

**SIENA COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM**  
**ASSESSMENT OF STUDENT LEARNING OUTCOMES FOR 2017-2018**

**LAST COMPLETED ON MAY 2018**

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency. There were 18 seniors.

In the 2017-2018 academic year the Social Work Program updated the field performance evaluation which also reset the competency benchmark expectations for the program (see page two for the revised scale). In addition, the decision was made to report outcome data annually at the end of the academic year.

| <b>Competency (EPAS 2015)</b>   | <b>Competency Benchmark</b>                       | <b>Percentage of Students Achieving Benchmark</b> |
|---|---|---|
| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b>  | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.38)                                  |
| <b>Competency 2: Engage Diversity and Difference in Practice</b>  | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.33)                                  |
| <b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>                 | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 3.57)                                  |
| <b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>                  | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.08)                                  |
| <b>Competency 5: Engage in Policy Practice</b>  | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.30)                                  |
| <b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>            | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.35)                                  |
| <b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>                 | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.19)                                  |
| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>         | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.19)                                  |
| <b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> | 90% will achieve 3.0 or higher on a 5-point scale | 100% (Mean 4.03)                                  |

**Revised Field Evaluation Scale for 2017-2018**

| <b>Scale</b> | <b>Performance Measure</b> | <b>Description</b>  | <b>Definition</b>  |
|--------------|----------------------------|---|--|
| <b>5</b>     | Mastered Performance       | The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.                       | Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.  |
| <b>4</b>     | Superior Performance       | The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.                                       | Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.  |
| <b>3</b>     | Competent Performance      | The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.                                      | Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level. |
| <b>2</b>     | Inadequate Performance     | The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.                                 | Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.                     |
| <b>1</b>     | Unable to Perform          | When given the opportunity, the intern/student was unable to demonstrate application of the knowledge, values and skills related to the performance of the practice behavior. | Unable to perform is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.  |
| <b>N/O</b>   | Not Observed               | The intern/Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.                          | Observed: "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.   |

Adapted from SWEAP