

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)
COLORADO STATE UNIVERSITY 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

Assessment Measure #1: Final Field Evaluation	
Dimension(s) assessed:	Knowledge, Values, Skills and Cognitive & Affective Processes
When/where students are assessed:	SOWK 588: Foundation Field Placement <ul style="list-style-type: none"> • RI-Spring semester, generalist year • Online- Spring semester, Year 2, generalist
Who assessed student competence:	Field instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	The benchmark for each competency is that 80% of the students will earn a mean score rating of 3 (basic competence) or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	The program faculty set the expectation that a minimum of 80% of students will demonstrate proficiency in each of the nine competencies across the two measures
Assessment Measure #2: Course-embedded Measures	
Dimension(s) assessed:	Knowledge
When/where students are assessed:	SOWK500: Principles and Philosophy of Social Work <ul style="list-style-type: none"> • RI-Fall semester, generalist year • Online-Spring semester, Year 1, generalist SOWK530: Anti-Oppressive Social Work Practice <ul style="list-style-type: none"> • RI-Fall semester, generalist year • Online-Summer semester, Year 1, generalist SOWK511: Small Systems Practice Skills <ul style="list-style-type: none"> • RI-Fall semester, generalist year • Online-Summer semester, Year 1, generalist SOWK515: Theoretical Foundations for Social Work <ul style="list-style-type: none"> • RI-Fall semester, generalist year • Online -Spring semester, Year 1, generalist SOWK520: Social Welfare Policy and Advocacy <ul style="list-style-type: none"> • RI-Spring semester, generalist year • Online-Fall semester, Year 1, generalist SOWK592: Field Seminar

	<ul style="list-style-type: none"> • RI-Spring semester, generalist year • Online- Spring semester, Year 2, generalist
Who assessed student competence:	Instructor of record
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	The benchmark for each competency is that 80% of the students earn a mean score rating of 3 (basic competence) or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	The program faculty set the expectation that a minimum of 80% of students will demonstrate proficiency in each of the nine competencies across the two measures

Note. RI= Resident-instruction students; Online=Distance Hybrid students

Summary of the Program's Assessment Plan | Advanced Generalist Practice

Assessment Measure #1: Final Field Evaluation	
Dimension(s) assessed:	Knowledge, Values, Skills and Cognitive & Affective Processes
When/where students are assessed:	SOWK 688: Concentration Field Placement <ul style="list-style-type: none"> • RI-Spring semester, advanced generalist year • Online- Fall semester, Year 2, advanced generalist
Who assessed student competence:	Field instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	The benchmark for each competency is that 80% of the students earn a mean score rating of 3 (basic competence) or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	The program faculty set the expectation that a minimum of 80% of students will demonstrate proficiency in each of the nine competencies across the two measures
Assessment Measure #2: Course-embedded Measures	
Dimension(s) assessed:	Knowledge
When/where students are assessed:	SOWK600: Methods of Research I <ul style="list-style-type: none"> • RI-Fall semester, advanced generalist year • Online- Summer semester, Year 2, advanced generalist SOWK631: Advanced Practice w/ Communities <ul style="list-style-type: none"> • RI- Spring semester, advanced generalist year • Online- Spring semester, Year 1, advanced generalist

	<p>SOWK630: Advanced Practice w/ Individuals</p> <ul style="list-style-type: none"> • RI-Fall semester, advanced generalist year • Online- Summer semester, Year 1, advanced generalist <p>SOWK634: Advanced Practice w/ Families and Groups</p> <ul style="list-style-type: none"> • RI-Spring semester, advanced generalist year • Online- Spring semester, Year 2, advanced generalist <p>SOWK633: Contemporary Issues in Social Welfare Policy</p> <ul style="list-style-type: none"> • RI-Fall semester, advanced generalist year • Online- Summer semester, Year 1, advanced generalist <p>SOWK698: Advanced Research and Social Work Capstone</p> <ul style="list-style-type: none"> • RI-Spring semester, advanced generalist year • Online- Fall semester, Year 2, advanced generalist
Who assessed student competence:	Instructor of record
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	The benchmark for each competency is that 80% of the students earn a mean score rating of 3 (basic competence) or higher
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	The program faculty set the expectation that a minimum of 80% of students will demonstrate proficiency in each of the nine competencies across the two measures

Note. RI= Resident-instruction students; Online=Distance Hybrid students

**Assessment Data Collected During the Academic Year (2022-2023)
ON-CAMPUS PROGRAM**

COMPETENCY	COMPETENCY BENCHMARK	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK:	
	Generalist Practice	Advanced Generalist Practice	Generalist Practice N = (59)	Advanced Generalist Practice N = (41)
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	97.1%	100%
Competency 2: Engage Diversity and Difference in Practice	80%	80%	98.35%	98.7%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	96.55%	97.5%
Competency 4: Engage In Practice informed Research and Research informed Practice	80%	80%	98.1%	99.75%
Competency 5: Engage in Policy Practice	80%	80%	96.5%	96.4%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	95.45%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	96.9%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	97.2%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	98.1%	100%

Assessment Data Collected during the Academic Year (2022-2023)
ONLINE PROGRAMS

COMPETENCY	COMPETENCY BENCHMARK	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK:	
	Generalist Practice	Advanced Generalist Practice	Generalist Practice N = (43)	Advanced Generalist Practice N = (62)
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	99%	94.1%
Competency 2: Engage Diversity and Difference in Practice	80%	80%	96.95%	98.4%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	96.35%	98.3%
Competency 4: Engage In Practice informed Research and Research informed Practice	80%	80%	95.65%	95.25%
Competency 5: Engage in Policy Practice	80%	80%	90.65%	95.75%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	97.1%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	89.95%	97.05%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	96.65%	97.1%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	89.95%	96.35%

OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
Assessment Data Collected during the Academic Year
(2022-2023) All Program Options Combined

COMPETENCY	COMPETENCY BENCHMARK	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK:	
	Generalist Practice	Advanced Generalist Practice	Generalist Practice N = (102)	Advanced Generalist Practice N = (103)
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	98%	97.3%
Competency 2: Engage Diversity and Difference in Practice	80%	80%	95.8%	99.1%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	96.9%	98.8%
Competency 4: Engage In Practice informed Research and Research informed Practice	80%	80%	100%	98.5%
Competency 5: Engage in Policy Practice	80%	80%	98.1%	96.8%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	97.4%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	96.4%	99.2%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	98%	98.9%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	97.6%	98.8%