integral part of program policies and procedures, the individual actions of faculty and staff members, the selection of field agencies and supervisors, faculty service and research agendas, and even the composition of the faculty itself. As noted in the self study: "This commitment also rises above simply recognizing and accepting diversity, to the level of embracing and celebrating the differences that each individual brings to the table."

The program's self-study outlines concerted efforts on the WSU campus to provide a safe community and learning environment for all students, staff, and faculty, regardless of race, ethnicity, color, sex, gender expression, religious affiliation and/or devoutness, socioeconomic background, or ability status. The university has a history, especially recently under the current president, of events, initiatives, and programs to create a diversity-committed educational community and ensure a supportive and inclusive learning context.

The site visit report confirms this commitment and the positive outcomes of these efforts, from the broader campus community down to the Social Work Program in its curriculum, its classrooms, its academic and professional advising, and interpersonal relationships among students and between students, faculty, and staff. Throughout the day, in his meetings with faculty, administration, students, and field supervisors and community partners, the site visitor found evidence of a learning context in which respect for all persons and understanding of

diversity are practiced. The site visitor notes that WSU social work students are educated about diversity in both the implicit and the explicit curriculum. Though the process is often challenging to students who are used to seeing themselves reflected in the world around them, beliefs and biases are challenged through discussion, readings, classroom activities and assignments, and participation in community events, yet the outcome is a very rewarding one. When students reach the field, their instructors and supervisors find that diversity has been "drilled into them," and they report that WSU students come to them as interns and new employees "much better prepared than the average student." Faculty members understand the challenges of working with students who have been raised in a Utah political, religious, and cultural climate, who often come to them from sheltered environments with strong conservative views and limited exposure to diverse people and ideas. Always respectful of individual experiences and points of view, social work faculty members – diverse in and among themselves – expertly and enthusiastically take on the responsibility of diversity instruction and modeling cultural humility.

The site visitor reports on one particularly perplexing diversity issue that relates directly to academic expectations of social work majors. The program is seeing a growing number of first generation Latino/Latina students, which it welcomes because of the unique needs of this population and the expanding number of Latino families in the area. These students show tremendous potential as prospective social workers who, with good professional preparation, could have a broad and significant positive impact on this expanding community. However, these students, particularly those for whom English is a second language, frequently struggle with writing and often under-perform academically as a result. This is especially true with the senior capstone project, a major requirement for social work majors that also serves as an important assessment tool. Faculty members are in constant discussion, both formally and informally, to identify ways to help these students develop professionally and be academically successful (e.g., writing tutors with Spanish-speaking backgrounds, assistive technologies that focus on writing skills, creating alternative assignments that demonstrate understanding and competency independent of English proficiency, etc.). The faculty will continue to address this challenge until appropriate solutions can be found or developed.

The Social Work Program at Weber State University has its share of challenges regarding diversity. Nevertheless, through the specific and continuous efforts of the faculty, and with strong institutional support, the program has achieved tremendous success in providing a learning context that both demonstrates and promotes respect for others. In compliance with AS 3.1, respect for all persons and understanding of diversity are practiced here.

Accreditation Standard 4.0 - Assessment

COA Question(s)

None.

Instructions to Site Visitor

Write a brief summary of conversations on general questions regarding assessment (AS 4.0). Find out if the program gained any insight from the assessment of student outcomes.

Program Response to Site Visit Report

The WSU Social Work Program's assessment plan and process are described in great detail in the self-study (**self-study, volume 1, pp. 179-266**). As indicated there, indirect evaluation methods include assessments in each course as outlined on individual syllabi and meeting with students as part of club activities or academic advisement. Several direct measures are employed in the program's assessment plan, including the senior capstone paper, the Social Work Educational Assessment Program (SWEAP), the field education practicum evaluation form, tracking of graduate school admissions, and exit surveys.

According to the site visit report, program assessment was discussed with the department chair and the field director, the entire faculty as a group, and a set of social work majors. Faculty members are familiar with the program assessment plan and the various tools used to evaluate competencies and practice behaviors. Assessment data are discussed in detail in at least one faculty meeting each year, as well as at various other points as the faculty considers specific issues related to the curriculum and student learning. As the site visit report indicates, students are also very aware of some elements of the program's assessment and evaluation process, namely the student capstone paper, which is a major requirement for the major. This document, produced over three semesters beginning in the junior year, is an opportunity for students to pull together the curriculum and further develop their conceptualization of social work as a profession (**self-study, volume 1, p. 179 and appendix A, p. 265**). As an assessment tool, the capstone shows that students have come to understand the connection between various aspects of the curriculum and that they can apply what they have learned in the classroom to a practice setting. This project is one way to determine how well students have developed core competencies and mastered essential practice behaviors. In reference to the senior capstone paper, one student told the site visitor: "We leave feeling competent."

Combined data from the senior capstone paper, SWEAP, and the field practicum evaluation form can help the program identify strengths and weaknesses in students' development of core competencies and related practice behaviors. One area that has shown to be a particular challenge and in need of improvement at Weber State is social welfare policy. After reviewing several semesters of data where assessment benchmarks in this area were not being met,

instructors of the program's policy course engaged in conversations with the department chair to consider possible solutions. One specific outcome of these conversations, as the site visitor notes, was the decision to adopt a new textbook to be used in all sections of the policy course. Additionally, greater attention has been given to this competency and related practice behaviors in field instructor training.

The WSU Social Work Program continues to refine its assessment of competencies and practice behaviors and how assessment data are reviewed and used for the purpose of improving the program and student learning outcomes. While challenges remain, these efforts, as reflected in the self-study and the site visit report, indicate that the program is compliant with AS 4.0.

Accreditation Standard B2.1.2

The program discusses how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.

COA Question(s)

The program discussed how it assesses competency attainment through its field evaluation. However, the program did not discuss what it does to ensure generalist practice opportunities are provided for students to demonstrate the competencies.

Instructions to Site Visitor

The site visitor is asked to review with the program how its field education program provides generalist practice opportunities for students to demonstrate the competencies.

Program Response to Site Visit Report

In meeting with the site visitor, the department chair and the field director discussed how field agency sites are approved. Each agency that is approved as a field site must be willing to provide students with at least six opportunities for case-management, two opportunities for group, four opportunities for working with families, one administrative project, and one community organization project (see also **addendum to self-study, p. 6**). It was demonstrated to the site visitor that this process ensures that the field experience addresses the 10 competencies and the 12 program objectives. This also allows each student to obtain experience on the micro, mezzo, and macro levels and function in various generalist social work roles.

The department chair and the field director also discussed with the site visitor how each student is engaged in this process. Together with the field director and the field supervisor, the student develops an individual learning plan, referred to as the addendum (**self-study, volume 3, p. 168; addendum to self-study, pp. 5, 34**), that incorporates the competencies and program objectives

and spells out how and when required field experience projects are completed. Meeting contact forms that are used to document regular supervision with the field director (50 hours and 100 hours), and the field director and field supervisor (100 hours, 200 hours, and 400 hours), were shared with the site visitor (**self-study, Volume 3, p. 176; addendum to self-study, p. 43**). Students are also evaluated at the end of the semester by their field supervisor on each of the core competencies, the related practice behaviors, the learning objectives, and the behavioral expectations. Core competencies and practice behaviors are evaluated at the 200- and 400-hour mark using the Field Practicum Evaluation Form (**self-study, volume 1, p. 294 and volume 3, p. 191; addendum to self-study, pp. 45-56**).

Specific examples of opportunities to demonstrate competencies at two sample field agencies were presented in writing to the site visitor (**addendum to self-study, pp. 6-7**). The field director and students interviewed by the site visitor offered additional examples of how the WSU field education program provides generalist practice opportunities for students to demonstrate the competencies.

We believe the Program's self-study document, together with this additional information and clarification, demonstrate compliance with AS B2.12.

Accreditation Standard 2.1.5

The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

COA Question(s)

The program discussed it policies, criteria, and procedures for selecting field settings; placing and monitoring students; and maintaining field liaison contacts with field education settings. However, the program did not specify how its field education program evaluates student learning and field setting effectiveness congruent with the program's competencies.

Site Visit Instructions

The site visitor is asked to review with the program how its field education program evaluates student learning and field setting effectiveness congruent with the program's competencies.

Program Response to Site Visitor Report

The WSU Social Work Program uses a number of different tools to assess student learning, competency building, and the development of practice skills. In the course of the site visit, the

field director discussed the learning contract/addendum (**self-study, volume 3, p. 168; addendum to self-study, p. 34**), which outlines specific tasks that the student can engage in during the field experience that are consistent with agency policy, student ability, and program requirements. Each outcome has the student and field supervisor list a specific learning objective, intervention, or method that will be attained by the end of the semester to enhance the student's learning. These tasks are derived from the core competencies and program objectives. Student learning is evaluated throughout the semester, but a final assessment is conducted using the final evaluation form (**self-study, volume 3, p. 182; addendum to self study, pp. 75-83**) and the field practicum evaluation form (**self-study, volume 1, p. 294 and volume 3, p. 191; addendum to self-study, pp. 45-56**).

These forms, which are found in the original self-study and were shared with the site visitor, demonstrate that evaluation of field setting effectiveness in the Social Work Program at Weber State University is linked directly to competencies and practice behaviors, making the program compliant with AS 2.1.5.

Accreditation Standard 2.1.8

The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

COA Question(s)

The program stated that student assignments and field education supervision are not the same as those of the student's employment for field placements in organizations in which the student is also employed. However, the program did not specify clear policies for ensuring that student assignments and field education supervision are not the same as those of the student's employment for field placements in organization in which the student is also employed.

Site Visitor Instructions

The site visitor is asked to review with the program its policies for ensuring that student assignments and field education supervision are not the same as those of the student's employment for field placements in organizations in which the student is also employed.

Program Response to Site Visit Report

The WSU field director noted for the site visitor that, though it is generally discouraged and it occurs very rarely, a student may be allowed to use her/his place of employment as the field experience (internship) setting. Those who request to utilize their employment for their 400-hour

field practicum consult with the field director during the Orientation to the Field Practicum meeting that all students have during their SW 3900 or SW 3910 course (the semester prior to entering the field). At this time, the student is asked to provide the field director information regarding her/his employment, including the name and a contact number of the immediate work supervisor. With this information, the field director is able to evaluate the job description provided to determine how the setting might meet the basic requirements for the field experience. Contact is then made with the agency to evaluate their desire and willingness to become an approved practicum site for the WSU Social Work Program. This process is also detailed in writing in the document that was given to the site visitor (**addendum to self-study, pp. 20-21**).

The agency is expected to allow the student to engage in activities that meet the program's field requirements. If this cannot be done as added responsibilities that are part of the student's paid employment, the agency is expected to allow the student to come in for additional, non-paid employment hours to meet the objectives of the Social Work Program. For example, some students are not engaging in group work as part of their job. If the student wishes to use her/his employment setting for field placement in such a case, these activities must be added as separate field experience expectations and the student may have to come in for non-paid hours to provide educational groups that meet the program's requirements.

All students, including those using their job as their field experience, complete the same requirements. The program's current paperwork process ensures that students are adhering to the field experience requirements.

In an effort to clarify the WSU Social Work Program's position regarding field placements in an organization in which the student is also employed, this policy has been updated as follows:

Updated Policy Regarding Field Placements in an Organization in Which the Student Is Also Employed

The WSU Social Work Program generally discourages students from using their employment as a field education (internship) setting. The field director will consider the option of using a student's place of employment only in unusual circumstances and only in accordance with the following policies:

1. The student must be in good academic standing at Weber State University and in the WSU Social Work Program;
2. The student must be in good standing with the employing agency, including having successfully completed any probationary requirements;
3. The agency must meet WSU Social Work Program standards for field placement sites and support the program's educational mission;
4. The employing agency must provide a qualified field supervisor who meets all WSU Social Work Program requirements for this responsibility and who is NOT the student's normal employment supervisor;

5. The duties and responsibilities of the field experience (internship) conform to the program's requirements for the field and must differ significantly and be separate from employment duties that are part of the student's regular job;

6. The student must be released from her/his regular job responsibilities for a sufficient number of hours per week to allow for the field experience (internship). These hours (approximately 16 per week) must be scheduled and clearly delineated from regular work hours;

7. The student's employer must continue to pay her/him for regular work hours and hours released for field internship activities;

8. The field supervisor and the work supervisor must agree that the student's field internship performance will not influence her/his employment evaluation;

9. The student must notify the field director in the event of a change in employment status, including any disciplinary action with the agency; and

10. If the employing agency and the WSU Social Work Program field director agree to such an arrangement, the student, a representative of the employing agency, and the field director must sign an agreement with the WSU Social Work Program to be kept in the student's file in the program office.

11. The WSU Social Work Program reserves the right to terminate such a placement as necessary.

This revised policy, which will be included in the program's field manual, was shared with the site visitor (**addendum to self-study, pp. 21-22**). During the site visit, the field director, field supervisors, and students all indicated that, when a student has a field internship at her/his place of employment, schedules, supervisors, and job descriptions are separate and do not overlap with normal job responsibilities..

The WSU Social Work Program is compliant with AS 2.1.8.

Accreditation Standard 3.2.9

The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

COA Question(s)

The program provided some policies and procedures specifying students' rights and responsibilities . However, the program did not describe student participation in formulating and modifying policies affecting academic and student affairs.

Instructions to Site Visitor

The site visitor is asked to review with the program its policies and procedures specifying

students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

Program Response to Site Visit Report

The department chair described for the site visitor the program's online exit survey (**self-study, volume 1, p. 307**), noting that this is an assessment tool that provides direct feedback regarding students' experience in the program. Information collected through this process can lead to change in policies affecting academic and student affairs. In addition, students discussed with the site visitor the social work student organization, indicating that participation provides an opportunity to give feedback to the program and identify issues affecting academic and student affairs. In the course of the site visit, students and faculty also reported that involvement with the local chapter of the National Association of Social Workers, where WSU students can interact with counterparts from other undergraduate social work programs in the State, is another mechanism for providing and receiving feedback about issues affecting academic and student affairs.

In an effort to provide further clarity and details regarding the program's compliance with AS 3.2.9, the site visitor was given a revised narrative for this standard, found in the accompanying **addendum to self-study (pp. 24-27)**. Information in this updated narrative emphasizes the student handbook, current efforts to design an online orientation process to better familiarize students with their rights and responsibilities, opportunities to be involved in the program's student organization and the Utah NASW Chapter as both general participants and student leaders, and formal teacher evaluations. This narrative is consistent with feedback given during the site visit by program faculty and students and further attests to the program's compliance with this accreditation standard (AS 3.2.9).

Accreditation Standard B3.4.4(b)

The program provides documentation that the director has a full-time appointment to the social work program.

COA Question(s)

It is not clear from the narrative if the director has a full-time appointment to the social work program.

Instructions to Site Visitor

The site visitor is asked to obtain documentation from the program that the director has full-time

appointment to the social work program.

Program Response to the Site Visit Report

Dr. Mark O. Bigler, LCSW, PhD, chief administrator and chair of the Department of Social Work and Gerontology, is a tenured member of the social work faculty with the rank of professor and has a full-time appointment to the social work program. An explicit statement of this fact was included in the **addendum to self-study (p. 27)** that was given to the site visitor. This was also affirmed during the site visit by Dr. Bigler himself, as well as by the dean of the College of Social and Behavioral Sciences. In addition, Dean Harrold has provided a formal statement, which accompanies this letter, confirming this fact (**Dean Harrold letter regarding Dr. Bigler's full-time appointment**). The program is in compliance with AS 3.4.4(b).

Accreditation Standard B3.4.4(c)

The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates that this time is sufficient.

COA Question(s)

The program described the institution's procedures for determining the program director's assigned time and demonstrated a minimum of 25% assigned time at the baccalaureate level. However, the program did not describe the sufficiency of this assigned time to provide educational and administrative leadership to the program.

Instructions to Site Visitor

The site visitor is asked to review with the program the sufficiency of the program director's assigned time to carry out educational and administrative leadership to the program.

Program Response to the Site Visit Report

The program's self-study describes Weber State University's normal teaching load policy for a tenure-track faculty member (PPM 4.6) as 4/4, or 12 credits per semester (**self-study, volume 1, p. 172**). During the site visit, both the dean of the college and the department chair confirmed this fact and indicated that department chairs at Weber State, including the chair of the Department of Social Work and Gerontology, are given a 50% course reduction (six credits or

two courses per semester) and a contract extension from nine months to 10. Both the dean and the department chair noted that this amount of release time was adequate and sufficient to provide educational and administrative leadership to the program. A clear statement to this effect is included in the **addendum to self-study (p. 28)** that was given to Dr. Magen during his visit. The program is compliant with this accreditation standard.

Accreditation Standard B3.4.5(c)

The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25%assigned time is required for baccalaureate programs. The program demonstrates that this time is sufficient.

COA Question(s)

The program described the institution's procedures for determining the field director's assigned time and demonstrated a minimum of 25% assigned time at the baccalaureate level. However, the program did not describe the sufficiency of this assigned time to provide educational and administrative leadership for field education.

Instructions to Site Visitor

The site visitor is asked to review with the program the sufficiency of the field director's assigned time to carry out educational and administrative leadership for field education.

Program Response to Site Visit Report

The program's self-study describes the field director's teaching contract (11 months) and how course assignments are made to allow him sufficient time to carry out administrative functions of the field program (**self-study, Volume 1, p. 172**). This was discussed with the site visitor and additional clarifying information was presented in the **addendum to self-study (pp. 29-30)** that was provided to the site visitor. During the site visitor's initial interview with the department chair and the field director, the field director stated he has adequate and sufficient time to provide educational and administrative leadership to the field education program. Compliance with AS B3.4.5(c) was confirmed.

Accreditation Standard 4.0.3

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

COA Question(s)

The program discussed specific changes it has made in the program based on specific assessment outcomes. However, it did not describe the procedures employed to evaluate the outcomes and their implications for program renewal.

Instructions to Site Visitor

The site visitor is asked to review with the program its procedures employed to evaluate the outcomes and their implications for program renewal.

Program Response to Site Visit Report

As noted in the site visit report, faculty members talk about assessment outcomes frequently, with at least one formal discussion each year in a faculty meeting led by the program's assessment team. Assessment data are also discussed by faculty members ahead of the annual field supervisor recognition and training event where this information is presented to a group of program constituents. In their meeting with the site visitor, field supervisors confirmed their exposure to program evaluation information in these meetings and identified this as an opportunity to provide feedback on and interpretation of assessment data. The site visit report also indicates that program assessment data are shared with the University's Office of Institutional Effectiveness, whose charge is to assist in program evaluation across campus and the interpretation and dissemination of assessment information.

The program's self-study, along with the addendum to self-study, which was given to the site visitor and is included with this response, provided examples of changes that have been made based on assessment data (**self-study, volume 1, pp. 265-266; addendum to self-study, pp. 30-31**). Content was modified and a new textbook adopted in the program's social policy course based on assessment information that indicated a weakness in the policy competency and associated practice behaviors among WSU social work majors. Likewise, instructors in research courses have altered projects and pedagogy to meet student needs more effectively as a result of evaluation outcome data.

Consistent with AS 4.0.3, assessment data are collected systematically, discussed regularly, and

shared broadly. Implications of these findings are considered carefully. The WSU Social Work Program's procedures used to evaluate outcomes and their implications have resulted in tangible changes that have supported program renewal. The program is compliant with AS 4.0.3.

Accreditation Standard 4.0.4

The program uses form AS 4(B) and/or form AS 4(M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

COA Question(s)

The program did not provide a copy of form AS 4(B) or a link to its website to report its most recent assessment outcomes.

Instructions to Site Visitor

The site visitor is asked to request from the program a copy of form AS 4(B) and verify that the form is available on its website.

Program Response to Site Visit Report

In its self-study, the WSU Social Work Program presented its outcome data in a different format than form AS 4(B) (**self-study, volume 1, pp. 245-263**). These data were transferred to the required format and were given to the site visitor during his visit (**addendum to self-study, pp. 102-113**). In addition, form AS 4(B) can be accessed on the Department of Social Work and Gerontology website (**http://apps.weber.edu/wsuimages/socwkgen/assessment%20of% 20student%20learning%20outcomes.pdf**). In compliance with AS 4.0.4, this form will be used as a standard format for presenting assessment data and will be updated routinely.