

**(B)**  
**(Salve Regina University) BACCALAUREATE SOCIAL WORK PROGRAM**  
**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS 4(B):** A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

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**Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks**

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

**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 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.

## Summary of the Program's Assessment Plan | Generalist Practice

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.

<b>Assessment Measure #1: (Field Instructor Evaluation)</b>	
Competency(ies) assessed: All nine CSWE competencies and one department competency	
Dimension(s) assessed: Knowledge, values, skills, cognitive and affective processes	
When/where students are assessed: December and May at Internship	
Who assessed student competence: Field Instructor	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 3/5 moderately achieved	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: 90%	
<b>Assessment Measure #2: (Competency Based Portfolio)</b>	
Competency(ies) assessed: All nine CSWE competencies and one department competency	
Dimension(s) assessed: Knowledge, values, skills, cognitive and affective processes	
When/where students are assessed: Spring senior year	
Who assessed student competence: Department chair in collaboration with student	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 3/5 Moderately achieved	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: 90%	

# **SALVE REGINA UNIVERSITY BACCALAUREATE SOCIAL WORK**

## **PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Assessment Data Collected during the Academic Year (2021-2022)**

### **Form AS4 (B)**

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 summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

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.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	<i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i>  <i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i>	100% of all 2022 program graduates
<b>Competency 2:</b> Engage Diversity and Difference in Practice	<i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i>  <i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i>	100% of all 2022 program graduates
<b>Competency 3:</b> Advance Human Rights and Social, Economic, & Environmental Justice	<i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i>  <i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i>	100% of all 2022 program graduates
<b>Competency 4:</b> Engage In Practice-informed Research and Research-informed Practice	<i>End of Internship Field Instructor Assessment rating at a level of at least “moderately achieved”</i>  <i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i>	100% of all 2022 program graduates
COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<b>Competency 5:</b> Engage in Policy Practice	<i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i>  <i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.”</i>	86.1% of all 2022 program graduates
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, & Communities	<i>End of Internship Field Instructor rating at a level of at least “moderately achieved”</i>  <i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i>	94.4% of all 2022 program graduates

<p><b><u>Competency 7:</u></b>  <b>Assess Individuals, Families, Groups, Organizations, &amp; Communities</b></p>	<p><i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i></p> <p><i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i></p>	<p><i>77.7% of all 2022 program graduates</i></p>
<p><b><u>Competency 8:</u></b>  <b>Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b></p>	<p><i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i></p> <p><i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i></p>	<p><i>83.3% of all 2022 program graduates</i></p>
<p><b><u>Competency 9:</u></b>  <b>Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</b></p>	<p><i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i></p> <p><i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i></p>	<p><i>88.8% of all 2022 program graduates</i></p>
<p><b><u>Competency 10:</u></b>  <b>Prepare for On-going Professional Challenges</b></p>	<p><i>End of Internship Field Instructor rating and Student Self-Assessment at a level of at least “moderately achieved”</i></p> <p><i>Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.</i></p>	<p><i>88.8% of all 2022 program graduates</i></p>

	<b><u>FIELD</u></b> <b><u>Instructors'</u></b> <b><u>Evaluation</u></b>		<b><u>STUDENTS'</u></b> <b><u>Self-</u></b> <b><u>Evaluation</u></b>	
	MEAN	N	MEAN	N
<b><u>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</u></b>				
<b><u>Competency 1: Demonstrate Ethical and Professional Behavior</u></b>				
1.1 makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	4.66	9	4.66	9
1.2 uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	4.66	9	4.55	9
1.3 demonstrates professional demeanor in behavior; appearance, and in oral, written and electronic communication	4.44	9	4.77	9
1.4 uses technology ethically and appropriately to facilitate practice outcomes; and	4.66	9	4.66	9
1.5 uses supervision and consultation to guide professional judgment and behavior	4.55	9	4.66	9
<b><u>Competency 2: Engage Diversity and Difference in Practice</u></b>				
2.1 applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	4.44	9	4.33	9
2.2 presents themselves as learners and engages clients and constituencies as experts of their own experiences;	4.44	9	4.66	9
2.3 applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	4.44	9	4.66	9
<b><u>Competency 3: Advance Human Rights and Social, Economic, &amp; Environmental Justice</u></b>				
3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	4.20	9	4.33	9
3.2 engage in practices that advance social, economic, and environmental justice.	4.11	9	4.22	9
<b><u>Competency 4: Engage In Practice-informed Research and Research-informed Practice</u></b>				
4.1 use practice experience and theory to inform scientific inquiry and research;	4.33	9	4.44	9
4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	4.0	9	4.44	9
4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.	4.0	8	4.44	9

	<i><b>FIELD Instructors' Evaluation</b></i>		<i><b>STUDENTS' Self- Evaluation</b></i>	
	MEAN	N	MEAN	N
<b>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</b>				
<b>Competency 5: Engage in Policy Practice</b>				
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	4.33	9	4.44	9
5.2 assess how social welfare and economic policies impact the delivery of and access to social services;	4.33	9	4.44	9
5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	4.33	9	4.33	9
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, &amp; Communities</b>				
6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	4.06	9	4.06	9
6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.06	9	4.07	9
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>				
7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	3.71	9	3.86	9
7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	3.28	9	3.86	9
7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	3.11	9	3.80	9
7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	3.11	9	3.80	9
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>				
8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	3.77	9	3.77	9
8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	3.86	9	3.77	9
8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	3.82	9	3.73	9

	<i><b>FIELD Instructors' Evaluation</b></i>		<i><b>STUDENTS' Self- Evaluation</b></i>	
	<b>MEAN</b>	<b>N</b>	<b>MEAN</b>	<b>N</b>
<b><u>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</u></b>				
8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	3.77	9	3.26	9
8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.	3.75	9	3.24	9
<b><u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</u></b>				
9.1 select and use appropriate methods for evaluation of outcomes;	3.35	9	3.71	9
9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	3.80	9	3.71	9
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	3.82	9	3.68	9
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	3.71	9	3.68	9
<b><u>Competency 10: Prepare for On-going Professional Challenges</u></b>				
10.1 demonstrate an understanding of boundaries that determine professional roles and agency function;	4.66	9	4.00	9
10.2 engage in career-long learning;	4.77	9	3.80	9
10.3 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and	4.44	9	4.00	9
10.4 respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	4.00	9	4.10	9
<b>Overall Mean Rating:</b>	<b>4.09</b>	<b>9</b>	<b>4.14</b>	<b>9</b>