

2016-2017 MSW Program Assessment Model/Methods

MSW Data Measurement Protocol

Measurement Tool	Time Frame	Place/Activity	Person Responsible for Data Collection, Analysis, or Documentation
Comprehensive Survey	April, August, and November	Last field seminar class each semester	MSW 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 comprehensive exam. MSW Program Director will send these to the Assessment Committee for analysis
Qualitative Exit Survey	April, August, and November	Last field seminar class each semester	A hard copy of this assessment will be attached to each comprehensive exam. 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	August - November	UA School of Social Work Website and Extended Faculty Meeting	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.

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OVERALL MSW 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 by specific core competencies.

Social Work Education Assessment Project

In the Spring of 2017 we administered the Comprehensive Survey to 17 MSW advanced students and 10 MSW foundation students to assess learning over the course of the 2016-2017 school year. These surveys were used to evaluate the 31 practice behaviors of the foundation year and the advanced year. The survey questions used by practice behavior are attached to this document and the tables below show the cumulative correct percentages attained per question/practice behavior.

The Final Field Evaluations were used as a second data collection point. The scores from the field evaluation were averaged by practice behavior. The average survey score per practice behavior was then averaged with the field scores by practice behavior to get the cumulative percentage score for each practice behavior. **Table 1** provides a complete view of the measurement tool scores per practice behavior for the foundation year and **Table 2** presents the practice behavior percentages within each competency and was combined to evaluate competency 1-9 of the foundation year.

Table 3 and **Table 4** present the same but for the MSW advanced year. The goal is for the combined scores to meet the benchmark of 70% (MSW Foundation) and 80% (MSW Advanced) required by the UA School of Social Work. In **Table 3**, scores are combined to evaluate Competency 1-9 and **Table 4** presents the MSW advanced year summary.

During the academic year 2016-2017 a hard copy of the qualitative exit questions were attached to the Comprehensive Survey for both the foundation year students and the advanced year and these were also completed during one of the last field seminar classes. Based on the data received the key findings for these qualitative questions are provided at the end of the report.

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Foundation Year

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

Practice Behavior	Average Field Score	Average Survey Score	Cumulative Correct
1.1	0.98	.727	.853
1.2	1	.591	.795
1.3	1	.864	.932
1.4	0.98	.955	.967
1.5	1	.864	.932
2.6	0.96	.591	.775
2.7	0.98	.682	.831
2.8	1	.455	.727
3.9	0.98	.955	.967
3.10	0.98	.773	.876
4.11	0.98	.909	.944
4.12	0.98	.864	.922
4.13	0.96	.909	.934
5.14	0.98	.773	.876
5.15	0.98	.955	.967
5.16	0.98	.955	.967
6.17	1	.682	.841
6.18	1	1	1
7.19	0.98	.773	.876
7.20	0.98	.909	.944
7.21	0.98	1	.99
7.22	0.96	.955	.957
8.23	0.96	.773	.866
8.24	0.98	.818	.899
8.25	0.98	.909	.944
8.26	0.98	1	.99
8.27	0.94	.955	.947
9.28	0.96	.636	.798
9.29	0.98	.5	.74
9.30	0.98	.818	.899
9.31	0.96	.591	.775

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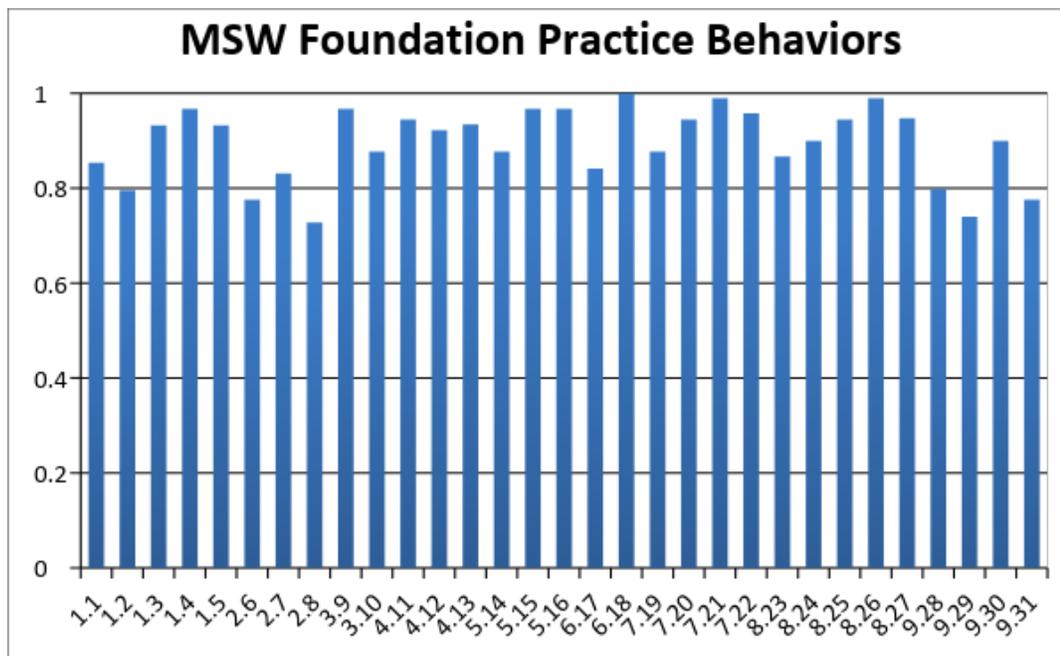
Foundation Year Report Summary

When summarizing the cumulative score of the two data points (**Table 1**), findings indicate that at the end of the MSW Foundation program curriculum, the practice behaviors that received the highest percentages ($\geq 95\%$) were as follows:

- 1.4 Use technology ethically and appropriately to facilitate practice outcomes; and
- 3.9 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 5.15 Assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.16 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; and
- 7.22 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

There were no practice behaviors that attained a score less than the 70% benchmark set by the school of social work. A visual representation of the highest and lowest ranking advanced practice behavior attainment is in the **Graph 1** below.

Graph 1 Average Outcome Scores for Foundation Practice Behaviors



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When analyzing the measurement data together, a clearer picture is displayed of the specific strengths and weaknesses of the Foundation 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 students.

Table 2. Foundation Average Practice Behavior Score and Competency Average

Practice Behavior	Cumulative Correct	Average Score of Competencies
1.1	.853	0.800
1.2	.795	
1.3	.932	
1.4	.967	
1.5	.932	
2.6	.775	0.576
2.6	.831	
2.7	.727	
2.8	.967	
3.9	.876	0.864
3.10	.944	
4.11	.922	0.894
4.12	.934	
4.13	.876	
5.14	.967	0.894
5.15	.967	
5.16	.841	
6.17	1	0.841
6.18	.876	
7.19	.944	0.909
7.20	.99	
7.21	.957	
7.22	.866	
8.23	.899	0.891
8.24	.944	
8.25	.99	
8.26	.947	
8.27	.798	
9.28	.74	0.636
9.29	.899	
9.30	.775	
9.31	.853	

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The foundation students showed their **highest attainment ($\geq 70\%$)** in the following competencies:

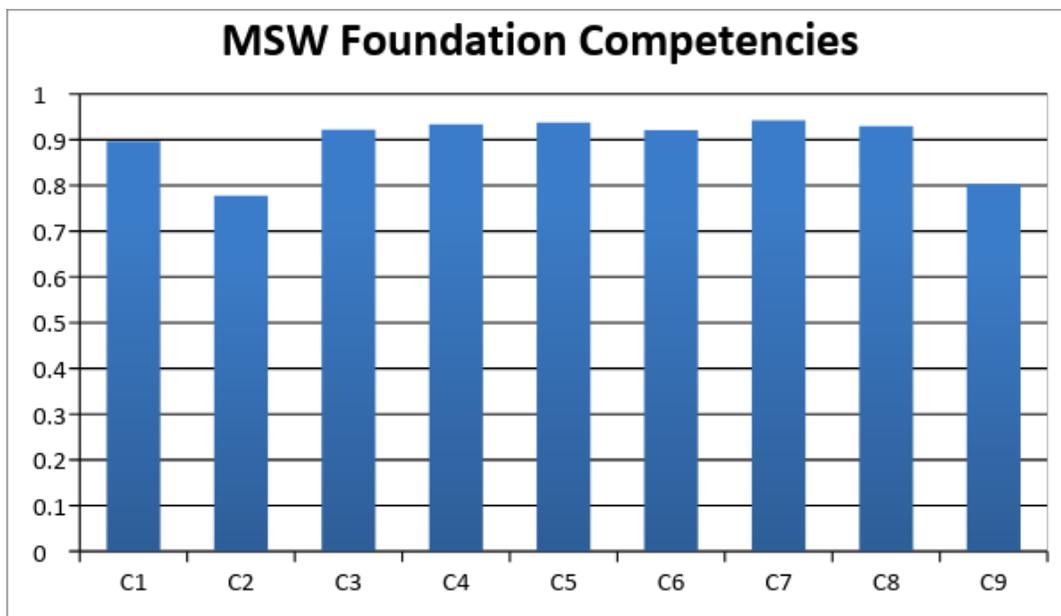
- Competency 1 Demonstrate Ethical and Professional Behavior
- Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5 Engage in Policy Practice
- Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities

During this assessment year (2016-2017), the following two competencies scored **below the 70% benchmark** set by the School of Social Work.

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

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

Graph 2-Foundation Average Outcome Scores for Competencies



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Advanced Year

Table 3. Advanced Year Average Field Scores/Average Survey Score/Cumulative Correct Per Practice Behaviors

Practice Behavior	Average Field Score	Average Survey Score	Cumulative Correct
1.1	1	0.813	0.906
1.2	1	0.938	0.969
1.3	1	0.625	0.812
1.4	1	0.875	0.937
2.1	1	1	1
2.2	1	0.938	0.969
3.1	0.988	0.625	0.806
3.2	1	0.75	0.875
4.1	1	0.813	0.906
4.2	0.988	0.5	0.744
4.3	1	0.938	0.969
5.1	1	0.875	0.937
5.1	1	1	1
6.1	0.988	0.933	0.960
6.2	1	0.813	0.906
7.1	1	0.625	0.812
7.2	1	0.938	0.969
8.1	0.988	0.688	0.838
8.2	0.976	0.75	0.863
9.1	1	1	1
9.2	1	0.375	0.687
9.3	1	1	1
9.4	1	0.813	0.906

When summarizing the cumulative score of the two data points (Table 3), findings indicate that at the end of the MSW Advanced Year, the practice behaviors that received the **highest percentages (≥ 95%)** were as follows:

- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- 4.3 Use and translate research evidence to inform and improve practice, policy, and service Delivery;
- 6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

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- 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

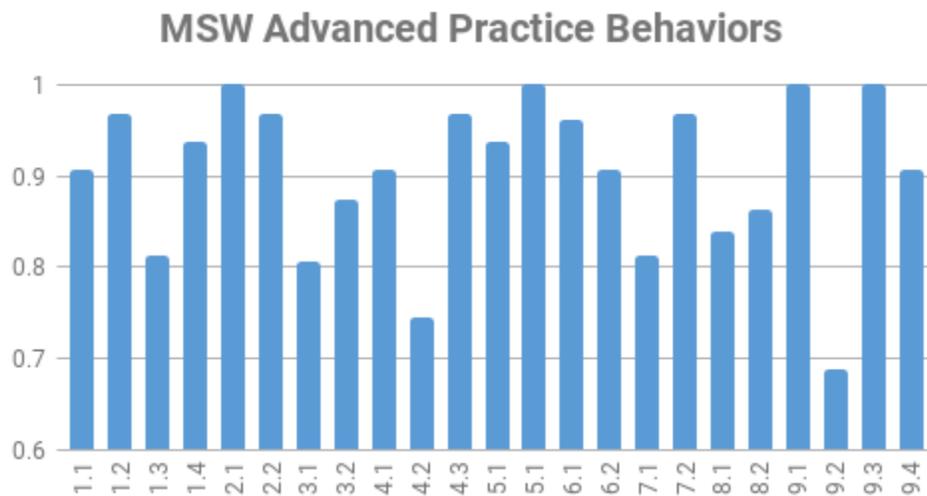
The following two practice behaviors reflected a score \leq **80% benchmark** set by the School of Social Work. A visual representation of the highest and lowest ranking advanced practice behavior attainment is in the Graph 4 below.

- 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

A visual representation of the highest and lowest ranking advanced practice behavior attainment is in Graph 3 below.

Graph 3. Advanced Practice Behaviors



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Table 4. Advanced Year Average Practice Behavior Score and Competency Average

Practice Behavior	Cumulative Correct	Average Score of Competencies
1.1	0.906	0.812
1.2	0.969	
1.3	0.812	
1.4	0.937	
2.1	1	0.969
2.2	0.969	
3.1	0.806	0.687
3.2	0.875	
4.1	0.906	0.750
4.2	0.744	
4.3	0.969	
5.1	0.937	0.937
5.1	1	
6.1	0.960	0.873
6.2	0.906	
7.1	0.812	0.781
7.2	0.969	
8.1	0.838	0.719
8.2	0.863	
9.1	1	0.797
9.2	0.687	
9.3	1	
9.4	0.906	

When analyzing the measurement data together, a clearer picture is displayed of the specific strengths and weaknesses of the Foundation 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 students.

The foundation students showed their **highest attainment (≥ 80%)** in the following competencies:

- Competency 1 Demonstrate Ethical and Professional Behavior
- Competency 2 Engage Diversity and Difference in Practice
- Competency 5 Engage in Policy Practice
- Competency 6 Engage with Individuals, Families, Groups, Organizations and Communities
- Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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During this assessment year (2016-2017), the following two competencies scored below the 80% benchmark set by the School of Social Work.

- Competency 3 Advance Human Rights and Social, Economic and Environmental Justice
- Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

A visual representation of the highest and lowest ranking of competency attainment in the advanced year is in the **Graph 4** below.

Graph 4-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’s and master’s level each year. Pass Rate results for the 2016 LMSW and LCSW Exams are presented below.

Licensure Pass Rates for 2016

Type of Exam	1 st Time Pass Rate	National 1 st Time Pass Rate	Repeat Pass Rate	National Repeat Pass Rate	Total Pass Rate	Total Nationally
LMSW Exam	83%	81%	100%	32%	85%	70%
LCSW Exam	82%	78%	20%	36%	68%	67%

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QUALITATIVE FINDINGS - MSW Concentration 2016-2017

PROGRAM STRENGTHS

Faculty Support. Students noted that they found the support, knowledge, and skill sets provided by faculty to be integral to their success in the MSW Program. Students felt that faculty were truly invested in their academic and professional development.

“Supportive atmosphere and engaged and knowledgeable professors.”

“The support received from faculty is a major strength. All of the professors here make themselves available for discussion and assistance.”

“This MSW Program was made up of supportive professors and great internship placements.”

“Additionally, I enjoyed the teacher-to-student ratio as students were able to get focused attention and feedback as needed throughout the semesters. This program really sets students up for success, and I really appreciated the time and commitment professors showed towards my success in the program.”

“The use of adjunct professors with real world experience helped to make the education well-rounded.”

“Professor Rosa, Dr. Valandra, Dr. Shobe, Dr. Stauss.”

“The relationships with professors that really care about our success.”

“Getting to know faculty and learning from them.”

“The intentional relationships with professors.”

“I enjoyed the professors the most. The professors that I had the most interaction with were willing to meet with me and give me advice. I highly value the guidance that my professors gave to me.”

“I think the professors within the department are the cornerstone of this program and do a fantastic job at challenging and encouraging students to think critically about social work and the role of systems within our clients' lives.”

“I have enjoyed the relationships I have made with the faculty. I truly feel that I will be able to contact my professors in the future to not only stay in touch, but to also continue to learn from them and ask for their feedback. I truly felt supported by all the faculty in the School of Social Work.”

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Curriculum. Students highlighted many aspects of the curriculum, often highlighting MSLC, that they enjoyed. Some noted that a combination of micro and macro practice in their coursework was beneficial for their overall learning.

"I know much more about MLSC, therapy techniques, and how to examine and discuss research."

"Focus on MLSC which broadened my perspective of social work practice."

"I have really enjoyed the integration of the MSLC perspective within this program because it has allowed me to expand my understanding of clients, communities, and policies and how they intersect."

"Using MSLC, I feel that I've gained a good foundation for practice."

"A more holistic perspective that is inclusive of macro and micro practice and skills."

"The MSW program covers many different approaches to practice, focuses on all levels of practice, and is very inclusive of all vulnerable populations. It provides students the opportunity to explore different areas of interest and supports a holistic approach."

"Combining direct practice and administrative skills assist in a more comprehensive skillset for us to adequately serve others at multiple levels of practice."

"The class structure."

"Having increased availability of online classes, a diverse cohort, use of secondary data."

Electives

"The MSW program also offered several different electives. This allowed students to pick classes that they believed would be most beneficial to the area of social work in which they want to work."

Field Program. Students noted that the availability of diverse field internships, along with the integration of classroom knowledge and field practice experience, made their field experiences meaningful. The importance of sharing field experiences with colleagues in the seminar was also identified as valuable for professional growth.

Internship Placements

"The internship placements in diverse settings alongside the practicum and advance practice classes."

"I really valued the internship placements through the MSW program. I think the internship options, process, and experience are extremely valuable in this program."

"The MSW program allowed for internships and experiences across a wide range of social work fields."

"Strong field placements and the advanced practice courses."

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"The internships, as they have provided me with the direct clinical experience that prepared me to go out into the work force as a social worker."

"I have enjoyed my internship placement the most. Through my internship, I was able to gain information and experience completing specific therapeutic techniques. I just wish I had also been able to have this in class as well."

"I enjoyed my internship placements the most. I learned the most through practice and experience."

"I have also enjoyed the available internship opportunities that added to my experience in a very positive way."

Seminar

"The way seminar is structured around internship was very enjoyable, too because I was able to get supervision at internship and then process with classmates and professors in supervision about how I was feeling being in a professional setting."

"Classmates were able to learn from each other due to the variety in internship placement."

Cohort Effect. Students made it very clear that they derived much support from their cohort and the fact that they are creating future professional networks in social work.

"The small cohorts and the staff."

"Having the majority of classes with my cohort. It facilitated bonding and improved my experience. Also, the one-year option made it easier to obtain my Master's degree."

"The focus on cohort really was a strength."

"My cohort and the professors."

"Having a cohort that is awesome and supportive professors."

"I have enjoyed the interaction with my cohort the most."

"I have enjoyed working with member from my cohort to better my education."

"My cohort and the long lasting professional and personal relationships that I have been able to make. I wouldn't have survived this year if it wasn't for the support of faculty and my wonderful cohort."

SUGGESTIONS FOR IMPROVEMENT

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MSW Program & Curriculum. Several students noted that they found the coursework repetitive, boring, and/or chaotic. Other students would like increased support on personal and academic levels. Students had some suggestions regarding the capstone paper – namely, they requested more up front, structured information about capstone paper expectations and more feedback as students are working on their capstone project. Micro-practice focused students felt that they did not get enough micro/clinical education and macro-practice focused students felt the same. Suggestions included adding more micro and macro course options. Finally, several students felt very strongly that the MSW program should not offer online courses or electives either because (a) they did not like taking online courses or (b) they did not feel that the quality of certain online electives were up to par.

“Moreover, the bridge course was repetitive of previous courses and felt like busy work. There was little to nothing gained from that course. Given the time and financial commitments this course required (financial aid such as a G.A. does not cover summer courses and the course was several hours long taking away hours from work), that seems problematic.”

“The content within many of the classes seem as though it could be more challenging as I found myself becoming bored with the content. Specifically, the Admin class and Bridge (I feel Bridge could be offered online).”

“There is an emphasis on research, however the research class seemed somewhat chaotic and left me with many questions as I completed my capstone. It would be helpful to begin working on how to work with the datasets earlier in the semester.”

“I think more options need to be available for classes.”

“More preparation for academia should be available to those who desire it.”

“An orientation of services that the University provides and that MSW students have access to for academic and well-being purposes.”

Capstone

“A more cohesive understanding of the Capstone and better organization.”

“Modifications to the capstone project and bridge course. The capstone felt haphazard and thrown together, with little feedback during Research II.”

“Although the Capstone was important, I thought it was hyped up too much. It really was not that scary, but it was made to seem so.”

“Have more information on the front end regarding capstone/thesis projects and the potentials as well as the requirements for each. Knowing about these things even during orientation in more depth would likely reduce anxiety and create more preparation for a more quality capstone project.”

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Also, reducing busy work and replacing with some more meaningful opportunities for engagement, personal growth and reflective practice.”

“I also feel that we could have used more support through the research process for our capstone. There was not a clear explanation for what was expected from us from the beginning. Also, there was not enough feedback given on the work that we did do for our capstone from our research professor when she said that she would give us a lot of guidance.”

“More clarification of the Capstone expectations, policies, procedures, and details of the requirements; immediate preparation for students to begin Capstone; more availability of research opportunities.”

Micro versus Macro

“It seems geared somewhat for mental health practice, so it would be great for those of us with less interest in that to have some more options for advanced classes in non-mental health related areas/macro practice.”

“More focus on the actual doing of social work: clinical techniques, class activities, etc. I really wish there was more focus on the clinical side of things and more intensive training in using therapeutic techniques.”

“Increase in macro level classes. Clearly communicated avenue to report issues within the department.”

“I also think it would helpful to offer tracks so that those who want to do macro and micro practice could do so.”

“If there was a feasible way to do so, I would have enjoyed more course options that were relevant to the clinical path I wanted to pursue in my education.”

“I did not learn about clinical skills that I can use in the workplace. I learned A LOT about research and theories, which I understand is important, but I feel like I also would have loved and would have benefited from learning specific clinical skills that I can utilize.”

“While MSLC provides a foundation for social work practice, I do not feel prepared to go into either micro or macro level practice. MSLC is too generalist, and now I feel unprepared for actual, reality social work practice. I felt that MSLC just repeated everything I had learned from undergraduate courses, and I had no opportunity to expand my knowledge of specific social work practices and techniques.”

Electives

“While this semester was better than past semesters, more electives overall would help students.”

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Online Electives

"I felt I had no choices in my electives because most electives were offered online. I chose to NOT enroll in the online MSW program; therefore, that means that I do not want to take online classes. I feel that we should have had more options for in-person electives, so we weren't left with either the choice of taking an online class or being forced to take the only in-person elective that semester."

"Please, NO MORE ONLINE COURSES! I get that by using online electives, the online MSW program students can be included. However, I specifically stayed in Fayetteville so that I could gain one-on-one experience with a professor, yet I was forced to take social work electives online. The only two macro-level courses, Social Work Admin and Grant Writing, were only offered online. I felt this severely limited my education about macro-level practice, which is what I want to one day do with my career."

"More specific courses need to be offered, and electives should not be offered online."

"Limit online courses for MSW."

"I think one of the most important things about a social work education is learning how to effectively communicate with others. Due to this, I was a bit frustrated when the majority of electives offered through the MSW program were offered online. I would have preferred to take in-person classes. I understand this was because of the implementation of an online MSW program, however I was disappointed that my education preferences were affected by this as well. Additionally, I think that course options were limited due to the smaller nature of my cohort."

"I felt that the online courses were a waste of time, and in the future, more electives should be offered in-person. I could have learned so much more from discussing with professors and peers one-on-one, and I feel like this was a huge mark against my education."

"I also really disliked having possible electives taken away because we did not have enough students enrolled. We are a small cohort, so it is hard to fill up a class when everyone has varied interests, but I had to take a class to fill an elective credit that I had no interest in taking and seemed like a waste of time with busy work. I also did not like that electives were mostly online because I did not enroll in the online program, so I should be able to have class in person."

"The online classes are terrible. I don't feel as though anyone learned what they wanted in the online classes. The professors who taught online classes this school year were largely unavailable and unresponsive to students' concerns. One professor decided mid-way through the semester that s/he would be grading us holistically instead of following the guidelines that we were given in the syllabus. It doesn't matter how the professor wanted to grade us, but we should have been told at the beginning of the semester instead of half-way through. The professor didn't give us feedback on any work turned in because of this "holistic" approach; however, my classmates felt this was unfair,

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because if we knew what we were doing wrong on assignments right away, then we would have corrected those mistakes instead of just blindly going along without feedback.”

Faculty. Students appeared to have some negative interactions with faculty. For example, one student noted that some faculty did not model professionalism or appropriate communication. One suggestion was to institute a quarterly student survey “to ensure teacher accountability”. Another noted that some faculty/staff do not readily respond to their emails or inquiries. One student noted that faculty were not visible to students on a regular basis.

“Make sure that the staff/faculty are available to answer questions and return emails.”

“The faculty, while supportive, are somewhat absent to the students; there are many times when I've met people in the last month who I didn't even know who would probably have been more integral to my time here.”

“Another improvement would be faculty communication and professionalism. I feel that professors were not always appropriate and did not always exemplify social work values.”

“I think there should be an opportunity for the MSW students to have a “meet and greet” of the SW professors.”

“There needs to be a quarterly semester student survey to improve social work classes and to ensure teacher accountability.”

Field Program. One student indicated that their field instructor seemed too hurried and less focused on the class due to her full-time job. Another student requested earlier field placement interviews.

“I feel that Seminar instructors need to be more carefully chosen. In my experience, my instructor did not always seem focused on what the students needed. She made it seem like doing things for us took time away from her real job and that it was inconvenient.”

“I feel it would also be helpful to begin internship placements sooner as some were offered placements very close to the semester beginning which often limited options.”

Diverse Student Representation. Several students noted that the SCWK should engage more diversity in terms of student body and faculty.

“Diversify cohort members within your application process.”

“I think the social work program should do more outreach to out of state persons, and minorities within the state.”

“Maintain a diverse faculty.”