

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)
[PROGRAM NAME] 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 | 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: [Competencies & Professional Behaviors]	
Dimension(s) assessed:	Knowledge, Values, Skills, Ethical Principles
When/where students are assessed:	SCWK5346
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	≥ 3
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70%
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	
Assessment Measure #2: [INSTRUMENT NAME]	
Dimension(s) assessed:	Knowledge, Values, Skills,
When/where students are assessed:	SCWK5356
Who assessed student competence:	Field Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	≥ 3
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70%

<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	
[optional] Assessment Measure #3: [INSTRUMENT NAME] <i>(Repeat table for each additional measure)</i>	

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 #1: [SPECIALIZATION NAME] *(Add tables to accurately reflect the number of specializations)*

Assessment Measure #1: Clinical/Activist]	
Dimension(s) assessed:	Knowledge; Clinical/Activist Skills; Values Cognitive Affective Processes
When/where students are assessed:	SCWK 5240 Integrated Field Project Seminar
Who assessed student competence:	3 Member Faculty Panel
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	≥ 3.2
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	

Assessment Measure #2: [INSTRUMENT NAME]	
Dimension(s) assessed:	Knowledge; Clinical/Activist Skills; Values Cognitive Affective Processes
When/where students are assessed:	SCWK 5385 Field Practicum IV
Who assessed student competence:	Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	≥ 3.2
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	
[optional] Assessment Measure #3: [INSTRUMENT NAME] <i>(Repeat table for each additional measure)</i>	

Directions for completing Form AS 4

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns and to accurately reflect the number of program options offered. This is a required form. The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies. However, beyond these formatting alternations, the program may not alter the content of this form.

Assessment Data Collected during the Academic Year (2020-2021)
Program Option #1: (IDENTIFY LOCATION/DELIVERY METHOD)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE) Clinical/Activist	Generalist Practice n = 16	Area of Specialized Practice #1 Clinical/Activist n = 33
<p>Core Competency 1: Demonstrate ethical and professional behavior</p> <p>1.1 Address ethical challenges in rurality defined environments at all systems' levels;</p> <p>1.2 Engage in multidisciplinary-/interdisciplinary clinical/activist practice with Mexican heritage familial and other diverse social systems;</p> <p>1.3 Able to be personally and professionally mindful and conscious of self and the impact of one's worldview on practice;</p> <p>1.4 Adheres to specific ethical standards presented in the NASW Code of Ethics and International Social Work Code of Ethics to guide their professional activities, conduct, and provide a basis for action;</p> <p>1.5 Develop and maintain appropriate documentation within a practice context;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$3 + 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>2.1 Assess the cultural, spiritual, and/or ethnic values and beliefs of diverse groups within the context of clinical/activist practice and the rurality paradigm;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$3 + 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>

<p>2.2 Understand how privilege impacts how diversity and difference is perceived within the Mexican heritage social systems</p> <p>2.3 Elicit and honor client narratives and expertise;</p>				
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>3.1 Apply health/well-being/prevention perspectives to work with client's groups using the rurality informed clinical/activist practice model;</p> <p>3.2 Articulate the intersection between social, economic, and environmental justice in practice settings;</p> <p>3.3 Implement clinical/activist rurality-based interventions in field settings that promote social, economic, and environmental justice to advance human rights;</p> <p>3.4 Demonstrate leadership that promotes social work practice, social and economic justice, and human rights with Mexican heritage social systems;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p> <p>4.1 Evaluate the effectiveness of rurality informed clinical/activist practice and programs in achieving intended outcomes with a focus on Mexican heritage;</p> <p>4.2 Design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis);</p> <p>4.3 Critique and apply theoretical assumptions of evidence-based clinical/activist practice and effectiveness</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>

when assessing clients/systems and planning interventions;				
<p>Competency 5: Engage in Policy Practice</p> <p>5.1 Analyze, formulate, and advocate for policies that advance social well-being using clinical/activist practice and the rurality paradigm to focus the social, political, and economic well-being of the diverse populations living in South Texas;</p> <p>5.2 Analyze and compare theories and concepts of leadership and policy practice;</p> <p>5.3 Analyze policy and formulate clinical/activist interventions to change the political structures/policies that marginalize the Mexican heritage populations of the binational/ border regions of South Texas;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>6.1 Use culturally sensitive approaches/rurality paradigm to engage diverse client systems at the micro, mezzo and macro level;</p> <p>6.2 Establish rapport with rurality defined client's systems to build effective clinical/activist working relationships with Mexican heritage familial and social systems in the binational/bilingual border regions of South Texas;</p> <p>6.3 Demonstrate ability to foster therapeutic relationships;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>7.1 Analyze rurality defined environments, identifying unique clinical/activist professional practice issues and</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>

<p>interventions with a focus on Mexican heritage familial and social systems; 7.2 Assess needs of clients/systems from a strengths-based perspective; 7.3 Attend to the client/system concern as it is defined, perceived, and experienced by the client/system;</p>				
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities 8.1 Develop clear, timely, appropriate clinical/activist intervention plans with measurable outcomes using the rurality paradigm to focus on Mexican heritage in the bilingual/binational border regions of South Texas; 8.2 Develop interventions that address aspects of the concern/situation over which the client has some control and/or influence; 8.3 Critique and select appropriate clinical/activist rurality evidence-based interventions relative to the client's readiness to change;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 9.1 Interpret assessment and diagnostic tools appropriate within practice settings by focusing on the clinical/activist rurality paradigm and the bilingual/binational Mexican heritage and the diverse populations of South Texas; 9.2 Monitor progress of clinical/activist rurality based interventions to determine if outcomes were met or not; modifying plans as appropriate;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$ 100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$ 96%</p>

9.3 Understand and evaluate the change process to guide termination and/or future practice activities;				
9.4 Use supervision and consultation to guide professional judgment and behavior;				

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

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK Clinical/Activist		
Competency 1: Demonstrate Ethical and Professional Behavior 1.1 Address ethical challenges in rurality defined environments at all systems' levels; 1.2 Engage in multidisciplinary-/interdisciplinary clinical/activist practice with Mexican heritage familial and other diverse social systems; 1.3 Able to be personally and professionally mindful and conscious of self and the impact of one's worldview on practice; 1.4 Adheres to specific ethical standards presented in the NASW Code of Ethics and International Social Work Code of Ethics to guide their professional activities, conduct, and provide a basis for action; 1.5 Develop and maintain appropriate	70% of students will demonstrate competence inclusive of 2 measures	80% of students will demonstrate competence inclusive of 2 measures	100%	96%

documentation within a practice context;				
Competency 2: Engage Diversity and Difference in Practice 2.1 Assess the cultural, spiritual, and/or ethnic values and beliefs of diverse groups within the context of clinical/activist practice and the rurality paradigm; 2.2 Understand how privilege impacts how diversity and difference is perceived within the Mexican heritage social systems 2.3 Elicit and honor client narratives and expertise;	70% of students will demonstrate competence inclusive of 2 measures	80% of students will demonstrate competence inclusive of 2 measures	100%	96%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice 3.11 Apply health/well-being/prevention perspectives to work with client's groups using the rurality informed clinical/activist practice model; 3.2 Articulate the intersection between social, economic, and environmental justice in practice settings; 3.3 Implement clinical/activist rurality-based interventions in field settings that promote social, economic, and environmental justice to advance human rights; 3.4 Demonstrate leadership that promotes social work practice, social and economic justice, and human rights with Mexican heritage social systems;	70% of students will demonstrate competence inclusive of 2 measures	80% of students will demonstrate competence inclusive of 2 measures	100%	96%

<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>4.1 Evaluate the effectiveness of rurality informed clinical/activist practice and programs in achieving intended outcomes with a focus on Mexican heritage;</p> <p>4.2 Design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis);</p> <p>4.3 Critique and apply theoretical assumptions of evidence-based clinical/activist practice and effectiveness when assessing clients/systems and planning interventions;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>100%</p>	<p>96%</p>
<p>Competency 5: Engage in Policy Practice</p> <p>5.1 Analyze, formulate, and advocate for policies that advance social well-being using clinical/activist practice and the rurality paradigm to focus the social, political, and economic well-being of the diverse populations living in South Texas;</p> <p>5.2 Analyze and compare theories and concepts of leadership and policy practice;</p> <p>5.3 Analyze policy and formulate clinical/activist interventions to change the political structures/policies that marginalize the Mexican heritage populations of the binational/ border regions of South Texas;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>100%</p>	<p>96%</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>70%</p>	<p>80% of students will demonstrate</p>	<p>100%</p>	<p>96%</p>

<p>6.1 Use culturally sensitive approaches/rurality paradigm to engage diverse client systems at the micro, mezzo and macro level;</p> <p>6.2 Establish rapport with rurality defined client's systems to build effective clinical/activist working relationships with Mexican heritage familial and social systems in the binational/bilingual border regions of South Texas;</p> <p>6.3 Demonstrate ability to foster therapeutic relationships;</p>	<p>of students will demonstrate competence inclusive of 2 measures</p>	<p>competence inclusive of 2 measures</p>		
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>7.1 Analyze rurality defined environments, identifying unique clinical/activist professional practice issues and interventions with a focus on Mexican heritage familial and social systems;</p> <p>7.2 Assess needs of clients/systems from a strengths-based perspective;</p> <p>7.3 Attend to the client/system concern as it is defined, perceived, and experienced by the client/system;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>100%</p>	<p>96%</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>.1 Develop clear, timely, appropriate clinical/activist intervention plans with measurable outcomes using the rurality paradigm to focus on Mexican heritage in the bilingual/binational border regions of South Texas;</p>	<p>70% of students will demonstrate competence inclusive of 2 measures</p>	<p>80% of students will demonstrate competence inclusive of 2 measures</p>	<p>100%</p>	<p>96%</p>

<p>8.2 Develop interventions that address aspects of the concern/situation over which the client has some control and/or influence;</p> <p>8.3 Critique and select appropriate clinical/activist rurality evidence-based interventions relative to the client's readiness to change;</p>				
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>9.1 Interpret assessment and diagnostic tools appropriate within practice settings by focusing on the clinical/activist rurality paradigm and the bilingual/binational Mexican heritage and the diverse populations of South Texas;</p> <p>9.2 Monitor progress of clinical/activist rurality based interventions to determine if outcomes were met or not; modifying plans as appropriate;</p> <p>9.3 Understand and evaluate the change process to guide termination and/or future practice activities;</p> <p>9.4 Use supervision and consultation to guide professional judgment and behavior;</p>	<p>70%</p> <p>of students will demonstrate competence inclusive of 2 measures</p>	<p>80%</p> <p>of students will demonstrate competence inclusive of 2 measures</p>	<p>100%</p>	<p>96%</p>