

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)
PUCPR 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 students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

PUCPR BSW Program use in both campuses (Ponce and Mayaguez) two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education The measurement of competencies in the courses is done through different activities that allow students to demonstrate their mastery of competencies. Activities such as oral presentations, reflective papers, role plays, written reports or case analysis are used. For each activity a rubric is used with a scale of 1 to 4 points for each item (1- does not dominate the competition, 2- partially dominates the competition, 3- dominates the competition 4- dominates the competition outstandingly) The second measurement of competences occurs in practice (field practice). This measure of competence occurs in the final year of studies when the student is assigned to a real scenario for practice with individuals, families, groups, communities and organizations.

PUCPR BSW Program: Ponce and Mayaguez Campuses Summary of the Program's Competency-based Assessment Plan Generalist Practice

Field Practice Evaluation Instruments

Assessment Measure #1: Field Practice Reflection Exercise (Students reflect on the experience gained in their practice scenario in the areas of social policy, professional behavior, diversity and engagement with people, families, groups and communities). (Competencies 1-9)	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive and affective dimensions
When/where students are assessed:	At the end of the course SOWK 432 in the first semester of the last academic year
Who assessed student competence:	Field Education Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points
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: Oral presentation of one case (To assess the student's mastery in the professional behavior competencies; engagement with diversity, human rights and social justice; research-informed practice; and engagement, assessment, intervention, evaluation with individuals, families, groups, communities and organization. (Competencies 1-9)	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive and affective dimensions
When/where students are assessed:	At the end of the course SOWK 434 in the second semester of the last academic year
Who assessed student competence:	Field Education Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Course-embedded Competencies Assessment

Assessment Measure #1: Interview exercise (Rubric) (Competency 1)	
Dimension(s) assessed:	Cognitive and affective
When/where students are assessed:	At the end of the course SOWK323
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points
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 Oral Presentation (rubric)		(Competency 2)
Dimension(s) assessed:	Knowledge and values	
When/where students are assessed:	At the end of the course SOWK 214	
Who assessed student competence:	Course Instructor	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points	
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 # 3 Interview to elder person (rubric)		(Competency 3)
Dimension(s) assessed:	Knowledge, values, skills, and cognitive and affective dimensions	
When/where students are assessed:	At the end of the course SOWK 415	
Who assessed student competence:	Course Instructor	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points	
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 # 4 Research Article Review (rubric)		(Competency 4)
Dimension(s) assessed:	Knowledge and skills	
When/where students are assessed:	At the end of courses SOWK 301	
Who assessed student competence:	Course instructor	
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points	
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 # 5 Oral Presentation Rubric about the intersection between human rights, social justice and social context, and how impact social policy development and implementation (Competency 5)	
Dimension(s) assessed:	Values and skills
When/where students are assessed:	At the end of the course SOWK 209
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points
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 #6: Theory application exercise (Rubric) (Competency 6)	
Dimension(s) assessed:	Knowledge cognitive and affective
When/where students are assessed:	At the end of the course SOWK 210
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4. possible points
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 #7: Task Centered Model Exercise (Rubric) (Competency 7)	
Dimension(s) assessed:	Values, cognitive and affective
When/where students are assessed:	At the end of course SOWK 309
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 of 4 possible points
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 #8 Oral Presentation (Rubric)		(Competency 8)
Dimension(s) assessed:		Knowledge, cognitive and affective
When/where students are assessed:		At the end of course SOWK 304
Who assessed student competence:		Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:		3 of 4 possible points
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 #9 Case Study Analysis		(Competency 9)
Dimension(s) assessed:		Values and Knowledge
When/where students are assessed:		At the end of course SOWK 307
Who assessed student competence:		Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:		3 of 4 possible points
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:		80%

Summarize the Program's Competency-based Assessment Plan

Generalist Practice Directions for completing Form AS 4

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns to accurately reflect the number of program options offered. *This is a required form.* The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies program. However, beyond these formatting alternations, the program may not alter the content of this form.

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK		PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	GENERALIST PRACTICE	Aggregate of Students from All Program Options n = 207	Ponce campus n = 113 students	Mayaguez campus n = 94 students
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will demonstrate competence inclusive of 2 or more measures	96	96	96
Competency 2: Engage Diversity and Difference in Practice	80% of students will demonstrate competence inclusive of 2 or more measures	94	97	91

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will demonstrate competence inclusive of 2 or more measures	97	99	95
Competency 4: Engage in Practice-informed Research and Research-informed Practice	80% of students will demonstrate competence inclusive of 2 or more measures	93	95	92
Competency 5: Engage in Policy Practice	80% of students will demonstrate competence inclusive of 2 or more measures	96	93	98
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	98	96	100
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	92	93	91
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	94	96	91
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will demonstrate competence inclusive of 2 or more measures	89	93	85