1. Assessment information collected

The Council on Social Work education clearly outlines intended objectives social work programs are to assess. These objectives are referred to as competencies. There are a total of nine competencies. These competencies are consistent with our mission and goals. Each of the competencies describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency and is followed by a set of measurable behaviors that integrate these competencies. (See the attached description of Competencies and measurable practice behaviors.)

Intended Objective #1: Demonstrate Ethical and Professional Behavior

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the knowledge necessary for professional social work. Fifteen students completed the FCAI, and 87% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Eighteen students were assessed in AY16-17. Two of the 5 behaviors measure values that comprise this competency, and an aggregate score shows that 97% of students assessed meet or exceed the set benchmark. Two additional behaviors measure skill, and an aggregate score shows that 99% of students meet or exceed this competency benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepare them to enter the field as general practitioners. All 5 behaviors are addressed and an aggregate score shows that 89% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 94% of students assessed meet or exceed the set benchmark for competency #1.
Intended Objective #2: **Engage Diversity and Difference in Practice**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 67% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Eighteen students were assessed in AY16-17. Two of the 5 behaviors measure values that comprise this competency, and an aggregate score shows that 97% of students assessed meet or exceed the set benchmark. Additionally, two behaviors measure skill, and an aggregate score shows that 97% of students meet or exceed this competency. Finally, one behavior measures cognitive and affective process, and 94% of students meet or exceed the set benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepared them to enter the field as general practitioners. All 5 behaviors are addressed and an aggregate score shows that 91% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 89% of students assessed meet or exceed the set benchmark for competency #2.

Intended Objective #3: **Advance Human Rights and Social, Economic, and Environmental Justice**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 60% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Eighteen students were assessed in AY16-17. Both behaviors are a direct measure of skills utilized in a practice situation, and an aggregate score shows that 99% of students meet or exceed this competency benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepare them to enter the field as general practitioners. Again, both behaviors are addressed and an aggregate score shows that 91% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.
An aggregate score of all three measures shows that 89% of students assessed meet or exceed the set benchmark for competency #3.

Intended Objective #4: **Engage in Practice-informed Research and Research-informed Practice**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 73% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students’ practice of each competency and related behavior. Eighteen students were assessed in AY16-17. All three behaviors measure cognitive and affective process, and an aggregate score shows that 96% of students meet or exceed this competency benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepared them to enter the field as general practitioners. Again, all three behaviors are addressed and an aggregate score shows that 82% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measures shows that 84% of students assessed meet or exceed the set benchmark for competency #4.

Intended Objective #5: **Engage in Policy Practice**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 80% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students’ practice of each competency and related behavior. Eighteen students were assessed in AY16-17. One behavior measures values, one behavior measures skills, and one behavior measures cognitive and affective process. An aggregate score shows that 100% of students meet or exceed the benchmark set for this competency.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepared them to enter the field as general practitioners. Again, all three behaviors are addressed and an aggregate score shows...
that 82% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 92% of students assessed meet or exceed the set benchmark for competency #5.

Intended Objective #6: Engage with Individuals, Families, Groups, Organizations, and Communities.

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 80% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Eighteen students were assessed in AY16-17. Both behaviors measure cognitive and affective process. An aggregate score shows that 100% of students meet or exceed this competency benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepare them to enter the field as general practitioners. Both behaviors are addressed and an aggregate score shows that 91% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 90% of students assessed meet or exceed the set benchmark for competency #6.

Intended Objective #7: Assess Individuals, Families, Groups, Organizations, and Communities.

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 93% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Eighteen students were assessed in AY16-17. All four behaviors measure cognitive and affective process. An aggregate score shows that 100% of students meet or exceed this competency benchmark.
Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepare them to enter the field as general practitioners. Again, all four behaviors are addressed and an aggregate score shows that 89% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 94% of students assessed meet or exceed the set benchmark for competency #7.

Intended Objective #8: **Intervene with Individuals, Families, Groups, Organizations, and Communities.**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 100% of students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Eighteen students were assessed in AY16-17. Two behaviors measure cognitive and affective process. An aggregate score shows that 100% of students meet or exceed this competency benchmark. Three other behaviors are a direct measure of skill, and an aggregate score shows that 100% of students meet or exceed the competency benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepare them to enter the field as general practitioners. All five behaviors are addressed and an aggregate score shows that 82% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 96% of students assessed meet or exceed the set benchmark for competency #8.

Intended Objective #9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Fifteen students completed the FCAI, and 67% of students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related
behavior. Eighteen students were assessed in AY16-17. Three behaviors measure cognitive and affective process. An aggregate score shows that 100% of students meet or exceed this competency benchmark. One other behavior is a direct measure of skill, and an aggregate score shows that 100% of students meet or exceed the competency benchmark.

Measure #3: Exit Survey. This assessment completed by students to assess the extent to which they feel the program has prepare them to enter the field as general practitioners. Four behaviors are addressed and an aggregate score shows that 91% of the 11 students completing the assessment believe they are prepared—meeting or exceeding the set benchmark.

An aggregate score of all three measure shows that 90% of students assessed meet or exceed the set benchmark for competency #9.

2. Conclusions drawn from the information summarized above

The aggregated score of the three measures utilized to assess student achievement of the programs nine competencies falls between 83% and 96%, indicating that students are meeting the standards for learning outcomes. The Council on Social Work Education (CSWE) requires Social Work programs to measure and report these results to constituents as well as post them on their website. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the CSWE. 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 for each competency and an assessment score at or above the set benchmark is considered to represent mastery of that particular competency.

Discussion will be held with regard to the lower scores achieved on the curricular assessment instrument, the FCAI—measure #1. Scores from four of the nine competencies are below the desired 80% of students achieving the desired outcome—falling between 60%-73%, while the remaining five scores are at an acceptable outcome varying between 80% and 100% of students meeting the set benchmark.

The desired outcome was achieved on each of the measurable practice behaviors that integrate each of the nine competencies as measured by the Field Practicum Placement Assessment Instrument (FPPAI)—measure #2.

Additionally, measure #3 also displays an acceptable score for each of the nine competencies, with scores ranging between 82% and 91%.
3. **Curricular changes resulting from conclusions drawn above**

At the current time no curricular changes have been made as a result of the conclusions drawn. In February, 2016, the CSWE Commission on Accreditation voted to reaffirm accreditation under the 2008 Educational Policies and Accreditation Standards (EPAS). As of this writing, the program is transitioning to the 2015 EPAS. This will result in syllabi revisions, deeper curricular alignment discussions and strategic pathway agreement.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Dr. Heidi Brocious, Dr. Retchenda George-Bettisworth, Dr. LaVerne Demientieff, and Carol Renfro, M.Ed.
1. Assessment information collected
The Council on Social Work education clearly outlines intended objectives social work programs are to assess. These objectives are referred to as competencies. There are a total of nine competencies. These competencies are consistent with our mission and goals. Each of the competencies describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency and is followed by a set of measurable behaviors that integrate these competencies. (See the attached description of Competencies and measurable practice behaviors.)

Intended Objective #1: Demonstrate Ethical and Professional Behavior

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the knowledge necessary for professional social work. Twenty-one students completed the FCAI, and 76% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behaviors. Twenty students were assessed in AY17-18. Two of the 5 behaviors of the Field Practicum Placement Assessment Instrument (FPPAI) measure the cognitive affective process, and an aggregate score shows that 93% of students assessed exceed the set benchmark. Additionally, 2 separate behaviors of the FPPAI are a direct measure of skills, and 89% of students exceed the set benchmark.

An aggregate score for the 2 measures shows that overall 86% of students assessed meet or exceed the set benchmark for competency #1.

Intended Objective #2: Engage Diversity and Difference in Practice

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 90% of those students meet or exceed the set benchmark.
Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. Two of the 5 behaviors measure values that comprise this competency, and an aggregate score shows that 88% of students assessed exceed the set benchmark. Additionally, all 3 behaviors measure skill, and an aggregate score shows that 90% of students exceed this competency. Finally, one behavior measures cognitive and affective process, and 95% of students meet or exceed the set benchmark.

An aggregate score of the two measures shows that 91% of students assessed meet or exceed the set benchmark for competency #2.

Intended Objective #3: Advance Human Rights and Social, Economic, and Environmental Justice

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 90% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. Both behaviors are a direct measure of skills utilized in a practice situation, and an aggregate score shows that 84% of students exceed this competency benchmark.

An aggregate score of the two measures shows that 87% of students assessed meet or exceed the set benchmark for competency #3.

Intended Objective #4: Engage in Practice-Informed Research and Research-Informed Practice

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 48% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. All three behaviors measure cognitive and affective process, and an aggregate score shows that 73% of students exceed this competency benchmark.
An aggregate score of the two measures shows that 60% of students assessed meet or exceed the set benchmark for competency #4.

Intended Objective #5: **Engage in Policy Practice**

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 67% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. One behavior measures values, one behavior measures skills, and two of the behaviors measure cognitive and affective process. An aggregate score shows that 87% of students exceed the benchmark set for this competency.

An aggregate score of the two measures shows that 82% of students assessed meet or exceed the set benchmark for competency #5.

Intended Objective #6: **Engage with Individuals, Families, Groups, Organizations, and Communities**.

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 43% of those students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. Both behaviors measure cognitive and affective process. An aggregate score shows that 100% of students exceed this competency benchmark.

An aggregate score of both measures shows that 72% of students assessed meet or exceed the set benchmark for competency #6.

Intended Objective #7: **Assess Individuals, Families, Groups, Organizations, and Communities**.

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 90% of those students meet or exceed the set benchmark.
Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. All four behaviors measure cognitive and affective process. An aggregate score shows that 79% of students exceed this competency benchmark.

An aggregate score of the two measures shows that 84% of students assessed meet or exceed the set benchmark for competency #7.

Intended Objective #8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 86% of students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. Two behaviors measure cognitive and affective process. An aggregate score shows that 75% of students exceed this competency benchmark. Three other behaviors are a direct measure of skill, and an aggregate score shows that 83% of students exceed the competency benchmark.

An aggregate score of these two measures shows that 81% of students assessed meet or exceed the set benchmark for competency #8.

Intended Objective #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Measure #1: Foundation Curricular Assessment Instrument (FCAI). This is a measurement of how well our program prepares students with the necessary knowledge for professional social work. Twenty-one students completed the FCAI, and 67% of students meet or exceed the set benchmark.

Measure #2: Field Practicum Placement Assessment Instrument (FPPAI). This is a direct measurement designed to assess students practice of each competency and related behavior. Twenty students were assessed in AY17-18. Three behaviors measure cognitive and affective process. An aggregate score shows that 78% of students exceed this competency benchmark. One other behavior is a direct measure of skill, and an aggregate score shows that 80% of students exceed the competency benchmark.

An aggregate score of the two measures shows that 75% of students assessed meet or exceed the set benchmark for competency #9.
2. Conclusions drawn from the information summarized above

The aggregated score of the measures utilized to assess student achievement of the programs nine competencies falls between 60% and 87%, indicating that the majority of students are meeting the standards for learning outcomes. The Council on Social Work Education (CSWE) requires Social Work programs to measure and report these results to constituents as well as post them on their website. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the CSWE. 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 for each competency and an assessment score at or above the set benchmark is considered to represent mastery of that particular competency. It should be noted that all students completing the Field Practicum Placement Assessment Instrument (FPPI) meet the expected benchmark, however, the program’s set benchmark asked that students exceed that expectation. This requirement impacted the aggregate score. The program finds this an acceptable consequence.

Discussion will be held with regard to the lower scores achieved on the curricular assessment instrument, the FCAI—measure #1. Scores from five of the nine competencies are below the desired 80% of students achieving the desired outcome—falling between 43%-76%, while the remaining four scores are at an acceptable outcome varying between 86% and 90% of students meeting the set benchmark.

The desired outcome was achieved on five of the measurable practice behaviors that integrate each of the nine competencies as measured by the Field Practicum Placement Assessment Instrument (FPPI)—measure #2. Scores ranged from 84% - 100%. However, four of the nine competencies did not meet the desired outcome. Discussion will be held with regard to those lower scores, ranging from 73% - 79%.

3. Curricular changes resulting from conclusions drawn above

At the current time no curricular changes have been made as a result of the conclusions drawn. In February, 2016, the CSWE Commission on Accreditation voted to reaffirm accreditation under the 2008 Educational Policies and Accreditation Standards (EPAS). As of this writing, the program is continuing with the transition to the 2015 EPAS. This will result in syllabi revisions, deeper curricular alignment discussions and strategic pathway agreement. The program will be meeting on December 10, 2018 to continue the discussion on our assessment process.
4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

Dr. Retchenda George-Bettisworth, Dr. LaVerne Demientieff, and Carol Renfro, M.Ed., and Christina Ireton, LMSW.