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.

MSW Program's Assessment Plan | Generalist Practice

Assessment Measure #1: Comprehensive Skills Evaluation	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive/affective process
When/where students are assessed:	Fall and Spring Semester
Who assessed student competence:	Field Instructors/Field Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average Score for student must be >2.5
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
Assessment Measure #2: Program Assessment Questionnaire	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive/affective process
When/where students are assessed:	Spring Semester
Who assessed student competence:	SSW Associate Director; Program Assessment Coordinator
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score for student must be 75% or above
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

MSW Program's Assessment Plan | Specialized Practice

Area of Specialized Practice #1: DIRECT PRACTICE

Assessment Measure #1: COMPREHENSIVE SKILLS EVALUATION	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive/affective process
When/where students are assessed:	Fall and Spring Semester
Who assessed student competence:	Field Instructors/Field Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score for student must be >3.0
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
Assessment Measure #2: COMPREHENSIVE EXAM	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive/affective process
When/where students are assessed:	Spring Semester
Who assessed student competence:	Essay format graded by Tenure Track Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score for student must be 75% or above
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

Area of Specialized Practice #2: ADMINISTRATION AND COMMUNITY DEVELOPMENT

Assessment Measure #1: COMPREHENSIVE SKILLS EVALUATION	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive/affective process
When/where students are assessed:	Fall and Spring Semester
Who assessed student competence:	Field Instructors/Field Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score for student must be >3.0
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
Assessment Measure #2: COMPREHENSIVE EXAM	
Dimension(s) assessed:	Knowledge, values, skills, and cognitive/affective process
When/where students are assessed:	Spring Semester
Who assessed student competence:	Essay format graded by Tenure Track Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Average score for student must be 75% or above
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

Assessment Data Collected during the Academic Year 2022-2023
San Diego State University Master's Social Work Program: (Main Campus)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
			Generalist Practice *n = 71*	Area of Specialized Practice #1 Direct Practice *n = 81*	Area of Specialized Practice #2 Administration and Community Development *n = 7*
Competency 1: Demonstrate Ethical and Professional Behavior	85%	85%	93%	84%	96%
Competency 2: Engage Diversity and Difference in Practice	85%	85%	90%	92%	99%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	85%	86%	90%	98%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85%	85%	74%	90%	94%
Competency 5: Engage in Policy Practice	85%	85%	79%	90%	97%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	85%	88%	92%	95%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	85%	74%	91%	95%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	85%	87%	87%	96%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	85%	76%	90%	97%

Assessment Data Collected during the Academic Year 2022-2023
San Diego State University Master's Social Work Program: (Imperial Valley Campus)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice *n=24**	Area of Specialized Practice #1 Direct Practice* n=22
Competency 1: Demonstrate Ethical and Professional Behavior	85%	85%	90%	87%
Competency 2: Engage Diversity and Difference in Practice	85%	85%	87%	90%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	85%	88%	85%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85%	85%	85%	88%
Competency 5: Engage in Policy Practice	85%	85%	82%	93%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	85%	85%	93%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	85%	87%	89%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	85%	89%	90%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	85%	84%	88%

* IVC is three-Year Program Cohort Model, Generalist Practice results reflect 2021-2022 scores.