

ST. CATHERINE UNIVERSITY AND UNIVERSITY OF ST. THOMAS
MASTERS OF SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON January 31, 2016

Form AS 4 (M) Duplicate and expand as needed. Provide table(s) to support self-student 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:

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

4.04 The program uses Form AS 4 (B) and/or AS 4 (M) 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 the particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		Mean Standard Deviation	No. (%) above 3.75 **90%	No. (%) above 4.0 ***75%
A2.1.1 Identifying as a professional SW	90% above 3.75 challenge = 75% above 4.0	4.6	78 (98.7)	74 (94.9)
A2.1.2 Applying SW ethical principles	90% above 3.75 challenge = 75% above 4.0	4.4	72 (91.1)	71 (89.9)
A2.1.3 Applying critical thinking	90% above 3.75 challenge = 75% above 4.0	4.38	74 (94.9)	70 (88.6)
A2.1.4 Engaging diversity	90% above 3.75 challenge = 75% above 4.0	4.3	68 (86.1)	68 (86.1)*
A2.1.5 Advancing human rights and justice	90% above 3.75 challenge = 75% above 4.0	4.0	50 (63.3)	50 (63.3)*
A2.1.6 Engaging research-informed practice and practice-informed research	90% above 3.75 challenge = 75% above 4.0	3.9	45 (57.0)	45 (57.0)*

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
A2.1.7 Applying knowledge of HBSE	90% above 3.75 challenge = 75% above 4.0	4.4	69 (87.3)	69 (87.3)*
A2.1.8 Engaging in policy practice	90% above 3.75 challenge = 75% above 4.0	3.48	34 (43.0)	34 (43.0)*
A2.1.9 Responding to contexts that shape practice	90% above 3.75 challenge = 75% above 4.0	4.17	56 (70.9)	56 (70.9)*
A2.1.10 (a) Engagement	90% above 3.75 challenge = 75% above 4.0	4.4	71 (90.0)	71 (90.0)*
A2 1.10 (b) Assessment	90% above 3.75 challenge = 75% above 4.0	4.27	68 (86.1)	59 (74.7)
A2.10 (c) Intervention	90% above 3.75 challenge = 75% above 4.0	4.3	70 (88.6)	70 (88.6)
A2 10 (d) Evaluation	90% above 3.75 challenge = 75% above 4.0	3.78	47 (59.5)	47 (59.5)*

*Note. For some competencies, no mean scores were recorded between the 3.75 and 4.0 benchmarks, thus the number of students who scored above 4.0 was also identified in the number of students who scored 3.75+.

** Benchmark and *** Benchmark Challenge.