

**ISU BACCALAUREATE SOCIAL WORK PROGRAM  
ASSESSMENT OF STUDENT LEARNING OUTCOMES: Capstone Project  
LAST COMPLETED JULY 2014**

**Form AS4 (B)** Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards 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 the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4(M) to report assessment outcomes to its 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 that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that 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.

**Learning Outcome Measure 4: Capstone Project Ratings: The Capstone Project includes multiple major sections (Agency Presentation, Case Presentation, and Weekly Logs/Critical Reflection). In Spring 2013 Reflective Essays (4 total) were added that also map onto competencies. The work from each section is evaluated based on underlying core competencies. These data are from Fall 2013 and Spring 2014 semesters.**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	<b>80% of students score 70% or above on competencies</b>	<b>Data are from Fall 2012 and Spring 2013 Semesters.</b>
Identify as a Professional Social Worker	<b>Same as above</b>	<b>81%</b>
Apply Ethical Principles	<b>Same as above</b>	<b>81%</b>
Apply Critical Thinking	<b>Same as above</b>	<b>81%</b>
Engage Diversity in Practice	<b>Same as above</b>	<b>81%</b>
Advance Human Rights/ Social and Economic Justice	<b>Same as above</b>	<b>94%</b>
Engage Research Informed Practice/ Practice Informed Research	<b>Same as above</b>	<b>100%</b>
Apply Human Behavior Knowledge	<b>Same as above</b>	<b>94%</b>
Engage Policy Practice to Advance Well-Being and Deliver Services	<b>Same as above</b>	<b>94%</b>
Respond to Practice Contexts	<b>Same as above</b>	<b>74%</b>

Practice Engagement	<b>Same as above</b>	<b>74%</b>
Practice Assessment	<b>Same as above</b>	<b>74%</b>
Practice Intervention	<b>Same as above</b>	<b>74%</b>
Practice Evaluation	<b>Same as above</b>	<b>100%</b>