



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation (COA)
Department of Social Work Accreditation (DOSWA)
Baccalaureate and Master's Social Work Program Accreditation

2022 EPAS
Form AS B5.0.1(d) | Public Reporting of Assessment Outcomes
Year 2024-2025

Baccalaureate in Arts in Social Work (BASW)

Generalist Practice | Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1: 1 Case study: Apply ethical standards 2. Analysis about ethnocentrism and racism Movie: "My name is Khan" 3. Review of a research article 4. Reflection of a Visit to a Community 5. Evaluation Guide for Interviewing a Support 6. Presentation of the initial interview: Role Play	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice 1. Evaluative Guide for Critical Reflection 2. Evaluative Guide for the Presentation of an Intervention	3 of 4 points on each criterion	
Competency 2: Advance Human Rights and Social, Racial,	Instrument 1:	3 of 4 points on each criterion	

Economic, and Environmental Justice	1. Identifies social policies that affect the rendering of social services 2. Analyzes the impact of the social policies in the promotion of social justice and human rights.		80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice 1. Offers an example of the strategies used to manage personal values in the intervention with the client and their circumstances. 2. Identify opportunities to do social justice in the participating system, according to its particular reality	3 of 4 points on each criterion	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Instrument 1: 1. Movie: “My name is Khan” Identifies concepts about Human behavior and Social Environment, diversity, oppression and power structures. 2. Oral Presentation: Topic on diversity that should include Description of the social, racial, or oppressive injustices that affect the life experience of this diverse population. 3. Reflexion on the self-regulation of personal values when working with persons with mental health conditions. 4. Application of a task-centered model to a given film. 4. Interview with an older adult: discrimination in access to services	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice: Case 1. Identify the discriminated or oppressed groups (e.g., race, sex, ethnicity, sexual orientation, religion, disability, age, etc.) to which the participating system belongs or how this influences the problem or situation being addressed. 2. Identify how the rights of the participating system are violated or	3 of 4 points on each criterion	

	recognized, according to its particular reality.		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Instrument 1: 1. Review of a Thesis, Dissertation or Research Article to: 1. Identifies an appropriate theoretical approach. 2. Identifies sources of scientific information. 3. Applies knowledge to the search in databases. 4. Recognizes the steps of the scientific method	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice: 1. Establishes the intervention plan or strategies based on scientific literature on the problem or situation identified.	3 of 4 points on each criterion	
Competency 5: Engage in Policy Practice	Instrument 1: Oral presentation about a social policy 1. Identifies social policies that affect the rendering of social services. 2. Analyzes the impact of the social policies in the promotion of social justice and human rights.	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice 1. Identify the agency's public policy and explain how it impacts well-being and access to services. 2. Mention the changes that you would apply to the agency to improve quality and access to the service. 3. Describe how the participating system's experience(s) of discrimination or oppression influences the problem or situation.	3 of 4 points on each criterion	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Instrument 1: 1. Assessment exercise: A weighting of the assigned film. Use the weighting scheme and the		

	accompanying intervention plan outline 2. Assess on the case assigned (film assigned). 3. Interview observation (rubric) Some empathetic response is observed during the interview process.	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice: Evaluative Guide for Critical Reflection 1. Mention how you use empathy and other personal skills to demonstrate your commitment to the diversity of participants and their circumstances	3 of 4 points on each criterion	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Instrument 1: Homework 1. Application of the problem-solving model. 2. Make an action or intervention plan according to the Task-Centered Model. 3. Students identified the strategies for the Intervene with individuals, families, groups organizations, and communities	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Interview observation (rubric) 1. Some empathetic response is observed during the interview process 2. Describe the participating system; their demographic, socioeconomic characteristics, family composition 3. Identify how the rights of the participating system are violated or recognized, according to its particular reality. 4. Presents the concurrent and critical factors that affect the situation of the participating system. 5. Critically describe how the future intervention can be improved with the situation or problem of the	3 of 4 points on each criterion	

	participating system that you presented		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Instrument 1: Film assigned (Weighting) 1. The goal(s) are congruent with the problem or critical factor(s). 2. The objectives respond to the goal(s). 3. The objectives are clear and specific (what, how, when, how much, who) 4. The activities or strategies are congruent with the objectives or the problem(s) identified 5. Set the time appropriately for each strategy	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures
	Instrument 2: Field Practice 1. Mention the results achieved with your participants during the practice experience. 2. The intervention plan includes goal(s), objectives, intervention strategies and evaluation. 3. Resource mobilization, mediation, representation of the participant's interests or other roles.	3 of 4 points on each criterion	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Instrument 1: 1. Assessment exercise: A weighting of the assigned film. 2. Reflection on visiting a community: appropriately identifies the different group approaches, according to the identified problem. Evaluates the strengths and weaknesses of each group approach. Identify and evaluates the accomplishments and challenges of community organization. Offers recommendations to the community based on what has been learned in class. 3. Homework: Application of the problem-solving model. Students identified the strategies for the evaluation of the outcomes	3 of 4 points on each criterion	80% of students will demonstrate competence inclusive of 2 measures

	<p>Instrument 2: Field Practice; Evaluation Guide for Weighting and Intervention Plan</p> <ol style="list-style-type: none"> 1. Use of knowledge about the person-environment relationship or other theoretical frameworks with the participating system 2. Establishes the intervention plan or strategies based on scientific literature on the problem or situation identified. 3. Describes the results achieved with the participating system taking into account the person-environment relationship or other theoretical frameworks 	<p>3 of 4 points on each criterion</p>	

Generalist Practice | Summary of Outcomes

Assessment Data Collected on: December 2024 and May 2025

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = 139	Program Option 1 Outcomes: Ponce n = 99	Program Option 2 Outcomes: Mayaguez n = 40
Competency 1: Demonstrate Ethical and Professional Behavior	80%	89%	Instrument 1: 91% Instrument 2: 91% Final: 91%	Instrument 1: 87% Instrument 2: 87% Final: 87%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	80%	89%	Instrument 1: 91% Instrument 2: 94% Final: 92.5%	Instrument 1: 93% Instrument 2: 77% Final: 85%
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	80%	92%	Instrument 1: 87% Instrument 2: 86% Final: 87%	Instrument 1: 93% Instrument 2: 100% Final: 96.5%
Competency 4: Engage in Practice- informed Research and Research-informed Practice	80%	79%	Instrument 1: 79% Instrument 2: 78% Final: 79%	Instrument 1: 65% Instrument 2: 93% Final: 79%

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = 139	Program Option 1 Outcomes: Ponce n = 99	Program Option 2 Outcomes: Mayaguez n = 40
Competency 5: Engage in Policy Practice	80%	84%	Instrument 1: 89% Instrument 2: 87% Final: 88%	Instrument 1: 90% Instrument 2: 67% Final: 79%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	91%	Instrument 1: 86% Instrument 2: 90% Final: 87%	Instrument 1: 90% Instrument 2: 100% Final: 95%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	90%	Instrument 1: 78% Instrument 2: 83% Final: 88%	Instrument 1: 83% Instrument 2: 100% Final: 92%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	81%	Instrument 1: 90% Instrument 2: 88% Final: 89%	Instrument 1: 58% Instrument 2: 85% Final: 72%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	83%	Instrument 1: 75% Instrument 2: 82% Final: 79%	Instrument 1: 89% Instrument 2: 85% Final: 87%