

AY 2015-2016 ASSESSMENT REPORT

PART I. Overview of Program Competencies, Assessment Procedures, and Benchmarks

We used a minimum of 80% of students achieving a benchmark of an average of 3.5 on a 5-point scale on scores from field evaluations and student surveys assessing competencies. Table 1 below shows the procedures, instruments, and benchmarks for both the BASW and MSW program assessments.

Table 1. Procedures, Instruments, and Benchmarks for BASW and MSW Program Assessment

Data Source	Procedures	Instrument Description	Achievement Criteria and Benchmarks
Field Instructor	Evaluation of student performance in field collected each semester; forms for final Spring semester collected and entered into Excel/SPSS for analysis	FI Evaluation tool includes ranking of practice behaviors, based on a scale of 1-5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)	Criteria: FI rates on practice behaviors as proficient or above Benchmark: Mean of 3.5 or higher
Student	Exit survey administered to all graduating MSW students electronically via Qualtrics	<p>Survey includes self-efficacy rankings by students for all practice behaviors on a scale of 1-5 (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)</p> <p>Student satisfaction and perception items based on a scale of 1-4 (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree).</p> <p>Student perception of percentage of courses meeting or exceeding expectations (3 items, scale of 0-100%)</p>	<p>Criteria: Student self-efficacy ratings</p> <p>Benchmark: Mean of 3.5 or higher</p> <p>Benchmark (Implicit Curriculum): 80% and above rates of student satisfaction.</p> <p>Benchmark (Implicit Curriculum): 80% and above rates of student satisfaction.</p>

PART II. Assessment of Student Competency and Perception of the BASW Program

Table 2 below summarizes the mean scores of both Field Instructor (FI) evaluation of student performance in the Spring of 2016 for graduating BASW students and student perception of their attainment of skills directly related to the BASW practice behaviors and competences through the Exit Survey.

Regarding the benchmarks, since multiple items were used to assess each competency, a minimum of 80% of BASW students achieving an average of 3.5 or greater on the FI evaluation and the Exit Survey was used. Results show that all aggregate averages exceeded the 3.5 benchmark, and that the 80% of students benchmark was also achieved except in two areas.

Table 2. Summary of 2015-2016 BASW Practice Behavior Means (by Data Source) [Benchmark: Mean of 3.5 for FI Evaluation and Exit Survey].

EPAS Core Competencies	Practice Behaviors (Abbreviated)	FI Evals N=58	Exit Survey N=62^a
1. Identify as a professional social worker and conduct oneself accordingly	a. Advocate for client access	4.05	4.56
	b. Capacity for self-reflection and critical evaluation	4.14	4.66
	c. Managing professional boundaries/navigating multiple roles	4.11	4.68
	d. Demonstrate professional demeanor	4.09	4.75
	e. Pursue strategies for advanced professional development	4.16	4.67
	f. Effectively use supervision and consultation in a field of practice	4.23	4.72
	OVERALL MEAN: 4.40	4.13	4.67
	% of Student Achieving Competency Benchmark:	91.1%	
2. Apply social work ethical principles to guide professional practice	a. Recognize and manage personal values in a way that allows professional values to guide practice	4.02	4.57
	b. Make ethical decisions by applying standards of the NASW Code of Ethics	4.04	4.59
	c. Tolerate ambiguity in resolving ethical conflicts	4.00	4.44
	d. Apply strategies of ethnic reasoning to arrive at principled decisions	4.08	4.45
	OVERALL MEAN: 4.28	4.04	4.51
	% of Student Achieving Competency Benchmark:	88.1%	
3. Apply critical thinking	a. Distinguish sources of knowledge/seek information	na	4.56
	b. Evaluate assessment and intervention options	3.84	4.56
	c. Demonstrate skillful written and oral communication	3.79	4.58

EPAS Core Competencies	Practice Behaviors (Abbreviated)	FI Evals N=58	Exit Survey N=62 ^a
	OVERALL MEAN: 4.20	3.82	4.57
	% of Student Achieving Competency Benchmark:	87.4%	
4. Engage diversity and difference in practice	a. Apply a transcultural perspective in practice, including understanding of structural contexts/ power and privilege	4.11	4.60
	b. Demonstrate self-reflexivity in culturally responsive practice.	4.07	4.61
	c. Understanding how positionality shape perspectives	4.05	4.61
	d. View self as learners/form respectful partnerships in practice	4.16	4.57
	OVERALL MEAN: 4.35	4.10	4.60
	% of Student Achieving Competency Benchmark:	92.8%	
5. Advance human rights and social and economic justice	a. Understanding of historical, social, political, and economic factors, including dynamics related to stigma and discrimination.	4.05	4.60
	b. Ability to advocate for social and economic justice	3.85	4.53
	c. Engage in practices to improve social and economic	3.87	4.52
	OVERALL MEAN: 4.24	3.92	4.55
	% of Student Achieving Competency Benchmark:	83.9%	
6. Research informed practice/practice informed research	a. Use practice experience to inform research/evaluation	na	4.29
	b. Apply research to inform and improve practice.	3.70	4.42
	OVERALL MEAN: 4.03	3.70	4.36
	% of Student Achieving Competency Benchmark:	71.0%	
7. Knowledge of HBSE	a. Utilize conceptual frameworks to guide practice.	3.89	4.45
	b. Critically evaluate and apply knowledge	4.03	4.51
	OVERALL MEAN: 4.22	3.96	4.48
	% of Student Achieving Competency Benchmark:	86.4%	
8. Engage in policy practice to advance social and economic well-being	a. Understanding of policies and programs as well as skills for analyzing and influencing policies and programs	na	4.28
	b. Ability to collaborate with stakeholders to influence policy and program changes in a field of practice.	na	4.28
	OVERALL MEAN: 4.28		4.28
	% of Student Achieving Competency Benchmark:	88.5%	

9 Respond to contexts that shape practice	a. Awareness of and good judgment in assessing and adapting to changing social conditions, emerging trends, and advances in science and technology to provide services	3.87	4.31
	b. Skill in interagency and multidisciplinary practice including collaboration with other professionals and organizations.	3.78	4.35
	OVERALL MEAN: 4.08	3.83	4.33
	% of Student Achieving Competency Benchmark:	79.1%	
10. 10(a) Engagement	a. Establish effective working relationships with clients and community partners in accord with social work values.	4.11	4.51
	b. Utilize empathy, respect, understanding and other interpersonal skills in establishing effective client relationships.	4.33	4.69
	c. Apply social work practice skills to effectively identify and work towards the accomplishment of shared goals.	4.02	4.61
	OVERALL MEAN: 4.38	4.15	4.60
	% of Student Achieving Competency Benchmark:	91.1%	
10 (b) Assessment	a. Demonstrate ability to gather, analyze, and interpret assessment information in an objective and coherent manner.	3.89	4.55
	b. Apply social work practice skills to conduct assessments that identify client strengths and needs.	4.18	4.58
	c. Demonstrate ability to work with individuals, family members, and community providers to develop coordinated intervention plans.	4.00	4.60
	d. Demonstrate ability to evaluate and select intervention plans appropriate to client needs and practice context.	3.86	4.47
	OVERALL MEAN: 4.27	3.98	4.55
	% of Student Achieving Competency Benchmark:	86.5%	

10 (c) Intervention	a. Demonstrate ability to engage in actions consistent with service and organizational goals.	3.80	4.48
	b. Demonstrate ability to identify and utilize prevention measures that enhance client strengths and resilience.4.55	3.89	4.48
	c. Demonstrat4.61e ability to problem solve with clients, in the context of a 4.48field of practice.	4.20	4.55
	d. Demonstrate an ability to negotiate, mediate, and advocate successfully for clients.	4.05	4.61
	e. Apply social work practice skills to effectively engage in transition and termination processes with clients.	4.00	4.48
	OVERALL MEAN: 4.26	3.99	4.52
	% of Student Achieving Competency Benchmark:	83.5%	
10 (d) Evaluation	a. Demonstrate ability to critically analyze, monitor, and evaluate interventions in the context of a field of practice.	3.92	4.58
	OVERALL MEAN: 4.25	3.92	4.58
	% of Student Achieving Competency Benchmark:	84.3%	

Note: ^a Students who finished the field placement the year before also participated in the Exit Survey; Items with “na” were not measured by FIs: these were supposed to be measured by instructors who taught policy classes (for 8a and 8b), research classes (for 6a) and capstone classes (for 3a), but not available for AY 2015-2016.

As shown in Table 3, two items out of the three items exceeded the benchmark. The other item was very close to the benchmark score. This indicates that they have good experience with the quality of courses provided in our BASW program.

Table 3. Perception about quality of courses among BASW students (Ranked on a scale from 0 to 100%)

STATEMENT	Mean (SD)
When you think about the courses you took in the BASW program as a whole, what percentage of classes met or exceeded your expectations in relation to the <i>quality of teaching</i> ?	78.95* (19.08)
When you think about the courses you took in the BASW program as a whole, what percentage of classes taught skills and knowledge to equip you for entering the social work profession?	82.29 (17.31)
When you think about the courses you took in the BASW program as a whole, what percentage of faculty demonstrated understanding and application of the transcultural perspective in their teaching and interaction with students?	88.27 (15.14)

* Below Benchmark of 80% or more Item

Table 4 below summarizes student level of agreement with statements about the program, including experiences in field. None of the statements falls below the benchmark scores, indicating that students were satisfied with the program and the field education they received.

Table 4. Perception of the Quality and Utility of BASW Program Component Among BASW Students (Rated 1 to 4, with 1 = strongly disagree and 4 = strongly agree; Mean 3.2 = Benchmark of 80%)

Statement	Mean
PROGRAM	
The BASW Student Handbook gave useful information about the program.	3.56
Members of the front office staff (in the reception area) were courteous and helpful when needed.	3.53
My experience on obtaining professional and/or personal advice when needed from faculty was positive	3.51
Faculty members seemed to take a genuine interest in my preparation of the social work profession.	3.46
The school of social work is fulfilling its mission.	3.48
I would recommend this program to others.	3.58
Social work capstone seminar (SW 175) was helpful in integrating social work courses and the field experience.	3.34
FIELD EDUCATION	
My field instructor (FI at the agency) encouraged me to use my strengths in developing social work skills.	3.67
My field instructor (FI at the agency) was available for supervision when needed.	3.53
My faculty field liaison (FFL) was available for consultation and problem-solving.	3.64
Members of the Field Education Program (Field Director/ other staff) were helpful when I needed information and problem-solving support.	3.51
My field agency gave me instruction on practice methods used in my field placement.	3.49
My field setting contributed to my overall development in social work practice from a generalist perspective.	3.52
My field setting provided me with an opportunity to learn basic skills in working with individuals and families.	3.58
My field setting provided me with an opportunity to learn basic skills in working with groups	3.53
My field setting provided me with an opportunity to learn about working within organizations and communities.	3.58
My field seminars were helpful in linking field and classroom learning.	3.36

PART III. Assessment of Student Competency and Perception of the MSW Program

Table 5 summarizes the mean scores of FI evaluation of student performance in the Spring of 2016 for graduating MSW students and student’s self-evaluation on their attainment of skills directly related to the MSW practice behaviors and competencies. Regarding the percentage of students achieving competency, we used the FI evaluation data only because less than 50% of graduating MSW students completed the Exit Survey. It will be helpful to employ strategies for improving response rates in the future.

Regarding the benchmarks, since multiple items were used to assess each competency, a minimum of 80% of MSW students achieving an average of 3.5 or greater on the FI evaluation was used. Results show that all aggregate averages exceeded the 3.5 benchmark and the 80% of students benchmark was also achieved except in one area.

**Table 5. Summary of 2015-2016 MSW Practice Behavior Means (by Data Source)
[Benchmark: Mean of 3.5 for FI Evaluation and Exit Survey]**

EPAS Core Competencies	Practice Behaviors (Abbreviated)	FI Evals N=100	Exit Survey N=47
1. Identify as a professional social worker and conduct oneself accordingly	a. Advocate for client access	4.64	4.48
	b. Capacity for self-reflection and critical evaluation	4.36	4.52
	c. Managing professional boundaries/navigating multiple roles	4.33	4.42
	d. Demonstrate professional demeanor	4.54	4.64
	e. Pursue strategies for advanced professional development	4.40	4.48
	f. Effectively use supervision and consultation in a field of practice	4.54	4.48
	OVERALL MEAN: 4.49	4.47	4.50
% of Student Achieving Competency Benchmark:		94.0%	
2. Apply social work ethical principles to guide professional practice	a. Decision-making grounded in social work values and ethics	4.41	4.45
	b. Adhere to legal and ethical standards in practice	4.49	4.39
	c. Ensure confidentiality of client information.	4.64	4.61
	d. Use social work knowledge, supervision and learning opportunities in a field of practice to make principled decisions	4.39	4.52
	OVERALL MEAN: 4.49	4.48	4.49
% of Student Achieving Competency Benchmark:		94.9%	
3. Apply critical thinking	a. Distinguish sources of knowledge/seek information	4.26	4.44
	b. Evaluate assessment and intervention options	4.33	4.36
	c. Demonstrate skillful written and oral communication	4.34	4.45
	OVERALL MEAN: 4.37	4.31	4.42
% of Student Achieving Competency Benchmark:		87.9%	

EPAS Core Competencies	Practice Behaviors (Abbreviated)	FI Evals N=100	Exit Survey N=47
4. Engage diversity and difference in practice	a. Apply a transcultural perspective in practice, including understanding of structural contexts/ power and privilege	4.31	4.48
	b. Demonstrate self-reflexivity in culturally responsive practice.	4.40	4.45
	c. Understanding how positionality shape perspectives	4.44	4.42
	d. View self as learners/form respectful partnerships in practice	na	4.53
	OVERALL MEAN: 4.43	4.38	4.47
	% of Student Achieving Competency Benchmark:	94.7%	
5. Advance human rights and social and economic justice	a. Understanding of historical, social, political, and economic factors, including dynamics related to stigma and discrimination.	4.40	4.45
	b. Ability to advocate for social and economic justice	4.25	4.42
	c. Engage in practices to improve social and economic	4.29	4.33
	OVERALL MEAN: 4.36	4.31	4.40
	% of Student Achieving Competency Benchmark:	85.7%	
6. Research informed practice/practice informed research	a. Use practice experience to inform research/evaluation	4.08	4.03
	b. Apply research to inform and improve practice.	4.15	4.09
	OVERALL MEAN: 4.09	4.12	4.06
	% of Student Achieving Competency Benchmark:	78.2%	
7. Knowledge of HBSE	a. Utilize conceptual frameworks to guide practice.	4.31	4.24
	b. Critically evaluate and apply knowledge	4.37	4.39
	OVERALL MEAN: 4.33	4.34	4.32
	% of Student Achieving Competency Benchmark:	88.8%	
8. Engage in policy practice to advance social and economic well-being	a. Understanding of policies and programs as well as skills for analyzing and influencing policies and programs	4.19	4.18
	b. Ability to collaborate with stakeholders to influence policy and program changes in a field of practice.	4.17	3.94
	OVERALL MEAN: 4.12	4.18	4.06
	% of Student Achieving Competency Benchmark:	91.0%	
9. Respond to contexts that shape practice	a. Awareness of and good judgment in assessing and adapting to changing social conditions, emerging trends, and advances in science and technology to provide services	4.32	4.36
	b. Skill in interagency and multidisciplinary practice including collaboration with other professionals and organizations.	4.51	4.48
	OVERALL MEAN: 4.42	4.42	4.42
	% of Student Achieving Competency Benchmark:	93.9%	

10. 10(a) Engagement	a. Establish effective working relationships with clients and community partners in accord with social work values.	4.53	4.67
	b. Utilize empathy, respect, understanding and other interpersonal skills in establishing effective client relationships.	4.64	4.64
	c. Apply social work practice skills to effectively identify and work towards the accomplishment of shared goals.	4.47	4.52
	OVERALL MEAN: 4.58	4.55	4.61
	% of Student Achieving Competency Benchmark:	92.9%	
10 (b) Assessment	a. Demonstrate ability to gather, analyze, and interpret assessment information in an objective and coherent manner.	4.56	4.47
	b. Apply social work practice skills to conduct assessments that identify client strengths and needs.	4.47	4.41
	c. Demonstrate ability to work with individuals, family members, and community providers to develop coordinated intervention plans.	4.37	4.39
	d. Demonstrate ability to evaluate and select intervention plans appropriate to client needs and practice context.	4.18	4.33
	OVERALL MEAN: 4.40	4.40	4.40
	% of Student Achieving Competency Benchmark:	91.5%	
10 (c) Intervention	a. Demonstrate ability to engage in actions consistent with service and organizational goals.	4.26	4.25
	b. Demonstrate ability to identify and utilize prevention measures that enhance client strengths and resilience.	4.38	4.27
	c. Demonstrate ability to problem solve with clients, in the context of a field of practice.	4.23	4.34
	d. Demonstrate an ability to negotiate, mediate, and advocate successfully for clients.	4.40	4.30
	e. Apply social work practice skills to effectively engage in transition and termination processes with clients.	4.26	4.25
	OVERALL MEAN: 4.30	4.31	4.28
	% of Student Achieving Competency Benchmark:	85.1%	
10 (d) Evaluation	a. Demonstrate ability to critically analyze, monitor, and evaluate interventions in the context of a field of practice.	4.19	4.33
	OVERALL MEAN: 4.26	4.19	4.33
	% of Student Achieving Competency Benchmark:	95%	

* Below Benchmark of 3.5

Table 6 below shows that students’ perceptions about their overall experience in the program and quality of courses during the program were below benchmark.

Table 6. Perception about quality of courses among MSW students (N=47)
(Ranked on a scale from 0 to 100%)

STATEMENT	Mean (SD)
When you think about the courses you took in the MSW program as a whole, what percentage of classes met or exceeded your expectations in relation to the <i>quality of teaching</i> ?	73.63* (20.58)
When you think about the courses you took in the MSW program as a whole, what percentage of classes taught skills and knowledge to equip you for entering the social work profession?	72.57* (22.73)
When you think about the courses you took in the MSW program as a whole, what percentage of faculty demonstrated understanding and application of the transcultural perspective in their teaching and interaction with students?	79.83* (26.77)

* Below Benchmark of 80% or more Item

Table 7 below summarizes student level of agreement with statements about the program including experiences in field and with their capstone project, ScWk 298. One statement related to the value of field seminars for integrating field and classroom learning and another statement about students’ interest about a practice-based research or evaluation project in the future were well below the benchmark.

Table 7. Perception of the Quality and Utility of MSW Program Component among MSW Students (Rated 1 to 4, with 1 = strongly disagree and 4 = strongly agree)

Statement	MEAN
PROGRAM	
The MSW Student Handbook gave useful information about the program.	3.00
Members of the front office staff (in the reception area) were courteous and helpful when needed.	3.44
My experience on obtaining professional and/or personal advice when needed from faculty was positive	3.41
Faculty members seemed to take a genuine interest in my preparation of the social work profession.	3.53
The school of social work is fulfilling its mission.	3.21
I would recommend this program to others.	3.26
FIELD EDUCATION	
My field instructor (FI at the agency) encouraged me to use my strengths in developing social work skills	3.53
My field instructor (FI at the agency) was available for supervision when needed.	3.23

My faculty field liaison (FFL) was available for consultation and problem solving.	3.34
Members of the Field Education Program (Field Director/ other staff) were helpful when I needed information and problem-solving support.	3.19
My field agency gave me instruction on practice methods used in my field placement.	3.30
My foundation-year field setting contributed to my overall development in social work practice from a generalist perspective.	3.10
My concentration-year field setting offered me opportunities to function autonomously.	3.40
My concentration-year field setting gave me useful experience in a specific field of practice (aging; children, youth and families; school social work; or health and mental health).	3.50
Through my experience in the field, I was able to connect theory to practice.	3.30
My field seminars were helpful in linking field and classroom learning.	2.97*
CAPSTONE CLASS	
Completing the ScWk 298 Special Project helped me learn how to apply research concepts and methods in social work.	3.27
I received adequate supervision from my 298 instructor with the design of my Special Project	3.50
I received adequate supervision while carrying out my Special Project.	3.52
My Special Project instructor provided me with timely feedback that allowed me to complete my project.	3.38
I am confident that the research project I conducted will be useful for county or community agencies	3.14
The skills I learned in the process of my 298 will be relevant to future practice	3.25
I would be interested in being part of a practice-based research or evaluation project in the future	2.92*
Overall, the 298 project was a good learning experience.	3.25

* Below mean score =3.0