

Niagara University
Social Work Department
Competency Based Goals and Outcome Assessment Plan
Outcomes for Fall 2017-Spring 2019 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

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:

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

- 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

Explanation of Scoring for Measurement #1

Measurement 1: Dimensions Measured in Real or Simulated Practice Experience

- SWEAP Field Instructor Instrument at Mid-Term used for all Competencies
- Procedures for calculating Measurement 1 Competency Scores and Benchmarks:

Field Placement/Practicum Assessment Instrument (FPPAI) at Mid-point from the Social Work Education Assessment Project (SWEAP) is used to collect data.

- A. Each student is assessed by their field instructor on all 9 competencies using each of the behaviors associated with the competency on a scale of 1-5 via the FPPAI at mid-point from SWEAP;
- B. An average score is calculated for each associated behavior;
 - a. For example, Competency #1, behavior #1 is: Intern makes ethical decisions by applying professional standards (i.e. 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;"
 - b. In spring 2019 (2017-2019 cohort) there were 26 students in field placement. In the example (see below) each of the 26 have been rated by their field instructor on the SWEAP FPPAI 1-5 scale. The cohort mean is then calculated for that behavior;
 - c. Once the mean score of the cohort for each behavior associated with the competency is calculated, SWEAP then averages the mean scores from the behaviors associated with that competency to calculate a Total Section Score (see example below).
- C. The score for each associated behavior is compared to the mid-point benchmark of 2;
- D. See sample from SWEAP below:

Competency 1 –Example of how scores are calculated	Dimensions	Average Score	# Meeting Competency	# Exceeding Competency
This data is for the 2017-2019 cohort, measurement #1—FPPAI at mid-point				
Intern makes ethical decisions by applying professional standards (i.e. 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	CogAff Values	3.32/ 5	25 (96%)	9 (35%)
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	CogAff Values	3.40/ 5	25 (96%)	12 (46%)
Intern demonstrates professional demeanor in behavior, appearance, oral communication, written communication, electronic communication (group)	Skills	3.57/ 5	25 (96%)	9 (35%)
Intern uses technology ethically and appropriately to facilitate practice outcomes	Skills	3.44/ 5	25 (96%)	12 (46%)
Intern uses supervision and consultation to guide professional judgment and behavior	CogAff	3.24/ 5	25 (96%)	9 (35%)
CogAff Dimension Score (3 items)		3.32 / 5	25 (96%)	6 (23%)
Values Dimension Score (2 items)		3.36 / 5	25 (96%)	8 (31%)
Skills Dimension Score (6 items)		3.55 / 5	25 (96%)	8 (31%)
Total Section Score		3.39 / 5	n/a	n/a
Total Section - Number of Students Meeting All Competency Benchmarks (3=competent)		n/a	25 (96%)	n/a
Total Section - Number of Students Exceeding All Competency Benchmarks (3=competent)		n/a	n/a	5 (19%)

We use a score of 2 or better for our midpoint benchmark. SWEAP in their report uses 3 or better. Thus in the above example, SWEAP is reporting 96% of students as meeting the benchmark of 3. One student scored below 3 on each of the 5 behaviors being assessed, but that specific student did score a 2 on each of the behaviors and thus the entire group (all 26 students in this cohort) met or exceeded the benchmark score of 2.

- E. The mean score for each behavior, along with the Total Section Score, is reported in the Summary Data Form AS 4.0.1—Measure 1.
- F. The percentage of students that meet the benchmark for each behavior is transferred to the Results for Assessment of Practice Competencies where it is combined with the results from measurement 2 to calculate and report our final results.

Summary of Data and Comparison to Benchmarks for Observation #1

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;	Knowledge Values Skills Cog/Affect	Score on SWEAP FI @ Mid-term for all	2> for all	Total Competency Score: 3.89/100%
			use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Knowledge Values Skills Cog/Affect			3.71/100%
			demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Knowledge Values Skills Cog/Affect			3.81/100%
			use technology ethically and appropriately to facilitate practice outcomes; and	Knowledge Values Skills Cog/Affect			3.95/100%
			use supervision and consultation to guide professional judgment and behavior.	Knowledge Values Skills Cog/Affect			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:
Engage Diversity and Difference in 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	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; Intern present themselves as learners and engage clients and constituencies; Intern experts of their own experiences; and Intern apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Knowledge Values Skills Cog/Affect Knowledge Values Skills Cog/Affect Knowledge Values Skills Cog/Affect Knowledge Values Skills Cog/Affect	SWEAP FI @ Mid-term scores for all	2> for all	Total Competency Score: 3.70/100% 3.57/100% 3.81/100% 3.67/100% 3.76/100%

Competency Three	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Advance Human Rights and Social, Economic, and Environmental Justice	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 applies their understanding of social justice to advocate for human rights at the individual and system levels;</p> <p>Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels;</p> <p>Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels;</p> <p>Intern engage in practices that advance social, economic, and environmental justice.</p>	<p>Knowledge Skills</p> <p>Knowledge Skills</p> <p>Knowledge Skills</p> <p>Knowledge Skills</p>	SWEAP FI @ Mid-term scores for all	2> for all	<p>Total Competency Score: 3.56/100%</p> <p>3.75/100%</p> <p>3.52/100%</p> <p>3.48/100%</p> <p>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	Intern uses theory to inform scientific inquiry & research; Intern uses practice experience and theory to inform scientific inquiry and research; Intern applies critical thinking to engage in analysis of quantitative research methods & findings; Intern applies qualitative research methods and research findings; Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	Knowledge Cog/Affect Knowledge Cog/Affect Knowledge Cog/Affect Knowledge Cog/Affect Knowledge Cog/Affect	SWEAP FI @ Mid-term scores for all	2> for all	Total Competency Score: 3.50/100% 3.73/100% 3.64/100% 3.21/100% 3.50/100% 3.39/100%

Competency Five	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Engage in Policy 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 identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>Intern assesses how social welfare and economic policies impact the delivery of and access to social services;</p> <p>Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice;</p> <p>Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice;</p> <p>Intern applies critical thinking to advocate policies that advance human rights and social, economic, and environmental justice.</p>	<p>Knowledge Skills Values Cog/Affect</p> <p>Knowledge Skills Values Cog/Affect</p> <p>Knowledge Skills Values Cog/Affect</p> <p>Knowledge Skills Values Cog/Affect</p> <p>Knowledge Skills Values Cog/Affect</p>	SWEAP FI @ Mid-term scores for all	2> for all	<p>Total Competency Score: 3.44/100%</p> <p>3.48/100%</p> <p>3.52/100%</p> <p>3.57/100%</p> <p>3.33/100%</p> <p>3.30/100%</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>

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	Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies;	Skills Cog/Affect	SWEAP FI @ Mid-term scores for all	2> for all	Total Competency Score: 3.67/100%
			Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Skills Cog/Affect			3.70/100%
			Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Skills Cog/Affect			3.75/100%
			Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies; and	Skills Cog/Affect			3.60/100%
			Intern facilitates effective transitions and endings that advance mutually agreed-on goals.	Skills Cog/Affect			3.75/100%
							3.53/100%

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>

Explanation of Scoring for Measurement #2

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

- Portfolio
- Procedures for calculating Measurement 2 Competency Scores and Benchmarks:

During spring semester of senior year, students take SWK 430, Capstone. This course serves as the student's University capstone requirement, as well as the source of the Department's second observation for our CSWE outcome assessment.

During the semester, students develop a portfolio as evidence of their learning and confirmation of their proficiency in the 9 areas of competence required by CSWE. This portfolio is presented for review to a panel consisting of two SWK faculty and one community social worker. The panel reads and reviews the portfolio. This is followed by a presentation of their portfolio by the student to the panel. For the purpose of the required CSWE Outcome Assessment second observation, we use the scores students receive from the three panel members who score the student at the conclusion of their presentation. Using the procedures described below, we translate the scores into the data used for the Outcome Assessment and for determining if benchmarks have been achieved.

Competence is determined using the following scale:

RATING SCALE

- 1=I know this behavior from course work only;
- 2= I know this behavior but still need more experience to gain competency;
- 3=I demonstrate competency in this behavior but my performance level is inconsistent;
- 4=I have entry-level social work competency in my consistent enactment of this behavior;
- 5=I not only consistently enact this behavior; I exceed what is expected of a "new" entry-level social worker.

NU Social Work Departmental policy is that the student must successfully pass 7 out of 9⁴ competencies with an average rating of 3 or better by the panel. For example, on competency 1, a student may be rated a 3 by reviewer one, a 2 by reviewer two, and a 3 by reviewer three. The total is 8, which is then divided by 3 to reach a final score of 2.66; which is below the benchmark score of 3. Thus, the student would not pass that competency. If the student scores a panel average of 3 or better on the remaining 8 competencies, they would pass. If the student was to score a 3 or better on 7 of the remaining 8 competencies, they would pass. Should the student score a 3 or better on only 6 (or less) of the remaining 8 competencies, they would not pass.

The benchmark of 3 was determined by the Department as it both the mean and median score on this rating scale. Further a score of 3 on all 9 competencies translates into an average score of= 77.7% which is passing using the Niagara University grading scale (i.e., 7/9=77.7). It is also a C or better grade which is the minimum standard for social work courses.

Steps for calculating competence at the individual level:

1. Immediately after the conclusion of the panel presentation, the panel confidentially meets to review individual scores.
2. The Capstone instructor reviews each student with the panel. The instructor asks the panel members to report if any student has received a two or below rating in three or more competencies.
3. If a student receives two or below ratings from more than one panel member, the panel reviews which competencies scored a two and below. If there is no pattern, meaning, each panel member rates different competencies scoring two or below, the student passes the portfolio.
4. If a student receives two or below ratings from more than one panel member, the panel reviews which competencies scored a two or below. If the panel is in agreement about **three** competencies rating two or below, the student does not pass the portfolio.

⁴ In the Self-Study that we submitted on December 1, 2019 we mistakenly stated 6 out of 9. We apologise for not catching this mistake sooner.

5. If the student does not pass the portfolio, the student is given a week to redo the competencies that rated two or below. Once the student rewrites the competencies, two panel members are asked to re-read the competencies to determine if they have improved to a 3 or better rating, resulting in a passing grade.
6. If the student does not pass the portfolio after this process, the faculty will meet to determine a student improvement plan.

Steps for calculating cohort CSWE second observation:

1. An excel file is created for each cohort;
2. Each panel member's ratings of students are entered into the Excel file (see example below),
3. Once all the scores are entered three calculations are made:
 - 3.1) Individual Student: an average is calculated for each competency for each student, 3.2) an average is calculated for all nine competencies from each panel member, and 3.3) Cohort: an average is calculated for each competency using the individual student score from 3.1
4. Scores from 3.1 are used to report CSWE's second observation. See above Rating Scale.

Below is a portion of the 2018-2019 cohort scores from the portfolio.

	COMP 1	COMP 2	COMP 3	COMP 4	COMP 5	COMP 6	COMP 7	COMP 8	COMP 9	MEAN
Group 1										
Student 1	5	3	4	3	4	4	4	4	4	3.88
	5	5	4	4	4	5	5	4	4	4.44
	5	4	3	3	3	3	3	3	3	3.33
	5	4	3.66	3.33	3.66	4	4	3.66	3.66	3.88
Student 2	4	4	3	3	2	3	3	4	4	3.33
	5	4	5	4	4	5	5	4	4	4.44
	5	3	3	3	3	3	3	3	3	3.22
	4.66	3.66	3.66	3.33	3	3.66	3.66	3.66	3.66	3.66
Student 3	4	3	3	3	4	3	4	4	4	3.55
	5	4	5	4	4	5	5	4	4	4.44
	5	4	4	3	4	3	3	3	3	3.55
	4.66	3.6	4	3.33	4	3.66	4	3.66	3.66	3.85
Student 4	4	4	5	3	5	4	3	3	3	3.77
	5	4	5	4	5	5	4	4	4	4.44
	5	4	3	3	3	4	3	3	3	3.44
	4.66	4	4.33	3.33	4.33	4.33	3.33	3.33	3.33	3.88
Student 5	3	4	3	3	3	4	4	4	4	3.55
	5	4	4	5	4	5	5	5	4	4.11
	3	2	3	3	3	3	3	3	3	2.88
	3.66	3.33	3.33	3.66	3.33	4	4	4	3.66	3.66
Aggregate Cohort score	4.8	3.86	3.86	3.33	3.73	3.93	3.8	3.6	3.6	3.83

The aggregate cohort scores are used in the summary data and reporting forms such as AS4(B).

Summary of Data and Comparison to Benchmarks for Observation #2

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.

Competency Two	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Engage Diversity and Difference in Practice	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	3.43/95%

Competency Three	Competency Benchmark	Measures	Performance Description	Dimensions	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
Advance Human Rights and Social, Economic, and Environmental Justice	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 Skills	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	3.56/95%

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 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	3.5/95%

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%

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%

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%

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%

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%

**Niagara University BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON June 2019**

COMPETENCY	COMPETENCY BENCHMARK	Program Option #1 On campus	Aggregate of All Program Options
Competency 1: Demonstrate Ethical and Professional Behavior	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 2: Engage Diversity and Difference in Practice	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	97.5%	N/A
Competency 5: Engage in Policy Practice	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will score 3 or better on their Portfolio of Evidence for this Competency	100%	N/A
Any Additional Competency(ies) Developed by the Program	N/A	N/A	N/A