

COUNCIL ON SOCIAL WORK EDUCATION – FORM AS 4(B)
WEBER STATE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS4 (B) A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

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

4.0.3 *The program uses Form AS 4(B) and/or 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 programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the

program’s website where it is accessible to the public. Data presented on the form must be collected within 2 years of today’s date at all times.

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Summary of the Program’s Assessment Plan**

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program’s competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: SENIOR CAPSTONE	
Dimension(s) assessed:	Knowledge, values, cognitive and affective processes
When/where students are assessed:	Students compose their senior capstone paper over three semesters during the junior and senior year in the program. The complete version is submitted at the end of their final semester in the second field seminar (SW 4861 Social Service Field Experience II).
Who assessed student competence:	The undergraduate field director.
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	A grade of “C” or better.
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% of students will demonstrate competency by meeting or exceeding the outcome measure benchmark.
Assessment Measure #2: FIELD PRACTICUM EVALUATION FORM	
Dimension(s) assessed:	Values, knowledge, skills, cognitive and affective processes
When/where students are assessed:	Students are assessed by their field practicum supervisor at the midpoint (200 hours) and end (400 hours) of their field experience. The Field Practicum Evaluation Form is completed in hard copy and is submitted to the Field Director by the end of each respective semester.
Who assessed student competence:	Field practicum supervisor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students are expected to be rated as good (6) or excellent (7) on each competency.

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	100% of students will demonstrate competency by meeting or exceeding the outcome measure benchmark of good (6) or excellent (7).
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**Assessment Date Collected During the Academic Year 2019-2020
Last Completed Spring 2020***

COMPETENCY	COMPETENCY BENCHMARK 1 (%)	COMPETENCY BENCHMARK 2 (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
			Competency Benchmark 1: Senior Capstone (n=27)	Competency Benchmark 2: Field Evaluation Form (n=27)	Competency Benchmark: Aggregate
1 - DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	85%	100%	85%	100%	93%
2 - ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE	85%	100%	85%	100%	93%
3 - ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE	85%	100%	85%	100%	93%
4 - ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	85%	100%	85%	96%	91%
5 - ENGAGE IN POLICY PRACTICE	85%	100%	85%	100%	93%
6 - ENGAGE WITH INDIVIDUALS, FAMILIES,	85%	100%	85%	100%	93%

GROUPS, ORGANIZATIONS, AND COMMUNITIES					
7 - ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	85%	100%	85%	100%	93%
8 - INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	85%	100%	85%	96%	91%
9 - EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	85%	100%	85%	100%	93%

*The WSU assessment plan was updated to use EPAS 2015 competencies beginning spring 2020. Because assessment information for summer 2019 and fall 2019 was based on EPAS 2008 competencies, these data are reported separately and this table includes only numbers from spring 2020.