

UNIVERSITY OF PORTLAND DOROTHY DAY BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON JANUARY, 2013 (FOR ACADEMIC YEAR 11-12)

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 100%
Apply Ethical Principles	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 97%*
Apply Critical Thinking	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills). Every three years, this skill is assessed through independent ratings of student writing and oral work.	Practicum assessments (how well they learned skill): 100%
Engage Diversity in Practice	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 100%

Advance Human Rights/ Social and Economic Justice	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 97%*
Engage Research Informed Practice/ Practice Informed Research	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 97%*
Apply Human Behavior Knowledge	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 97%*
Engage Policy Practice to Advance Well-Being and Deliver Services	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 97%*
Respond to Practice Contexts	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 100%
Practice Engagement	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 100%
Practice Assessment	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 100%
Practice Intervention	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students' performance in practica (students and instructors work together to assess skills).	Practicum assessments (how well they learned skill): 100%
Practice Evaluation	4.0+ (on a likert-type scale from 1 to 5, where 5 = mastery) on combined student and field instructor evaluations of students'	Practicum assessments (how well they learned skill): 100%

performance in practica (students and instructors work together to assess skills).

*In reviewing the data, it became apparent that one student of 16 did not receive "mastery" ratings on several items. After discussions between the Practicum Director and Field Instructor for this student, it was revealed that in rating the student on some items, the field instructor gave a lower score on those items on which the student was not focusing that semester. So, the field instructor felt the student was mastering the skill, but the student wasn't actively working on that skill the last semester. More training around how to use the assessment tool will be given to field instructors so that assessment is more reliable and valid. Beginning 12-13, students will be asked to assess their skills independently at the end of spring semester.

Though they are a part of assessment processes, alumni and advisory board surveys were not conducted this academic year. The alumni survey is conducted every other year and is being revised for the coming survey year. The advisory board meeting wasn't held last year due to programmatic changes. Both will be implemented this coming academic year. The program may also make the advisory board surveys part of implicit program assessment instead.