

Niagara University
Social Work Department
Competency Based Goals and Outcome Assessment Plan
Outcomes for Fall 2014-Spring 2016 Cohort

Acceptance into the Professional Sequence Process

Prior to their senior year, student progress toward competency in all nine areas will be monitored and assessed throughout the program via coursework, class participation, performance on exams and assignments. Student progress and development will be regularly assessed and discussed during faculty meetings. Individualized action plans will be used as needed to aid specific students in their growth and readiness for advancing into the professional sequence of social work courses.

In fall of their junior year¹ students will be assessed for acceptance into the professional sequence of courses. The assessment is done via completion of assignments in our SWK 310 course, which we have designated as a gateway course for our program². The course instructor grades these key assignments and then all students are evaluated by the social work department faculty on 32 associated practice behaviors. In most cases, students are then fully accepted into the professional sequence. In some cases, a remedial or other action plan will be developed that will enable the student to progress as needed in order to be fully accepted. In some situations, a student may be counseled into another major or be dropped from the social work program.

SOCIAL WORK COMPETENCIES³

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

¹ NU's Social Work Department receives a number of transfer students from the area's community colleges (NCCC in Niagara County and Niagara College in Ontario Canada are our two primary feeder schools). Assessment for acceptance into the professional sequence is thus most logically done in the fall of the student's junior year whether a transfer or non-transferring student.

² See appendix A

³ Council on Social Work Education EPAS 2015 pages 7-9

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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as 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. 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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. Social workers 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 and economic justice and human rights. 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.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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. Social workers 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. 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. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Outcome Assessment

Assessment Timeline:

Junior Cohort/Entrants

October- Students complete SWEAP Curriculum Assessment at Entrance Instrument

- Students introduced to 9 competencies and essentials of the assessment plan and portfolio/capstone requirements

November- Faculty review/discuss results in SWK Curriculum meeting

Senior Cohort/Exits

December- Field Instructors complete SWEAP Field Placement Assessment at Mid-Term Instrument

- Provides observation #1 of each competency
- Meets CSWE requirement that at least one observation include at least one measure that is based on real or simulated practice situations.

January- Students complete SWEAP Curriculum Assessment at Exit Instrument

February- Faculty review/discuss results of SWEAP Field and Curriculum Assessments

February week 1- Seniors are asked to rate themselves on all nine competencies

February week 1- Seniors complete meetings with SWK 430 Instructor to learn where they are rating themselves below competency. Instructor makes notes of competencies most discussed

February week 2- SWK 430 comparison data is shared with seniors (national exit data vs program data) as well as most discussed competencies from senior meetings. Instructor reviews definition of "weak" competencies and discusses sources of knowledge and skills from field practice.

February week 3- Seniors are given Portfolio Progress Note

February week 3- Faculty review/discuss Portfolio Progress Notes in Curriculum meeting.

April/May- Students complete and present Portfolio

- Presentation will be to a panel of 2 faculty members and 1 Field Instructor
- Following presentations and discussion, the 3-member panel will rate the portfolio using the Portfolio Assessment Rubric

May week 1- Portfolio Data is compiled and analyzed

May week 3- Faculty meet to review/discuss Portfolio, SWEAP data (Junior/Senior), Field Evaluation, BSW Exit Survey data in a curriculum meeting

Summer- Faculty review/update syllabi using SWEAP data (Junior/Senior), Portfolio, Field Evaluation Data, BSW Exit Survey

- Using data from all sources, faculty will seek to find areas where the program can be improved

Measurement 1: Dimensions Measured in Real or Simulated Practice Experience

➤ SWEAP Field Instructor Instrument at Mid-Term used for all Competencies

Competency One	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:*
Demonstrate Ethical and Professional Behavior	90% Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2 nd semester.	Measure 1: SWEAP FI at Mid-Term This assessment is based on demonstration of the competency in a real practice situation.	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.	Knowledge Values Skills Cog/Affect Knowledge Values Skills Cog/Affect Knowledge Values Skills Cog/Affect Knowledge Values Skills Cog/Affect	Score on SWEAP FI @ Mid-term for all	2> for all	Total Competency Score: 3.89/100% 3.71/100% 3.81/100% 3.95/100% 4.05/100% 3.90/100%

*Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark.

Competency Two	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
<p>Engage Diversity and Difference in Practice</p>	<p>90% for all; Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2nd semester.</p>	<p>Measure 1: SWEAP FI at Mid-Term</p>	<p>Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Intern present themselves as learners and engage clients and constituencies;</p> <p>Intern experts of their own experiences; and</p> <p>Intern apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Knowledge Values Skills Cog/Affect</p> <p>Knowledge Values Skills Cog/Affect</p> <p>Knowledge Values Skills Cog/Affect</p> <p>Knowledge Values Skills Cog/Affect</p>	<p>SWEAP FI @ Mid-term scores for all</p>	<p>2> for all</p>	<p>Total Competency Score: 3.70/100%</p> <p>3.57/100%</p> <p>3.81/100%</p> <p>3.67/100%</p> <p>3.76/100%</p>

Competency Three	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
<p>Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>90% for all; Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2nd semester.</p>	<p>Measure 1: SWEAP FI at Mid-Term</p>	<p>Intern applies their understanding of social justice to advocate for human rights at the individual and system levels; Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels; Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels; Intern engage in practices that advance social, economic, and environmental justice.</p>	<p>Knowledge Skills Knowledge Skills Knowledge Skills Knowledge Skills</p>	<p>SWEAP FI @ Mid-term scores for all</p>	<p>2> for all</p>	<p>Total Competency Score: 3.56/100% 3.75/100% 3.52/100% 3.48/100% 3.48/100%</p>

Competency Four	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Engage In Practice-informed Research and Research-informed Practice	90% for all; Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2 nd semester.	Measure 1: SWEAP FI at Mid-Term	<p>Intern uses theory to inform scientific inquiry & research;</p> <p>Intern uses practice experience and theory to inform scientific inquiry and research;</p> <p>Intern applies critical thinking to engage in analysis of quantitative research methods & findings;</p> <p>Intern applies qualitative research methods and research findings;</p> <p>Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p>	SWEAP FI @ Mid-term scores for all	2> for all	<p>Total Competency Score: 3.50/100%</p> <p>3.73/100%</p> <p>3.64/100%</p> <p>3.21/100%</p> <p>3.50/100%</p> <p>3.39/100%</p>

Competency Seven	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: 3.59/100%
Assess Individuals, Families, Groups, Organizations, and Communities	90% for all; Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2 nd semester.	Measure 1: SWEAP FI at Mid-Term	<p>Intern collects and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p> <p>Knowledge Cog/Affect</p>	SWEAP FI @ Mid-term scores for all	2> for all	<p>Total Competency Score: 3.59/100%</p> <p>3.56/100%</p> <p>3.44/100%</p> <p>3.70/100%</p> <p>3.65/100%</p>

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Eight	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Intervene with Individuals, Families, Groups, Organizations, and Communities	90% for all; Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2 nd semester.	Measure 1: SWEAP FI at Mid-Term	<p>Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies; and</p> <p>Intern facilitates effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p>	SWEAP FI @ Mid-term scores for all	2> for all	<p>Total Competency Score: 3.67/100%</p> <p>3.70/100%</p> <p>3.75/100%</p> <p>3.60/100%</p> <p>3.75/100%</p> <p>3.53/100%</p>

Competency Nine	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: 3.56/100%
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% for all; Rationale: By this point in our program, a score of 2 or better in each competency and all associated behaviors is a realistic expectation. As observation 1 comes at the end of the students' first semester in field, we expect further growth in the 2 nd semester.	Measure 1: SWEAP FI at Mid-Term	<p>Intern selects and uses appropriate methods for evaluation of outcomes;</p> <p>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>Intern critically analyzes, monitors, and evaluates interventions and program processes and outcomes; and</p> <p>Intern applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p> <p>Skills Cog/Affect</p>	SWEAP FI @ Mid-term scores for all	2> for all	<p>Total Competency Score: 3.56/100%</p> <p>3.68/100%</p> <p>3.58/100%</p> <p>3.47/100%</p> <p>3.51/100%</p>

Measurement 2: Dimensions Measured include Knowledge, Values, Skills and Cognitive & Affective Reactions

- Portfolio
- SWEAP Field Instructor Instrument at Mid-Term used for all Competencies

Competency One	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:*
Demonstrate Ethical and Professional Behavior	90% for all; Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.	Measure 2: Portfolio	Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense	Knowledge Values Skills Cog/Affect	Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.	3> for all	3.83/100%

*Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark.

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Two	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
<p>Engage Diversity and Difference in Practice</p>	<p>90% for all; Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.</p>	<p>Measure 2: Portfolio</p>	<p>Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense</p>	<p>Knowledge Values Skills Cog/Affect</p>	<p>Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.</p>	<p>3> for all</p>	<p>3.43/95%</p>

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Three	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
<p>Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>90% for all; Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.</p>	<p>Measure 2: Portfolio</p>	<p>Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense</p>	<p>Knowledge Skills</p>	<p>Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.</p>	<p>3> for all</p>	<p>3.56/95%</p>

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Four	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
<p>Engage In Practice-informed Research and Research-informed Practice</p>	<p>90% for all; Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.</p>	<p>Measure 2: Portfolio</p>	<p>Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense</p>	<p>Knowledge Cog/Affect</p>	<p>Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.</p>	<p>3> for all</p>	<p>3.5/95%</p>

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Five	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Engage in Policy Practice	90% Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.	Measure 2: Portfolio	Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense	Knowledge Skills Values Cog/Affect	Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.	3> for all	3.56/100%

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Six	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Engage with Individuals, Families, Groups, Organizations, and Communities	90% Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.	Measure 2: Portfolio	Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense	Knowledge Cog/Affect Knowledge Cog/Affect	Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.	3> for all	3.91/100%

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Seven	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Assess Individuals, Families, Groups, Organizations, and Communities	90% Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.	Measure 2: Portfolio	Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense	Knowledge Cog/Affect	Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.	3> for all	3.78/100%

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Eight	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Intervene with Individuals, Families, Groups, Organizations, and Communities	90% Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.	Measure 2: Portfolio	Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense	Skills Cog/Affect	Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.	3> for all	3.78/100%

Outcomes for Fall 2014-Spring 2016 Cohort

Competency Nine	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: 3.53/100%
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% Rationale: By this point in our program, a score of 3 or better in each competency is a realistic expectation. Students are completing their final semester and a 3 or better, as judged by the portfolio assessment panel is very reasonable.	Measure 2: Portfolio	Holistic assessment of the competency based on evidence presented in the student's portfolio and at their Capstone/Portfolio Defense. Outcome measure is determined by averaging scores from 3 panelists (2 social work faculty and one field instructor) following the student's Capstone/Portfolio Defense	Skills Cog/Affect	Student portfolios are reviewed by a 3 member panel and are given an initial rating for each competency is rated on 1-5 scale. The same panel attends the student's Capstone/Portfolio Defense where a final rating is determined.	3> for all	3.53/100%

Results for Assessment of Practice Competencies (Appendix E)

What are the Findings

Competency One	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
<p>Demonstrate Ethical and Professional Behavior</p>	<p>90%</p>	<p>Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.</p>	<p>Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100%</p>	<p>$(100\%+100\%+100\%+100\%+100=500/5=100\%$</p>	<p>Yes</p>
		<p>Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.</p>	<p>Measure 2: 100%</p>	<p>$100\%+100\%=200\%/2=100\%$</p>	

Competency Two	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage Diversity and Difference in Practice	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%	$(100\%+100\%+100\%+100=400/4=100\%$ $100\%+95\%=195\%/2=97.5\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 95%		

Competency Three	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%	$(100\%+100\%+100\%+100=400/4=100\%$ $100\%+95\%=195\%/2=97.5\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 95%		

Competency Four	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage In Practice-informed Research and Research-informed Practice	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100%	$(100\%+100\%+100\%+100\%+100=500/5=100\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 95%	$100\%+95\%=195\%/2=97.5\%$	

Competency Five	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage in Policy Practice	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100%	$(100\%+100\%+100\%+100\%+100=500/5=100\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 100%	$100\%+100\%=200\%/2=100\%$	

Competency Six	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100%	(100%+100%=200%/2=100%	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 100%	100%+100%=200%/2=100%	

Competency Seven	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%	$(100\%+100\%+100\%+100=400/4=100\%$ $100\%+100\%=200\%/2=100\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 100%		

Competency Eight	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100%	$(100\%+100\%+100\%+100\%+100=500/5=100\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 100%	$100\%+100\%=200\%/2=100\%$	

Competency Nine	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1: Students must score a 2 or better on the SWEAP Field Instructor Assessment at Mid-term.	Measure 1: Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100%	$(100\%+100\%+100\%+100=400/4=100\%$ $100\%+100\%=200\%/2=100\%$	Yes
		Measure 2: Students must score a minimum of 3 based on the average ratings from the portfolio panel following their portfolio defense.	Measure 2: 100%		

Appendix F

Niagara University Baccalaureate Social Work Program
 Assessment of Student Learning Outcomes
 2015-2016 Cohort

Competency	Competency Benchmark	Percentage of Students Achieving Benchmark
1. Demonstrate Ethical and professional Behavior	90%	100%
2. Engage Diversity and Difference in Practice	90%	97.5%
3. Advance Human Rights and Social, Economic, and Environmental Justice	90%	97.5%
4. Engage in Practice-Informed Research and Research-Informed Practice	90%	97.5%
5. Engage in Policy Practice	90%	100%
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90%	100%
7. Assess Individuals, Families, Groups, Organizations, and Communities	90%	100%
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	100%
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	100%

Implicit Curriculum and Assessment of the Implicit Curriculum

Poverty simulation;

TAAP—pre-enrollment program;

Service Learning;