

Assessment Cycle 2025-2026

2025-2026 Master of Social Work (MSW) (598)

Division: Gallaspy College of Education and Human Development

Department: Social Work

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

The Gallaspy Family College of Education and Human Development. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Northwestern State University Master of Social Work Program. The mission of the Northwestern State University Master of Social Work program is to cultivate inclusive, clinically trained, evidence-based advanced generalist social work practitioners equipped to meet the growing needs of rural, central, and western Louisiana while maintaining a global perspective and reach. We embrace diversity through anti-racist, anti-oppressive, and trauma-informed practices and strive to foster a community of learners committed to enhancing social justice. We empower students to progress from generalist to advanced generalist practice, preparing them to assess, evaluate, and create impactful interventions across all practice levels. We aim to develop social workers who understand the complexities of social inequalities, systemic oppression, and historical, generational, and environmental trauma. By integrating cost-effective education with cutting-edge approaches, our graduates are equipped to evaluate the effectiveness of policies and programs and to create transformative solutions that enhance the well-being of individuals, families, communities, and organizations.

Explanation of Evaluation as it Relates to CSWE Accreditation. The NSU MSW program is currently in candidacy status with the Council on Social Work Education

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(CSWE) and launched its inaugural part-time cohort in August 2025. The program is guided by the 2022 Educational Policy and Accreditation Standards (EPAS), which require programs to assess student learning outcomes through a competency-based approach. This approach requires identifying and assessing what students demonstrate in practice, referred to as practice behaviors. Programs are required to assess students on four dimensions throughout the curriculum: knowledge, values, skills, and cognitive and affective processes. Programs must assess a student's demonstration of competency in nine specific areas of competency. Each competency must be measured incorporating at minimum two of the four dimensions by the time a student will graduate.

As stated in the 2022 EPAS, competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning (CSWE, 2022).

The NSU MSW program is structured as an advanced generalist program preparing students for clinically informed, evidence-based, and anti-racist practice at the micro, mezzo, and macro levels. The program is offered fully online and is available in part-time (four-year) and full-time (two-year) formats, as well as an Advanced Standing option for qualifying BSW graduates beginning in the fall of 2027. AY 2025-26 was the program's first year of operation, with part-time students only. Full-time students will join the program beginning in AY 2026-27.

Methodology

Explanation of Assessment Tools. The MSW program utilizes two primary instruments to assess student competency across all nine 2022 EPAS competencies.

The first instrument is the **Practice Readiness Exam (PRE)**, a program-developed knowledge assessment that measures the knowledge dimension for all nine competencies. The PRE is designed to evaluate whether students have achieved the level of knowledge required for advanced generalist social work practice prior to program completion. The exam will be administered to students in their final semester of enrollment. The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. The passing threshold will be clearly defined prior to the first administration of the exam. The PRE is currently under development and will be administered for the first time in Spring 2028, when the inaugural full-time cohort reaches their final semester. Part-time students will take the PRE in Spring 2029, consistent with their four-year plan of study.

The second instrument is the **MSW Field Evaluation**, which assesses student competency in real practice settings through the Values, Skills, and Cognitive and Affective Processing dimensions. Students completing field practica are evaluated by agency field instructors using a standardized competency-based evaluation instrument aligned to the nine 2022 EPAS competencies and associated practice

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behaviors. The instrument uses a 5-point scale: 1 — Lacking, 2 — Inadequate, 3 — Competent, 4 — Superior, 5 — Mastered. The NSU MSW benchmark is that 80% of students will be rated as Competent or above (scored a 3 or higher) on each competency. Evaluations are submitted electronically through Qualtrics and reviewed by the Faculty Liaison.

The MSW program requires students to complete four field practica across their plan of study. Part-time students complete SOWK 5600 (Field Practicum I) and SOWK 5620 (Field Practicum II) in Years 1 and 2, and SOWK 6600 (Advanced Generalist Field Practicum I) and SOWK 6620 (Advanced Generalist Field Practicum II) in Years 3 and 4. Full-time students complete the same sequence across two years. Advanced Standing students complete SOWK 6600 and SOWK 6620 in their single year of study. Final competency determinations are made at the conclusion of the advanced practica in the student's final year of enrollment.

Assessment Process:

The assessment process for the MSW program is as follows:

- (1) Students will be given the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies during their final semester of enrollment. The PRE is a knowledge-based exam that allows for analysis of student knowledge gained through the program and is used to identify areas for curricular enhancement. This measure evaluates the knowledge dimension for all competencies. The PRE will be administered for the first time in Spring 2028.

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 are assessed using the MSW Field Evaluation instrument. This instrument allows agency field instructors to measure student achievement across various dimensions related to each EPAS competency, scored on a 5-point scale, and allowing for qualitative feedback. Possible rating options are: 1 — Lacking, 2 — Inadequate, 3 — Competent, 4 — Superior, 5 — Mastered. This measure evaluates the skills, values, and cognitive and affective processing dimensions for specific competencies and related practice behaviors.

- (2) The Assessment Coordinator retrieves data from completed Field Evaluations submitted through Qualtrics. The coordinator then evaluates the data to determine whether students have met competency benchmarks set by the program. Results are analyzed to determine how many students scored at the Competent level or above for each competency.
- (3) Results from the assessment will be discussed with the program faculty, staff, the MSW Advisory Council, and other constituencies.
- (4) Individual meetings will be held with faculty teaching specific courses, as necessary.
- (5) The Assessment Coordinator, in consultation with Faculty and the Advisory Council, and in collaboration with the Department Head, will propose curriculum and program

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changes.

- (6) The Field Evaluation instrument will be reviewed annually by the MSW faculty and field coordinator to ensure that practice behaviors remain aligned with 2022 EPAS standards and reflect current advanced generalist practice expectations.

Programmatic Development

The NSU MSW program accepted its inaugural cohort in August 2025. AY 2025-26 represents the program's first full academic year of operation. All students enrolled in AY 2025-26 are part-time students following the four-year plan of study. The first year of the part-time program consists of SOWK 5000: Human Diversity and Anti-Oppression in Social Work Practice, SOWK 5100: Human Behavior and the Social Environment I, and SOWK 5200: Ethical and Competent Generalist SW Practice I in the fall semester, followed by SOWK 5300: Foundation of Social Welfare History, Policy, and Programs and SOWK 5600: Field Practicum I in the spring semester.

As a first-year program in candidacy, AY 2025-26 functions as a baseline and infrastructure year for assessment. The program is in the process of establishing its full competency-based assessment system. The Practice Readiness Exam is currently under development and will not be administered until Spring 2028. Field evaluation data collection began in Spring 2026 with three students completing SOWK 5600: Field Practicum I. These evaluations represent the first of four field practica required for program completion and are considered preliminary rather than final competency determinations.

Beginning in AY 2026-27, the program will enroll both part-time and full-time students. Full-time students will follow a two-year plan of study, completing two field practica per academic year. The first full program-level competency assessment, incorporating both PRE and final field evaluation data, is anticipated in May 2027 for the full-time cohort. The program is actively collaborating with the BSW program on curricular alignment under the 2022 EPAS standards. Both programs are working to ensure a coherent and vertically integrated social work education continuum at Northwestern State University.

Limitation of Data Analysis:

AY 2025-26 is the inaugural year of the NSU MSW program. As such, assessment data is limited in scope and should be interpreted as preliminary baseline information rather than as program-level competency determinations. The Practice Readiness Exam has not yet been administered; accordingly, no knowledge dimension data is available for this reporting cycle. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the only field evaluation data available at the time of this report. These evaluations are the first of four field practica required for program completion. Final competency determinations will be made at the conclusion of the advanced practica in the student's final year of enrollment.

Student Learning Outcomes (Expressed as EPAS Competencies):

Advanced generalist social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. They understand frameworks of ethical decision-making

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and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced generalist social workers recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior. They understand the profession's history, its mission, and the roles and responsibilities of the profession, including the role of other professions when engaged in inter-professional teams. Advanced generalist social workers apply anti-racist and anti-oppressive frameworks to ethical decision-making and recognize the importance of life-long learning and ongoing professional development.

Course Map: All required MSW courses address some component of Competency 1. Courses with primary emphasis on this competency include SOWK 5200: Ethical and Competent Generalist SW Practice I and SOWK 5220: Ethical and Competent Generalist SW Practice II.

Measure 1.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension. The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that it comprehensively measures the knowledge constructs required under the 2022 EPAS, with particular attention to the ethical and professional behavior expectations that distinguish advanced generalist practice from generalist practice. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 1 items reflect the advanced generalist ethical decision-making framework, including anti-racist and anti-oppressive dimensions required by the 2022 EPAS. Faculty will incorporate formative knowledge assessments within SOWK 5200 and SOWK 5220 to monitor student understanding of ethical frameworks and professional behavior expectations throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact advanced generalist practice at the micro, mezzo, and macro levels.

Measure 1.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across

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various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students demonstrated ethical behavior in practice settings and applied the NASW Code of Ethics appropriately within the scope of their first placement experience. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following changes in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to emphasize ethical decision-making frameworks, anti-racist and anti-oppressive practice, and professional demeanor in SOWK 5200 and SOWK 5220. The field orientation will be enhanced to provide students and field instructors with clearer guidance on the practice behaviors associated with Competency 1 at the advanced generalist level. The program will continue to collect and analyze field evaluation data as the cohort grows, with the goal of establishing meaningful benchmark comparisons as data accumulates across multiple cohorts. These steps will improve students' ability to demonstrate ethical and professional behavior consistent with the expectations of advanced generalist social work practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Advanced generalist social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social, racial, economic, and environmental justice. Advanced generalist social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. They apply anti-racist and anti-oppressive frameworks to advance human rights at all system levels.

Course Map: Courses with primary emphasis on this competency include SOWK 5000: Human Diversity and Anti-Oppression in Social Work Practice, SOWK 5300: Foundation of Social Welfare History, Policy, and Programs, and SOWK 6300: Social, Economic, and Environmental Justice: Advanced Advocacy.

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Measure: 2.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 2 items reflect the advanced generalist expectation of applying human rights frameworks at the individual, organizational, and systemic levels, with an emphasis on social, racial, economic, and environmental justice as required by the 2022 EPAS. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 2 items reflect the advanced generalist human rights and justice framework required by the 2022 EPAS. Faculty will incorporate formative knowledge assessments within SOWK 5000 and SOWK 5300 to monitor student understanding of human rights frameworks and social justice strategies throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to understand and apply human rights and social, racial, economic, and environmental justice frameworks in advanced generalist practice.

Measure: 2.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during

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the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students demonstrated the ability to communicate with patients and families across diverse populations and system levels. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate human rights frameworks, anti-racist and anti-oppressive content, and social justice advocacy skills across the curriculum. The field orientation will be enhanced to provide students and field instructors with clearer guidance on the practice behaviors associated with Competency 2 at the advanced generalist level. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to advance human rights and social, racial, economic, and environmental justice in advanced generalist practice settings.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced generalist social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They understand the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced generalist social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. They actively engage in anti-racist and anti-oppressive practice and apply the principles of diversity, equity, and inclusion across all system levels.

Course Map: Courses with primary emphasis on this competency include SOWK 5000: Human Diversity and Anti-Oppression in Social Work Practice and SOWK 6800: Practice with Communities Experiencing Poverty, Disasters and Environmental Injustice, and Historical and Generational Trauma.

Measure 3.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be

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administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 3 items reflect the advanced generalist expectation of actively engaging ADEI principles in practice, including the application of anti-racist and anti-oppressive frameworks as required by the 2022 EPAS. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 3 items reflect the advanced generalist ADEI framework required by the 2022 EPAS. Faculty will incorporate formative knowledge assessments within SOWK 5000 to monitor student understanding of anti-racist and anti-oppressive practice frameworks throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to engage ADEI principles in advanced generalist practice.

Measure: 3.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students sought supervision when challenged and utilized self-reflection to evaluate their practice. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate ADEI frameworks, self-reflection practices, and anti-racist and anti-oppressive content across the curriculum and field seminar. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to engage ADEI principles authentically and consistently in advanced generalist practice settings.

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Competency 4: Engage in Practice-informed Research and Research-informed Practice

Advanced generalist social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. They know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing and understand the processes for translating research findings into effective practice. They apply research literacy and evidence-based frameworks to anti-racist and anti-oppressive practice at all system levels.

Course Map: Courses with primary emphasis on this competency include SOWK 5400: Foundation of Social Work Research Methods and SOWK 6400: Advanced Research Methods: Program and Practice Evaluation.

Measure 4.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension. The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 4 items reflect the advanced generalist expectation of critically evaluating and applying research findings in practice, including the use of culturally informed and anti-racist research frameworks required by the 2022 EPAS. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 4 items reflect the advanced generalist research and practice evaluation framework required by the 2022 EPAS. Faculty will incorporate formative research assessments within SOWK 5400 to monitor student understanding of research methods and evidence-based practice frameworks throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to engage in practice-informed research and research-informed practice at the advanced generalist level.

Measure 4.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field

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practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that while direct observation of research application at the agency level was limited by the nature of the placement setting, students demonstrated competency through coursework and continuing education engagement. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate research literacy and evidence-based practice content across the curriculum and field seminar. The field orientation will be enhanced to help students and field instructors identify concrete opportunities to demonstrate research-informed practice behaviors within diverse placement settings. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to engage in practice-informed research and research-informed advanced generalist practice.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalist social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy and apply anti-racist and anti-oppressive frameworks to policy analysis and advocacy.

Course Map: Courses with primary emphasis on this competency include SOWK 5300: Foundation of Social Welfare History, Policy, and Programs, SOWK 6300:

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Social, Economic, and Environmental Justice: Advanced Advocacy, and SOWK 6800: Practice with Communities Experiencing Poverty, Disasters and Environmental Injustice, and Historical and Generational Trauma.

Measure 5.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 5 items reflect the advanced generalist expectation of engaging in policy practice through anti-racist and anti-oppressive frameworks and advocating for systemic change at all levels. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 5 items reflect the advanced generalist policy practice framework required by the 2022 EPAS. Faculty will incorporate formative policy assessments within SOWK 5300 to monitor student understanding of policy history, formation, and analysis throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to engage in policy practice as advanced generalist social workers.

Measure 5.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target not met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first

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field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. It is important to note that the field instructor's comments on the one student who did not meet competency indicated that this rating reflects a limitation in placement opportunities rather than a failure of student competency. The student's placement in a hospice and bereavement setting provided limited direct exposure to policy practice activities, and the field instructor noted attendance at palliative care continuing education but was unable to identify direct policy practice application within the placement context. This finding is consistent with the challenge of assessing macro-level competencies in clinically-focused placement settings and will inform field placement planning and field seminar design going forward. As a result of initial program implementation, in AC 2025-26, the target was not met with 67% (2 of 3) students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to address this concern and support student competency development. Faculty will work with the field coordinator to ensure that field placement settings provide students with meaningful opportunities to demonstrate policy practice behaviors, including settings that allow for advocacy, policy analysis, and systems-level engagement. The field seminar will incorporate explicit discussions of how policy practice competency can be demonstrated across a variety of placement settings, including clinical environments. Faculty will enhance policy practice content in SOWK 5300 and the field seminar to better prepare students to identify and articulate policy practice behaviors within their specific placement contexts. The program will continue to collect and analyze field evaluation data as the cohort grows, with particular attention to Competency 5 as a watch item in early assessment cycles. These steps will improve students' ability to engage in policy practice as advanced generalist social workers across diverse practice settings.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships and understand theories of human behavior and the social environment, critically evaluating and applying this knowledge to facilitate engagement with clients and constituencies at all system levels. Advanced generalist social workers apply cultural humility, empathy, and person-in-environment frameworks to engagement, acknowledging the impact of bias and power imbalances on the helping relationship.

Course Map: Courses with primary emphasis on this competency include SOWK 5200: Ethical and Competent Generalist SW Practice I, SOWK 5220: Ethical and Competent Generalist SW Practice II, SOWK 6200: Advanced Social Work Practice I: Individual, Family, and Group Techniques, and SOWK 6220: Advanced Social Work Practice II: Communities, Organizations, and Macro Techniques.

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Measure 6.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 6 items reflect the advanced generalist expectation of engaging with diverse clients and constituencies at all system levels through culturally humble, person-in-environment informed practice. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 6 items reflect the advanced generalist engagement framework required by the 2022 EPAS. Faculty will incorporate formative assessments within SOWK 5200 and SOWK 5220 to monitor student understanding of engagement theory and skills throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to engage effectively with individuals, families, groups, organizations, and communities in advanced generalist practice.

Measure 6.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students demonstrated the ability to engage

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with patients and families across diverse populations and system levels, including conducting information visits and bereavement assessments with patients and primary caregivers. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate engagement theory, cultural humility, and person-in-environment frameworks across the curriculum and field seminar. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to engage effectively and ethically with individuals, families, groups, organizations, and communities in advanced generalist practice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies. Advanced generalist social workers recognize the implications of the larger practice context in the assessment process and apply evidence-informed, culturally responsive assessment methods. They challenge personal biases and recognize the impact of privilege and power on professional decision-making throughout the assessment process.

Course Map: Courses with primary emphasis on this competency include SOWK 5200: Ethical and Competent Generalist SW Practice I, SOWK 5220: Ethical and Competent Generalist SW Practice II, SOWK 5500: Clinical Assessment and Differential Diagnosis, SOWK 6200: Advanced Social Work Practice I, and SOWK 6220: Advanced Social Work Practice II.

Measure 7.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 7 items reflect the advanced generalist expectation of applying evidence-informed, culturally responsive assessment methods while challenging bias and recognizing the impact of privilege and

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power in the assessment process. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 7 items reflect the advanced generalist assessment framework required by the 2022 EPAS. Faculty will incorporate formative assessment assignments within SOWK 5500 to monitor student understanding of clinical assessment and differential diagnosis frameworks throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to assess individuals, families, groups, organizations, and communities in advanced generalist practice.

Measure 7.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students demonstrated the ability to apply understanding of the grieving process and trauma-informed care in their assessment of clients. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate evidence-informed assessment methods, clinical assessment frameworks, and culturally responsive practice content across the curriculum and field seminar. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to assess individuals, families, groups, organizations, and communities effectively in advanced generalist practice.

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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies and understand theories of human behavior and the social environment, critically evaluating and applying this knowledge to effectively intervene. Advanced generalist social workers apply culturally sensitive, client-centered methods of intervention and engage in inter-professional collaboration to achieve beneficial practice outcomes. They utilize anti-racist and anti-oppressive frameworks to guide intervention at all system levels.

Course Map: Courses with primary emphasis on this competency include SOWK 5200: Ethical and Competent Generalist SW Practice I, SOWK 5220: Ethical and Competent Generalist SW Practice II, SOWK 6200: Advanced Social Work Practice I: Individual, Family, and Group Techniques, SOWK 6220: Advanced Social Work Practice II: Communities, Organizations, and Macro Techniques, SOWK 6500: Trauma-specific Practice in Mental Health and Addiction Services, and SOWK 6700: Trauma-informed Practice with Children and Families.

Measure 8.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 8 items reflect the advanced generalist expectation of applying evidence-informed, culturally sensitive, and anti-racist intervention methods across all system levels. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 8 items reflect the advanced generalist intervention framework required by the 2022 EPAS. Faculty will incorporate formative intervention assessments within SOWK 5200 and SOWK 5220 to monitor student understanding of evidence-informed intervention methods throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to intervene effectively with individuals, families, groups,

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organizations, and communities in advanced generalist practice.

Measure 8.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students demonstrated the ability to apply culturally sensitive methods of engagement and evidence-informed intervention within their placement settings. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate evidence-informed intervention methods, trauma-informed practice, and anti-racist and anti-oppressive frameworks across the curriculum and field seminar. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to intervene effectively and ethically with individuals, families, groups, organizations, and communities in advanced generalist practice.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness and understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Advanced generalist social workers apply self-reflection and cultural humility to evaluate and improve practice through an anti-racist and anti-oppressive lens, using evaluation findings to drive continuous improvement at the micro, mezzo, and macro levels.

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Course Map: Courses with primary emphasis on this competency include SOWK 5400: Foundation of Social Work Research Methods, SOWK 5500: Clinical Assessment and Differential Diagnosis, SOWK 6400: Advanced Research Methods: Program and Practice Evaluation, and all field practicum courses.

Measure 9.1. (Direct – Knowledge Dimension)

During their final semester of enrollment, students will complete the Practice Readiness Exam (PRE) as a direct measure of knowledge across all nine 2022 EPAS competencies. This measure directly addresses the knowledge dimension.

The NSU MSW benchmark is that 80% of students will meet the passing threshold on the PRE. This will be used to make program changes where required.

Finding: Pending — data not yet available.

Analysis: The Practice Readiness Exam is currently under development and will be administered for the first time in Spring 2028. No knowledge dimension data is available for AC 2025-26. The program is developing the PRE to ensure that Competency 9 items reflect the advanced generalist expectation of applying quantitative and qualitative evaluation methods to assess practice and program outcomes through an anti-racist and anti-oppressive lens. Baseline knowledge dimension data will be reported following the first administration of the PRE in Spring 2028.

Decision: Based on the program's first year of operation and the development timeline for the PRE, faculty will implement the following steps in AC 2026-27 to prepare for knowledge dimension assessment. Faculty will continue development of the PRE with specific attention to ensuring that Competency 9 items reflect the advanced generalist practice evaluation framework required by the 2022 EPAS. Faculty will incorporate formative evaluation assignments within SOWK 5400 to monitor student understanding of practice and program evaluation methods throughout the curriculum. These steps will support the program's readiness for the first PRE administration in Spring 2028 and will improve students' ability to evaluate practice effectively at the advanced generalist level.

Measure 9.2. (Direct – Values, Skills, Cognitive & Affective Processing Dimension)

Students in SOWK 5600, SOWK 5620, SOWK 6600, and SOWK 6620 complete field practica at outside agencies, which allow them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the MSW Field Evaluation instrument. This instrument measures student achievement across various dimensions related to each competency. The Field Evaluation assesses students on the Values, Skills, and Cognitive and Affective Processing dimensions. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of students will be rated as Competent or above on each competency (scored a 3 or higher on the 5-point scale).

Finding: Preliminary — target met on available data.

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Analysis: AC 2025-26 is the inaugural year of the NSU MSW program. Three students completed SOWK 5600: Field Practicum I in Spring 2026, representing the program's first field evaluation data. These evaluations are preliminary and reflect performance during the first of four required field practica; they do not constitute final competency determinations. Field instructors noted that students demonstrated the ability to apply self-reflection and cultural humility to evaluate and improve their practice within their placement settings. As a result of initial program implementation, in AC 2025-26, the target was met with 100% of 3 students meeting competency.

Decision: Based on the preliminary findings from AC 2025-26, faculty will implement the following steps in AC 2026-27 to continue building the program's assessment infrastructure and support student competency development. Faculty will continue to integrate practice evaluation methods, self-reflection frameworks, and anti-racist and anti-oppressive evaluation approaches across the curriculum and field seminar. The program will continue to collect and analyze field evaluation data as the cohort grows. These steps will improve students' ability to evaluate practice effectively and continuously improve their advanced generalist social work practice.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

AY 2025-26 represents the inaugural year of the NSU Master of Social Work program. As a first-year program in CSWE candidacy, this reporting cycle functions as a baseline and infrastructure year for assessment. Program-level competency determinations are not yet possible, as the primary knowledge assessment instrument — the Practice Readiness Exam — has not yet been administered, and field education data reflects only a small preliminary cohort completing the first of four required practica. The findings reported herein should be understood in this context and treated as the foundation upon which future assessment cycles will build.

Assessment Infrastructure Development

The program's primary focus in AY 2025-26 has been the development and refinement of its competency-based assessment system. The Practice Readiness Exam is under active development, with a first administration planned for Spring 2028 when the inaugural full-time cohort reaches their final semester. Part-time students will take the PRE in Spring 2029. The field evaluation instrument has been implemented and is functioning as designed, with evaluations submitted electronically through Qualtrics. Faculty and field instructors have been oriented to the competency-based evaluation framework aligned to the 2022 EPAS.

Preliminary Field Evaluation Findings

Three students completed SOWK 5600: Field Practicum I in Spring 2026. All competencies were met with the exception of Competency 5, in which one of three students was rated below Competent. These evaluations represent the first of four field practica required for program completion and are considered preliminary baseline data rather than final competency determinations.

Competency 5 — Engage in Policy Practice — is identified as a preliminary watch item

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as the one student received ratings of Inadequate on all three Competency 5 practice behaviors. As noted in the field instructor's comments, this rating reflects a limitation in placement opportunity rather than a documented student performance failure. The placement setting — hospice and bereavement care — provided limited direct exposure to policy practice activities at the agency level. This finding is instructive for the program's field placement planning and field seminar design going forward, as it highlights the importance of ensuring that placement settings across the cohort provide adequate opportunities to demonstrate macro-level competencies.

On the remaining eight competencies, preliminary results were encouraging. Students demonstrated particular strength in Competency 2 (Advance Human Rights), Competency 3 (Engage ADEI in Practice), Competency 6 (Engage with Individuals and Systems), Competency 7 (Assess Individuals and Systems), and Competency 9 (Evaluate Practice), with at least one student rated Superior on each of these competencies. Competencies 1, 4, and 8 showed solid Competent-level performance in the available evaluation.

Program Launch and Enrollment Context

The program enrolled its first cohort of part-time students in August 2025. In AY 2026-27, the program will expand to include both part-time and full-time students. Full-time students follow a two-year plan of study and will complete four field practica across their enrollment. The first full program-level competency assessment, incorporating both PRE and final field evaluation data, is anticipated in May 2027 for the full-time cohort. This will mark the program's transition from a baseline reporting posture to a full assessment cycle with benchmark comparisons.

Plan of Action for Moving Forward:

Program faculty examined the baseline evidence gathered in AC 2025-26 and will take the following steps to build the program's assessment infrastructure and support student competency development in AC 2026-27:

Practice Readiness Exam Development: Faculty will continue development of the PRE with attention to ensuring that all nine competency areas are comprehensively and accurately represented in alignment with 2022 EPAS constructs. Item development will be informed by faculty expertise across the curriculum, with particular attention to competencies that present assessment challenges in the field setting, including Competency 5. The PRE passing threshold will be established and documented prior to the first administration in Spring 2028.

Field Placement Planning: The field coordinator will work with faculty to ensure that field placement settings provide students with meaningful opportunities to demonstrate all nine competencies, including macro-level competencies such as policy practice. Diverse placement settings across the cohort will be prioritized to ensure breadth of competency demonstration opportunities. Guidance for field instructors on assessing macro competencies within clinical and micro-focused settings will be developed and incorporated into the field orientation.

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Field Seminar Enhancement: The field seminar will incorporate explicit discussion of all nine competencies and how they manifest across diverse placement settings. Particular attention will be given to Competency 5, helping students identify and articulate policy practice behaviors within their specific agency contexts. The seminar will also address how students can document and reflect on competency development across their four-semester practicum sequence.

Formative Assessment Integration: Faculty will incorporate formative knowledge assessments within key courses — including SOWK 5200, SOWK 5300, SOWK 5400, and SOWK 5500 — to monitor student understanding of competency frameworks throughout the curriculum and to inform ongoing PRE development.

Cohort Expansion and Assessment Readiness: As the program expands to include full-time students in AY 2026-27, the program will ensure that assessment processes and infrastructure scale appropriately. Data collection procedures, field evaluation submission protocols, and faculty liaison responsibilities will be reviewed and updated to accommodate the growing cohort.

Longitudinal Tracking: The program will continue development of a longitudinal tracking system to monitor student progress across all four field practica and through PRE performance. Post-graduation employment and licensure data will be incorporated into annual assessment reports as graduates complete the program.

Continued BSW-MSW Collaboration: The BSW and MSW programs will continue to collaborate on curricular alignment under the 2022 EPAS standards, ensuring a coherent and vertically integrated social work education continuum at Northwestern State University.