

## **2023-2024 UNCP MSW Program Assessment Plan and Summary of Outcomes**

***This report is provided as directed by the Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS) Accreditation, Standard 4.0.***

### **Introduction**

Annual program assessment in the Department of Social Work Master of Social Work Program at the University of North Carolina at Pembroke includes the evaluation of competency outcomes. Program competency benchmarks are assessed using multiple measures of outcomes, as required and directed by the CSWE. The following summary of outcomes is developed as directed by the CSWE 2015 EPAS standards and includes nine competency areas and 31 related generalist behaviors and 15 advanced generalist behaviors. All competencies are developed and reported in accordance with 2015 CSWE EPAS. The data in this report was collected from Summer 2023 and Spring 2024 semesters.

### **Assessment Methodology**

As required by the CSWE accreditation standards, program assessment includes, minimally, two assessment measures of each competency including how such measures evaluate the different practice behaviors of the competency. Additionally, one measurement is to be completed in a real or simulated practice experience. Each competency measurement has an identifiable benchmark, a description of how students' performance meets each benchmark, and an explanation of how the program determines the percentage of students achieving each benchmark.

The MSW program has chosen to use two main measures of curriculum outcomes: 1) Competency-Based Embedded Course Assignments and 2) Field Supervisor Final Performance Evaluations.

Chosen outcome instruments provide a measurement of each competency. While it is assumed that all social work courses have a bearing on student demonstration of competencies, alignment of practice behaviors (dimensions of competencies) to courses is an important aspect of understanding competencies and considering areas for improvement.

### **Competency-Based Embedded Core Course Assignments**

The competency-based embedded core course assignments are completed and assessed as a component of the core curriculum throughout the MSW program. Each core MSW course includes a standardized assignment with a rubric that is designated for competency assessment. At the end of each semester faculty who teach core classes submit grade data for each core course assignment to the MSW Program Director.

**Competency Outcome Benchmark**

Students achieving a grade B (80%) or better as assessed by the assignment rubric are determined to meet competency. The established benchmark is that 85% of students will demonstrate competency.

**Field Supervisor Final Performance Evaluations**

A second measure of student outcomes is the Field Supervisor Final Evaluation (FSFE). The FSFE is used to provide a measure of students' end-of-semester competency. The FSFE is completed in field practicum setting, as assessed by a community-based field supervisor. The FSFE requires field supervisors to evaluate students in 31 generalist behaviors (1<sup>st</sup> year students) or 15 advanced generalist behaviors (2<sup>nd</sup> year students) related to competency using a Likert style rating scale of 1 to 5 as follows: 1= Not Competent w/ Insufficient Progress; 2= Not Competent w/ Sufficient Progress; 3= Emerging Competence; 4= Competent; 5= Exceptional Competence

**Competency Outcome Benchmark**

The established benchmark is that 90% of students will receive an aggregate rating score of 3 or above for all behaviors within that competency.

**Program Competency Outcome Benchmark**

The program-level benchmark is that 87.5% of students will demonstrate achievement of the combined outcome measure benchmarks.

Based upon the program's established standard that students will achieve a B in all social work courses, the program has chosen to establish a program outcome measure benchmark of 87.5 percent to direct the program toward ensuring that a strong majority of students achieve competency in each of the nine competencies. Furthermore, establishing a benchmark of 87.5 percent, allows the program to balance the outcome benchmarks. The program competency benchmark is calculated through the average of the two outcome measure benchmarks.

**Assessment Data Collected during the Academic Year (2023-2024)  
Program Option #1: On-Campus Hybrid, Pembroke, NC**

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	% OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice n = (38)	Advanced Generalist n = (70)
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	90%	98%
<b>Competency 2: Engage Diversity and Difference in Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	94%	97%
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	94%	99%
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	73%	96%
<b>Competency 5: Engage in Policy Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	97%
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	98%	97%
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	91%	99%
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	86%	96%
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	74%	97%

**Assessment Data Collected during the Academic Year (2023-2024)**

**Program Option #2: Online**

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	% OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice n = (30)	Advanced Generalist Not Yet Enrolled
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	99%	N/A
<b>Competency 2: Engage Diversity and Difference in Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	97%	N/A
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	97%	N/A
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	69%	N/A
<b>Competency 5: Engage in Policy Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	98%	N/A
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	N/A
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	99%	N/A
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	97%	N/A
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	73%	N/A

**Assessment Data Collected during the Academic Year (2023-2024)  
Combined Program Options**

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	% OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice n = (68)	Advanced Generalist n = (70)
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	93%	99%
<b>Competency 2: Engage Diversity and Difference in Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	97%
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	94%	99%
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	72%	96%
<b>Competency 5: Engage in Policy Practice</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	99%	97%
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	99%	97%
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	94%	99%
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	90%	96%
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	73%	97%

**Results**

Students demonstrated outcomes above the benchmark for each competency except 4 and 9 in the generalist year. Competencies 4 and 9 are related to research. The MSW Program Director and Committee plan to revise the generalist research course (SWK 5100) to make it more pragmatic and useful. In addition, synchronous class meetings will be held for the online program to increase engagement.

The Program Director and MSW Program Committee will continue to monitor outcomes. Faculty are an important part of the overall renewal process, and they are involved through faculty meetings. Typically, on the agenda of the first faculty meeting of the year the Program Director and faculty use an extended period to discuss program outcomes, trends and concerns as distributed and presented by the MSW Program Director. Faculty collaborate to connect outcomes with classroom and program experiences and to put forth proposals for further examination or for program and curriculum changes. As members of the faculty discern areas for improvement and generate action plans in response to these concerns. Areas of concern that warrant further exploration are further deliberated in standing subcommittees, such as the MSW Program Committee, or ad hoc committees established to fit the specific concern.

During the 2024-25 AY the MSW Program Director and MSW Program Committee will transition the program and curriculum to the CSWE 2022 EPAS. The entire curriculum (course content, core assignments, and syllabi) along with program goals will be reviewed and revised.