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.

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. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: [Final Evaluation for Year #1 Field]	
Competency(ies) assessed:	1-9
Dimension(s) assessed:	Knowledge Values C & A Processes
When/where students are assessed:	Students are assessed at the end of the field year – SW 592. Students are assessed at the agency.
Who assessed student competence:	Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80%
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: [Course Assignments]	
Competency(ies) assessed:	1-9
Dimension(s) assessed:	Knowledge, Values, Skills & C & A Processes
When/where students are assessed:	Students are assessed throughout the course. Students are assessed within the classroom by course instructor
Who assessed student competence:	Course Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80%
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

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. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number of areas of specialized practice and each measure included in the data presented.

Area of Specialized Practice #1: [Advanced Specialized]

Assessment Measure #1: [Final Evaluation for Year #2 Field]	
Dimension(s) assessed:	Knowledge, Values, C & A Processes
When/where students are assessed:	Students are assessed at the end of the field year – SW 596. Students are assessed at the agency.
Who assessed student competence:	Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80%
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: [Course Assignments]	
Dimension(s) assessed:	Knowledge, Values, Skills, C & A Processes
When/where students are assessed:	Students are assessed throughout the course. Students are assessed within the classroom by course instructor.
Who assessed student competence:	Course Instructor.
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80%
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Data Collected during the Academic Year (2023-2024)
Program Option #1 (Scranton): (Classroom/Course Assignments)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice n = (Number of students)	Area of Specialized Practice #1 (Identify Specialization) n = (Number of students)	Area of Specialized Practice #2 (Identify Specialization) n = (Number of students)	Area of Specialized Practice #3 (Identify Specialization) n = (Number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	36 (100%)	66 (100%)	N/A	N/A
Competency 2: Engage Diversity and Difference in Practice	80%	80%	32 (93.8%)	63 (100%)	N/A	N/A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	26 (92.3%)	63 (98.4%)	N/A	N/A
Competency 4: Engage in Practice-informed Research and Research-	80%	80%	29 (100%)	66 (100%)	N/A	N/A

informed Practice						
Competency 5: Engage in Policy Practice	80%	80%	23 (91.3%)	62 (87.1%)	N/A	N/A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	22 (100%)	63 (98.4%)	N/A	N/A
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	28 (96.4%)	63 (98.4%)	N/A	N/A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	22 (90.9%)	65 (98.5%)	N/A	N/A
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	21 (95.2%)	65 (98.5%)	N/A	N/A

Assessment Data Collected during the Academic Year (2023-2024)
Program Option #2 (Lehigh Valley): (Classroom/Course Assignments)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice n = (Number of students)	Area of Specialized Practice #1 (Identify Specialization) n = (Number of students)	Area of Specialized Practice #2 (Identify Specialization) n = (Number of students)	Area of Specialized Practice #3 (Identify Specialization) n = (Number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	26 (96.2%)	45 (97.8%)	N/A	N/A
Competency 2: Engage Diversity and Difference in Practice	80%	80%	21 (95.2%)	49 (93.9%)	N/A	N/A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	35 (97.1%)	49 (87.8%)	N/A	N/A
Competency 4: Engage in Practice-informed Research and Research-	80%	80%	30 (83.3%)	45 (97.8%)	N/A	N/A

informed Practice						
Competency 5: Engage in Policy Practice	80%	80%	26 (100%)	45 (86.7%)	N/A	N/A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	21 (100%)	49 (87.8%)	N/A	N/A
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	26 (96.2%)	49 (93.9%)	N/A	N/A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	21 (100%)	45 (86.7%)	N/A	N/A
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	21 (85.7%)	45 (86.7%)	N/A	N/A

OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
(Aggregate Findings for All Students from All Program Options Combined)
Assessment Data Collected during the Academic Year (2023-2024)

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice	Area of Specialized Practice #1 (Identify Specialization)	Area of Specialized Practice #2 (Identify Specialization)	Area of Specialized Practice #3 (Identify Specialization)
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	62 (96.8%)	111 (99.1%)	N/A	N/A
Competency 2: Engage Diversity and Difference in Practice	80%	80%	54 (94.4%)	112 (97.3%)	N/A	N/A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	62 (95.2%)	112 (93.8%)	N/A	N/A
Competency 4: Engage In Practice-informed Research and Research-	80%	80%	69 (92.8%)	111 (99.1%)	N/A	N/A

informed Practice						
Competency 5: Engage in Policy Practice	80%	80%	49 (96.0%)	107 (96.3%)	N/A	N/A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	43 (100%)	112 (93.8%)	N/A	N/A
Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities	80%	80%	53 (98.1%)	112 (96.4%)	N/A	N/A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	43 (95.3%)	110 (93.6%)	N/A	N/A
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	43 (90.7%)	110 (93.6%)	N/A	N/A