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
June 7, 2023

Generalist Practice | Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: 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	
Competency 2: 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	

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 3: 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	
Competency 4: 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	
Competency 5: 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	
Competency 6: 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	

Competency 7: Assess 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	
Competency 8: 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	
Competency 9: 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	
Competency 10: 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: 05/23

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = 9 students	Program Option 1 Outcomes: Traditional BSW in-person n = 9 students
Competency 1: Demonstrate Ethical and Professional Behavior	74%	96.25%	96.25%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	74%	93.75%	93.75%
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	74%	96.25%	96.25%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	74%	87.85%	87.85%
Competency 5: Engage in Policy Practice	74%	96.25%	96.25%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	74%	90.7%	90.7%

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = 9 students	Program Option 1 Outcomes: Traditional BSW in-person n = 9 students
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	74%	83.2%	83.2%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	74%	88.5%	88.5%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	74%	86%	86%
Competency 10: Prepare for On-going Professional Challenges	74%	87.35%	87.35%

SALVE REGINA UNIVERSITY BACCALAUREATE SOCIAL WORK

PROGRAM ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON June 5, 2023

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	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*100% of all 2023 program graduates*
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*100% of all 2023 program graduates*
Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*100% of all 2023 program graduates*
Competency 4: Engage in Practice-informed Research and Research-informed Practice	*End of Internship Field Instructor Assessment rating at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*98.2% of all 2023 program graduates*

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Competency 5: **Engage in Policy Practice**	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work."*	*100% of all 2023 program graduates*
Competency 6: **Engage with Individuals, Families, Groups, Organizations, & Communities**	*End of Internship Field Instructor rating at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*93.9% of all 2023 program graduates*
Competency 7: **Assess Individuals, Families, Groups, Organizations, & Communities**	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*88.9% of all 2023 program graduates*
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, & Communities**	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*87% of all 2023 program graduates*
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities**	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*84.5% of all 2023 program graduates*
Competency 10: **Prepare for On-going Professional Challenges**	*End of Internship Field Instructor rating and Student Self-Assessment at a level of at least "moderately achieved"* *Demonstrate at least moderate achievement of competency through the development of a Competency Based Professional Portfolio of completed work.*	*97.2% of all 2023 program graduates*

	FIELD INSTRUCTORS' EVALUATION	
COMPETENCIES & RELATED PRACTICE BEHAVIORS	**MEAN**	**N**
Competency 1: Demonstrate Ethical and Professional Behavior		
1a. make 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;	4.56	9
1b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	4.78	9
1c. manage personal and professional value conflicts and affective reactions	4.67	9
1d. use technology ethically and appropriately to facilitate practice outcomes; and	4.78	9
1e. uses supervision and consultation to guide professional judgment and behavior.	4.67	9
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
2a. advocate for human rights at the individual and system levels; and	4.56	9
2b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4.44	9
Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice		
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 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
Competency 4: Engage in Practice-informed Research and Research- informed Practice		
4a. use practice experience and theory to inform scientific inquiry and research;	4.11	9
4b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	3.67	9
4c. use and translate research evidence to inform and improve practice, policy, and service delivery.	4.22	9

COMPETENCIES & RELATED PRACTICE BEHAVIORS	*FIELD Instructors' Evaluation continued*	
	MEAN	**N**
Competency 5: Engage in Policy Practice		
5a. identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;	4.22	9
5b. assess how social welfare and economic policies impact the delivery of and access to social services;	4.33	9
5c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	4.11	9
Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities		
6a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	4.16	9
6b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.20	9
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
7a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	4.11	9
7b. 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;	4.13	9
7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	4.04	9
7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	4.07	9
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
8a. critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies;	4.04	9
8b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	4.13	9

8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	4.11	9

	FIELD Instructors' Evaluation continued	
COMPETENCIES & RELATED PRACTICE BEHAVIORS	**MEAN**	**N**
8d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	3.91	9
8e. facilitate effective transitions and endings that advance mutually agreed-on goals.	4.02	9
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities		
9a. select and use appropriate methods for evaluation of outcomes;	3.78	9
9b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	3.87	9
9c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	3.73	9
9d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	3.71	9
Competency 10: Prepare for On-going Professional Challenges		
10a. demonstrate an understanding of boundaries that determine professional roles and agency function;	4.89	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	4.22	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.	4.00	9
Overall Mean Rating:	**4.24**	**9**

	STUDENTS' SELF-EVALUATION	
COMPETENCIES & RELATED PRACTICE BEHAVIORS	**MEAN**	**N**
Competency 1: Demonstrate Ethical and Professional Behavior		
1a. make 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;	4.78	9
1b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	4.78	9
1c. manage personal and professional value conflicts and affective reactions	4.78	9
1d. use technology ethically and appropriately to facilitate practice outcomes; and	4.67	9
1e. uses supervision and consultation to guide professional judgment and behavior. behavior.	4.67	9
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
2a. advocate for human rights at the individual and system levels; and	4.56	9
2b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4.44	9
Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice		
3a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	4.78	9
3b. demonstrate cultural humility by applying critical reflection, self-awareness, and 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.	4.89	9
Competency 4: Engage in Practice-informed Research and Research- informed Practice		
4a. apply research findings to inform and improve practice, policy, and programs; and	4.78	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 purpose of social work.	4.89	9

COMPETENCIES & RELATED PRACTICE BEHAVIORS	STUDENTS' Self-Evaluation continued	
	MEAN	N
Competency 5: Engage in Policy Practice		
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.	4.44	9
Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities		
6a. apply knowledge of human behavior and the social environment, person-in-environment, as week as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	4.11	9
6b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	4.22	9
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
7a. apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	4.04	9
7b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	4.04	9
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
8a. engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	3.80	9
8b. incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	3.82	9
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities		
9a. select and use appropriate methods for evaluation of outcomes; and	3.60	
9b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	3.67	

COMPETENCIES & RELATED PRACTICE BEHAVIORS	STUDENTS' Self-Evaluation continued	
	MEAN	N
Competency 10: Prepare for On-going Professional Challenges		
10a. demonstrate an understanding of boundaries that determine professional roles and agency function;	4.89	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	4.78	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.	4.33	9
Overall Mean Rating:	**4.43**	**9**

Competency Based Electronic Portfolio	
	Aggregate Outcomes
Competency 1: Demonstrate Ethical and Professional Behavior	92.5%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	87.5%
Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice	92.5%
Competency 4: Engage in Practice-informed Research and Research- informed Practice	77.5%
Competency 5: Engage in Policy Practice	92.5%
Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities	87.5%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	77.5%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	87.5%
Competency 10: Prepare for On-going Professional Challenges	77.5%
Overall Average of Aggregate Outcomes:	86.6%