

2016-2017 BSW Program Assessment Model/Methods

BSW Data Measurement Protocol

Measurement Tool	Time Frame	Place/Activity	Person Responsible for Data Collection, Analysis, or Documentation
Comprehensive Survey	April, August, and December	Last field seminar class each semester	BSW Program Director will make sure the Field Director gets enough paper copies of the comprehensive exam. Field Program Director will remind Field Seminar instructors to save 30 minutes of the last field seminar class to complete the survey. BSW Program Director will send these off to the Assessment Committee for analysis.
Qualitative Exit Survey	April, August, and December	Last field seminar class each semester	A hard copy of this assessment will be attached to each comprehensive survey. Once collected by the Field Instructors , they will be given to the Assessment Chair
Field Post test	April, August and December	Last seminar class each semester	When Field instructors complete the final field evaluation each semester these will be returned to Field Program Director . The Field Program Director will have these data entered and submit to the Program Assessment Committee chair within two months of collection.
Summary of Academic Year Competency Percentages	July-September	UA School of Social Work Website and Yearly Retreat	During the summer, the Program Assessment Committee completes the data points and analyzes the data. They present current information at the retreat and update the School's website.

OVERALL BSW PROGRAM ASSESSMENT FINDINGS

The analysis and findings of each measurement tool will be detailed in this section. Each measurement tool has an individual benchmark developed by the School and the data are examined based on achieving or not achieving these benchmarks. Also discussed are the findings and analysis of the combined data points. All the practice behaviors use two measurement tools. When these data point percentages are combined and then divided by the number of data points, the school can evaluate the strengths and weaknesses of the program's curriculum per practice behavior and subsequently the specific core competencies.

Two other program assessment tools are used to evaluate this BSW program; however, these other tools do not have specific data points to measure the core practice behaviors or competencies. These tools include the BSW licensing exam and qualitative exit interviews completed by graduating BSW students. Findings from these tools will be examined and described as well.

Social Work Education Assessment Project

Each year, the School of Social Work administers a **Comprehensive Survey** to BSW students across three semesters (summer 2016, fall 2016, and spring 2017) to assess program outcomes. The survey is used to evaluate the 9 CSWE competencies and 31 practice behaviors. The Survey questions used per practice behavior are attached to this document. ***It is important to note that Comprehensive Surveys were not collected from the BSW students in fall 2016 and in summer 2017. While the Assessment Committee members are not privy as to the reason for this, we feel confident in assuming that this was a simple oversight due to the changing of administrative positions within the School.**

A second data point was collected through the **Final Field Evaluation**. We have a total of 52 final field evaluations from BSW students for this year, 20 from fall 2016, 23 from spring 2017 and 9 from summer 2017. These scores were also averaged. These two data points were subsequently averaged to get the cumulative percentage score for each practice behavior. **Table 1** provides a complete view of the measurement tools scores per practice behavior. In **Table 2**, the practice behavior percentages within each competency are combined to evaluate Competency 1-9. A summary of **Table 1 and 2** and **Graph 1 and 2** are provided in each section of this report.

Table 1. Average Field Scores/Average Survey Score/Cumulative Correct Per Practice Behaviors

Practice Behavior	Average Field Score	Average Survey Score	Cumulative Correct
1.1	0.9652173913	0.8461086957	0.7270
1.2	0.9652173913	0.7781086957	0.5910
1.3	0.9826086957	0.9233043478	0.8640
1.4	1	0.9775	0.9550
1.5	0.9826086957	0.9233043478	0.8640
2.6	0.9826086957	0.7868043478	0.5910
2.7	0.9826086957	0.8323043478	0.6820
2.8	0.9826086957	0.7188043478	0.4550
3.9	0.9913043478	0.9731521739	0.9550
3.10	0.9739130435	0.8734565217	0.7730
4.11	0.9652173913	0.9371086957	0.9090
4.12	0.9739130435	0.9189565217	0.8640
4.13	0.9826086957	0.9458043478	0.9090
5.14	0.9913043478	0.8821521739	0.7730
5.15	0.9826086957	0.9688043478	0.9550
5.16	0.9739130435	0.9644565217	0.9550
6.17	0.9913043478	0.8366521739	0.6820
6.18	0.9913043478	0.9956521739	1.0000
7.19	1	0.8865	0.7730
7.20	0.9826086957	0.9458043478	0.9090
7.21	0.9826086957	0.9913043478	1.0000
7.22	0.9826086957	0.9688043478	0.9550
8.23	0.9913043478	0.8821521739	0.7730
8.24	0.9913043478	0.9046521739	0.8180
8.25	0.9913043478	0.9501521739	0.9090
8.26	0.9913043478	0.9956521739	1.0000
8.27	0.9739130435	0.9644565217	0.9550
9.28	0.9826086957	0.8093043478	0.6360
9.29	0.9913043478	0.7456521739	0.5000
9.30	0.9826086957	0.9003043478	0.8180
9.31	0.9913043478	0.7911521739	0.5910

Report Summary

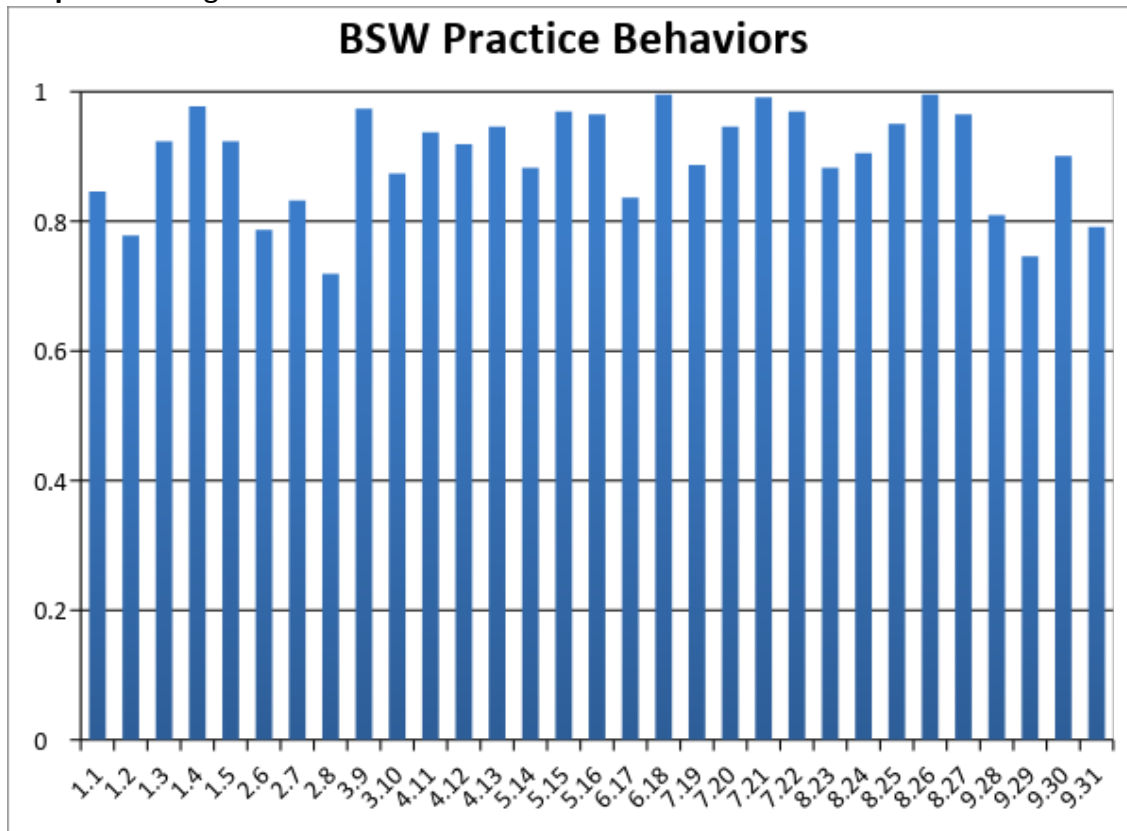
When summarizing the cumulative score of the two data points (**Table 1**), findings indicate that at the end of the BSW program curriculum, the practice behaviors that received the highest percentages were: **6.18** (use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies); **7.21** (develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies); and **8.26** (negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies).

The practice behaviors achieving the lowest percentage using the school's two measurement tools and reflecting a score \leq the 70% benchmark set by the School of Social Work were as follows:

- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situation;
- 2.6 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.7 Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- 2.8 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
- 6.17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- 9.28 Select and use appropriate methods for evaluation of outcomes;
- 9.29 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.31 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

A visual representation of the highest and lowest ranking practice behavior attainment is in Graph 1 below.

Graph 1. Average Outcome Scores for Practice Behaviors



When analyzing the measurement data together, a clearer picture is displayed as to the specific strengths and weaknesses of the program (**Table 2**). The practice behaviors are averaged so we can view the competencies that the students performed well on and those that are challenging for the students.

The students showed their **highest attainment** in the following competencies:

- Competency 5 Engage in Policy Practice;
- Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities;
- Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities

The students showed their **lowest attainment** in the following competencies:

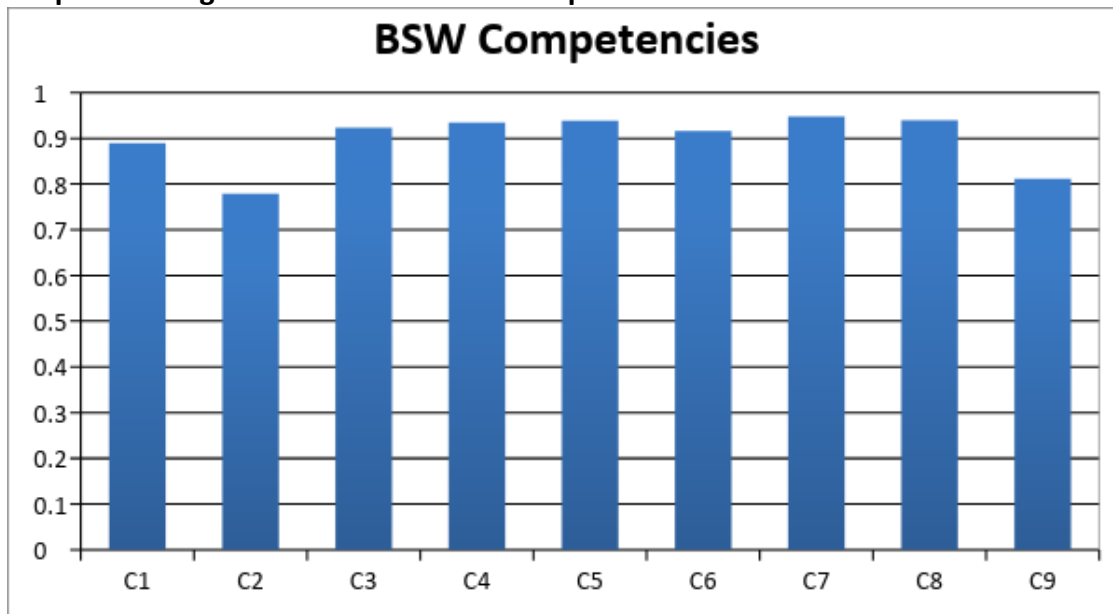
- Competency 2 Engage Diversity and Difference in Practice; and
- Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, Communities

Table 2. Average Score of Practice Behaviors within each Competency

Practice Behavior	Cumulative Correct	Average Score of Competencies
1.1	0.7270	
1.2	0.5910	
1.3	0.8640	
1.4	0.9550	
1.5	0.8640	0.8002
2.6	0.5910	
2.7	0.6820	
2.8	0.4550	0.576
3.9	0.9550	
3.10	0.7730	0.864
4.11	0.9090	
4.12	0.8640	
4.13	0.9090	0.894
5.14	0.7730	
5.15	0.9550	
5.16	0.9550	0.8943333333
6.17	0.6820	
6.18	1.0000	0.841
7.19	0.7730	
7.20	0.9090	
7.21	1.0000	
7.22	0.9550	0.90925
8.23	0.7730	
8.24	0.8180	
8.25	0.9090	
8.26	1.0000	
8.27	0.9550	0.891
9.28	0.6360	
9.29	0.5000	
9.30	0.8180	
9.31	0.5910	0.63625

A visual representation of the highest and lowest ranking of competency attainment is in Graph 2 below.

Graph 2-Average Outcome Scores for Competencies



Social Work Licensure Summary

The Arkansas Social Work Licensure Board provides results of student passage of the licensure examination at the Bachelor and Master level each year. Results are presented below for the year 2016; please note that our BSW student graduates pass rates are 6 percentage points lower than the national average.

BSW Licensure Pass Rate Results for 2016

University and National Category	Pass Rate
University of Arkansas-Fayetteville	64%
National Average	70%

Qualitative Exit Survey

During the academic year 2016-2017 a hard copy of the qualitative exit questions was attached to the Comprehensive Survey and completed during one of the last field seminar classes. Based on the data received the key findings are below:

STRENGTHS OF THE BSW/MSW FOUNDATION PROGRAM

Faculty Support. Students mentioned time and time again that their professors played an integral role in their academic and personal success by offering encouragement, support, and cohesiveness as a faculty.

“The BSW program has a great panel of professors that help the students grow and succeed professionally, and on a personal level as well.”

“The greatest strength is the cohesive nature of the program. There is a support network available to students and faculty that promotes success. The expectations are clearly outlined, but they are also flexible and accessible.”

“I consider the professors to be an incredible strength in this program. I have learned so much from each and every one of my professors and have received unconditional encouragement along the way.”

“The constant support from social work professors has been a staple of my time in the program. Staff who sincerely care about your success and preparation as a social worker has been a big part of what has driven me through this program. The passion from the staff on topics discussed has helped me find my passion for social work. The staff's involvement and knowledge of current issues has been helpful in making social work real. The excellent staff truly reflects the excellence of the program.”

“I have enjoyed growing with the same group of students and teachers, being able to have two internships to give me some experience and being able to learn how to help others in an effective way.”

“I have enjoyed the relationships developed with teachers and cohort members the most.”

“I have enjoyed my teachers and internship opportunities. The School of Social Work staff is incredibly knowledgeable and dedicated to their students' success. The internship opportunities I have experienced have allowed me to grow and learn in a way which I could not in a classroom. The experience I have gained from internship have made me more practice-ready and allowed me to gather both practice knowledge and wisdom and more evidence-based knowledge.”

“I think this is an incredible program and I look forward to supporting it further after graduation and in my professional career.”

“I have enjoyed the professors and my cohort. Social work is a passion, school is not. Without the support of my wonderful network, I would not have been as successful.”

“Our teachers and staff are our strengths, they are always willing to help.”

“The strengths of my BSW program include a dedicated staff and a large variety of field placements.”

“The cohesiveness of the program staff.”

“The relationship between instructors and cohort.”

Curriculum. Students highlighted many aspects of the curriculum that they enjoy and felt that the School of Social Work provides a comprehensive social work education.

“The BSW program has enabled me to see situations and populations from a more complete perspective, and I feel that the ability to see things from multiple angles will be one of the most helpful skills in practice.”

“The generalist perspective allows us to receive a holistic education of social work practice, and evidence-based practice encourages us to be life-long learners with effective interventions.”

“The program is very comprehensive and provides students with a fantastic knowledge base that will help the students succeed after graduation, whether that means going out to find a first job or continuing on to graduate school.”

“The curriculum for the BSW program provided students with a wide range of knowledge and allowed for students to expand their critical thinking skills. Also, discussing current events and applying social work ethics, values, and overall knowledge helped to show how a student views important topics while allowing for a personal and professional opinion. This demonstrates a student's level of professionalism.”

“The BSW helps students learn to understand and successfully advocate for clients, provide support, and push students to do everything with excellence.”

Electives

“The electives, like death and dying and addictions. Those classes gave me new perspectives and expanded my thinking.”

Field Program. Students noted that their field internships provided them the opportunity to transfer the knowledge learned in class to the ‘real world’. They felt that their field placements fit well with their interests and that their field instructors (overall) and seminar instructors provided excellent supervision.

“The process of internships and supervision. Being trained by a professional social worker in the field did so much more for my education and experience than any classes.”

“The most enjoyable aspect of the BSW program was Internship placement.”

“The internship opportunities I have experienced have allowed me to grow and learn in a way which I could not in a classroom. The experience I have gained from internship have made me more practice-ready and allowed me to gather both practice knowledge and wisdom and more evidence-based knowledge.”

“The internship program has also prepared me for practice and provided great experience for entering the workforce immediately after graduation.”

"The BSW program has real hands on experience through the field internships. It strengthens learning outcomes."

"Being trained by a professional social worker in the field, did so much more for my education and experience than any classes."

"I really enjoyed getting to do internships for two semesters. I feel this is one of the best aspects of this program because it is allowing the students to get real world experience before just throwing them out into the real world. It has allowed me to grow in both personal and professional areas that I am truly thankful for."

"I have enjoyed having internship placements that have provided me the opportunity to test my skills and increase my confidence in the 'real world'."

"I have enjoyed my field placements the most because of the hands-on experience I am receiving with vulnerable populations."

"Seminar processing."

"The staff as well as the variety and quality of internships that are available for us."

SCWK Clubs and Events

"BSW Picnic as well as SWAG meetings."

Cohort Effect

"I think a major strength I have seen throughout my four years at the University of Arkansas through the BSW program is how tight knit and comfortable my cohort is around each other. We are like one big happy family that trust one another and know we can go to one another if we are struggling."

"Having a cohort throughout the BSW core has been the most impactful part of my learning experience."

"I have enjoyed growing with the same group of students and teachers, being able to have two internships to give me some experience and being able to learn how to help others in an effective way."

"I have enjoyed the relationships developed with teachers and cohort members the most."

"I have loved getting to know the members of my cohort. I am walking away with lifelong friends and I am incredibly thankful for that. I have also genuinely enjoyed my internship placements and all the knowledge I have attained."

"I have enjoyed creating a special bond with my classmates that I have met along the way. We have been in the same classes together for about a year or two, so we have all gotten very close. Additionally, I have enjoyed my classes and the material that they provide."

"I have enjoyed meeting and working with my cohorts."

Class Size

"The small sizes of the classrooms."

"Some strengths are small class size, good working relationships with teachers, and excellent supervision."

SUGGESTIONS FOR IMPROVING THE BSW/MSW FOUNDATION PROGRAM

Curriculum. In general, students were pleased with the BSW and MSW curriculum. However, they suggested changes related to class content, course sequencing, range of courses electives, and field placement process. One student requested that the SCWK provide social work licensure exam preparation. Finally, one student requested that we get a new building.

"Less group activities, more real-world style projects in practice classes."

"I would like to see a broader range of social work courses in important topics such as immigration, family dynamics, and food insecurity."

"Field Seminar seemed inadvertently redundant due to the processing students performed during weekly meetings or assignments (seminar, supervision, journals, and supervision forms)."

Course Sequencing

"During the first semester of field 1, it would be helpful to have all our classes on one day of the week so that we are able to have the rest of the week for internship, homework and jobs. If it was seminar, practice 2 & 3 all on Monday it would be awesome."

"I understand that practice 2 and 3 may be important to take within the same semester for those who desire to graduate early, yet, the vigor of both class and the assignments connected to them made the semester quite stressful. Especially since this was also the semester where we applied for graduate school and for myself, I was studying for the GRE at this time as well. Although doable, I would think that the change would help student's well-being."

"Hold classes for Seminar, Practice 2 and 3 on the same day so that students may allow more time for internship opportunities."

Electives

"My only suggestion would be to broaden the topics available for social work special electives."

"My only suggestion for the program would be to include a wider variety of elective courses. Though the classes that are offered are wonderful, I would have appreciated the opportunity to learn about different populations and intervention strategies."

Cohort Mentorship

"The faculty and my cohort have provided a lot of support to me, and I think that is one of the reasons I have been successful in this program. If the program wanted to build on that, they could implement a mentorship program for students as they enter the BSW core or MSW program."

MSW Program Acceptance Policy and Process

"I would suggest trying to motivate more males to attend the BSW/MSW program. There is a massive need for male social workers, and many people need a male figure just as much as they need a female figure. (Jokingly, there is/was too much estrogen in my classes and internships.)"

"Accepting more applicants into the MSW advanced standing program."

Field Education Program

Internship Placements

"Place students at internships that they truly are interested in or provide a new way of choosing internships so that everyone gets something they could see themselves working in after graduation. Don't place students at new internships that have no social workers present in field."

"I would suggest improving some of the Field placements and making sure the work that the interns are doing is related to social work and will be beneficial to the students after graduation."

"Field placement should be re-evaluated to include where the student believes they should intern, and with assistance from the Field Director, agree with a placement."

"End placement positions at agencies that do not offer sufficient learning opportunities!"