

Department of Social Work Education

BA Program Assessment

Academic Year 2013 - 2014

Date: May 20, 2014

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This evaluation is based on the Department of Social Work Education's B.A. Program Outcome Assessment Plan (SOAP) which was updated during the Spring 2014 semester, as well as the Provost's Annual Report. The BA degree in social work prepares students for supervised generalist practice, with a commitment to social justice, diversity / cultural awareness, and empowerment. There are presently 550 students who are declared social work majors.

Direct Measures

Undergraduate Field Placement Performance Evaluations (SWK 181)

These evaluations are completed by the field instructor and the student in the field placement, in consultation with the faculty liaison and field coordinator.

Undergraduate Field Placement Performance Evaluation – Fall 2013

There were a total of 152 field instructed practice evaluations assessed for the Fall 2013. The type of field instructed practice placements can be viewed in Table 1 below.

Table 1: Field Instructed Practice 1 (Social Work 181) Fall 2013 - Placement Type

Placement Type	Fall 2011	
	N	%
Adult Services	38	25
Child & Adolescent Services	30	19.7
Child Welfare	11	7.2
Community Organization	13	8.6
Foster Family	6	3.9
Juvenile Justice	3	2
School Site	14	9.2
Substance Abuse	3	2
Medical	8	5.3
Mental Health	3	2
University Services	9	5.9
Other	14	9.2
Total	152	100

A Likert Scale was used to assess the 25 performance areas contained in this evaluation. The following scale was used:

- 1 - Excellent
- 2 - Above Average
- 3 - Average
- 4 - Below Average
- 5 - Poor

The possible score ranged between a low score (excellent rating) of 25 to a high score of 125 (poor rating). The benchmark for performance is a score of 75 or lower. The mean for the Fall 2013 cohort was 41.96, with a standard deviation of 15.29. The range of answers was between 25 – 73. This indicates that students performed at a high level in their field placements.

Students provided social work services in these community placements for a total of 68,400 hours during the Academic Year.

Standard Assignment – Self Understanding Paper - (SWRK 160)

There were a total of 105 students assessed, with 75 earning an A and 30 earning a B. This outcome indicates that students performed at a high level, with all receiving an A or B.

Standard Assignment – Community Needs Assessment – (SWRK 161)

There is no assessment data information available regarding the standard assignment at this time. Another standard assignment may need to be selected for assessment.

Indirect Measures

Alumni Survey

An Alumni Survey was completed this year in an effort to increase the response rate. The response rate for last year was 3.3%. This year a total of 268 students who graduated in 2012 & 2013 were sent an e-mail requesting an assessment of the program. A total of 20 responses or 7.46% responded. This is an increase from the previous year.

There were 26 questions related to the Alumni's preparation from the BA program for the work force. These areas of preparation primarily emanated from the Council on Social Work Education's Educational Policy and Accreditation Standards. There were 5 (25%) males, 15 (75%) females. The ethnic background of respondents was: African American = 1 (5%); Asian = 1 (5%); Hispanic = 10 (50%); White = 6 (30%); Multi Ethnic = 3 (5%); and Unknown 2 (10%). There were a total of 10 responses that the student participated in the Title IV-E Stipend program. Eleven (55%) were employed in a social work role. Most students worked with families (n=4; 40%) and adults (n=2; 20%).

Ratings ranged between 1 (indicating the student was well prepared) to 4 (indicating the student was not prepared at all). The mean rating was 2.02, with a standard deviation of .88 indicating that most respondents believe they were either very prepared or prepared for the workforce based on their BA program of study.

End of Year Student Survey

An end of year, a student survey was sent to 160 graduating students by completed the questionnaire during class. There were 113 responses which indicate and 70.63% response rate. The responses indicate the following themes:

Strengths of Program	Suggestions for Improvement
Internship	Offer more sections
Professors & instructors	Classes were repetitive, such as 160 & 183
Sequencing of classes	Textbooks not used
Interviewing role playing	Too many internship hours required

Overall, students viewed the active learning experiences, particularly involved in field placement, and the quality of instruction by professors and instructors as strengths of the program. Suggestions for improvement were increasing the number of courses offered and the repetitiveness of some classes.

PROVOST ANNUAL REPORT REQUESTED INFORMATION

1. What learning outcomes did you assess this year?

All outcomes were assessed as outlined in the SOAP. The standard assignments were discussed in further detail and this is as follows:

Direct Measure – Standard Assignment (SWRK 160) – Self Reflection - After evaluating the standard assignment identified as the Self-Reflection Paper in SWRK 160 it was determined that students performed well on this assessment and this outcome measure will be continued.

Direct Measure – Standard Assignment (SWRK 161) – Community Needs Assessment - The data continues to be insufficient for an informed decision regarding student performance. When evaluating this standard assignment it was decided that the Agency Analysis Paper from SWRK 180 will be used in the future. A standard assignment and grading rubric will be developed for this course.

2. What instruments did you use to assess them?

Direct Measures

1. Undergraduate Field Placement Performance Evaluations
2. Standard Assignment (SWRK 160) Self Reflection Paper - Grading Rubric

3. Standard Assignment (SWRK 161) Community Needs Assessment – Grading Rubric Indirect Measures

1. Alumni Surveys
2. Employer / Supervisor Surveys
3. Student Surveys

3. What did you discover from the findings?

The 2013-2014 cohort of BA social work students performed well in their field placements. The internship occurs at the end of the major and requires application of major classroom content to practice. Thus, this outcome is an important indicator of the effectiveness of the program.

Most alumni report that they were prepared for the workforce. Graduating BA majors especially appreciate the field internship, classroom opportunities for skill building and the instructors involved in delivering the program. Exiting students express some concerns with the repetitiveness in class and the lack of classes offered.

4. What changes did you make as a result of these findings?

During the past year the pre-social work course pre-requisites, including 21 units of general education classes and one class in the lower division social work class was instituted. This was done in order to address future student needs and accommodate growth of the program. After successful completion of the pre-social work course pre-requisites with a Grade Point Average of 2.7, students could then apply for upper-division social work major status. This was an increase of the Grade Point Average from 2.3. to 2.5. Transfer students will select the pre-social work major. The BA program coordinator will review a student's file and determine if they have completed pre-requisites before admitting them as a social work major. It seems that this has been effective in managing the growth in the program to date.

Twenty-four additional community field placements were added to accommodate additional students enrolled in the program in the Academic Year 2013 – 2014. The majority of these placements provide social work supervision, thus decreasing the number of placements without social work supervision from 50% to 25%. This change is expected to provide a stronger field placement experience for students.

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) developed the 2008 Educational Policy and Accreditation Standards (EPAS). The 2008 EPAS represented a major reconfiguration of educational policy and standards compared with previous iterations. The move from a content orientation to one focusing on “student learning outcome” is in keeping with the Department's Student Outcomes Assessment Plan and its goal of improving student preparedness for the profession. Currently, a self-study is in the process by faculty to seek CSWE re-accreditation.