

**ASSESSMENT OF STUDENT LEARNING OUTCOMES  
 TEMPLE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM  
 LAST COMPLETED IN SUMMER 2017**

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

**4.0.2:** *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

**4.0.4:** *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENT OF STUDENTS ACHIEVING BENCHMARK</b>
Demonstrate ethical and professional behavior	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	99%
Engage diversity and difference in practice	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	98%
Advance human rights and social, economic, and environmental justice	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	94%
Engage in practice-informed research and research-informed practice	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	86%
Engage in policy practice	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	95%
Engage with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	95%
Assess individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	91%
Intervene with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	92%
Evaluate practice with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> <li>Self rating of 7 or higher (scale 1 – 10, level of confidence in performing the associated practice behavior); obtained from exit surveys of students</li> </ul>	92%

