

ASSESSMENT OF STUDENT LEARNING OUTCOMES
UTSA MASTERS OF SOCIAL WORK PROGRAM
 LAST COMPLETED ON June 2018

Form AS4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated 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 each benchmark.*

4.0.4: *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to 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 which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which 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	PERCENT OF STUDENTS ACHIEVING BENCHMARK					
		Cultural Competence Specialization Spring 2017			Cultural Competence Specialization Spring 2018		
	Faculty and Field Instructors independently assess student mastery on specialized practice behaviors	Field Instructor	Faculty	2017 Average	Field Instructor	Faculty	2018 Average
	Performance Goal: At least 80% of students will be assessed as having demonstrated competency attainment for each competency with a score of "4" or above on the scale below:						
Identify as a Professional Social Worker	Student rated "4" or above on the following scale: 1- Unacceptable, 2-Beginning, 3-Developing, 4-Competent, 5-Exemplary	94.4	92.5	93.5	91.7	98.7	95.2
Apply Ethical Principles		86.1	92.5	89.3	94.4	100.0	97.2
Apply Critical Thinking		94.4	85.0	89.7	100.0	92.1	96.1
Engage Diversity in Practice		88.4	97.5	93.0	93.1	93.4	93.3
Advance Human Rights/ Social and Economic Justice		83.3	100.0	91.7	91.7	100.0	95.9
Engage Research Informed Practice/ Practice Informed Research		92.3	81.7	87.0	100.0	91.2	95.6
Human Behavior Knowledge		83.3	95.0	89.2	94.4	100.0	97.2
Engage Policy Practice to Advance Well-Being and Deliver Services		94.4	100	97.2	100.0	97.4	98.7

Respond to Practice Contexts		100.0	90.0	95.0	97.2	97.4	97.3
Practice Engagement		91.3	97.5	94.4	90.3	98.7	94.5
Practice Assessment		85.7	82.1	83.9	88.1	94.7	91.4
Practice Intervention		98.6	82.5	90.6	99.3	94.7	97.0
Practice Evaluation		94.4	92.5	93.5	98.6	86.8	92.7

Rating Scale Utilized

Please use the following **numbers** (1 to 5) to indicate the student's performance level.

5 = Exemplary (EXE)

Excels in the ability to articulate, apply, adapt, and *synthesize* appropriate knowledge (concepts, theories and principles), skills, and values across a *full range of* situations and contexts. Consistently engages in *in-depth* evaluation and correction of one's own work with awareness of implications of social work profession.

4 = Competent (COM)

Demonstrates the ability to articulate, apply, and integrate appropriate knowledge (concepts, theories and principles), skills, and values to *most* situations and contexts. *Independently* engages in evaluation and correction of one's own work.

3 = Developing (DEV)

Demonstrates the ability to articulate, apply, and make connections between *some, but not all*, relevant knowledge (concepts, theories, and principles), skills, and values to *specific structured* situations and contexts. Engages in evaluation and correction of one's own work with *some limitations*.

2 = Beginning (BEG)

Demonstrates occasionally or when prompted the ability to articulate, apply, and make connections between *some, but not all*, relevant knowledge (concepts, theories, and principles), skills, and values to *the current context*. *Typically requires assistance* to engage in evaluation and correction of one's own work.

1 =Unacceptable (UNA)

Demonstrates *difficulty understanding* and applying knowledge (concepts, theories, and principles), skills and values. Performance is concrete and often superficial. *Critical errors* reflect a lack of understanding that severely limits mastery. Does not demonstrate self-awareness or evaluation and correction of one's own work.