

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

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the COA 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 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 Bachelors of Social Work (BSW) students at New Mexico State University (NMSU) are assessed using two measures of their mastery for the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education. The first of these is the Senior Field Evaluations and the second is the Senior Case Study. The Outcome Measure Benchmark for both assignments have been set at 80% for each competency. This indicates that minimum achievement for students is considered to be 80% The Competency Benchmark for all competencies, for both assignments, has been set at 80%, indicating that the Program expects 80% of students to achieve this minimum score. The following is a summarization of NMSU School of Social Work's competency-based assessment plan for the BSW Program.

Assessment Measure #1: Senior Field Evaluation

All Bachelor of Social Work (BSW) students at New Mexico State University (NMSU) are assessed using two measures of their mastery for the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education. The first of these is the Senior Field Evaluation and the second is the Senior Case Study.

The Senior Field Evaluations are completed for each student by the Field Instructor responsible for overseeing their internship. Field Instructors are directed to rank the level of student competence for all practice behaviors under each competency, based on the student's performance in internship. This measure provides demonstration of competency for a "real practice situation" as mandated by CSWE. Student competence is ranked on a Likert scale from 1-5 (1 = Unacceptable Progress, 2 = Insufficient Progress, 3 = Satisfactory Progress, 4 = Emerging Competence, and 5 = Competent). It is important to note here that the term "Emerging Competence" may be misunderstood to signify subpar professional development. However, the BSW scale for competence has been constructed to align with the School's MSW scale for competence (which places "Emerging Competence" at the level of 3, followed by "Competence" and "Advanced Competence"). This trajectory offers a continuum of learning wherein the BSW program is at the generalist level and MSW goes on to be advanced generalist. For the BSW Senior Field Evaluations, "Emerging Competence" is defined when the student "Consistently shows expected development of and application of the skill or knowledge area in moderately difficult situations with less supervision and support."

The Field Evaluations take place over the course of the BSW students' final semester of internship. Field Instructors submit these assessments electronically to the School of Social Work through Tevera. Tevera is a software program that manages student data, related to internship. A copy of the Senior Field Evaluations can be reviewed in the Appendix. The year 2021 was the first round of students to utilize Tevera in our School and some BSW Field Instructors did not input data correctly. Therefore, the number (n) of Field Evaluations is somewhat lower than those for the second measure (Senior Case Study) which was comprehensive of the entire graduating cohort. For the Field Evaluations, the number of students (33) is an average of the number of evaluations submitted for all of the Competencies which ranged from 31-35. The issues faced by Field Instructors with Tevera have since been remedied.

Assessment Measure #2: Senior Case Study

The second measure of assessment for BSW students is the Senior Case Study. This assignment is in the form of a large paper, assigned to all seniors at midterm during their final semester in the Professionalism Course (S WK 418). Students are provided a case study, assignment description and grading rubric (see Appendix).

For the Senior Case Study, each set of questions is associated with one of the Council on Social Work Education's (CSWE) nine Core Competencies. All competencies are measured in this paper and the grading rubric mirrors CSWE language closely (See Appendix). Responses demonstrate level of mastery for each competency and multiple related dimensions. For example, to address Competency #5, students are asked to: 1) Describe the history and current social policies and services that have impacted the delivery of and access to social services for the client(s); and 2) Suggest policy development or changes for the given case.

Student competence, as displayed in the Senior Case Study paper, is assessed by the Program's Assessment Coordinator. Students receive a score of 1 – 5, for each of the nine competencies, rating their level of development, as displayed through their written work. 1 = Unacceptable Progress, 2 = Insufficient Progress, 3 = Satisfactory Competence, 4 = Emerging Competence, and 5 = Competent. An additional five points are assigned for spelling, grammar and APA format, as well as overall organization and professionalism of the paper, making the overall assignment worth 50 points total.

Benchmark

The benchmark percentage for each competency has been set at 80%. This means that at least 80% of the students must score 4 or 5 on a five-point scale. The percentage of students who achieve benchmark for all nine competencies is reported, for both measures (and averaged). The assessment data table has been altered so that it accurately reflects that there is just one BSW program for which the School of Social Work is reporting data.

**Assessment Data Collected during the Academic Year (2020-2021)
SENIORS FINAL FIELD EVALUATION and SENIOR CASE STUDY**

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		BSW Seniors (Overall) (Measure 1 + 2 / 2)	BSW Senior Field Evaluations (Measure 1) n = 33	BSW Senior Case Study (Measure 2) n = 38
Competency 1: Demonstrate Ethical and Professional Behavior	80%	85%	75%	95%
Competency 2: Engage Diversity and Difference in Practice	80%	84%	73%	95%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	79%	67%	92%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	61%	63%	58%
Competency 5: Engage in Policy Practice	80%	78%	72%	84%

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	85%	81%	89%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	85%	80%	89%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	83%	77%	89%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	82%	75%	89%