

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

**St. Catherine University and University of St. Thomas
BACCALAUREATE SOCIAL WORK PROGRAM**

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON *November 16, 2017*

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

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) and/or AS4(M) 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.

Year-End Ratings for Seniors: Field and Course Objective Assessment Tool

Competency	Student Ratings, Field Year End	Field Instructor Ratings, Year	Course Objective Assessment Tool
Benchmark for all competencies: 80% of students will rate 4.0 or higher	% rating \geq 4.0	% rating \geq 4.0	% rating \geq 4.0
C2.1.1 Identify as a professional social worker and conduct oneself accordingly.	97%	97%	90%
C2.1.2 Apply social work ethical principles to guide professional practice.	87%	90%	88%
C2.1.3 Apply critical thinking to inform and communicate professional judgments.	92%	92%	84%
C2.1.4 Engage diversity and difference in practice.	97%	93%	90%
C2.1.5 Advance human rights and social and economic justice.	85%	90%	78%
C2.1.6 Engage in research-informed practice and practice-informed research.	89%	85%	68%
C2.1.7 Apply knowledge of human behavior and the social environment.	93%	93%	92%
C2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work.	85%	85%	80%
C2.1.9 Respond to contexts that shape practice.	85%	89%	72%
C1.1.10A Engage with client systems of all sizes (individuals, families, groups, organizations, and communities).	100%	100%	90%
C1.1.10B. Assess client systems of all sizes (individuals, families, groups, organizations, and communities).	90%	95%	86%
C1.1.10C Provide prevention/intervention for client systems of all sizes (individuals, families, groups, organizations, and communities).	95%	95%	84%
C1.1.10D Evaluate practice with client systems of all sizes (individuals, families, groups, organizations, and communities).	85%	90%	80%
C1.1.10E End with client systems of all sizes (individuals, families, groups, organizations, and communities).	92%	93%	88%