



COUNCIL ON SOCIAL WORK EDUCATION

**Commission on Accreditation (COA)**  
**Department of Social Work Accreditation (DOSWA)**  
*Baccalaureate and Master's Social Work Program Accreditation*

**2022 EPAS**  
**Form AS B5.0.1(d) | Public Reporting of Assessment Outcomes**

**Salve Regina University**  
**Baccalaureate Social Work**  
**May 19, 2026**

**Generalist Practice | Summary of Plan**

<b>Competency</b>	<b>Instrument</b>	<b>Instrument: Expected Level of Achievement for Instrument</b>	<b>Competency: Expected Level of Achievement for Competency</b>
<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 2:</b> Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	

<b>Competency</b>	<b>Instrument</b>	<b>Instrument: Expected Level of Achievement for Instrument</b>	<b>Competency: Expected Level of Achievement for Competency</b>
<b>Competency 3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 4:</b> Engage in Practice-Informed Research and Research-Informed Practice	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 5:</b> Engage in Policy Practice	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	

<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities	Instrument 1: Electronic Portfolio	Moderately Achieved out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	
<b>Competency 10:</b> Prepare for On-Going Professional Challenges	Instrument 1: Electronic Portfolio	Moderately Achieved 3 out of 4	Moderately Achieved 74%
	Instrument 2: Field Instructor's Evaluation	Moderately Achieved 3 out of 5	
	Instrument 3: Students' Self-Evaluation	Moderately Achieved 3 out of 5	

## Generalist Practice | Summary of Outcomes

Assessment Data Collected on: 05/2026

<b>Competency</b>	<b>Competency: Expected Level of Achievement Inclusive of All Instruments</b>	<b>Aggregate Actual Outcomes: All Program Options  n = 9 students</b>	<b>Program Option 1 Outcomes: Traditional BSW in-person  n = 9 students</b>
<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	74%	96%	96%
<b>Competency 2:</b> Advance Human Rights and Social, Racial, Economic, and Environmental Justice	74%	90%	90%
<b>Competency 3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	74%	93%	93%
<b>Competency 4:</b> Engage in Practice-Informed Research and Research-Informed Practice	74%	90%	90%
<b>Competency 5:</b> Engage in Policy Practice	74%	86%	86%
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities	74%	92%	92%
<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities	74%	85%	85%

<b>Competency</b>	<b>Competency:</b> Expected Level of Achievement Inclusive of All Instruments	<b>Aggregate Actual Outcomes:</b> All Program Options  <b>n = 9 students</b>	<b>Program Option 1 Outcomes:</b> Traditional BSW in-person  <b>n = 9 students</b>
<b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities	74%	85%	85%
<b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	74%	85%	85%
<b>Competency 10:</b> Prepare for On-Going Professional Challenges	74%	97%	97%

**SALVE REGINA UNIVERSITY BACCALAUREATE SOCIAL WORK**  
**PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**LAST COMPLETED ON MAY 19, 2026**

**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 updates (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><u>Competency 1:</u> Demonstrate Ethical and Professional Behavior</b>	<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>	<i>96% of all 2026 program graduates</i>
<b><u>Competency 2:</u> Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	<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>	<i>90% of all 2026 program graduates</i>
<b><u>Competency 3:</u> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>	<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>	<i>93% of all 2026 program graduates</i>
<b><u>Competency 4:</u> Engage in Practice-Informed Research and Research-Informed Practice</b>	<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>	<i>90% of all 2026 program graduates</i>

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<b>Competency 5:</b> Engage in Policy Practice	<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>	86% of all 2026 program graduates
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities	<p><i>End of Internship Field Instructor rating 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>	92% of all 2026 program graduates
<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities	<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>	85% of all 2026 program graduates
<b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities	<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>	85% of all 2026 program graduates
<b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<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>	85% of all 2026 program graduates
<b>Competency 10:</b> Prepare for On-Going Professional Challenges	<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>	97% of all 2026 program graduates

	<b>FIELD INSTRUCTORS' EVALUATION</b>	
<b>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</b>	<b>MEAN</b>	<b>N</b>
<b><u>Competency 1: Demonstrate Ethical and Professional Behavior</u></b>		
1a. make ethical decisions by applying the standards of National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	4.89	9
1b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	4.67	9
1c. use technology ethically and appropriately to facilitate practice outcomes; and	4.67	9
1d. use supervision and consultation to guide professional judgment and behavior.	4.44	9
<b><u>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</u></b>		
2a. advocate for human rights at the individual, family, group, organizational, and community system levels; and	4.00	9
2b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4.22	9
<b><u>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</u></b>		
3a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	4.33	9
3b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	4.33	9
<b><u>Competency 4: Engage in Practice-Informed Research and Research- Informed Practice</u></b>		
4a. apply research findings to inform and improve practice, policy, and programs; and	4.22	9
4b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	4.11	9

	<i>FIELD Instructors' Evaluation continued</i>	
<b>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</b>	<b>MEAN</b>	<b>N</b>
<b><u>Competency 5: Engage in Policy Practice</u></b>		
5a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	3.56	9
5b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	3.67	9
<b><u>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</u></b>		
6a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	4.38	9
6b. use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.	4.47	9
<b><u>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</u></b>		
7a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	3.64	9
7b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	3.69	9
<b><u>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</u></b>		
8a. engage with clients and constituencies to critically choose and implement culturally responsive evidence-informed interventions to achieve client and constituency goals; and	3.96	9
8b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	3.91	9
<b><u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</u></b>		
9a. select and use culturally responsive methods for evaluation of outcomes; and	3.87	9
9b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	3.82	9

	<b>FIELD Instructors' Evaluation continued</b>	
<b><u>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</u></b>	<b>MEAN</b>	<b>N</b>
<b><u>Competency 10: Prepare for On-Going Professional Challenges</u></b>		
10a. demonstrate an understanding of boundaries that determine professional roles and agency function;	4.78	9
10b. engage in career-long learning;	4.89	9
10c. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and	4.67	9
10d. respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	4.67	9
<b>Overall Mean Rating:</b>	<b>4.24</b>	<b>9</b>

	<b>STUDENTS' SELF- EVALUATION</b>	
<b>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</b>	<b>MEAN</b>	<b>N</b>
<b><u>Competency 1: Demonstrate Ethical and Professional Behavior</u></b>		
1a. make ethical decisions by applying the standards of National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	4.67	9
1b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	4.89	9
1c. use technology ethically and appropriately to facilitate practice outcomes; and	4.78	9
1d. use supervision and consultation to guide professional judgment and behavior.	4.78	9
<b><u>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</u></b>		
2a. advocate for human rights at the individual, family, group, organizational, and community system levels; and	4.11	9
2b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4.67	9
<b><u>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</u></b>		
3a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	4.56	9
3b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	4.67	9
<b><u>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</u></b>		
4a. apply research findings to inform and improve practice, policy, and programs; and	4.56	9
4b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	4.22	9

	<b>STUDENTS' Self-Evaluation continued</b>	
<b>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</b>	<b>MEAN</b>	<b>N</b>
<b><u>Competency 5: Engage in Policy Practice</u></b>		
5a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	4.22	9
5b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	4.33	9
<b><u>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</u></b>		
6a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	4.33	9
6b. use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.	4.40	9
<b><u>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</u></b>		
7a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	4.00	9
7b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	4.04	9
<b><u>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</u></b>		
8a. engage with clients and constituencies to critically choose and implement culturally responsive evidence-informed interventions to achieve client and constituency goals; and	3.87	9
8b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	3.89	9
<b><u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</u></b>		
9a. select and use culturally responsive methods for evaluation of outcomes; and	3.82	9
9b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	3.89	9

	<b>STUDENTS' Self-Evaluation continued</b>	
<b>COMPETENCIES &amp; RELATED PRACTICE BEHAVIORS</b>	<b>MEAN</b>	<b>N</b>
<b>Competency 10: Prepare for On-Going Professional Challenges</b>		
10a. demonstrate an understanding of boundaries that determine professional roles and agency function;	4.78	9
10b. engage in career-long learning;	5.0	9
10c. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and	4.67	9
10d. respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	4.67	9
<b>Overall Mean Rating:</b>	<b>4.41</b>	<b>9</b>

<b>Competency Based Electronic Portfolio (n=9)</b>		
	<b>Total points out of 36</b>	<b>Aggregate Outcomes Percentage</b>
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	36	100 %
<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	36	100 %
<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>	36	100 %
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	36	100 %
<b>Competency 5: Engage in Policy Practice</b>	36	100 %
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	36	100 %
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	36	100 %
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	36	100 %
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	36	100 %
<b>Competency 10: Prepare for On-Going Professional Challenges</b>	36	100 %
<b>Overall Average of Aggregate Outcomes:</b>	360 / 360	100 %