

## University of St. Francis BACCALAUREATE SOCIAL WORK PROGRAM

### ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON October, 2019

**Form AS4 (B)** Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

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This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

**4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

**4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

#### Methodology

The Council on Social Work Education (CSWE) asks that all accredited social work programs assess students across nine specific competencies (as listed below). For the 2018-2019 academic year, our BSW program used a minimum of three measures to assess the percentage of students that met the established benchmark for each of these nine competencies. Data collected from external field instructor evaluations served as a practice-based measure for assessing each competency, and at least one course-embedded measure was used to assess each competency.

Data were collected at the practice behavior level using measurable objectives. Data from the external field instructors' evaluations consisted of 31 measurable objectives, while the course-embedded assignment measures included at least one measurable objective. A student's competency level for each measurable objective was assessed using a 5-point Likert scale, with 1 indicating little or no demonstration of competency, 2 indicating a beginning demonstration of competency, 3 indicating a sufficient demonstration of competency, 4 indicating a solid demonstration of competency, and 5 indicating an exemplary demonstration of competency. For measures that had multiple objectives for a given competency, an average was taken across the objectives for each student. Thereafter, students who scored a 3 or above were counted as having met the benchmark for that measure. Then the percentage of students who met the benchmark (3 or above) for the measure was calculated by taking the number of students who met the benchmark divided by the total number of students completing the outcome measure and multiplying this by 100. Finally, the percentage of students meeting the competency benchmark of 3 or above was calculated by adding the number of students who met the benchmark across each outcome measure for a given competency divided by the number of students assessed across all outcome measures for a given competency, multiplied by 100. Our program aimed to have at least 80% of students at or above the benchmark of 3 or greater for each assessed competency.

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<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</b>
		<b>Generalist Practice</b>
Competency 1: Demonstrate Ethical and Professional Behavior	80.0	87.5%
Competency 2: Engage Diversity and Difference in Practice	80.0	83.1%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80.0	89.4%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80.0	87.9%
Competency 5: Engage in Policy Practice	80.0	96.6%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80.0	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80.0	88.5%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80.0	90.5%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80.0	97.3%
Any Additional Competency(ies) Developed by the Program		