

APPENDIX D, part 1
PRESENTING THE PROGRAM'S ASSESSMENT PLAN

Accreditation Standard 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.

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.*

A table with explanatory narrative is one way to present the plan that is easily understood.

SAMPLE SECTION of RESPONSE TO AS 4.0.1

DIMENSION MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE (A performance measure that represents an observable component of the competency and integrates the dimensions of the competency.)							
Competency	Competency Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1: Field Instrument	○ 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: Aggregate student scores on questions 6, 7, 8.	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark (see Appendix D).
			○ present themselves as learners and engage clients and constituencies as experts of their own experiences (field instrument item #7)	C/A Processes; Values			
			○ 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			

APPENDIX D, part 2

DIMENSION(S) MEASURE (knowledge, values, skills, and cognitive & affective reactions)

Competency	Competency Benchmark	Measures	Description	Dimension(s)	Assessment procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 2: Exercise on Privilege (Course-embedded measure) SW550: Diversity in Social Work Practice	Apply an understanding of diversity in practice through managing the influence of your personal biases and experiences on work with clients.	Knowledge; Values; C/A Processes	For Measure 2: Aggregate student scores on rubric items 9-15 (Rubric provided on pp. XX-XX)* *If rubrics are used they should be provided.	For Measure 2: Students must score a minimum of 8 out of 10 on rubric items (9-15).	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark (see Appendix D).

Similar tables for each competency would follow. The accompanying narrative would describe the field instrument and course-embedded measure(s). Information such as who completes the rating for each instrument, why a particular measure was selected, who/what group reviews the scores, what procedures or actions occur when a Benchmark is not met, etc.

APPENDIX E
Results for Assessment of Practice Competencies
WHAT ARE THE FINDINGS?

Accreditation Standard 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.

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1: Students must score a minimum of 4 out of 5 points.	Measure 1*: Behavior 1: 92% Behavior 2: 91% Behavior3: 86%	$(92\% + 91\% + 86\% = 269/3 = 89.67\%$ $89.67\% + 78\% = 167.67/2 = 83.83\%$ 83.83%	No
		Measure 2: Students must score a minimum of 8 out of 10 points.	Measure 2: 78%		

The accompanying narrative would provide the reader with an explanation of how to understand the table and where the data came from. The narrative might refer to appendices with more detailed data, etc.

*Instruments capturing student learning outcomes for “real or simulated practice situations” will list the behaviors associated with that competency.