

SALVE REGINA UNIVERSITY BACCALAUREATE SOCIAL WORK

PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON May 22, 2018

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
Competency 1: 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 2018 program graduates
Competency 2: 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 2018 program graduates
Competency 3: 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 2018 program graduates
Competency 4: Engage In Practice-informed Research and Research-informed 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 2018 program graduates

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<p><u>Competency 5:</u> Engage in Policy Practice</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>100% of all 2018 program graduates</i></p>
<p><u>Competency 6:</u> Engage with Individuals, Families, Groups, Organizations, & Communities</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>100% of all 2018 program graduates</i></p>
<p><u>Competency 7:</u> Assess Individuals, Families, Groups, Organizations, and Communities</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>100% of all 2018 program graduates</i></p>
<p><u>Competency 8:</u> Intervene with Individuals, Families, Groups, Organizations, & Communities</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>100% of all 2018 program graduates</i></p>
<p><u>Competency 9:</u> Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities</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>100% of all 2018 program graduates</i></p>
<p><u>Competency 10:</u> Prepare for On-going Professional Challenges</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>100% of all 2018 program graduates</i></p>

	<u>FIELD INSTRUCTORS' EVALUATION</u>		<u>STUDENTS' SELF-EVALUATION</u>	
	MEAN	N	MEAN	N
<u>COMPETENCIES & RELATED PRACTICE BEHAVIORS</u>				
<u>Competency 1: Demonstrate Ethical and Professional Behavior</u>				
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;	4.73	11	4.64	11
1.2 uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	4.64	11	4.55	11
1.3(a) demonstrates professional demeanor in behavior;	5.00	11	4.82	11
1.3(b) demonstrates professional demeanor in appearance;	5.00	11	4.90	10
1.3(c) demonstrates professional demeanor in oral, written, and electronic communication	5.00	11	4.36	11
1.4 uses technology ethically and appropriately to facilitate practice outcomes; and	4.82	11	4.45	11
1.5 uses supervision and consultation to guide professional judgment and behavior	4.73	11	4.55	11
<u>Competency 2: Engage Diversity and Difference in Practice</u>				
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;	4.55	11	4.45	11
2.2 presents themselves as learners and engages clients and constituencies as experts of their own experiences;	4.64	11	4.64	11
2.3 applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	4.55	11	4.45	11
<u>Competency 3: Advance Human Rights and Social, Economic, & Environmental Justice</u>				
3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	4.64	11	4.00	11
3.2 engage in practices that advance social, economic, and environmental justice.	4.50	11	4.09	11
<u>Competency 4: Engage In Practice-informed Research and Research-informed Practice</u>				
4.1 use practice experience and theory to inform scientific inquiry and research;	4.22	9	3.90	10
4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	4.40	10	3.64	11
4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.	4.36	11	3.82	11

	<u>FIELD</u> <u>INSTRUCTORS'</u> <u>EVALUATION</u>		<u>STUDENTS'</u> <u>SELF-</u> <u>EVALUATION</u>	
	MEAN	N	MEAN	N
<u>COMPETENCIES & RELATED PRACTICE BEHAVIORS</u>				
<u>Competency 5: Engage in Policy Practice</u>				
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	4.45	11	4.20	10
5.2 assess how social welfare and economic policies impact the delivery of and access to social services;	4.45	11	4.30	10
5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	4.36	11	3.90	10
<u>Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities</u>				
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	4.82	11	4.45	11
6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.91	11	4.73	11
<u>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</u>				
7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	4.64	11	4.00	11
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;	4.64	11	4.18	11
7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	4.73	11	4.00	11
7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	4.73	11	4.00	11
<u>Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities</u>				
8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	4.64	11	4.18	11
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;	4.64	11	4.00	11
8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	4.64	11	4.45	11

	<u>FIELD INSTRUCTORS' EVALUATION</u>		<u>STUDENTS' SELF- EVALUATION</u>	
	MEAN	N	MEAN	N
<u>COMPETENCIES & RELATED PRACTICE BEHAVIORS</u>				
8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	4.55	11	4.00	10
8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.	4.45	11	4.00	11
<u>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities</u>				
9.1 select and use appropriate methods for evaluation of outcomes;	4.70	10	3.82	11
9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	4.60	10	4.09	11
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	4.40	10	4.09	11
9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	4.20	10	4.00	11
<u>Competency 10: Prepare for On-going Professional Challenges</u>				
10.1 demonstrate an understanding of boundaries that determine professional roles and agency function;	4.91	11	4.82	11
10.2 engage in career-long learning;	4.91	11	4.55	11
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	4.73	11	4.45	11
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.	4.55	11	4.36	11
Overall Mean Rating:	4.63	11	4.27	11

PROCESS USED TO ASSESS STUDENT ACHIEVEMENT OF COMPETENCIES

Using a common rubric, all field instructors for both junior and senior level students complete an evaluation of their individual student intern at the close of each semester of field internship.

Employing the same rubric, each intern (both junior and senior level students) completes a parallel version of the field instructor evaluation form. Using the same rubric by all field instructors and students helps to increase consistency across field instructor evaluations, as well as inter-rater reliability between field instructors and student interns. Data from these evaluations of student performance in field are used in multiple ways including:

- to assess individual student 's level of competency for second semester senior level students, against each of the ten Learning Goals (EPAS and SWK Department Competencies), as demonstrated in their field placement and as assessed by their field instructors.
- to assess areas of strength for individual students, as well as areas in which further growth is recommended. This was particularly helpful for first semester senior level students as well as all junior level students, as such an assessment gave rise to discussions with faculty and field instructors on ways to structure opportunities that would help to enhance their on-going professional growth in subsequent semesters.
- to assess growth over time in students' acquiring increased levels of competency as they progress through the upper levels of the program.
- to determine program achievement of its stated goal of preparing competent entry-level practitioners.

The use of parallel questions across instruments allows department faculty opportunity to assess the strengths and weaknesses of the social work program in relationship to the EPAS and to do so from the perspective of multiple constituencies. For example, when designing surveys targeting alumni and another for use by employers of alumni of the program, care is taken to incorporate items that paralleled those used on other instruments. Data analysis of program achievement of learning goals is therefore made possible by corroborating evidence secured from students, field instructors, alumni and employers of program graduates.

In addition to these assessment measures, senior level students prepare a portfolio documenting (through the inclusion of specific evidence) their achievement of each of the Learning Goals/ EPAS and SWK Department Competencies. Various pieces of evidence are assembled by each student, who then addresses, through a reflective essay, how s/he became introduced to, developed and finally achieved competency in each of the 10 areas identified in the 2015 EPAS and the additional competency area added by the Social Work Department faculty. As part of the reflective essay on achievement of each competency, students address the relevant practice behaviors and demonstrate how each was achieved. Academic coursework (final research papers, process recordings, presentations, etc.) are examples of evidence submitted in support of their reflective essay. Included in the reflective essay is also their assessment of how achievement of the competency has impacted their overall professional growth and development. Evaluation of the compiled evidence and reflective essays from each student is conducted by the Program Chair with feedback provided to each student.

Each of these assessment measures were used in addition to course-specific assessment processes. Learning Objectives for each course are included in course syllabi, with EPAS Core Competencies tied to various objectives and assignments.

Competency Based Professional Portfolio

Rubric and Ratings for the Class of 2018

Class Achievement Percentages and Means for each Competency
Salve Regina University

KEY FOR EACH LEVEL OF ACHIEVEMENT	<i>Not Achieved (1)</i> <i>Content does not demonstrate competency, is not well organized and/or unclear</i>	<i>Minimally Achieved (2)</i> <i>While content does demonstrate a modicum of competency, documentation is insufficient, unclear and/or not well organized.</i>	<i>Moderately Achieved (3)</i> <i>Competency was demonstrated, although content and its presentation could be strengthened.</i>	<i>Achieved (4)</i> <i>Documented evidence of achieving competency provided in a clear and well organized format.</i>	<i>Highly Achieved (5)</i> <i>Documentation of achieving competency in this area exceeds that expected of BSW graduates. Exceptionally strong content.</i>	
CORE COMPETENCY	<i>% of Class</i>	<i>% of Class</i>	<i>% of Class</i>	<i>% of Class</i>	<i>% of Class</i>	CLASS MEAN RATING <i>(Percent Competent)</i>
<u>Competency 1:</u> Demonstrate Ethical and Professional Behavior	0%	0%	0%	36.4%	63.6%	4.81 (100%)
<u>Competency 2:</u> Engage Diversity and Difference in Practice	0%	0%	27.3%	27.3%	45.4%	4.18 (100%)
<u>Competency 3:</u> Advance Human Rights and Social, Economic, & Environmental Justice	0%	0%	27.3%	45.4%	27.3%	4.00 (100%)
<u>Competency 4:</u> Engage In Practice-informed Research and Research-informed Practice	0%	0%	27.3%	45.7%	27.3%	4.00 (100%)

Professional Portfolio --- Rubric and Mean Ratings for the Class of 2018 continued

CORE COMPETENCY	% of Class	% of Class	% of Class	% of Class	% of Class	CLASS MEAN RATING (Percent Competent)
Competency 5: Engage in Policy Practice	0%	0%	0%	54.5%	45.6%	4.46 (100%)
Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities	0%	0%	.09%	36.4%	54.5%	4.45 (100%)
Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities	0%	0%	0%	66.7%	33.3%	4.33 (100%)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities	0%	0%	0%	55.6%	44.4%	4.44 (100%)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	0%	0%	0%	77.8%	22.2%	4.22 (100%)
Competency 10: Prepare for On-going Professional Challenges	0%	0%	11.1%	55.5%	33.3%	4.22 (100%)

Overall Class Average for All Core Competencies = 4.31