

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)

UNIVERSITY OF VALLEY FORGE BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES- Fall 2022- Spring 2023

Form AS 4(B): A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

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.

Assessment Measure #1: Ethical Dilemma Research Paper	
Dimension(s) assessed: Communication Students will develop and use effective oral and written communication in working with individuals, families, groups, communities, and colleagues.	Values

When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 403- Ethics in Practice
Who assessed student competence: Social Work Program Faculty	Faculty teaching SWK 403
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	64 out of 80 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% of students	80% of students
Assessment Measure #2: Research Project, Paper, and Presentation	
Dimension(s) assessed: Information Students will be competent in using theory to make connections between research and problems in social work practice situations.	Knowledge
When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 411

Who assessed student competence: Director of Social Work Program	Faculty teaching SWK 411
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	172 out of 215 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% of students	80% of students

Assessment Measure #3: Preparation and execution of Group Work	
Dimension(s) assessed: Interpersonal Skills/Communication Skills: Students develop and use effective oral and written communication in working with individuals, families, groups, communities, and colleagues.	Skill/ Cognitive and Affective Process
When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 383- Social Work Practice II: Group assignment

Who assessed student competence: Social Work Program Faculty	Faculty teaching SWK 383
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	80 out of 100 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% of students	80% of students
Assessment Measure #4: Code of Ethics Paper	
Dimension(s) assessed: Professional Students will exercise self-awareness, reflection, and effective use of supervision as part of the development of professional and personal self.	Knowledge
When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 123- Introduction to Social Work
Who assessed student competence: Director of Social Work Program	Faculty teaching SWK 123

Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	64 out of 80 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% of students	80% of students

Assessment Measure #5: Developmental Stage Research Paper	
Dimension(s) assessed: Professional Students utilize generalist social work knowledge, skills and ethics to execute professional practice with all systems- individuals, families, groups, organizations, and communities.	Knowledge and skills
When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 423 Human Behavior and Social Environment II

Who assessed student competence: Social Work Program Faculty	Faculty teaching SWK 423
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	80 out of 100 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% of students	80% of students
Assessment Measure #6: Thesis Research paper	
<p>Dimension(s) assessed: Interpersonal Skills</p> <p>Students exercise self-awareness, reflection, and effective use of supervision as part of professional and personal self.</p>	Knowledge, values, skills, cognitive and affective processes
When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 433 Senior Field Seminar I
Who assessed student competence: Director of Social Work Program	Faculty teaching SWK 433

Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	800 out of 1000 students
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:80% of students	80% of students

Assessment Measure #7: Spirituality and Social Work Research paper	
<p>Dimension(s) assessed: : Spiritual Development or Formation</p> <p>Students will integrate social work practice with a Christian worldview and demonstrate tolerance regarding different perspectives.</p>	Knowledge and skills
When/where students are assessed: 2022-2023 Fall/Spring Semester, in the classroom setting at UVF	SWK 303- Spirituality and Social Work
Who assessed student competence: Social Work Program Faculty	Faculty teaching SWK 303
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9: 80% or better	160 out of 200 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% of students	80% of students
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Assessment Data Collection and Specific Changes during the Academic Year (2022-2023)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		CHANGES MADE
		BSW Program n = (2-10 students)	BSW Program (Location: In the classroom and during Field	Specific changes made in the program based on these assessment outcomes

			Placement. Delivery Method: Oral and written assessment, as well as role play). n = (Number of students)	with clear links to the data for each program option.
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will score 80% or better on Communication skills: Student will develop and use effective oral and written communication in working with individuals, families, groups, communities, and colleagues. Professional Students will articulate the theoretical and	88.5%	88.5%	Overall consistency with meeting this benchmark, in the 2021-2022 academic year 90% of students met the benchmark. This is thought to reflect the highly relational

	<p>practical dimensions of a vocation and demonstrate the essential knowledge and skills necessary to lead with excellence within that vocation</p>			<p>approach in teaching social work, and thus resulted in the students' continued excelling in this area. Students seem responsive to integration of a Christian worldview and applying ethical standards to the micro, mezzo, and macro levels of practice.</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>80% of students will score 80% or better on Spiritual Development or Formation: Students will integrate social</p>	90%	90%	<p>Overall consistency with meeting this benchmark, in the 2021-2022</p>

	<p>work practice with a Christian worldview and demonstrate tolerance regarding different perspectives.</p> <p>Interpersonal Skills: Students will exercise self-awareness, reflection, and effective use of supervision as part of the development of professional and personal self.</p>			<p>academic year 90% of students met the benchmark.</p> <p>A transition from only in-class learning to field trips, guest speakers, and campus wide events seems to have increased the students' ability to learn and practice multicultural social work.</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>80% of students will score 80% or better: Students will be competent in using theory to make connections</p>	62.5%	62.5%	<p>To address low scores in the area of advancing human rights and social, economic,</p>

	<p>between research and problems in social work practice situations.</p>			<p>and environmental justice, a new method of learning was integrated during the 2022-2023 academic year. Students were required to complete a macro level research study involving the campus. Students form a task group, decide the social issue addressed and how it will be measured and propose problem-solving methods.</p>
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				<p>Students learn to work with different personalities, identify strengths, problem-solving methods, and learn that research is needed and valid and the limitations of research.</p> <p>One change approved was changing the course number from SWK 323 to SWK 423 to address the level of expectation and standard placed on students during the course.</p>
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<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p>	<p>80% of students will score 80% or better: Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions. Students will be competent in using theory to make connections between research and problems in social work practice situations.</p>	<p>66.5%</p>	<p>66.5%</p>	<p>Starting during the 2021-2022 academic year, the Director of School Work Program reassessed the format of SWK 411 Social Work Research, to more effectively fit UVF social work student population. The research project is broken down into four steps to allow students to complete the project/paper in manageable time frames. During class</p>
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				<p>time, students are also allotted designated time in the library to utilize the resources, as well as the Librarian.</p> <p>The Thesis Research paper used to assess the outcome for Competency #4 encompasses all competencies, dimensions and dimensions of the social work program. The standards utilized to assess the outcome have</p>
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				continued to be developed during the 2021-2022 and 2022-2023 academic years. Social work faculty divided the assignment in sections and focused on students' time management.
Competency 5: Engage in Policy Practice	80% of students will score 80% or better: Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.	100%	100%	Changes made during the 2021-2022 academic year to SWK 411 Social Work Research rubric have increased students' understandin

				g of the importance and effect of policy changes and evaluation on client's treatment.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will score 80% or better: Communication skills: Students will develop and use effective oral and written communication in working with individuals, families, groups, communities, and colleagues.	88.5%	88.5%	The outcome reflects significant changes to the Social Work Practice courses, i.e. SWK 373 Social Work Practice I, SWK 383 Social Work Practice II, and SWK 391 Social Work Practice III. The Social Work Faculty assessed the

				effectiveness of teaching, modeling, and applying the Generalist Intervention Model (competencies #6-9) during the Practice courses. All three practice courses used a different textbook, which did not allow for continuity of learning. The Director of the Social Work Program and Director of Field Placement made the decision to assign the same
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				<p>required reading/text book to Practice I and Practice II. The required text for these two classes is split between the two courses. Practice I focuses on the first six chapters and Practice II targets the remainder of chapters. The courses have since displayed a consistent teaching model from engagement through assessment. The courses clearly prepare the</p>
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				students for Practice III and Human Behavior in the Social Environment II (macro level practice).
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will score 80% or better: Interpersonal Skills: Student will exercise self-awareness, reflection, and effective use of supervision as part of the development.	49.5%	49.5%	To address low scores in the area of professional practice skills, specifically assessing individuals, families, groups, organizations, and communities, Social Work Faculty modified the previous Junior Placement (SWK 391

				<p>Practice III) hours with field trips and speakers. The minimal and ineffective amount of hours required for Junior Field Placement was replaced with off-campus visits to increase exposure to various areas of social work. Students visit: Access- overview of 5 programs, heard from 5 supervisors and 2 field placement students and Chariots for Hope-</p>
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				<p>international agency that focuses on holistic organ care based out of Kenya, Africa.</p> <p>Students are provided the opportunity to hear from 3 speakers practicing in diverse fields, i.e. foster care, hospice, and children and adolescence in the public school setting.</p>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>80% of students will score 80% or better:</p> <p>Communication skills: Student will develop and use effective oral and written</p>	49.5%	49.5%	<p>To address low scores in the area of intervention with individuals, groups,</p>

	communication in working with individuals, families, groups, communities, and colleagues.			organizations , and communities, the program instituted an increased focus on group work, specifically weekly role plays. The students' are exposed to various formats of group therapy work via media, speakers, agency visits, in-class, and video.
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<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>80% of students will score 80% or better: Information Literacy/Critical Thinking Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.</p>	<p>33%</p>	<p>33%</p>	<p>To address low scores in the areas of professional practice in the evaluation stage of the GIM, students' written and oral communication skills have been targeted during in-class and in the field opportunities, such as field trips, speakers, time slots in the library and use of resources. Students' are provided, modeled, and assessed time</p>
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				management skills and an increased focus on integration of classroom materials and micro and mezzo level practice.
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