

 **Commission on Accreditation (COA)**

**Department of Social Work Accreditation (DOSWA)**

*Baccalaureate and Master’s Social Work Program Accreditation*

**2022 EPAS**

**Form** **AS B5.0.1(d) | Public Reporting of Assessment Outcomes**

**Whittier College BSW Program**

Generalist Practice | Summary of Plan

| **Competency** | **Instrument** | **Instrument:**Expected Level of Achievement for Instrument | **Competency:**Expected Level of Achievement for Competency |
| --- | --- | --- | --- |
| **Competency 1:**Demonstrate Ethical and Professional Behavior | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 90% |
| Instrument 2: Social Work Ethics and Values Oral Presentation  | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 2:**Advance Human Rights and Social, Racial, Economic, and Environmental Justice | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 90% |
| Instrument 2: Policy Advocacy Project | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, andInclusion (ADEI) in Practice | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 90% |
| Instrument 2: Policy Analysis Paper on a Disadvantaged Groups | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 90% |
| Instrument 2: Policy Advocacy Project | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 5:** Engage in Policy Practice | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 85% |
| Instrument 2: Community Agency Profile | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 90% |
| Instrument 2: Case Study and Brief Oriented Models using rapport and engagement techniques | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 85% |
| Instrument 2: Assessment and Treatment Plan, along with a SWOT Analysis and Mindmap | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 85% |
| Instrument 2: Role Play and practice with intervention techniques | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: Field Evaluation / Learning Agreement  | 4 of 5 points on eachCriterion (average of Fall and Spring evaluations aligned with 90% expected achievement) | 85% |
| Instrument 2: Family Assessment Written Assignment | Minimum of “3-Meets Expectations” (Equivalent to A-/90%) on each criterion within the rubric |

Generalist Practice | Summary of Outcomes

**Assessment Data Collected on:** 08/24

| **Competency** | **Competency:**Expected Level of Achievement Inclusive of All Instruments | **Aggregate** **Actual** **Outcomes:**All Program Options**n = (**55**)** | **Program Option 1****Outcomes:**Whittier College**n = (**55) |
| --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | 90% | 91% | 91% |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice | 90% | 100% | 100% |
| **Competency 3:** Engage Anti-Racism, Diversity, Equity, andInclusion (ADEI) in Practice | 90% | 100% | 100% |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | 90% | 99% | 99% |
| **Competency 5:** Engage in Policy Practice | 90% | 94% | 94% |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | 90% | 92% | 92% |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | 90% | 89% | 89% |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | 90% | 98% | 99% |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 90% | 88% | 88% |