

COUNCIL ON SOCIAL WORK EDUCATION FORM AS 4(M)
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

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

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the Commission on Accreditation in the evaluation of the program's compliance with the accreditation standard below:

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.

All programs accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation (COA) are required to measure and report student learning outcomes. 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 (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

Directions for completing Form AS 4

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns and to accurately reflect the number of program options offered. This is a required form. The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies. However, beyond these formatting alternations, the program may not alter the content of this form.

Assessment Data Collected during the Academic Year (2020-2021) Program Option #1: Distance Education

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice n = 37	Area of Specialized Practice #1 (Identify Specialization) n = N/A	Area of Specialized Practice #2 (Identify Specialization) n = N/A	Area of Specialized Practice #3 (Identify Specialization) n = N/A
Competency 1: Demonstrate Ethical and Professional Behavior	85% of students will demonstrate competence as evidenced by a performance of 80% combined across the two measures	85% of students will demonstrate competence as evidenced by a performance of 80% combined across the two measures	96%			
Competency 2: Engage Diversity and Difference in Practice	85%	85%	87%			
Competency 3: Advance Human Rights	85%	85%	88%			

and Social, Economic, and Environmental Justice						
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85%	85%	71%			
Competency 5: Engage in Policy Practice	85%	85%	88%			
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	85%	91%			
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	85%	91%			
Competency 8: Intervene with Individuals, Families, Groups, Organizations,	85%	85%	86%			

and Communities						
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	85%	83%			
Any additional Competency(ies) Developed by the Program	NONE	NONE	XXX			

*Light gray cells highlight competencies for which less than 85% of students met the benchmark of 80% performance.

**OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
(Aggregate Findings for All Students from All Program Options Combined)**

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice	Area of Specialized Practice #1 (Identify Specialization)	Area of Specialized Practice #2 (Identify Specialization)	Area of Specialized Practice #3 (Identify Specialization)
Competency 1: Demonstrate	85% of students will demonstrate	85% of students will demonstrate	96%	95%	N/A	N/A

Ethical and Professional Behavior	competence as evidenced by a performance of 80% combined across the two measures	competence as evidenced by a performance of 80% combined across the two measures				
Competency 2: Engage Diversity and Difference in Practice	85%	85%	91%	89%	N/A	N/A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	85%	89%	86%	N/A	N/A
Competency 4: Engage In Practice-informed Research and Research-informed Practice	85%	85%	76%	84%	N/A	N/A
Competency 5: Engage in Policy Practice	85%	85%	85%	85%	N/A	N/A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	85%	91%	93%	N/A	N/A
Competency 7: Assess	85%	85%	85%	82%	N/A	N/A

Individuals, Families, Groups, Organizations, and Communities						
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	85%	85%	91%	N/A	N/A
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	85%	83%	80%	N/A	N/A
Any Additional Competency(ies) Developed by the Program	NONE	NONE	XXX	XXX	N/A	N/A

*Light gray cells highlight competencies for which less than 85% of students met the benchmark of 80% performance.

* Updated by the UNC-Chapel Hill School of Social Work July 26. 2021