

**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)  
STOCKTON UNIVERSITY 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.

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**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.

## Summary of the Program's Assessment Plan | Generalist Practice

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 of the Council on Social Work Education and any additional competencies programs may choose to add.

<b>Assessment Measure #1: Faculty Assessment of Student Learning Outcomes</b>	
Dimension(s) assessed:	Knowledge
When/where students are assessed:	Online faculty survey at the end of each semester based upon student learning from embedded course-based assignments
Who assessed student competence:	Program Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Minimum score of 3 (on a scale of 1-5) is indicative of achievement
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	90%
<b>Assessment Measure #2: Field Evaluation</b>	
Dimension(s) assessed:	Skills
When/where students are assessed:	Online field instructor field evaluation of student learning in field placement upon completion of the foundation field placement
Who assessed student competence:	Field Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Minimum score of 3 (on a scale of 1-5) is indicative of achievement
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	90%

### Summary of the Program's Assessment Plan | Specialized Practice

Students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add, that reflect the area of specialized practice.

#### Area of Specialized Practice #1: Advanced Practice with diverse individuals, families and communities

<b>Assessment Measure #1: Faculty Assessment of Student Learning Outcomes</b>	
Dimension(s) assessed:	Knowledge
When/where students are assessed:	Online faculty survey at the end of each semester based upon student learning from embedded course-based assignments
Who assessed student competence:	Program Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Minimum score of 3 (on a scale of 1-5) is indicative of achievement
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	95%
<b>Assessment Measure #2: Field Evaluation</b>	
Dimension(s) assessed:	Skills
When/where students are assessed:	Online field instructor field evaluation of student learning in field placement upon completion of the foundation field placement
Who assessed student competence:	Field Instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Minimum score of 3 (on a scale of 1-5) is indicative of achievement
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	95%

### Form AS 4(M)

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.

#### Assessment Data Collected during the Academic Year (2020-2021) Program Option #1: Stockton University Atlantic City Campus\*

COMPETENCY	COMPETENCY BENCHMARK (90%) (FOUNDATION)	COMPETENCY BENCHMARK (95%) ADVANCED PRACTICE WITH DIVERSE INDIVIDUALS, FAMILIES, AND COMMUNITIES	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice	Advanced Practice with diverse individuals, families and communities
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	100% n=15	100% n=65
<b>Competency 2: Engage Diversity and Difference in Practice</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	100% n=16	100% n=65
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	88% n=16	100% n=63
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	90% n=19	100% n=58
<b>Competency 5: Engage in Policy Practice</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	94% n=15	100% n=65
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	100% n=19	100% n=70
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	90% of students will demonstrate competence in knowledge and skills	95% of students will demonstrate competence in knowledge and skills	95% n=19	100% n=67

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	95% n=19	98% n=68
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	95% n=19	100% n=60

\*Stockton University has one program option, which is our in-person Atlantic City Campus MSW Program. There was face to face accommodation using Zoom and other instructional platforms as virtual instruction during COVID-19.

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

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

COMPETENCY	COMPETENCY BENCHMARK GENERALIST	COMPETENCY BENCHMARK ADVANCED PRACTICE WITH DIVERSE INDIVIDUALS, FAMILIES, AND COMMUNITIES	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
			Generalist	Advanced Practice with diverse individuals, families and communities
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	100%	100%
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	100%	100%
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	88%	100%
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	90%	100%
<b>Competency 5: Engage in Policy Practice</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	94%	100%
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	100%	100%
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	95%	100%

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	95%	98%
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>90%</b> of students will demonstrate competence in knowledge and skills	<b>95%</b> of students will demonstrate competence in knowledge and skills	95%	100%