

Assessment Cycle Academic Year 2016 – 2017

Program – Bachelor of Social Work (BSW)

College: Gallaspy College of Education and Human Development

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

DRAFT – The Gallaspy Family College of Education and Human Development. The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Northwestern State University Bachelor of Social Work Program.

The mission of the Northwestern State University BSW Program is, within the scope of the University's mission, to develop entry-level generalist social work professionals who are competent to meet the growing need for practitioners in our state and regional work force (especially in rural central and western Louisiana). The program offers an appreciation of human diversity in developing lifelong learners and critical thinkers whose values and ethics are consistent with the profession of social work. In this rural setting, the NSU BSW Program maintains a commitment of service to the professional community and populations at risk who experience oppression due to social and economic injustice. This program seeks to provide a caring, student-centered environment that encourages professional development.

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Explanation of Evaluation as it Relates to CSWE Accreditation

The NSU BSW program is accredited by the Council on Social Work Education (CSWE). The current assessment period is guided by the 2008 Education Policy and Accreditation Standards (EPAS) which focus on student learning outcomes. This is referred to as a competency-based approach to student learning outcomes. Competency-based approach requires identifying and assessing what students demonstrate in practice. This approach involves assessing ability to demonstrate the competencies identified in the educational policy. Programs are required to assess the attainment of competency by students through two separate measurements. The two measurement tools used in the NSU BSW program are: (1) Student Competency Based Self-Evaluation; and (2) the Competency Based Evaluation of Student Performance.

Explanation of Assessment Tools

The social work faculty at Northwestern State University, in compliance with Accreditation Standard 4.0 of the Council on Social Work Education, have chosen two measures in regards to assessment of attainment of the competencies and student learning outcomes. The measurement benchmark at Northwestern State University for each competency is 80%. This means that, at Northwestern, eighty percent of social work graduates will be rated as “adequate” or above on each of the competencies. The two measures chosen by the faculty are the “Student Competency Based Self-Evaluation,” or “self-evaluation,” and the “Competency Based Evaluation of Student Performance” in Field Instruction, also known as the “field evaluation.”

The Self-Assessment tool is completed by students directly prior to graduation after course work is complete. This measure is derived from the anonymous Student Competency Based Self Evaluation form that each graduating senior fills out at the end of their final semester. This serves as an internal evaluation of student competency in the 14 Practice Competencies with the various Practice Behaviors which summarize each Competency. All student rates themselves on a scale of 1-4 in regard to how competent they feel in regards to practicing the profession of social work at the time of filling out the evaluation based on their entire academic experience in the BSW program. This relates to the preparation they have undergone in all course work, not just their field experience.

The Field Instrument is completed by Field Instructors from social service agencies. The instructors are the direct agency supervisors from the field practicum (internship) who supervise the students. This measure is derived from the Field Instructor evaluation of each field placement student at the end of the field placement experience. Typically, these are graduating seniors. This serves as an external evaluation of student competency in the 14 Practice Competencies with the various Practice Behaviors which summarize each Competency.

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Methodology

The assessment process for the BSW program is as follows:

(1) Students in SOWK 4190, Field Work, will be assessed using the *Field Instrument*. This instrument allows field instructors to measure student achievement across various dimensions related to each EPAS competency, scored on a 4-point Likert scale, and allowing for qualitative feedback. Students will complete the *Self-Evaluation* at the conclusion of SOWK 4040 (Research). The *Self-Evaluation* is a tool used to measure a student's own assessment of where they feel they are in regards to practice competency based on the EPAS standards, scored on a 4-point Likert scale, and allowing for qualitative feedback. Data from the above assessment tools are collected at the end of each semester, coordinated by the Assessment Coordinator.

(2) The Assessment Coordinator receives the completed assessment tools and enters the data into Excel. The Coordinator then analyzes the data. The coordinator will evaluate the data to determine whether students have met competency benchmarks set by the program.

(3) Results from the assessment will be discussed with the program faculty, staff, the BSW Advisory Council, and other constituencies.

(4) Individual meetings will be held with faculty teaching specific courses as necessary.

(5) The Assessment Coordinator, in consultation with the Faculty and Advisory Council, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curriculum and program changes.

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Student Learning Outcomes (Expressed as EPAS Competencies):

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Measure 1.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 89.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

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Measure 1.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

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Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 92.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight decrease from the previous academic year; however, there is no discernable reason for the small decrease.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 2: Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the applicable ethical codes, such as NASW Code of Ethics (and, as applicable, of the IFSW/IASSW), and laws, such as the LA Social Work Practice Act.
- Tolerate ambiguity in resolving ethical conflicts.
- Apply strategies of ethical reasoning to arrive at principled decisions.

Measure: 2.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure: 2.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

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Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 3: Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- Analyze and apply a generalist model of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Measure 3.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure: 3.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

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Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 4: Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- View themselves as learners and engage those with whom they work as informants.

Measure 4.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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Analysis: The competency benchmark was met. There was a slight decrease from the previous academic year, however there is no discernable reason for the small decrease.

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Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 4.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 93.5% of 34 students met competency.

The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 5: Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- Understand the forms and mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.
- Engage in practices that advance social and economic justice.

Measure 5.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 87% of 34 students met competency.

Analysis: The competency benchmark was met. There was no change from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 5.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 93% of 34 students met competency.

The competency benchmark was met. There was a large increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

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Competency 6: Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice.

Measure 6.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 79% of 34 students met competency.

Analysis: Analysis: The competency benchmark was not met. There was a 5% increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency. Program changes as well as faculty changes will continue increase competency in regards to research in the field setting.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Action - Decision or Recommendation:

Measure 6.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of

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competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 84% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 7: Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand person and environment.

Measure 7.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

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Finding: 88% of 34 students met competency.

Analysis: The competency benchmark was met. There was no change from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 7.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 90.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- Analyze, formulate, and advocate for policies that advance social well-being.
- Collaborate with colleagues and clients for effective policy action.

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Measure 8.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 84% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 8.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 88.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

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Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 9: Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Measure 9.1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 85% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 9.2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of

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Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 84.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 10 (a): Engage with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus of work and desired outcomes.

Measure 10(a).1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

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benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 93% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 10(a).2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

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Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 95.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 10 (b): Assess individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge

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and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers

- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies.

Measure 10(b).1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 89.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 10(b).2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

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Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 94% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 10 (c): Intervene with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers

- Initiate actions to achieve organizational goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems/achieve goals.
- Negotiate, mediate, and advocate for client systems.
- Facilitate transitions and endings.

Measure 10(c).1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

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Finding: 87% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 10(c).2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 93.5% of 34 students met competency.

Analysis: The competency benchmark was met. There was an increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Competency 10 (d): Evaluate practice with individuals, families, groups, orgs, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating

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program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social workers

- Critically analyze, monitor, and evaluate interventions.

Measure 10(d).1. (Direct – Student Artifact): Competency Based Evaluation of Student Performance in Field Instruction (Field Instrument)

Students in SOWK 4190, Field Work, complete a field internship at an outside agency, which allows them to practice social work under the supervision of a field instructor. Students are evaluated by field instructors using the *Field Instrument*. This instrument measures student achievement across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 87% of 34 students met competency.

Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Measure 10(d).2. (Direct – Student Artifact) Student Competency Based Self-Evaluation

Students in SOWK 4040, Research, complete a Self-Evaluation upon completion of course work (during the semester of graduation). The instrument measures student perception of competency across various dimensions related to each Competency. The measurement benchmark at NSU for each competency is 80%. This means that, at NSU, 80% of student's will be rated as "adequate" or above on each competency (scored a three or higher on the four-point scale).

Data is gathered each semester by the assessment coordinator and analyzed as previously noted. Data from each semester and academic year is compared to each previous cohort.

Finding: 86 % of 34 students met competency.

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Analysis: The competency benchmark was met. There was a slight increase from the previous academic year. Ongoing education of competency language as well as course changes continues to increase overall student competency.

Action - Decision or Recommendation: Phase in new assessment tools to more accurately assess student competency in multiple points of the student career.

Comprehensive Summary of key findings and or decisions:

Students met competency in all areas except for Competency 6 (Engage in research-informed practice and practice-informed research) on the Field Evaluation portion. For this specific competency, 79% of students met competency as evaluated by agency Field Instructors. This however was a 5% increase from the previous (2015-2016) academic year. The previous plan of action was a change in format from research proposals to single system designs in the 2015-2016 Academic Year. This resulted in a small gain in the number of students achieving competency on the Field Evaluation. It was identified that students were not bringing their research experience to the agency and discussing research pertinent to the field setting with instructors. Beginning in the 2016-2017 Academic Year, further changes were made in Research. First, students were put into groups versus working on individual projects in order to enrich the research experience. Students in similar field placement environments were placed together for continuity, however each placement allowed group members to bring in different experiences and perspectives to the group research project. Secondly, Faculty received IRB approval to gather real data in the field setting solely for educational purposes. This allowed students to discuss with field instructors what they might measure or study in the field setting and work out logistics and protocols with fellow group members. Lastly, students were allowed to use more methods of research beyond Single-System Design. Students were required to follow all ethical guidelines regardless of IRB approval. Further development of the Research Project as well as the hiring of a new Ph.D Faculty Member to teach Research will continue to yield a higher percentage of student attaining competency.

As stated, all other competencies met the benchmark. The assessment coordinator, faculty, and advisory committees will continue to further refine course content to encourage students to continue to meet benchmarks and move towards higher competency. It must be noted however that the 2016-2017 Academic Year will be the final year the 2008 CSWE EPAS will be used as part of the assessment process at NSU. The Social Work Department is switching to the 2015 CSWE EPAS to prepare for future re-accreditation. This will include the use of several new assessment tools which will assess student competency during multiple points of a student's academic career instead of only at the end of their career.

The NSU BSW program has elected to use several Instruments for Program Evaluation created by the Social Work Education Assessment Project (SWEAP) beginning in the 2017-2018 Academic Year. SWEAP is a non-profit organization created by social work academics for the express purpose of helping develop proprietary empirically-based and validated assessment

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instruments for BSW- and MSW-level programs. All instruments are paid for by the Department/University and are completed electronically by students. Analyzed data is provided back to the program by SWEAP electronically. Programs can elect to compare student data with national scores as well as ongoing assessment of cohorts.

The assessment process for the BSW program beginning in the Fall Semester of 2017 is as follows:

(1) Students entering the professional program (beginning in SOWK 3120, Generalist Practice with Individuals) will be given the *Entrance Instrument*. This instrument collects demographic information, educational history, and prior experience and career intentions of students entering the program. Students will also be given (in the same time period) the *Curriculum Instrument* as a direct measure of knowledge across seven (7) curricular area and all EPAS 2015 Core Competencies. At the end of SOWK 4040, Social Work Research Methods, students will complete the *Curriculum Instrument* a second time. The *Curriculum Instrument* will allow for pre-test/post-test analysis of student knowledge gained through the program and will be used to pinpoint areas for curricular enhancement.

Students in SOWK 4190, Field Work, will be assessed using the *Field Instrument*. This instrument allows field instructors to measure student achievement across various dimensions related to each EPAS competency, scored on a 5-point Likert scale, and allowing for qualitative feedback. Lastly, students will complete the *Exit Instrument* at the conclusion of SOWK 4190. The *Exit Instrument* solicits information related to employment, plans for graduate study, professional activities, and demographic information. Students evaluate both the program's role in helping them develop professional competencies, and the implicit curriculum of the program. Data from the above assessment tools are collected at multiple points in the program, coordinated by the Assessment Coordinator.

(2) The Assessment Coordinator will receive the analyzed data from SWEAP. The coordinator will evaluate the data to determine whether students have met competency benchmarks set by the program.

(3) Results from the assessment will be discussed with the program faculty, staff, the BSW Advisory Council, and other constituencies.

(4) Individual meetings will be held with faculty teaching specific courses as necessary.

(5) The Assessment Coordinator, in consultation with the Faculty and Advisory Council, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curriculum and program changes.