**Sample Responses to *Accreditation Standards 4.0.1 and 4.0.2***

**Educational Policy 4.0 states:** *Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance.*

***AS 4.0.1:*** *The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:*

* *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
* *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*
* *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in* ***EP 4.0****.*
* *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.*
* *An explanation of how the program determines the percentage of students achieving the benchmark.*
* *Copies of all assessment measures used to assess all identified competencies.*

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***AS 4.0.1* – Measure 1, Sample 1**

A matrix is one way to present the plan that is easily understood. Accompanying the matrix, the program should also provide a narrative response to EACH element in *AS 4.0.1*. The matrix below describes a performance-based real or simulated practice measure that assesses the observable components (i.e., behaviors) and a minimum of one (1) dimension per the competency.

Note: Each behavior related to the competency is scored individually in this sample, and therefore included in the assessment plan. However, an individual score is not required for each behavior (see Measure 1, Sample 2). If the program elects to assess at the competency-level, rather than the behavior-level, the instrument capturing competency-based student learning outcomes in real or simulated practice situations must list the behaviors associated with that competency on the instrument. Demonstration of competency is assessed via observing behavioral performance in real or simulated practice setting.

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| **Competency** | **Competency Benchmark (%)** | **Measure** | **Behavior(s)** | **Dimension(s)** | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 2: Engage Diversity and Difference in Practice | 90% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Field Instrument | 1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instrument item #6) | Knowledge;  C/A Processes | For Measure 1:  Students must score a minimum of 4 out of 5 points on each item (6-8). | For Measure 1:  Aggregate student scores on items 6, 7, 8 on field evaluation.  (Field instrument provided on pp. XX-XX) | Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher).  Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures.  Determine if this percentage is greater than the competency benchmark. |
| 1. present themselves as learners and engage clients and constituencies as experts of their own experiences (field instrument item #7) | C/A Processes; Values |
| 1. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instrument item #8) | Skills; Values |
| [add rows as needed for each competency] |  |  |  |  |  |  |  |

***AS 4.0.1* – Measure 1, Sample 2**

The matrix below describes a performance-based real or simulated practice measure that assesses the observable components (i.e., behaviors) and a minimum of one (1) dimension per the competency

Note: Each behavior related to the competency is not scored individually in this sample, and therefore behavior-level assessment scores are not included in the assessment plan. An individual score is not required for each behavior (see Measure 1, Sample 2). If the program elects to assess at the competency-level, rather than the behavior-level, the instrument capturing competency-based student learning outcomes in real or simulated practice situations must list the behaviors associated with that competency on the instrument. Demonstration of competency is assessed via observing behavioral performance in real or simulated practice setting.

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| **Competency** | **Competency Benchmark (%)** | **Measure** | **Dimension(s)** | **Outcome Measure Benchmark**  *(minimum score or higher)* | **Assessment**  **Procedures:**  **Outcome Measure** | **Assessment Procedures: Competency** |
| Competency 2: Engage Diversity and Difference in Practice | 90% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Field Instrument | Knowledge;  Values;  Skills; Cognitive/ Affective Processes | For Measure 1:  Students must score a minimum of 4 out of 5 points on item #2. | For Measure 1:  Score on item #2 of field evaluation *(based on the students’ demonstration of behaviors)*  (Field instrument provided on pp. XX-XX) | Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher).  Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures.  Determine if this percentage is greater than the competency benchmark. |
| [add rows as needed for each competency] |  |  |  |  |  |  |

***AS 4.0.1* – Measure 2 Sample**

This measure is not required to be in “real or simulated practice” and is at the competency level rather than the behavior level. This measure may be an exit exam; portfolio; capstone project; final presentation; course-embedded measures; etc.)

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| **Measure 2:** **Course-Embedded Measures**  **Dimensions Measured: Knowledge, Values, and Cognitive & Affective Processes** | | | | | | | |
| **Competency** | **Competency Benchmark (%)** | **Measure** | **Brief Description of the Measure** | **Dimension(s)** | **Assessment Procedures** | **Outcome Measure Benchmark** | **Assessment Procedures: Competency** |
| Competency 2: Engage Diversity and Difference in Practice | 90% of students will demonstrate competence inclusive of 2 or more measures | Measure 2: Course-Embedded Measure  Exercise on Privilege in SW550: Diversity in Social Work Practice | Students complete a reflective journal entry on how the intersectionality of diverse identities influences social work practice and the role of self-awareness of power, privilege, personal biases, and cultural competency in engaging with clients and systems | Knowledge; Values; C/A Processes | For Measure 2:  Aggregate student scores on rubric items 9-15  (Rubric provided on pp. XX-XX) \*  *\*A rubric or scoring instrument must be provided for course-embedded measures* | For Measure 2:  Students must score a minimum of 8 out of 10 points on each rubric item (9-15). | Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher).  Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures.  Determine if this percentage is greater than the competency benchmark. |
| [add rows as needed for each competency] |  |  |  |  |  |  |  |

***Accreditation Standard 4.0.2* Sample Results for Assessment of Practice Competencies**

***AS 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.*

For this standard, provide the data. The accompanying narrative explains to the reader how to understand and interpret the table.

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| **Competency** | **Competency Benchmark** | **Outcome Measure & Benchmark (Minimum Score)** | **Percent Attaining** | **Percentage of Students Achieving Competency** | **Competency Attained?** |
| Competency 2: Engage Diversity and Difference in Practice | 90% of students will demonstrate competence inclusive of 2 or more measures | Measure 1: Field Instrument  Students must score a minimum of 4 out of 5 points. | Measure 1:  Behavior 1\*: 92%  Behavior 2\*: 91%  Behavior 3\*: 86%  \*include behavior-level data if each behavior related to the competency is scored individually; if behaviors are not scored individually, include the competency-level data | 92% + 91% + 86% =269/3=89.67%  89.67%+78%=167.67/2= 83.83%  **83.83%** | No |
| Measure 2: Course-embedded Measure, Exercise on Privilege in SW550  Students must score a minimum of 8 out of 10 points. | Measure 2:  78% |
| [add rows as needed for each competency] |  |  |  |  |  |