

2015-2016 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 of 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 is able to 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

Over the past year, we have administered a Comprehensive Survey to 29 students across three semesters (summer 2015, fall 2015, and spring 2016). The survey was used to evaluate the 41 practice behaviors. The Survey questions used per practice behavior are attached to this document and the Table below shows the cumulative correct percentages attained per question/practice behavior. Also a second data point was collected through the Final Field Evaluation. We have a total of 61 final field evaluations from BSW students for this year, 32 from fall 2015 and 29 from spring 2016. 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. If the combined score did not meet the benchmark of 70% required by the UA School of Social work that score is highlighted in yellow. In **Table 2**, the practice behavior percentages within each competency are combined to evaluate Competency 1-10. A summary of **Table 1 and 2** is provided towards the end 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	93	96.6	95.0
1.2	96	82.8	89.6
1.3	97	100	98.5
1.4	93	86.2	89.6
1.5	96	89.7	93.0
1.6	96	86.2	91.2
2.1	97.5	79.3	88.4
2.2	95.5	86.2	90.8
2.3	95.9	82.8	89.3
2.4	95.3	93.1	94.2
3.1	94.4	82.8	88.6
3.2	94.1	72.4	83.2
3.3	93.5	100	96.8
4.1	98.0	41.4	69.7
4.2	96.9	93.1	95.0
4.3	97.3	79.3	88.3
4.4	97.3	82.8	90.0
5.1	97.0	93.1	95.1
5.2	94.0	69.0	81.5
5.3	93.2	79.3	86.2
6.1	93.5	89.7	91.6
6.2	93.0	96.6	94.8
7.1	96.0	86.2	91.1
7.2	97.3	72.4	84.9
8.1	92.9	93.1	93.0
8.2	91.8	89.7	90.7
9.1	96.1	93.1	94.6
9.2	94.0	82.8	88.4
10.1	95.4	86.2	90.8
10.2	97.2	96.6	96.9
10.3	96.6	100	98.3
10.4	94.2	79.3	86.8
10.5	96.5	89.7	93.1
10.6	94.9	86.2	90.5
10.7	94.3	100	97.1
10.8	95.5	72.4	83.9
10.9	95.0	89.7	92.3
10.10	94.2	93.1	93.7
10.11	94.5	79.3	86.9
10.12	95.0	100	97.5
10.13	93.8	44.8	69.3

Table 2-Average Score Of Practice Behaviors Within Each Competencies

Practice Behavior	Cumulative Correct	Average Score of Competencies
1.1	95.0	92.8
1.2	89.6	
1.3	98.5	
1.4	89.6	
1.5	93.0	
1.6	91.2	
2.1	88.4	90.6
2.2	90.8	
2.3	89.3	
2.4	94.2	
3.1	88.6	89.5
3.2	83.2	
3.3	96.8	
4.1	69.7	80.0
4.2	95.0	
4.3	88.3	
4.4	90.0	
5.1	95.1	87.6
5.2	81.5	
5.3	86.2	
6.1	91.6	93.2
6.2	94.8	
7.1	91.1	88.0
7.2	84.9	
8.1	93.0	91.8
8.2	90.7	
9.1	94.6	91.5
9.2	88.4	
10.1	90.8	95.3
10.2	96.9	
10.3	98.3	
10.4	86.8	90.1
10.5	93.1	
10.6	90.5	
10.7	97.1	90.8
10.8	83.9	
10.9	92.3	
10.10	93.7	
10.11	86.9	
10.12	97.5	83.4
10.13	69.3	

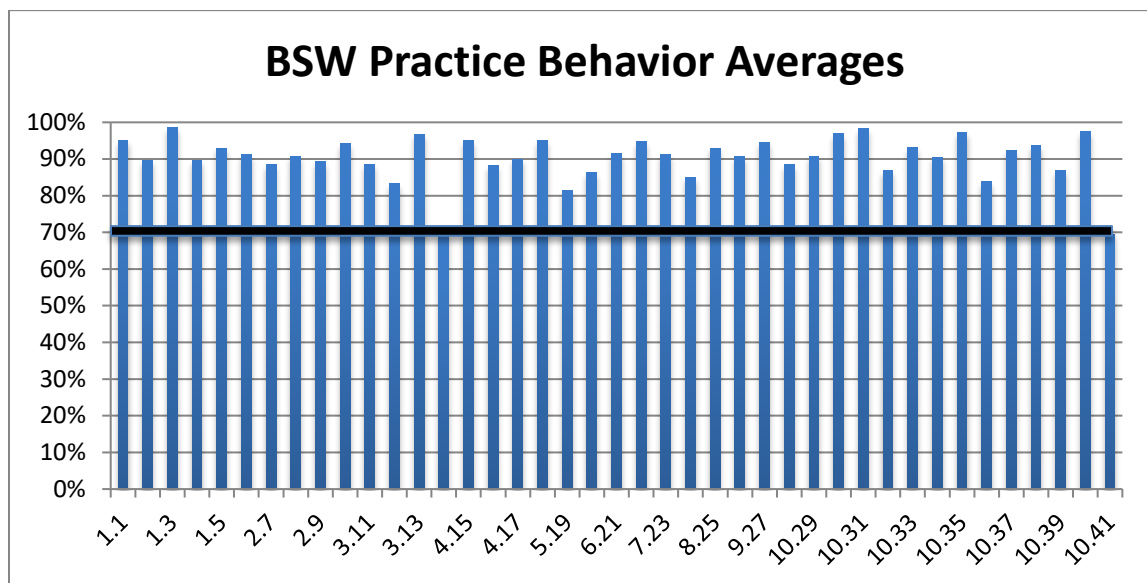
Report Summary

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: 1.3 (*Attend to professional roles and boundaries*); 10.3 (*Develop mutually agreed upon focus of work*); 10.7 (*Select appropriate intervention strategies*); 10.12 (*Facilitate transitions and endings*).

The practice behaviors achieving the lowest percentage using the school's two measurement tools and also attained a score less than the 70% benchmark set by the school of social work were 4.1 -69.7% (*Recognize extent culture structures may oppress and create privilege*), and 10.13-69.3% (*Analyze, monitor, and evaluate interventions*).

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

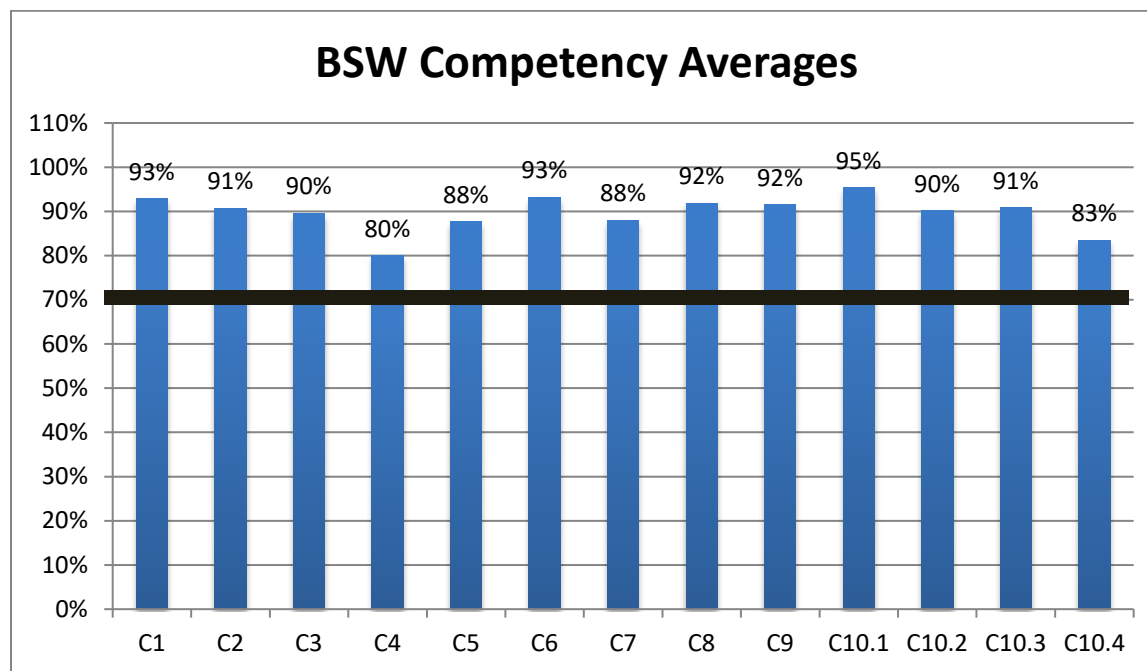
Graph 1-Average Outcome Scores for Practice Behaviors



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 competency 1-*Professionalism* and 10-*Practice Engagement*. The lowest attainment came in competency 4 -*Diversity* and 10.4-*Practice Evaluation*. During this particular assessment year (2015-2016), no competency fell below the 70% benchmark set by the School of Social Work.

A visual representation of the highest and lowest ranking of competency attainment is located in the 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 Bachelors and Masters level each year. Results are presented for the years 2015.

Test Results for 2015 BSW UA Fayetteville Pass Rates and Comparison with National Rates

University and National Category	Pass Rate Percentage
University of Arkansas-Fayetteville	60%
National Average	71%

Qualitative Exit Survey

During the academic year 2015-2016 a hard copy of the qualitative exit questions were 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:

Program Strengths:

Overall, students saw the relationships and mentorship of faculty as one of the strongest aspects of the program. Students reported that faculty showed high regard for student success, and were

noted for their availability and openness, practice experience and high expectations of students were valued. Internships were also noted for their strengths, with students remarking that they were “comparable to those in a masters program”, noting the program director was always willing to listen and help, and that the immersive nature of the internships truly prepared them for practice. Yet another theme in the program strengths was the small size of the program and the closeness of faculty and students that resulted, with students citing a tight community of support and shared experience. Finally, strengths were identified within the curriculum by many students, including the benefits of education over a wide scope of practice, diverse faculty and coursework that helped them understand diverse perspectives, and the open classroom discussion that helped create a challenging, yet inclusive and supportive client-centered program.

Most Favorable Aspects:

When asked to identify the most favorable aspects of the program, the value and experience of internships became a prominent theme; students cited the experiences as providing them with the “confidence for what comes next”, as well as the ability to become involved in the local community and learning to build important relationships. Students also valued the “constant opportunities outside the classroom. Other enjoyable aspects identified included the student-faculty relationships, the safety of seminar class for processing and discussing issues that arise in placements, and in the curriculum, as well as the strengths of the content in the practice classes (I, II & III) in preparing students for internships and practice experience. Overall, students felt that the size, structure and content of the curriculum along with the learning environment were conducive to learning and translating course concepts into practice skills.

Suggestions to Improve BSW Program:

When asked for suggestions for improvement, in terms of support, students identified a need for more clearly defined APA instruction, resume building and preparation for “after-college life”, as well as more networking opportunities. Another theme identified was the impression of a lack of funding for the program in comparison with others on campus. Communication was another theme, and the need for increased timeliness in follow-up from instructors via email was identified, as well as a need to facilitate better communication with agencies that host students on internships. Faculty was also a theme for improvement; students cited that more administrative support was needed to help faculty with technology, and several students identified the importance of instructors’ attention to and use of rubrics, the importance of instructors having both practice and teaching experience, and that instructors who were not “passionate or experienced” should be filtered out. It is perhaps worth noting for discussion that two students also identified that they felt discriminated against based on their Christian faith. Finally, suggested improvements to the curriculum were more varied, and included smaller class sizes, an in-depth history of the profession course, and both less and more online course offerings. Also noted was a change to focus more on resolving workplace issues. Improvements suggested for program structure included addressing gaps between program goals and implementation, increased BSW outings and opportunities for socialization, and a decrease in three hour classes, as well as locating classes closer to the social work building.