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

**UNIVERSITY OF MARYLAND, BALTIMORE MASTER’S OF 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**

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| **Assessment Measure #1: Field Assessment of Student** |
| Dimension(s) assessed: | Knowledge, Skills, Values, andCognitive & Affective Processes |
| When/where students are assessed: | When: At end of Generalist Field PlacementWhere: Field agency Entered onto the Electronic Field Notebook |
| Who assessed student competence: | Field Instructor |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | A score of 4 (out of 5) for each behavior identified for the Nine Competencies |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 80% |
| **Assessment Measure #2: Required Foundation Course Assignments** |
| Dimension(s) assessed: | Knowledge, Skills, Values |
| When/where students are assessed: | When: Throughout the foundation curriculumWhere: In the following required foundation courses: SOWK 600, SOWK 630, SOWK 631, SOWK 632, SOWK 645, SOWK 670 |
| Who assessed student competence: | Instructors |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | A score of 3 or higher (out of 4) (i.e., proficient or exemplary for each behavior) |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 80% |

**Summary of the Program’s Assessment Plan | Specialized Practice**

**Area of Specialized Practice #1: Clinical**

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| **Assessment Measure #1: Field Assessment of Student** |
| Dimension(s) assessed: | Knowledge, Skills, Values, andCognitive & Affective Processes |
| When/where students are assessed: | When: At end of Clinical Field PlacementWhere: Field agency Entered onto the Electronic Field Notebook |
| Who assessed student competence: | Field Instructor |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | A score of 4 (out of 5) for each behavior identified for the Nine Competencies |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 80% |
| **Assessment Measure #2: Required Advanced Clinical Methods Course Assignments** |
| Dimension(s) assessed: | Knowledge, Skills, Values |
| When/where students are assessed: | When: Throughout the advanced curriculumWhere: In the following required advanced clinical practice courses: SWCL 700 and SWCL 744 |
| Who assessed student competence: | Instructors |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | A score of 3 or higher (out of 4) (i.e., proficient or exemplary for each behavior) |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 80% |

**Summary of the Program’s Assessment Plan | Specialized Practice**

**Area of Specialized Practice #2: Leadership, Policy, and Social Change (LPSC)**

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| **Assessment Measure #1: Field Assessment of Student** |
| Dimension(s) assessed: | Knowledge, Skills, Values, andCognitive & Affective Processes |
| When/where students are assessed: | When: At end of Macro Field PlacementWhere: Field agency Entered onto the Electronic Field Notebook |
| Who assessed student competence: | Field Instructor |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | A score of 4 (out of 5) for each behavior identified for the Nine Competencies |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 80% |
| **Assessment Measure #2: Required Advanced LPSC Methods Course Assignments** |
| Dimension(s) assessed: | Knowledge, Skills, Values |
| When/where students are assessed: | When: Throughout the advanced curriculumWhere: In the following advanced LPSC practice courses: SWOA 703, SWOA 704, or SWOA 707 |
| Who assessed student competence: | Instructors |
| Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:  | A score of 3 or higher (out of 4) (i.e., proficient or exemplary for each behavior) |
| Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9: | 80% |

Table 1. *Form AS 4 (M): Assessment of Student Learning Outcomes, Part 1, Baltimore Campus (August, 2024)*

| **Competency** | **Competency Benchmark (Generalist)** | **Competency Benchmark (Clinical & LPSC Practice)** | **Percentage of Students Achieving Benchmark, Baltimore Campus** |  |
| --- | --- | --- | --- | --- |
|  |  |  | Generalist Practice | Clinical Practice | LPSC Practice |  |
| Competency 1: Demonstrate Ethical and Professional Behavior | 80% | 80% | 96.53% | 97.59% |

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|  98.30% |

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| Competency 2: Engage Diversity and Difference in Practice | 80% | 80% | 94.07% | 95.11% | 96.65% |  |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | 80% | 80% | 95.15% | 96.61% | 97.40% |  |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | 80% | 80% | 78.34% | 93.45% | 95.76% |  |
| Competency 5: Engage in Policy Practice | 80% | 80% | 91.23% | 93.32% | 87.30% |  |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 97.67% | 96.76% | 96.62% |  |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 94.25% | 95.75% | 98.52% |  |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 94.73% | 95.76% | 97.10% |  |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 90.59% | 98.14% | 98.05% |  |

Table 2. *Form AS 4 (M): Assessment of Student Learning Outcomes, Part 2, Shady Grove Campus (August, 2024)*

| **Competency** | **Competency Benchmark (Generalist)** | **Competency Benchmark (Clinical & LPSC Practice)** | **Percentage of Students Achieving Benchmark, Shady Grove Campus** |  |
| --- | --- | --- | --- | --- |
|  |  |  | Generalist Practice | Clinical Practice | LPSC Practice\* |  |
| Competency 1: Demonstrate Ethical and Professional Behavior | 80% | 80% | 98.99% | 99.36% | N/A |  |
| Competency 2: Engage Diversity and Difference in Practice | 80% | 80% | 94.10% | 95.55% | N/A |  |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | 80% | 80% | 95.63% | 100.00% | N/A |  |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | 80% | 80% | 90.30% | 93.90% | N/A |  |
| Competency 5: Engage in Policy Practice | 80% | 80% | 89.41% | 91.22% | N/A |  |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 98.91% | 99.35% | N/A |  |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 97.28% | 97.86% | N/A |  |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 96.73% | 96.94% | N/A |  |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 93.41% | 95.18% | N/A |  |

\*Courses not offered at Shady Gove; scores from Baltimore campus only

Table 3. *Form AS 4 (M): Assessment of Student Learning Outcomes, Part 2, Online Program (August, 2024)*

| **Competency** | **Competency Benchmark (Generalist)** | **Competency Benchmark (Clinical & LPSC Practice)** | **Percentage of Students Achieving Benchmark, Online MSW Program** |  |
| --- | --- | --- | --- | --- |
|  |  |  | Generalist Practice | Clinical Practice\* | LPSC Practice\*\* |  |
| Competency 1: Demonstrate Ethical and Professional Behavior | 80% | 80% |  | N/A | N/A |  |
| Competency 2: Engage Diversity and Difference in Practice | 80% | 80% | 96.15% | N/A | N/A |  |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | 80% | 80% |  | N/A | N/A |  |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | 80% | 80% | 100% | N/A | N/A |  |
| Competency 5: Engage in Policy Practice | 80% | 80% | 95.60% | N/A | N/A |  |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% |  | N/A | N/A |  |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 100.00% | N/A | N/A |  |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 100.00% | N/A | N/A |  |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 100.00% | N/A | N/A |  |

\*First cohort has only completed 4 foundation courses

\*\*First cohort has not completed any advanced courses.

Table 4. *Form AS 4 (M): Assessment of Student Learning Outcomes, Aggregate Findings for Baltimore and Shady Grove Campuses (August,, 2024)*

| **Competency** | **Competency Benchmark (Generalist)** | **Competency Benchmark (Clinical & LPSC Practice)** | **Percentage of Students Achieving Benchmark, Baltimore and Shady Grove Campus** |  |
| --- | --- | --- | --- | --- |
|  |  |  | Generalist Practice | Clinical Practice | LPSC Practice\* |  |
| Competency 1: Demonstrate Ethical and Professional Behavior | 80% | 80% |

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| --- |
|  97.76% |

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| --- |
| 98.47% |

 | 98.30% |  |
| Competency 2: Engage Diversity and Difference in Practice | 80% | 80% | 94.08% | 95.33% | 96.65% |  |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | 80% | 80% | 95.39% | 98.30% | 97.40% |  |
| Competency 4: Engage In Practice-informed Research and Research-informed Practice | 80% | 80% | 84.32% | 93.68% | 95.76% |  |
| Competency 5: Engage in Policy Practice | 80% | 80% | 90.32% | 92.27% | 87.30% |  |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 98.29% | 98.05% | 96.62% |  |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 95.77% | 96.81% | 98.52% |  |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 95.73% | 96.35% | 97.10% |  |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 80% | 80% | 92.00% | 96.66% | 98.05% |  |

\*Courses not offered at Shady Gove; scores from Baltimore campus only.