**Assessment Measure #1: Final Evaluation of Student's Field Education Experience**

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<th>All 9 competencies (EPAS 2015)</th>
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</thead>
<tbody>
<tr>
<td>When/where students are assessed:</td>
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<td>Who assessed student competence:</td>
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</tr>
<tr>
<td>Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:</td>
<td>The minimum score indicative of achievement is “Met expectations.” Our assessment uses a 3-point Likert scale consisting of “Exceeded expectations,” “Met expectations,” or “Did not meet expectations.”</td>
</tr>
<tr>
<td>Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:</td>
<td>85%</td>
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**Assessment Measure #2: Foundation Curriculum Assessment Instrument (FCAI) source: Social Work Education Assessment Project (SWEAP)**

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<tr>
<td>Who assessed student competence:</td>
<td>The student completes the FCAI assessment, a knowledge-based evaluation.</td>
</tr>
<tr>
<td>Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:</td>
<td>The minimum score indicative of achievement is 50 points.</td>
</tr>
<tr>
<td>Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Assessment Measure #3: Integrative Seminar Assessment**

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<tbody>
<tr>
<td>When/where students are assessed:</td>
<td>Every semester, graduating MSW students enroll in the Integrative Seminar.</td>
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<tr>
<td>Who assessed student competence:</td>
<td>The primary instructor evaluates the student on mastery of EPAS 2015.</td>
</tr>
<tr>
<td>Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:</td>
<td>The minimum score indicative of achievement is “Agree.” Our assessment uses a 4-point Likert scale consisting of “Strongly agree, Agree, Disagree, or Strongly Disagree.”</td>
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<td>Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:</td>
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## Summary of the Program’s Assessment Plan | Specialized Practices

### Area of Specialized Practice #2: CHILDREN AND FAMILIES

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*source: Social Work Education Assessment Project (SWEAP)*

| **Dimension(s) assessed:** All 9 competencies (EPAS 2015) |
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Summary of the Program’s Assessment Plan | Specialized Practices

Area of Specialized Practice #5: MENTAL HEALTH AND SUBSTANCE MISUSE

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</table>
Assessment Data Collected during the Academic Year 2019-2020 (Fall, Spring, Summer)
Program Option #1: CAMPUS BASED

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ALL CAMPUS BASED</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>N = 1362</em></td>
</tr>
</tbody>
</table>

Competency 1: Demonstrate Ethical and Professional Behavior
- 85%
- 92
- 93
- 84
- 94

Competency 2: Engage Diversity and Difference in Practice
- 85%
- 95
- 95
- 95
- 96

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- 85%
- 94
- 95
- 92
- 95

Competency 4: Engage in Practice-informed Research and Research-informed Practice
- 85%
- 84
- 85
- 76
- 86

Competency 5: Engage in Policy Practice
- 85%
- 83
- 85
- 74
- 85

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 85%
- 86
- 84
- 87
- 88

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 85%
- 96
- 96
- 94
- 97

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 85%
- 95
- 96
- 91
- 97

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- 85%
- 90
- 90
- 86
- 93

Optional: Students TOTAL score on SWEAP FCAI met national benchmark
- 85%
- 90
- 89
- 80
- 96
### Assessment Data Collected during the Academic Year 2019-2020 (Fall, Spring, Summer)
Program Option #2: ONLINE

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK</th>
<th>ALL ONLINE</th>
<th>Area of Specialized Practice #1 AGING</th>
<th>Area of Specialized Practice #2 CHILDREN &amp; FAMILIES</th>
<th>Area of Specialized Practice #3 COMMUNITY &amp; ADMINISTRATIVE PRACTICE</th>
<th>Area of Specialized Practice #4 MENTAL HEALTH &amp; SUBSTANCE MISUSE</th>
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<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>85%</td>
<td>95</td>
<td>82</td>
<td>94</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>85%</td>
<td>96</td>
<td>82</td>
<td>96</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>85%</td>
<td>94</td>
<td>81</td>
<td>94</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
<td>85%</td>
<td>86</td>
<td>99</td>
<td>84</td>
<td>89</td>
<td>88</td>
</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>85%</td>
<td>86</td>
<td>98</td>
<td>82</td>
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<td>86</td>
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<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
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Note: when the sample sizes are very different, proper caution should be exercised when interpreting comparison results.
OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
Assessment Data Collected during the Academic Year 2019-2020 (Fall, Spring, Summer)

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</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>85%</td>
<td>84</td>
<td>98</td>
<td>84</td>
<td>91</td>
<td>74</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>85%</td>
<td>87</td>
<td>98</td>
<td>86</td>
<td>86</td>
<td>87</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>85%</td>
<td>95</td>
<td>99</td>
<td>95</td>
<td>97</td>
<td>94</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>85%</td>
<td>95</td>
<td>99</td>
<td>96</td>
<td>93</td>
<td>91</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>85%</td>
<td>90</td>
<td>65</td>
<td>90</td>
<td>83</td>
<td>86</td>
<td>91</td>
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<tr>
<td>Optional: Students TOTAL score on SWEAP FCAI met national benchmark</td>
<td>85%</td>
<td>89</td>
<td>100</td>
<td>88</td>
<td>95</td>
<td>80</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>

*Note: when the sample sizes are very different, proper caution should be exercised when interpreting comparison results.*