The UAF Social Work Department has a clearly developed assessment plan, with methods and procedures in place for evaluating each of the program objectives for each of the three program goals. The assessment plan includes the use of several measurement tools, including the Social Work Areas Concentration Test (ACAT), which measures student performance in four curriculum content areas—social policy, practice, research and HBSE. This instrument has been used by the Social Work Department for the last 15 years, and thus provides a longitudinal means of assessing student performance in key content areas through both the on-campus and distance delivery methods. The second measurement tool used is the Baccalaureate Educational Assessment Project (BEAP), which includes an entrance survey, an alumni survey, an employer/supervisor survey, and a pre and post-test values inventory. Data from this tool provides information regarding the demographics of our student body, student’s assessment of their level of preparedness on leaving the program, alumni and employers’ assessment of graduates’ readiness for practice, and information on the understanding of the value base of the social work profession of students on entrance into the program and at completion of the program. The BEAP measures have been given to students in Fairbanks and to students taking courses through distance delivery since 2001. A third measure used in assessment is the final field practicum evaluation of senior students completed by their practicum supervisors. This form allows an assessment of students work activities at an agency where they completed 400 hours of practice during their senior year. Data from this form is compiled and compared to previous years data and is analyzed regarding comparability of performance of students receiving their education on campus or through distance delivery. Other field measures that are used are the student assessment of their field practicum experience, which is used in determining whether to use the placement or supervisor in the future, and the field instructors’ end of the year focus group. The focus group is used to determine field instructors’ assessment of student’s readiness for practicum and satisfaction with support from the Social Work Department during the placement year. The final measure in the assessment package is the course syllabi review presented in the syllabi matrix, which lists every course in the major in relation to assignments and class activities that meet learning outcomes related to the curriculum content areas designated by CSWE. All of these measures are incorporated into an overall program assessment that allows a thorough examination of how the department is doing in meeting Department goals and objectives.

The measurement tools used by the Department for ongoing and annual program assessment are:

**ACAT**

The ACAT is an exit exam given to senior students in the last semester of the senior year. The test, which is produced by PACAT Inc/NOMESys in Clarksville, Tennessee,
assesses knowledge and skills in the four areas that constitute the undergraduate social work curriculum: social policy, human behavior and the social environment, social work practice, and research and statistics. Data are presented as raw scores and percentiles for each of the curriculum segments as well as overall scores. Results are reported for Fairbanks and distance-education students separately. Percentiles are based on a national comparison group.

**BEAP Instruments**

**Entrance survey:** The survey is given to students entering the program in the introductory social work course (SWK 103). The survey provides a demographic profile of incoming students and gathers student information about financial resources, employment status, and paid and volunteer work in the human services.

**Social work values inventory:** The inventory, which is given concurrently with the entrance survey and again just prior to graduation, is based on three ethical concepts contained in the Social Work Code of Ethics: confidentiality, self-determination, and social justice. The inventory provides feedback regarding the effectiveness of the program in teaching about values. The data represent a longitudinal trend study, in which two different groups—entering students and those prior to graduation—are measured and compared.

**Exit survey:** The survey is administered to students late in the spring semester of the senior year. The instrument generates feedback from students about their academic experiences while in the program. A major section asks students to evaluate how well they feel the program had prepared them in a number of knowledge, skills, and value items. The survey also collects data about plans for employment and graduate education.

**Alumni survey:** The survey is sent early in the spring semester to alumni only once—two years after graduation. Thus this year survey forms were sent to the 2005 graduates. Alumni are asked to evaluate the extent to which they feel that the social work program had prepared them for various aspects of practice. Responses supplement data from the exit survey indicating preparedness for the field. Thus we can see what content needs to be strengthened or added to the social work curriculum. The survey also gathers information about graduates’ employment, whether in social work or not; professional development activities; and plans for further education.

**Employer/Supervisory survey:** The purpose of this survey is to evaluate alumni performance from an employer or supervisor’s perspective. The graduate-employee is evaluated on several dimensions of work in the agency. The questionnaire form is sent to graduates along with the alumni survey. Alumni-employees are asked to personally deliver the surveys to their employers or supervisors. Alumni then send the completed survey form along with the alumni surveys back to the Social Work Department in Fairbanks. Employers return their survey forms separately. Results provide additional feedback about the effectiveness of the program in preparing students for actual social work practice.
Field Evaluation

The Social Work Department evaluates the field component of the program in three ways:

Practicum Evaluation of Student:
This is a comprehensive evaluation form that is completed by the field instructors on the students placed at their respective agencies. The evaluation includes both a series of scaling questions, along with a narrative report, and is completed at the end of the first semester, and repeated at the conclusion of the student’s placement. The evaluation tools asks instructors to rate student performance based on their demonstrated skills in the following areas: Professionalism; Relationship/adjustment to practicum setting; Assessment skills, Client/Worker relationship, Termination skills, Use of knowledge as applied to practice, Intervention skills, and Students ability to benefit from field instruction.

Each of the evaluation questions is associated with the 12 CSWE learning objectives, as well as the overall goals of the department. Student evaluations are compiled, and the data is used to measure the departments’ progress in meeting these learning objectives and goals. Additionally, the narrative portion of this evaluation asks for feedback regarding student progress on the personal learning goals they identified as a part of their formal learning agreement. UAF strives to keep this evaluation process student centered, and to that end, students, field instructors and the practicum coordinator or director meet with the student to review the instructor’s feedback.

Student Evaluation of Placement:
At the conclusion of their field placement students are asked to complete a Field Education Satisfaction Survey, which collects data on the students’ perception of their field experience. Questions on this form assess the students experience while in field; how well they feel they were oriented to their agency; how effectively the setting allowed them to link theory to practice; how useful their field supervision was, and whether or not they would recommend this placement to other students. This satisfaction survey is collected and reviewed by the field coordinators, and assists the director in determining whether or not to continue to use the placement in the future.

Field Instructors’ Evaluation of the Program:
The field program has recently implemented the use of an “end of year” focus group with field instructors. The goal of this process is threefold: First, focus group questions are used to assess field instructor’s perceptions of student preparedness. That is, did they perceive the students in their agency having the skills and knowledge and preparation to practice effectively as a student social worker? The second goal of the process is to assess the field instructors experience with the UAF Department of Social Work. Were they clear on their role and the expectations of the program? Did they experience support and contact when problems or issues arose with students? Were they offered enough training and orientation to the program? A third goal of the focus group is informational
in that the facilitators use this time to provide field instructors with information about the program, pending changes, and to solicit feedback regarding community needs as they relate to social work education at the University of Alaska.

The department conducts the focus groups in the following manner: They will be convened by the field director or coordinator and information about the process and general department information will be shared. The purpose and goals of the focus group will be outlined, and the assessment coordinator will be introduced. At this point, the field coordinators will excuse themselves so that instructors can feel free to report their experiences. The Assessment Coordinator will pose the questions, and will transcribe responses, eliminating the identification of the responder. These transcripts will be shared with the Department chair and other faculty in their raw form for review and incorporation into field planning for the upcoming year.

**Learning Outcomes Matrix:**

This matrix provides a listing of every course offered in the major in relation to eight curriculum content areas. The learning outcomes, assignments and measurement for each course in relation to the curriculum content area are listed on the matrix. This provides a means for faculty to evaluate their course content in relation to the foundation curriculum content in CSWE’s Educational Policy, and for the entire faculty to assess whether the program is adequately covering foundation content areas in the curriculum.

The assessment measures used to evaluate the outcome of each program objective are listed below (details on field evaluation questions related to each program objective follow):

**Goal 1: To provide student-centered generalist baccalaureate education delivered both on-campus and through distance delivery that emphasizes transferable skills, social work values, and ethical practice.**

**Curriculum Objectives**

1. Apply critical thinking skills within the context of professional social work practice. *(Outcome assessment measure: Field practicum evaluations)*

   *Since this objective is concerned with the demonstration of critical thinking skills, the practicum instructor’s evaluation of student performance at the field practicum site during senior year is used as a measure.*

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. *(Outcome assessment measures: BEAP Values Inventory & Field practicum evaluations)*

   *The BEAP Pre and Post values inventory, given to students during their first social work course and to graduating seniors, shows whether students exiting the*
program have a better grasp of the values and ethical concepts underlying the social work profession than students entering the program. Three ethical concepts contained in the NASW Code of Ethics: confidentiality, self-determination and social justice are measured, and the scores of students entering the program are compared to the scores of students exiting the program, demonstrating whether students have developed an understanding of ethical principles during their time in the program. The field practicum evaluation is also used since it provides a measure of field instructor’s perceptions of students practice in accordance with ethical standards.

3. Practice without discrimination and with respect, knowledge, and skills related to client, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender and sexual orientation. (Outcome assessment measure; Field practicum evaluations and social work values inventory)

The field practicum evaluation reports field instructors perceptions of students ability to practice without discrimination and the BEAP Values inventory assesses whether students exiting the program understand core social work values and ethics.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic, justice. (Outcome assessment measures; ACAT, policy section, Field practicum evaluations).

The ACAT policy section provides a means of assessing students understanding of the historical development of social welfare policies and current major social policies, which entails an understanding of oppression and discrimination. The field practicum evaluation measures instructor’s assessment of student’s ability to advocate for social change and social justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Outcome assessment measure; ACAT exam; policy section)

The ACAT exam policy section includes questions on the development of the social work profession and its current structure, thus scores on this portion indicate an understanding of the historical base of the social work profession.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Outcome assessment measure; Field practicum evaluations)

The field practicum evaluation asks many questions related to students skills in generalist social work practice.
7. Use theoretical frameworks supported by an empirical evidence-base to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Outcome assessment measure; ACAT exam; HBSE section)

The ACAT exam, HBSE section includes questions on theories of individual development, and family, group, organization and community behavior and thus provides a measure of student’s theoretical understanding of individual development and behavior across the lifespan.

8. Analyze, formulate, and influence social policies. (Outcome assessment measures; ACAT exam, policy section; Field practicum evaluations)

The ACAT exam policy section includes questions on social policy analysis, and the field practicum evaluation asks for instructors input on student’s ability to influence policy.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Outcome assessment measures; ACAT exam, research section, Field practicum evaluations).

The ACAT exam research section includes questions regarding the analysis and use of research, and the field practicum evaluation includes evaluation of student’s ability to evaluate their own practice.

10. Use communication skills differentially across client populations, colleagues, and communities. (Outcome assessment measures; Field practicum evaluations)

The field practicum evaluation includes questions, which allow the field instructor to assess a student’s communication skills.

11. Use supervision and consultation appropriate to social work practice. (Outcome assessment measures; Field practicum evaluations)
The field practicum evaluation includes evaluation of student’s ability to use supervision and consultation appropriately.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Outcome assessment measure; Field practicum evaluations)

The field practicum evaluation asks instructors to assess student’s ability to function within the structure of organizations and delivery systems and appropriately seek necessary change.

Goal 2: To conduct research and undertake scholarship applicable to the Alaskan context which contributes to individual and community well-being.

Research Objectives:

1. Submit research and service grants that benefit UAF students and Alaskan communities. (Outcome assessment measure; grants awarded and managed by the Social Work Department as noted on CLA annual activity reports)

Faculty submit annual activity reports documenting research and service grants they have received. Information on faculty grant activities is shared at faculty retreats, within the College of Liberal Arts, and noted in the Department newsletter.

2. Present research and conceptual papers at national and regional professional conferences and statewide forums. (Outcome assessment measure; Faculty conference paper and poster presentations as noted on annual activity reports).

Faculty paper and poster presentations are listed on annual activity reports and noted in the Department newsletter.

3. Submit research articles to professional journals and regional publications. (Faculty publication as listed on annual activity reports)

Faculty publications are listed on annual activity reports and reported in Department newsletter.

Goal 3: To undertake service based on a partnership with community members and agencies in Fairbanks and the rural and remote communities in which faculty members reside and which utilizes the skills, knowledge and experience of faculty members.
Service Objectives:

1. Serve on advisory councils, boards of directors, and provide consultation to community agencies. *(Outcome assessment measure: Faculty participation in community leadership roles as noted on annual activity reports)*

*Service activities are listed on activity reports and some are listed in the Department newsletter. This includes student club activities as well as community service.*

2. Support and advise students in agency field practicum and provide training to field agency instructors. *(Outcome assessment measure: Field Instructor Focus Group, student evaluation of field experience),*

*Field instructor focus groups provide an opportunity for field instructors to discuss the effectiveness of trainings and support given by the department. The senior student evaluation of field also provides an opportunity for students to provide feedback on their field practicum experience.*

3. Advise and support student organizations that undertake service projects in the local community. *(Outcome assessment measure: Student club activities)*

*Student organization activities are noted in the newsletter. Student satisfaction with clubs and club activities is measured by student participation in club meetings, volunteer activities and annual banquets.*

**Questions from the field evaluation form as related to each program objective:**

1. **Apply critical thinking skills within the context of professional social work practice. (Outcome assessment measure; Field practicum evaluations)**

**Professionalism:**
Q. #5 Demonstrates self-awareness by identifying and attempting to resolve ethical dilemmas should they arise.
Q. # 7 Utilizes other professional disciplines appropriately for the benefit of clients.
Q. #8 Demonstrates an ability to identify and discuss issues using professional knowledge, values, and skills.

**Practice Skills: Assessment**
Q #1 Understands the importance of the assessment process as the foundation for intervention.
Q#5 Conceptualizes and articulates the relationship between assessment and intervention.

**Practice Skills: Evaluation**
Q#1 Uses social research findings to inform the selection of practice assessment and interventions.
Q#3 Demonstrates the ability to evaluate client progress, including clients in the process.

**Practice Skills: Intervention**
Q#3 Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations
Q#7 Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).
Q#10 Identifies the complexities of the intervention process and plans a variety of strategies.
Q#14 Understands the role of primary prevention, normalization, social development and empowerment in working with client populations.

2. **Understand the value base of the profession and its ethical standards and principles, and practice accordingly.** *(Outcome assessment measures; BEAP Values Inventory & Field practicum evaluations)*

**Related field evaluation questions:**

**Professionalism**
Q#1 Seeks information about and understands agency ethical guidelines, limits of confidentiality, and the N.A.S.W. Code of Ethics.
Q#2 Adheres to the N.A.S.W. Code of Ethics and demonstrates identification with the profession's values.
Q#3 Demonstrates understanding of the boundaries of the client/worker relationship.
Q#4 Respects, understands and advocates the client's rights to self-determination including the right to actively consent to, or refuse any of all aspects of intervention where legally appropriate.
Q#6 Recognizes and differentiates between personal and professional values.
Q#9 Understands the importance of self-evaluation and life-long learning.

**Practice Skills: Client Worker Relationship**
Q#2 Understands the importance of culturally competent social work practice.
Q#5 Respects client’s self-determination.

**Practice Skills: Assessment**
Q#6 Recognizes client self-determination and uses a strengths perspective when formulating goals.

**Practice skills: Intervention**
Q#8 Utilizes a strengths approach in resolving client difficulties.
3. Practice without discrimination and with respect, knowledge, and skills related to client, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender and sexual orientation. *(Outcome assessment measure; Field practicum evaluations)*

Related field evaluation questions:

**Practice Skills: Client Worker Relationship**
Q#1 Demonstrates knowledge of the generalist perspective by maintaining a holistic viewpoint while empowering people to solve their problems and meet their needs.
Q#3 Demonstrates sensitivity to and respectfulness of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.
Q#7 Views client’s as individuals with unique issues.
Q#8 Demonstrates an awareness of one's own biases and reactions to clients

**Practice Skills: Assessment**
Q#2 Identifies multi-dimensional factors and relevant systems in the assessment process.
Q#3 Demonstrates knowledge of and ability to use appropriate assessment tools

**Practice Skills: Intervention**
Q#4 Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.
Q#12 Maintains involvement with clients as appropriate to their needs.
Q#13 Advocates for the equal participation of oppressed groups in society.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic, justice. *(Outcome assessment measures; ACAT, policy section, Field practicum evaluations)*

Related field evaluation questions:

**Professionalism**
Q#2 Adheres to the N.A.S.W. Code of Ethics and demonstrates identification with the profession's values.

**Practice Skills: Client Worker Relationships**
Q#2 Understands the importance of culturally competent social work practice.
Q#3 Demonstrates sensitivity to and respectfulness of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.
Q#7 Views client’s as individuals with unique issues.
Q#8 Demonstrates an awareness of one's own biases and reactions to clients.

**Practice Skills: Intervention**
Q#3 Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations
Q#13 Advocates for the equal participation of oppressed groups in society.

6. **Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Outcome assessment measure; Field practicum evaluations)**

Related field evaluation questions:

**Relationship to Practicum Setting**
Q# 3 Demonstrates awareness of the programs of the agency in relationship to client and community needs
Q #9 Contributes positively to agency climate and collegial relationships
Q #11 Terminates appropriately from agency staff, field instructor and clients.

**Practice Skills: Termination**
Q#1 Demonstrates an understanding of the termination process.
Q#2 Discusses and plans termination with the client
Q#3 Assesses client reactions appropriately and recognizes one's own reactions to termination.

**Practice Skills: Client/Worker relationship**
Q#1 Demonstrates knowledge of the generalist perspective by maintaining a holistic viewpoint while empowering people to solve their problems and meet their needs.
Q#2 Understands the importance of culturally competent social work practice.
Q#4 Relates to clients with genuineness, respect, and unconditional positive regard
Q#6 Demonstrates awareness of appropriate use of self-disclosure.
Q#10 Demonstrates process skills that are consistent throughout assessment, interventions, and terminations.

**Practice Skills: Intervention**
Q#1 Understands the role of client/worker in the intervention process.

Q#2 Involves clients in negotiating and developing goals.

Q#3 Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations.

Q#4 Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.

Q#6 Utilizes relevant community resources to benefit the client.

Q#7 Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).

Q#8 Utilizes a strengths approach in resolving client difficulties.

Q#9 Demonstrates competence in assisting clients to overcome barriers to change.

Q#10 Identifies the complexities of the intervention process and plans a variety of strategies.

Q#11 Demonstrates ability to revise intervention strategies based upon client's progress.

Q#12 Maintains involvement with clients as appropriate to their needs.

Q#13 Advocates for the equal participation of oppressed groups in society.

Q#14 Understands the role of primary prevention, normalization, social development and empowerment in working with client populations.

Q#15 Supports program development through collaboration, mediation, and/or networking.

**Practice Skills: Assessment**

Q#1 Understands the importance of the assessment process as the foundation for intervention.

Q#2 Identifies multi-dimensional factors and relevant systems in the assessment process.

Q#3 Demonstrates knowledge of and ability to use appropriate assessment tools.

Q#4 Identifies specific client strengths and problems and appropriately communicates these to client.

Q#7 Independently documents relevant information gathered in the assessment process.

Q#8 Recognizes the relationship between funding sources, public policies and client systems.

8. **Analyze, formulate, and influence social policies. (Outcome assessment measures; ACAT exam, policy section; Field practicum evaluations)**
Related field evaluation questions:

**Relationship to Practicum Setting**
Q#1 Understands and adheres to the agency mission, goals, policies, and procedures
Q#2 Pursues knowledge about and utilizes agency programs and community resources
Q#6 Actively participates in the Agency by seeking assignments and contributing ideas and suggestions

**Practice Skills: Assessment**
Q#2 Identifies multi-dimensional factors and relevant systems in the assessment process.
Q#8 Recognizes the relationship between funding sources, public policies and client systems.

**Practice Skills: Evaluation Learning Objectives**
Q#2 Uses appropriate research methods and tools to evaluate client intervention effectiveness.
Q#4 Appropriately documents client's progress toward goals.

**Practice Skills: Intervention**
Q#4 Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.
Q#7 Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).
Q#15 Supports program development through collaboration, mediation, and/or networking.

9. **Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Outcome assessment measures; ACAT exam, research section, Field practicum evaluations)**

Related field evaluation questions:

**Practice Skills: Evaluation**
Q#1 Uses social research findings to inform the selection of practice assessment and interventions.
Q#2 Uses appropriate research methods and tools to evaluate client intervention effectiveness.

Q#3 Demonstrates the ability to evaluate client progress, including clients in the process.

Q#4 Appropriately documents client's progress toward goals.

Q#5 Maintains professional communication, records and reports in a timely manner.

10. **Use communication skills differentially across client populations, colleagues, and communities.** *(Outcome assessment measures; Field practicum evaluations)*

Related field evaluation questions:

**Practice Skills” Client/Worker Relationship**

Q#3 Demonstrates sensitivity to and respectfulness of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.

Q#7 Views client’s as individuals with unique issues.

Q#10 Demonstrates process skills that are consistent throughout assessment, interventions, and terminations.

**Practice Skills: Intervention**

Q #8 Utilizes a strengths approach in resolving client difficulties

Q #11 Demonstrates ability to revise intervention strategies based upon client's progress.

11. **Use supervision and consultation appropriate to social work practice.** *(Outcome assessment measures; Field practicum evaluations)*

Related field evaluation questions:

**Use of Instruction**

Q#1 Works collaboratively with the field instructor to enhance educational experiences by setting goals that reflect professional interests and needs.

Q#2 Sets appropriate priorities on materials to be brought into supervisory meetings.

Q#3 Accepts and uses constructive suggestions and takes initiative to make appropriate changes in behavior and attitudes to enhance effective practice.

Q#4 Demonstrates and articulates evidence of ongoing self-knowledge and self-awareness by enhancing personal strengths and diminishing weaknesses.
Q#5 Utilizes ongoing assessment information, discusses it with the field instructor and documents observations as appropriate.

Q#6 Demonstrates creativity and initiative in identifying independent actions to enhance leaning experiences.

Q#7 Consistently follows through on assignments with appropriate supervisory assistance.

Q#8 Identifies learning goals for the second semester or post graduation in collaboration with the field instructor.

12. **Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Outcome assessment measure; Field practicum evaluations)**

Related field evaluation questions:

**Relationship to Practicum Setting**
Q#1 Understands and adheres to the agency mission, goals, policies, and procedures.
Q#2 Pursues knowledge about and utilizes agency programs and community resources
Q#3 Demonstrates awareness of the programs of the agency in relationship to client and community needs.
Q#5 Demonstrates ability to collaborate, consult, and coordinate with agency personnel.
Q#7 Understands the importance of time management and manages time effectively.
Q#8 Represents the setting and its programs in a professional manner.
Q#9 Contributes positively to agency climate and collegial relationships
Q#10 Participates in opportunities to attend seminars and workshops and staff trainings
Q#11 Terminates appropriately from agency staff, field instructor and clients.

**Use of Instruction**
Q#1 Works collaboratively with the field instructor to enhance educational experiences by setting goals that reflect professional interests and needs.

**AS 8.1: The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve its educational program.**

A summary of what the outcome measures showed in 2006-2007 in relation to each program objective follows.