

**SALVE REGINA UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**LAST COMPLETED ON July 21, 2015**

**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.

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</b>
Identify as a Professional Social Worker	<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>100% of all 2015 program graduates</i>
Apply Ethical Principles	<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>100% of all 2015 program graduates</i>
Apply Critical Thinking	<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>100% of all 2015 program graduates</i>
Engage Diversity 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>	<i>100% of all 2015 program graduates</i>

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Advance Human Rights/ Social and Economic Justice	<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>	100% of all 2015 program graduates
Engage Research Informed Practice/ Practice Informed Research	<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>	100% of all 2015 program graduates
Apply Human Behavior Knowledge	<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>	100% of all 2015 program graduates
Engage Policy Practice to Advance Well-Being and Deliver Services	<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>	100% of all 2015 program graduates
Respond to Practice Contexts	<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>	100% of all 2015 program graduates
Practice Engagement	<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>	100% of all 2015 program graduates
Practice Assessment	<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>	100% of all 2015 program graduates

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Practice Intervention	<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 2015 program graduates</i></p>
Practice Evaluation	<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 2015 program graduates</i></p>

## **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 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 was 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 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 2008 EPAS. 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.

## CLASS OF 2015 – Senior Year (Spring 2015)

### ACHIEVEMENT OF EPAS COMPETENCIES / PRACTICE BEHAVIORS

#### COMPARISON OF MEANS (Student Self--Assessments and Field Instructor Assessments)

NOTE: Achievement of each competency was measured on a 5-point scale with 5 = Highly Achieved

<b>Practice Behaviors</b>	<b>Student Self- Assessments (n= 15)</b>	<b>Field Instructor Assessments (n= 15)</b>
EP 2.1.1#1 Advocates for client access to services	4.47	4.40
EP 2.1.1#2 Practices personal reflection and self-correction	4.60	4.53
EP 2.1.1#3a Attends to professional roles	4.80	4.67
EP 2.1.1#3b Attends to professional boundaries	4.80	4.67
EP 2.1.1#4a Demonstrates professional demeanor in behavior	4.87	4.67
EP 2.1.1#4b Demonstrates professional demeanor in appearance	4.80	4.67
EP 2.1.1#4c Demonstrates professional demeanor in communication	4.60	4.47
EP 2.1.1#5 Engages in career-long learning	4.67	4.40
EP 2.1.1#6 Uses supervision and consultation	4.87	4.67
EP 2.1.2#1 Recognizes and manages personal values	4.67	4.47
EP 2.1.2#2 Makes ethical decisions by applying NASW code of ethics	4.53	4.40
EP 2.1.2#3 Tolerates ambiguity in resolving ethical conflicts	4.33	4.40
EP 2.1.2#4 Applies strategies of ethical reasoning to arrive at principle decisions	4.40	4.33
EP 2.1.3#1 Distinguishes, appraises, and integrates multiple sources of knowledge	4.33	4.33
EP 2.1.3#2 Analyzes models of assessment, prevention, intervention, & evaluation	4.40	4.27
EP 2.1.3#3 Demonstrates effective oral and written communication	4.60	4.40
EP 2.1.4#1 Recognizes the extent to which a culture's structures and values may oppose,...create or enhance privilege and power	4.67	4.33
EP 2.1.4#2 Gains sufficient self-awareness to eliminate influence of personal biases and values	4.60	4.33
EP 2.1.4#3 Recognizes and communicates an understanding of the importance of difference in shaping life experiences	4.47	4.33
EP 2.1.4#4 Views themselves as learners and engages those with whom they work as informants	4.80	4.53
EP 2.1.5#1 Understands the forms and mechanisms of oppression and discrimination	4.53	4.47
EP 2.1.5#2 Advocates for human rights and justice	4.13	4.73
EP 2.1.5#3 Engages in practices that advance social and economic justice	4.20	4.40
EP 2.1.6#1 Uses practice experiences to inform scientific inquiry	4.20	4.20
EP 2.1.6#2 Uses research evidence to inform practice	4.33	4.27
EP 2.1.7#1 Utilizes conceptual frameworks to guide assessment, intervention, and	4.47	4.40
EP 2.1.7#2 Critique and apply knowledge to understand person and environment	4.73	4.40

<b>Practice Behaviors</b>	<b>Student Self-Assessments (n= 15)</b>	<b>Field Instructor Assessments (n= 15)</b>
EP 2.1.8#1 Analyzes, formulates and advocates for policies that advance social well-being	3.87	4.33
EP 2.1.8#2 Collaborates with colleagues and clients	3.80	4.93
EP 2.1.9#1 Discovers, appraises, and attends to changing locales, populations...etc.	4.33	4.20
EP 2.1.9#2 Provides leadership in promoting sustainable changes in service delivery	3.87	4.33
EP 2.1.10a#1 Substantively & effectively prepares for action with clients	4.53	4.47
EP 2.1.10a#2 Uses empathy and other interpersonal skills	4.80	4.60
EP 2.1.10a#3 Develops mutually agreed-upon focus of work & desired outcomes	4.33	4.47
EP 2.1.10b#1 Collects, organizes, and interprets client data	4.53	4.67
EP 2.1.10b#2 Assesses client strengths and limitations	4.60	4.60
EP 2.1.10b#3 Develops mutually agreed-upon intervention goals & objectives	4.40	4.47
EP 2.1.10b#4 Select as appropriate intervention strategies	4.13	4.67
EP 2.1.10c#1 Initiate actions to achieve organizational goals	4.33	4.53
EP 2.1.10c#2 Implements prevention interventions	4.07	4.47
EP 2.1.10c#3 Helps clients resolve problems	4.47	4.33
EP 2.1.10c#4 Negotiates, meditates, and advocates for clients	4.33	4.60
EP 2.1.10c#5 Facilitates transitions and endings	4.40	4.67
EP 2.1.10d#1 Critically analyses, monitors, and evaluates interventions	4.33	4.73

**Grand Mean      4.45      4.48**

# Competency Based Professional Portfolio

## Rubric and Ratings for the Class of 2015

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>	<b>CLASS MEAN RATING</b>  <i>(Percent Competent)</i>
#1 – Identify as a professional social worker and conduct oneself accordingly.	0%	0%	0%	18.8%	81.2%	<b>4.81</b>  (100%)
#2 – Apply social work ethical principles to guide professional practice.	0%	0%	0%	31.2%	68.8%	<b>4.69</b>  (100%)
#3 – Apply critical thinking to inform and communicate professional judgments.	0%	0%	6.2%	43.8%	50%	<b>4.44</b>  (100%)
#4 – Engage diversity and difference in practice.	0%	0%	6.2%	31.3%	62.5%	<b>4.56</b>  (100%)

**Professional Portfolio -- Rubric and Mean Ratings for the Class of 2015 continued**

<b>CORE COMPETENCY</b>	<b>% of Class</b>	<b>CLASS MEAN RATING</b>  <b>(Percent Competent)</b>				
#5 – Advance human rights and social and economic justice	0%	0%	18.7%	43.8%	37.5%	<b>4.19</b>  (100%)
#6 – Engage in research-informed practice and practice-informed research	0%	12.5%	31.2%	43.8%	12.5%	<b>3.56</b>  (100%)
#7 – Apply knowledge of human behavior and the social environment.	0%	0%	0%	37%	62.5%	<b>4.63</b>  (100%)
#8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	0%	0%	12.5%	68.8%	18.7%	<b>4.06</b>  (100%)
#9 – Respond to contexts that shape practice.	0%	0%	12.5%	18.7%	68.8%	<b>4.56</b>  (100%)
#10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	0%	0%	18.8%	31.2%	50%	<b>4.31</b>  (100%)

**Overall Class Average for All Core Competencies = 4.38**