

Accreditation Standard: 4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each option

**Explicit Curriculum Assessment Data Collected during the Academic Year (2021-2022)
Lesley University BSW Program**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	70%	Social Welfare Policy & Practice Ethical Dilemma In-Class Simulation & Reflection Assignment: Students must score a minimum of 3 out of 5 points.	100%	100% + 100% = 200/2 = 100	Yes
		BSW Field Seminar Field Evaluation Student must score a minimum of 3 out of 5 points	Measure 2: 100%		
Competency 2: Engage Diversity and Difference in Practice	70%	Introduction to Social Work: Readings and Anti-Racism Reflection Assignment Students must score a minimum of 3 out of 5 points.	90%	90% + 100% = 190/2 = 95%	Yes
		BSW Field Seminar: Field Evaluation	100%		

		Students must score a minimum of 3 out of 5 points.			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	70%	Introduction to Social Work: Collaborative Social Action Project Students must score a minimum of 3 out of 5 points.	90%	90% + 100% = 190/2 = 95%	Yes
		BSW Field Seminar: Field Evaluation	100%		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	70%	Research Methods: Evaluating Practice: In-Class Discussion and Reflection Assignment Students must score a minimum of 3 out of 5 points	100%	100% + 100% = 200/2 = 100%	Yes
		Senior Capstone: Field Based Project Presentation Students must score a minimum of 3 out of 5 points	100%		
Competency 5: Engage in Policy Practice	70%	Social Welfare Policy and Practice: State and Federal Policy Analysis Assignment Students must score a minimum of 3 out of 5 points.	100%	100% + 100% = 200/2 = 100	

		<p>Social Welfare Policy and Practice: Book Report Assignment</p> <p>Students must score a minimum of 3 out of 5 points</p>	100%		
		<p>BSW Field Seminar: Field Evaluation</p> <p>Students must score a minimum of 3 out of 5 points.</p>	100%	<p>100% + 100% = 200/2 = 100</p>	Yes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	70%	<p>Introduction to Social Work: Collaborative Social Action Project</p> <p>Students must score a minimum of 3 out of 5 points.</p>	90%	<p>90% + 100% = 190/2 = 95%</p>	Yes
		<p>BSW Field Seminar: Field Evaluation</p> <p>Students must score a minimum of 3 out of 5 points</p>	100%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	70%	<p>Social Welfare Policy and Practice: Book Report Assignment</p> <p>Students must score a minimum of 3 out of 5 points.</p>	80%	<p>100% + 100% = 200/2 = 100%</p>	Yes

		BSW Field Seminar: Field Evaluation Students must score a minimum of 3 out of 5 points	100%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	70%	Social Welfare Policy and Practice: Final Integrative Case Study Paper Students must score a minimum of 3 out of 5 points.	80%	80% + 100% = 180/2 = 90%	Yes
		BSW Field Seminar: Field Evaluation Students must score a minimum of 3 out of 5 points	100%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	70%	Social Welfare Policy and Practice: Final Integrative Case Study Paper Students must score a minimum of 3 out of 5 points.	80%	80% + 100% = 180/2 = 90%	Yes

The above table is the sample table provided by the Council on Social Work Education (CSWE) to document the most recent summary data and outcomes for the assessment of each of the nine competencies. In this initial reporting of assessment data, the BSW program currently meets the benchmark for all nine competencies. We are a new program and this data only represents a small cohort. The non-skills-based dimensions are based on an n = 10 and the skills-based dimension is based on an n = 2. We will monitor the percentages for benchmark attainment on each competency as the number of our students increase. If the numbers remain at this level, we will re-think our benchmark percentages and reevaluate the assignments and rubrics designed for assessment.

Accreditation Standard 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.

Assessment Measure #1: Ethical Dilemma In-Class Simulation and Reflection	
Competency(ies) assessed:	1
Dimension(s) assessed:	Cognitive & Affective Processes;
When/where students are assessed:	CSWRK 2201
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #2: Field Evaluation	
Competency(ies) assessed:	1, 2, 3, 5, 6, 7, 8, 9
Dimension(s) assessed:	Skills
When/where students are assessed:	CSWRK 4701 OR 4702 & 4703
Who assessed student competence:	BSW Field Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher at the competency level on the *field evaluation* at the end of their field placement.
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #3: Readings and Anti-Racism Reflection	
Competency(ies) assessed:	2
Dimension(s) assessed:	Cognitive & Affective Processes;
When/where students are assessed:	CSWRK 2101
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #4: Collaborative Social Action Project	
Competency(ies) assessed:	3, 6
Dimension(s) assessed:	Knowledge; Values
When/where students are assessed:	CSWRK 2101
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by

	student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #5: Human Rights and Ethical Practice In-class discussion and reflection	
Competency(ies) assessed:	4
Dimension(s) assessed:	Cognitive & Affective Processes;
When/where students are assessed:	CSWRK 3444
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #6: Field Based Project and Presentation	
Competency(ies) assessed:	4
Dimension(s) assessed:	Skills
When/where students are assessed:	CSWRK 4551
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a

	score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #7: State and Federal Policy Analysis	
Competency(ies) assessed:	5
Dimension(s) assessed:	Knowledge
When/where students are assessed:	CSWRK 2201
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #8: Book Report	
Competency(ies) assessed:	5, 7
Dimension(s) assessed:	Cognitive & Affective Processes; Knowledge
When/where students are assessed:	CSWRK 2201
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher

<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A
Assessment Measure #9: Final Integrative Case Study	
Competency(ies) assessed:	8, 9
Dimension(s) assessed:	Knowledge
When/where students are assessed:	CSWRK 2201
Who assessed student competence:	BSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Competency is assessed by student attaining a score of 3 or higher
<i>(Add additional rows if Outcome Measure Benchmarks are different per competency)</i>	N/A
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	70% of students will attain a score of 3 or higher
<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	N/A

COMPETENCY	COMPETENCY BENCHMARK (%)	Aggregate of Students from All Program Options n = 10	Program Option #1 BSW Face to Face n = 2
Competency 1: Demonstrate Ethical and Professional Behavior	70%	100%	100%
Competency 2: Engage Diversity and Difference in Practice	70%	95%	95%

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	70%	95%	95%	
Competency 4: Engage in Practice-informed Research and Research- informed Practice	70%	100%	100%	
Competency 5: Engage in Policy Practice	70%	100%	100%	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	70%	95%	95%	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	70%	100%	100%	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	70%	90%	90%	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	70%	90%	90%	

BSW Program: Implicit Curriculum

Council on Social Work Education (CSWE) Assessment of Implicit Curriculum
(Accreditation Standard 4.0.5)

“Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment

continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.”

The Qualtrics survey was distributed to BSW students who have taken CSWRK 3550: Human Behavior and the Social Environment (n=10). The survey was sent as a link in an email; the respondents were not identifiable. Three students have responded as of December 14, 2021; the link will remain active until December 22, 2021 when the semester ends. The survey aims to evaluate the Equity, Diversity, Inclusion, and Justice (EDIJ) goals of the implicit curriculum. It consists of four scaled questions (5-point scale ranging from Very Satisfied to Very Dissatisfied). Each question was followed a prompt to provide more information as text. Below is an account of the responses for each question followed by a summary of the information provided as text.

Question 1: “How satisfied are you with the way social work courses have developed your knowledge of the importance of diversity in social work practice?”

2 students indicated that they were “very satisfied”

1 student indicated that they were “moderately dissatisfied.”

Question 2: “How satisfied are you with the way social work courses have developed your knowledge of the importance of social justice in social work practice?”

2 students indicated that they were “very satisfied”

1 student indicated that they were “moderately dissatisfied.”

Question 3: “How satisfied are you with the way social work courses have developed your knowledge of the importance of economic justice in social work practice?”

2 students indicated that they were “very satisfied”

1 student indicated that they were “moderately dissatisfied.”

Question 4: “How satisfied are you with the way social work courses have developed your knowledge of the importance of environmental justice in social work practice?”

2 students indicated that they were “very satisfied”

1 student indicated that they were “moderately dissatisfied.”

Summary of data provided as text from open-ended prompts at the end of each question

Question 1 prompt “If you wish, please provide more information about your answer.”

- 1 response: student indicated they would value more content on intersectionality and issues that arise out of the problem of social work being a predominantly white field doing work with people and communities of color.

Question 2 prompt “If you wish, please provide more information about your answer.”

- 1 response: student indicated that they would value more content on what to do about the lack of social justice frameworks in much of social work practice. They indicated that the course

“Challenging Racism” showed them the applicability of anti-racist frameworks in Social Work practice.

Question 3 prompt “If you wish, please provide more information about your answer.”

- 1 response: student indicated that there was only one class, “Social Policy,” that introduced issues of economic injustice in the context of Social Work practice.

Question 4 prompt “If you wish, please provide more information about your answer.”

- 1 response: student response was irrelevant to the issue of environmental justice and is summarized below: “Other comments about the Social Work program.”

Open-ended final question, “What other knowledge have you gained from social work courses related to Equity, Diversity, Inclusion, and/or Justice (EDIJ)?”

- 1 response: student indicated that the social work program addresses EDIJ in a comprehensive manner. They stated that they developed skills in courses such as “Race, Class and Gender,” “Human Behavior and the Social Environment,” and “Challenging Racism” that they then applied in their practice and in their daily life.

Other comments about the Social Work program:

- 1 student indicated that they would value more transparency about the program and are unsure about next steps. They also feel that course evaluations are confusing.

The information gathered from students regarding implicit curriculum will be reviewed each May by socials work faculty at our Annual Program Assessment

Review (APAR). We will use this data in conjunction with the assessment of explicit curriculum to review individual courses, overall curriculum, and program policies and procedures. Any changes made will be implemented in the following academic year.