

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)
Samford University MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS 4(M) A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the Commission on Accreditation in the evaluation of the program's compliance with the accreditation standard below:

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

Summary of the Program's Assessment Plan

The MSW program applies multiple measures to assess outcomes for student achievement of competencies. The program has adopted the nine 2015 EPAS competencies outlined by CSWE along with the addition of one specialized competency. These competencies provide the foundation for curriculum and assessment across all program options. The assessment plan was developed by the faculty and director not only as a way to demonstrate accountability, but also to provide a mechanism for students to conceptualize how their coursework and field experience are inter-connected and result in achievement of the competencies.

The assessment plan includes the field assessment (Measure 1), and social work course-embedded assignments with linkages to the competency domains of knowledge, values, skills and cognitive affective processes (Measure 2) for both Generalist and Specialized Practice.

Measure 1: Field Evaluation (real practice situation) (Generalist and Specialized Practice)

Field Practicum Evaluation. The field evaluation measures mastery of competencies in a real-world setting. Evaluations are completed and scored by the field supervisors at the end of SW 505/510 (Generalist Field Practicum) and SW 608/609 and 613/614 (Generalist/Specialization Field Practicums). Field Supervisors score students on achievement of behaviors comprising competencies on a 1-5 Likert scale (Not evident to Exemplary).

Measure 2: Course Embedded Measures

Generalist Practice

There are eight assignments throughout the generalist practice curriculum that serve as embedded measures, beginning with the first semester of the generalist practice curriculum. Those include the Biopsychosocial Assessment (SOWK 501), the Simulation Assessment (SOWK 502), the Human Rights Assignment (SOWK 503), the Policy Analysis Assignment (SOWK 504), the Research Proposal (SOWK 506), the Access to Services Assignment (SOWK 507), the Therapeutic Group Factors Assignment (SOWK 507) and the Diversity Experience Assignment (SOWK 509).

Specialized Practice: Advanced Clinical Social Work

There are five assignments throughout the specialized practice curriculum that serve as embedded measures, beginning with the first semester in the specialized practice sequence. Those include the Research Project (SOWK 601), the Clinical Theory Application (SOWK 602), the Case Study Assignment (SOWK 604), the Ethical Dilemma Assignments (SOWK 613) and the Faith Perspectives Assignments (SOWK 615).

Since many of the embedded assignments in the generalist and specialization sequence are holistic, touching on multiple competencies and assessment domains, the rubrics may include items that relate to more than one competency. For the purpose of the reporting of data for assessment the assignment that most aligns with a specific competency is selected as an assessment measure and outcomes are reported only on the *individual rubric items* that reflect the identified primary competency. Each faculty member scores students on achievement of competencies on a 1-5 Likert scale rubrics reflecting a continuum in level of achievement; “Exemplary”(highest), “Accomplished”, “Developing”, “Beginning” and “Not evident”(lowest). The Department has

established scores of “Exemplary” or “Accomplished” as indicators of achievement of the competency. The Department also established a benchmark that at least 85% of students should demonstrate achievement.

Summary of the Program’s Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program’s competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	End of Spring Semester in SOWK 510
Who assessed student competence:	Field Supervisor
Outcome Measure Benchmark for Competencies 1-9:	Score of “Accomplished” or “Exemplary” on scoring rubric
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
Assessment Measure #2: Embedded Measures	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processed
When/where students are assessed:	Multiple embedded measures across curriculum (see assessment plan above)
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Score of “Accomplished” or “Exemplary” on scoring rubric
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

Summary of the Program's Assessment Plan | Specialized Practice

Students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add, that reflect the area of specialized practice. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number of areas of specialized practice and each measure included in the data presented.

Area of Specialized Practice: Advanced Clinical Practice

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive & Affective Processed
When/where students are assessed:	End of Spring semester in SOWK 613
Who assessed student competence:	Field Supervisor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Score of "Accomplished" or "Exemplary" on scoring rubric
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
Assessment Measure #2: Embedded Measures	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive & Affective Processed
When/where students are assessed:	Multiple embedded measures across curriculum (see assessment plan above)
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Score of "Accomplished" or "Exemplary" on scoring rubric
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

**Assessment Data Collected during the Academic Year (2022-2023)
Program Options: (Face to face and Online)**

100% of Competencies met the benchmark of 85%

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice Face to Face	Area of Specialized Practice: Advanced Clinical Face to Face	Generalist Practice Online	Area of Specialized Practice: Advanced Clinical Online
Competency 1: Demonstrate Ethical and Professional Behavior	85%	85%	100%	97%	100%	95%
Competency 2: Engage Diversity and Difference in Practice	85%	85%	99%	100%	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	85%	99%	96%	100%	93%

Competency 4: Engage in Practice- informed Research and Research- informed Practice	85%	85%	100%	96%	98%	90%
Competency 5: Engage in Policy Practice	85%	85%	99%	95%	100%	95%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	85%	98%	96%	95%	94%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	85%	95%	100%	99%	93%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	85%	99%	96%	100%	88%
Competency 9: Evaluate Practice with	85%	85%	99%	90%	98%	96%

Individuals, Families, Groups, Organizations, and Communities						
Competency 10: Utilize Knowledge of Spirituality and Religion in Social Work Practice and Ethically Integrate Personal Faith with Professional Social Work Practice	85%	85%	100%	100%	100%	100%

OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
 (Aggregate Findings for All Students from All Program Options Combined)

Assessment Data Collected during the Academic Year (2022-2023)

100% of Competencies met the benchmark of 85%

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
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	% of students who demonstrate competency on all measures as evidenced by scores of “Exemplary” or “Accomplished”	% of students who demonstrate competency on all measures as evidenced by scores of “Exemplary” or “Accomplished”	Generalist Practice	Area of Specialized Practice: Advanced Clinical Practice
Competency 1: Demonstrate Ethical and Professional Behavior	85%	85%	100%	95%
Competency 2: Engage Diversity and Difference in Practice	85%	85%	99%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	85%	99%	95%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	85%	85%	99%	93%
Competency 5: Engage in Policy Practice	85%	85%	99%	95%
Competency 6: Engage with				

Individuals, Families, Groups, Organizations, and Communities	85%	85%	96%	94%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	85%	95%	96%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	85%	100%	90%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	85%	97%	91%
Competency 10: Utilize Knowledge of Spirituality and Religion in Social Work Practice and	85%	85%	100%	100%

Ethically Integrate Personal Faith with Professional Social Work Practice				
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