**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)**

**IDAHO STATE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

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

**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.

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| **Assessment Measure #1: SWEAP BSW Curriculum Instrument** |
| Competency(ies) assessed: | EPAS 2015 |
| Dimension(s) assessed: | Knowledge |
| When/where students are assessed: | In the last month of Foundation Curriculum. Online knowledge test |
| Who assessed student competence: | Social Work Education Assessment Project (SWEAP) |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | 50% or more of the questions in each section are correct |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 70% |
| **Assessment Measure #2: SWEAP BSW Field Instrument** |
| Competency(ies) assessed: | EPAS 2015 |
| Dimension(s) assessed: | Cognitive and affective processes, skills, values |
| When/where students are assessed: | At the end of their practicum placement |
| Who assessed student competence: | Practicum supervisors |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | This evaluation measures students on expected learning outcomes which specifically encompass the nine EPAS 2015 Competencies and practice behaviors which demonstrate the observable components of each competency. Social Work Practicum Instructors utilize the SWEAP BSW Field Evaluation Tool to evaluate the student at the end of the semester on practice behaviors within each competency. The average aggregate score for items within each competency determines the competency achievement outcome.  |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | Per SWEAP guidelines, a rating of 3 and above, out of 5, is considered competent. |

 **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 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 program. However, beyond these formatting alternations, the program may not alter the content of this form.

 **Assessment Data Collected during the Academic Year (2023-2024, Fall Semester)**

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| **COMPETENCY**  | **COMPETENCY BENCHMARK (%)** | **PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK**  |
|  |   | **Aggregate of Students from All Program Options****7 = (Number of students)** | **Program Option #1****(On Campus Program)****5 = (Number of students)** | **Program Option #2****(Online Program)****2 = (Number of students)** |  |
|  |  |  |  |  |  |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | **80%** | 93% | 100% | 75% |  |
| **Competency 2: Engage Diversity and Difference in Practice** | **80%** | 100% | 100% | 100% |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | **80%** | 93% | 90% | 100% |  |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** | **80%** | 78.5% | 80% | 75% |  |
| **Competency 5: Engage in Policy Practice** | **80%** | 93% | 90% | 100% |  |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | **80%** | 85.5% | 80% | 100% |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | **80%** | 100% | 100% | 100% |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | **80%** | 100% | 100% | 100% |  |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | **80%** | 78.5% | 70% | 100% |  |