

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 and Fall 2024 and the Spring 2025 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 (1st year students) or 15 advanced generalist behaviors (2nd 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 (2024-2025) 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 = (12)	Advanced Generalist n = (43)
Competency 1: Demonstrate Ethical and Professional Behavior	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	98%

Competency 2: Engage Diversity and Difference in Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	99%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	99%	97%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	98%	98%
Competency 5: Engage in Policy Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	99%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	98%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	98%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	98%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	99%	96%
Assessment Data Collected during the Academic Year (2024-2025) Program Option #2: Online				
COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	% OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice n = (59)	Advanced Generalist n=(61)
Competency 1: Demonstrate Ethical and Professional Behavior	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	91%	97%

Competency 2: Engage Diversity and Difference in Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	96%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	97%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	98%
Competency 5: Engage in Policy Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	97%	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	96%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	95%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	93%	95%
Assessment Data Collected during the Academic Year (2024-2025) Combined Program Options				
COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	% OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice n = (71)	Advanced Generalist n = (104)
Competency 1: Demonstrate Ethical and Professional Behavior	87.5% of students will demonstrate competence	87.5% of students will demonstrate competence	93%	98%

	inclusive of 2 measures	inclusive of 2 measures		
Competency 2: Engage Diversity and Difference in Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	96%	97%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	96%	97%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	95%	98%
Competency 5: Engage in Policy Practice	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	98%	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	100%	97%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	97%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	96%	96%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	87.5% of students will demonstrate competence inclusive of 2 measures	87.5% of students will demonstrate competence inclusive of 2 measures	94%	96%

Results

Students demonstrated outcomes above the benchmark for each competency. In the last academic year (2023-2024), students in the generalist year did not meet the benchmark for Competencies 4 and 9 that are related to research. The MSW Program Director and Committee revised the generalist research course (SWK 5100), which has clearly had an impact on the student outcomes. Synchronous meetings were added for the online courses so that students had more engagement in the course. The Program Director and MSW Program Committee continue to monitor outcomes. Currently, the curriculum is being revised and updated to the CSWE 2022 EPAS. The entire curriculum, including textbooks, course content, core assignments, and syllabi are being

reviewed. Program goals are also being reviewed and revised. While most of this work is being completed by the MSW Program Director and MSW Program Committee, the Social Work Department Faculty are an important part of the process. Department wide discussions take place during faculty meetings, where the program outcomes, trends, and concerns are presented by the MSW Program Director. Faculty who are not serving on the MSW Program Committee are especially encouraged to assist and provide insight to the lead faculty member making the curriculum updates on courses they have taught in the past. This collaborative effort also creates a space for faculty to express their concerns and ideas related to the courses they teach.