Appendix B.4.E
Columbia College
BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON July 2016

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. The social work programs set a measurement benchmark for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

The Program assesses students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:
4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
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.

Note: The timeframe of the reported results fell during a transition period in the program's history. The program adopted updated competencies in the academic year 2015-16. The Field Evaluation Instrument reflect these new competencies. ACAT results are reported to reflect the new competencies.

COLUMBIA COLLEGE
BACCALAUREATE SOCIAL WORK PROGRAM
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COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK Columbia College is an On-Campus Program only			
	Field Evaluation Instrument	2015-16 *N* = 4	ACAT SCORES	2014-15 *N* = 8	2015-16 *N* = 4
Competency 1: Demonstrate Ethical and Professional Behavior	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	100%	100%
Competency 2: Engage Diversity and Difference in Practice	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	100%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	100%	100%
Competency 5: Engage in Policy Practice	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	62.5%	75%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	88.5	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	88.5	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	88.5	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85% of Students will achieve a 3 out of 5 on Field Evaluation Instrument.	100%	80% of students will achieve $\pm$ 1SD of National Mean	88.5	100%

Interpretation

As is evidenced by the *N* for each year reported, Columbia College's Baccalaureate of Social Work Program is in a transitional period, and results of the assessment measures are to be interpreted with caution. ACAT results and reports also indicate that little statistical significance can be drawn from an *N* less then 5.

The Field Evaluation Instrument Benchmark was met for all 9 competencies. The ACAT Benchmark was met in all areas except Competency 5: Engage in Policy Practice.

Program Renewal Plan

Results of the BSW program assessment are used to inform improvements to the educational program, including such activities as co-curricular program planning, curriculum renewal and innovation, faculty development, as well as reviewing and refining assessment protocol and methods.

The results of the ACAT for Competency 5 – *Engage in Policy Practice* - FO9 – were below the established target for both years reported above. Again, the sample size for both years is quite small. Although the other measures that address this same objective demonstrated positive program outcomes, these results are being reviewed by the Program Faculty to better understand its significance. Consistent with our plan for continuous improvement, the faculty will share these results with appropriate constituencies in our Community Partners Meeting in August of 2016, and will develop a plan based on the discussion and outcome of that meeting. Discussions will center on curricular and programmatic implications.

Renewal of Assessment Plan

1.   As noted earlier in this standard, the Student Field Placement Evaluation was changed to measure the new program competencies and practice behaviors. This revision has only one year of data at this point. However it allows the program to more accurately assess the students' mastery of the core competencies as operationalized in the practice behaviors.

2.   Historically the ACAT has been one of the program's main assessment tools, and in fact has been used up through the spring of 2016. Starting in the fall of 2016, the program will use SWEAP, an assessment tool that offers a tighter alignment with the new CSWE competencies, and indeed, tighter measures in general as it provides the program with the ability to take pre and post test measurements of the program's students as well as assessment of previous graduates.

3.   The Senior Thesis will be implemented in 2016-17. This will provide students with the opportunity to demonstrate their ability to practice reflective analysis and integration of the knowledge, values and skills of the profession. Additionally, since the

students will present their Senior Thesis in a workshop setting, they also practice and demonstrate their abilities to present their work in a professional setting, with the added element of professional use of technology. This assignment requires that students not only know and understand the integration of knowledge, values and skills, but that they demonstrate their ability to communicate this to a wider audience. We are eager to use this assignment and assessment tool in the years ahead, to accumulate further data on the students' skill mastery.