

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 of measures included in the data presented.

Assessment Measure #1: Signature Assignment Rubric	
Competency(ies) assessed: 1-9	
Dimension(s) assessed: K, V, S, C/A	
When/where students are assessed: Students are assessed via signature assignments administered in a variety of different classes in fall and winter semesters. Students turn these signature assignments in electronically via Blackboard or instructor email where they are archived. The following academic year, the same instructors who taught the class(es) with the relevant signature assignments are asked by the assessment/evaluation coordinator (Samantha Hallman) to retroactively score the archived signature assignments for each competency using a standardized rubric (see Appendix A) and report the distribution of scores (numerators) in addition to the total number of students in the class (denominators).	
Who assessed student competence: The Individual instructors whose classes included a signature assignment(s) retroactively score the signature assignments for the corresponding competency(ies). This information is reported/entered into a Qualtrics Survey (see Appendix B example survey) that is administered by the assessment/evaluation coordinator (Samantha Hallman) who then aggregates and reports the data.	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: The assignments are scored using a 5-point standardized rubric (see appendix A) for the corresponding competency(ies) that they assess. (1 = does not meet expected behavior for the competency, 2 = minimally demonstrates expected behavior...., 3 = meets expected practice behavior, 4 = somewhat exceeds expected practice behavior, 5 = far exceeds expected practice behavior). A score of "3" (meets expected practice behavior) is considered to be the minimum threshold to demonstrate achievement of the corresponding competency.	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will

	demonstrate competence
Assessment Measure #2: Field Placement Rubric	
Competency(ies) assessed: 1-9	
Dimension(s) assessed: K, V, S, C/A	
When/where students are assessed: Students are assessed via practice behaviors identified in their initial learning plans and demonstrated in their respective field placements in fall and winter semesters. These practice behaviors are identified and agreed upon with the students' field instructor and entered into an online platform called Intern Placement Tracking (IPT). At the end of each semester, after students have met the appropriate number of field placement hours, field instructors score the practice behaviors for each competency using a standardized rubric (see Appendix C) and enter these scores into IPT.	
Who assessed student competence: The Individual field instructors for each student score the identified practice behaviors for the corresponding competency(ies). This information is reported/entered into a IPT (see Appendix C) which is then aggregated by the field director (Janice King).	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: The practice behaviors are scored using a 5-point standardized rubric (see appendix C) for the corresponding competency(ies) that they assess. (1 = consistently fails to meet expectations, 2 = occasionally meets expectations 3 = meets expectations 4 = occasionally exceeds expectations, 5 = consistently exceeds expectations). A score of "3" (meets expected practice behavior) is considered to be the minimum threshold to demonstrate achievement of the corresponding competency.	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will demonstrate competence

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: Clinical

Assessment Measure #1: Signature Assignment Rubric	
Competency(ies) assessed: 1-9	
Dimension(s) assessed: K, V, S, C/A	
When/where students are assessed: Students are assessed via signature assignments administered in a variety of different classes in fall and winter semesters. Students turn these signature assignments in electronically via Blackboard or instructor email where they are archived. The following academic year, the same instructors who taught the class(es) with the relevant signature assignments are asked by the assessment/evaluation coordinator (Samantha Hallman) to retroactively score the archived signature assignments for each competency using a standardized rubric (see Appendix A) and report the distribution of scores (numerators) in addition to the total number of students in the class (denominators).	
Who assessed student competence: The Individual instructors whose classes included a signature assignment(s) retroactively score the signature assignments for the corresponding competency(ies). This information is reported/entered into a Qualtrics Survey (see Appendix B example survey) that is administered by the assessment/evaluation coordinator (Samantha Hallman) who then aggregates and reports the data.	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: The assignments are scored using a 5-point standardized rubric (see appendix A) for the corresponding competency(ies) that they assess. (1 = does not meet expected behavior for the competency, 2 = minimally demonstrates expected behavior...., 3 = meets expected practice behavior, 4 = somewhat exceeds expected practice behavior, 5 = far exceeds expected practice behavior). A score of "3" (meets expected practice behavior) is considered to be the minimum threshold to demonstrate achievement of the corresponding competency.	

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will demonstrate competence inclusive of 2 measures
Assessment Measure #2: Field Placement Rubric	
Competency(ies) assessed: 1-9	
Dimension(s) assessed: K, V, S, C/A	
When/where students are assessed: Students are assessed via practice behaviors identified in their initial learning plans and demonstrated in their respective field placements in fall and winter semesters. These practice behaviors are identified and agreed upon with the students' field instructor and entered into an online platform called Intern Placement Tracking (IPT). At the end of each semester, after students have met the appropriate number of field placement hours, field instructors score the practice behaviors for each competency using a standardized rubric (see Appendix C) and enter these scores into IPT.	
Who assessed student competence: The Individual field instructors for each student score the identified practice behaviors for the corresponding competency(ies). This information is reported/entered into a IPT (see Appendix C) which is then aggregated by the field director (Janice King).	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: The practice behaviors are scored using a 5-point standardized rubric (see appendix C) for the corresponding competency(ies) that they assess. (1 = consistently fails to meet expectations, 2 = occasionally meets expectations 3 = meets expectations 4 = occasionally exceeds expectations, 5 = consistently exceeds expectations). A score of "3" (meets expected practice behavior) is considered to be the minimum threshold to demonstrate achievement of the corresponding competency.	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will demonstrate competence

Area of Specialized Practice #2: Macro

Assessment Measure #1: Signature Assignment Rubric	
Competency(ies) assessed: 1-9	
Dimension(s) assessed: K, V, S, C/A	
When/where students are assessed: Students are assessed via signature assignments administered in a variety of different classes in fall and winter semesters. Students turn these signature assignments in electronically via Blackboard or instructor email where they are archived. The following academic year, the same instructors who taught the class(es) with the relevant signature assignments are asked by the assessment/evaluation coordinator (Samantha Hallman) to retroactively score the archived signature assignments for each competency using a standardized rubric (see Appendix A) and report the distribution of scores (numerators) in addition to the total number of students in the class (denominators).	
Who assessed student competence: The Individual instructors whose classes included a signature assignment(s) retroactively score the signature assignments for the corresponding competency(ies). This information is reported/entered into a Qualtrics Survey (see Appendix B example survey) that is administered by the assessment/evaluation coordinator (Samantha Hallman) who then aggregates and reports the data.	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: The assignments are scored using a 5-point standardized rubric (see appendix A) for the corresponding competency(ies) that they assess. (1 = does not meet expected behavior for the competency, 2 = minimally demonstrates expected behavior...., 3 = meets expected practice behavior, 4 = somewhat exceeds expected practice behavior, 5 = far exceeds expected practice behavior). A score of "3" (meets expected practice behavior) is considered to be the minimum threshold to demonstrate achievement of the corresponding competency.	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will demonstrate competence inclusive of 2 measures
Assessment Measure #2: Field Placement Rubric	
Competency(ies) assessed: 1-9	

Dimension(s) assessed: K, V, S, C/A	
When/where students are assessed: Students are assessed via practice behaviors identified in their initial learning plans and demonstrated in their respective field placements in fall and winter semesters. These practice behaviors are identified and agreed upon with the students' field instructor and entered into an online platform called Intern Placement Tracking (IPT). At the end of each semester, after students have met the appropriate number of field placement hours, field instructors score the practice behaviors for each competency using a standardized rubric (see Appendix C) and enter these scores into IPT.	
Who assessed student competence: The Individual field instructors for each student score the identified practice behaviors for the corresponding competency(ies). This information is reported/entered into a IPT (see Appendix C) which is then aggregated by the field director (Janice King).	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: The practice behaviors are scored using a 5-point standardized rubric (see appendix C) for the corresponding competency(ies) that they assess. (1 = consistently fails to meet expectations, 2 = occasionally meets expectations 3 = meets expectations 4 = occasionally exceeds expectations, 5 = consistently exceeds expectations). A score of "3" (meets expected practice behavior) is considered to be the minimum threshold to demonstrate achievement of the corresponding competency.	
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will demonstrate competence

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 (2021-2022) Program Option #1: (Livonia MSW)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice n = (11)	Area of Specialized Practice #1 (Clinical) n = (42)	Area of Specialized Practice #2 (Macro) n = (10)	
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	100%	97.87%	96.15%	
Competency 2: Engage Diversity and Difference in Practice	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%	
Competency 4: Engage in Practice- informed Research and Research- informed Practice	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	91%	100%	90%	
Competency 5: Engage in Policy Practice	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	96.65%	98.81%	80%	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	99.41%	99.41%	81.15%	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	96.15%	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	99.41%	98.22%	81.15%	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	80% of students will demonstrate competence inclusive of 2 or more measures	90.91%	97.73%	81.15%	

Appendix A: Signature Assignment Standardized Rubric (from Indiana University Department of SW):

1	2	3	4	5
Does not meet expected competency for the competency at the BSW/MSW	Minimally demonstrates expected competency for the competency at the BSW/MSW	Meets expected competency for the competency at the BSW/MSW	Somewhat exceeds expected competency for the competency at the BSW/MSW	Far exceeds expected competency for the competency at the BSW/MSW

Appendix B: Example Survey for Signature Assignment Data Collection



The Department of Social Work has transitioned from using grades on assignments to instead applying a Likert Scale rating system (see below) to assess our students' progress on CSWE competencies. Additionally, data will be collected using Qualtrics to further streamline the process. **Some "Signature Assignments" are used to assess multiple competencies. Additionally, some classes have multiple "Signature Assignments". As such, you may receive multiple surveys asking you to assess students on different competencies or using different assignments - please respond to all e-mails/surveys. For this particular survey, I am asking about the 2021/2022 academic year (last academic year). In Blackboard, last academic year is covered by semesters labelled as "Fall 2022" and "Winter 2022" so please be sure to look at the correct classes.**

Specifically, this survey is asking for data about SW 6820 where Needs Assessment Assignment has been identified as a "Signature Assignment" used to assess the following competency: 7: Assess Individuals, Families, Groups, Orgs and Communities. If you have any questions, please don't hesitate to contact me at shallman@madonna.edu or 734-276-2934.

1	2	3	4	5
Does not meet expected practice behavior for the competency at the BSW/MSW	Minimally demonstrates expected practice behavior for the competency at the BSW/MSW	Meets expected practice behavior for the competency at the BSW/MSW	Somewhat exceeds expected practice behavior for the competency at the BSW/MSW	Far exceeds expected practice behavior for the competency at the BSW/MSW

During the 2021/2022 academic year (please note this was last academic year), it appears as though you taught SW 6820 in the Winter. Please enter the number of students (across all sections if you taught more than one section of the same course) who completed the course (*note - do not include the number of students who dropped the course, or who received an "I" or have another temporary grade pending if you expect them to turn in the following assignment at a later date).

In SW 6820, Needs Assessment Assignment has been identified as a "Signature Assignment" used to assess at least one competency. Using the previously described Likert Scale, please enter the number of students who scored at each level for the following competency: 7: Assess Individuals, Families, Groups, Orgs and Communities. *PLEASE BE SURE THAT THE TOTAL SUM AT THE BOTTOM MATCHES THE NUMBER IN QUESTION #2*

Does not meet expected practice behavior for the above referenced competency	<input type="text" value="0"/>
Minimally demonstrates expected practice behavior for the competency	<input type="text" value="0"/>
Meets expected practice behavior for the competency	<input type="text" value="0"/>
Somewhat exceeds expected practice behavior for the competency	<input type="text" value="0"/>
Far exceeds expected practice behavior for the competency	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

Please confirm below what competency you are measuring (see Question #3 above to reference. e.g. "Competency 1 Demonstrate Ethical and Professional Behavior").

Please confirm which campus you are measuring this for:

- Livonia
- Henry Ford
- Gaylord

Please confirm your name (this is a redundancy to ensure data matching):



Evaluation



- 5 Consistently exceeds expectations
- 4 Occasionally exceeds expectations
- 3 Meets expectation
- 2 Occasionally meets expectations
- 1 Student consistently fails to meet expectation