

2015-2016 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.

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 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 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 2016 we administered the Comprehensive Survey to 20 MSW advanced students and 6 MSW foundation students to assess learning over the course of the 2015-2016 school year. These surveys were used to evaluate the 41 practice behaviors of the foundation year and 36 practice behaviors of 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. As such, 21 final field evaluations were collected from the MSW advanced students. 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 tools 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 1-10 of the foundation year. **Table 3** and **Table 4** present the same but for the MSW advanced year. If the combined scores did not meet the benchmark of 70% (BSW and MSW Foundation) and 80% (MSW Advanced) required by the UA School of Social work those scores are highlighted in yellow. In **Table 3**, scores are combined to evaluate Competency 1-10 and **Table 4** presents the advanced year summary. A summary of **Table 1-4** is provided towards the end of the tables provided for the foundation year and advanced year.

During the academic year 2015-2016 a hard copy of the qualitative exit questions was 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 each year's report.

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	96.67	100	98.33
1.2	96.67	100	98.33
1.3	96.67	100	98.33
1.4	96.67	100	98.33
1.5	96.67	100	98.33
1.6	96.67	83.33	89.98
2.1	96.67	83.33	89.98
2.2	93.33	83.33	88.32
2.3	93.33	100	96.67
2.4	93.33	100	96.67
3.1	93.33	100	96.67
3.2	93.33	83.30	88.32
3.3	96.67	100	98.33
4.1	100	33.30	66.65
4.2	93.33	100	96.67
4.3	96.67	100	98.33
4.4	96.67	83.30	89.98
5.1	100	100	100
5.2	96.67	100	98.33
5.3	96.67	83.30	89.98
6.1	90.00	83.30	86.65
6.2	93.33	83.30	88.32
7.1	90.00	100	95.00
7.2	93.33	83.30	88.32
8.1	93.33	100	96.67
8.2	86.67	100	93.33
9.1	100	100	100
9.2	93.33	100	96.67
10.1	93.33	83.30	88.32
10.2	96.67	100	98.33
10.3	93.33	100	96.67
10.4	96.67	50.00	73.33
10.5	96.67	83.30	89.98
10.6	96.67	66.70	81.68
10.7	96.67	100	98.33
10.8	96.67	100	98.33
10.9	90.00	16.7	53.35
10.10	93.33	100	96.67
10.11	96.67	16.7	56.68
10.12	96.67	100	98.33
10.13	96.67	83.30	89.98

Table 2-Foundation Average Practice Behavior Score and Competency Average

Practice Behavior	Cumulative Correct	Average Score of Competencies
1.1	98.33	
1.2	98.33	
1.3	98.33	
1.4	98.33	
1.5	98.33	
1.6	89.98	96.94
2.1	89.98	
2.2	88.32	
2.3	96.67	
2.4	96.67	92.91
3.1	96.67	
3.2	88.32	
3.3	98.33	94.44
4.1	66.65	
4.2	96.67	
4.3	98.33	
4.4	89.98	87.91
5.1	100	
5.2	98.33	
5.3	89.98	96.11
6.1	86.65	
6.2	88.32	87.48
7.1	95.00	
7.2	88.32	91.67
8.1	96.67	
8.2	93.33	95.00
9.1	100	
9.2	96.67	98.33
10.1	88.32	
10.2	98.33	
10.3	96.67	94.44
10.4	73.33	
10.5	89.98	
10.6	81.68	81.67
10.7	98.33	
10.8	98.33	
10.9	53.35	
10.10	96.67	
10.11	56.68	80.67
10.12	98.33	
10.13	89.98	94.16

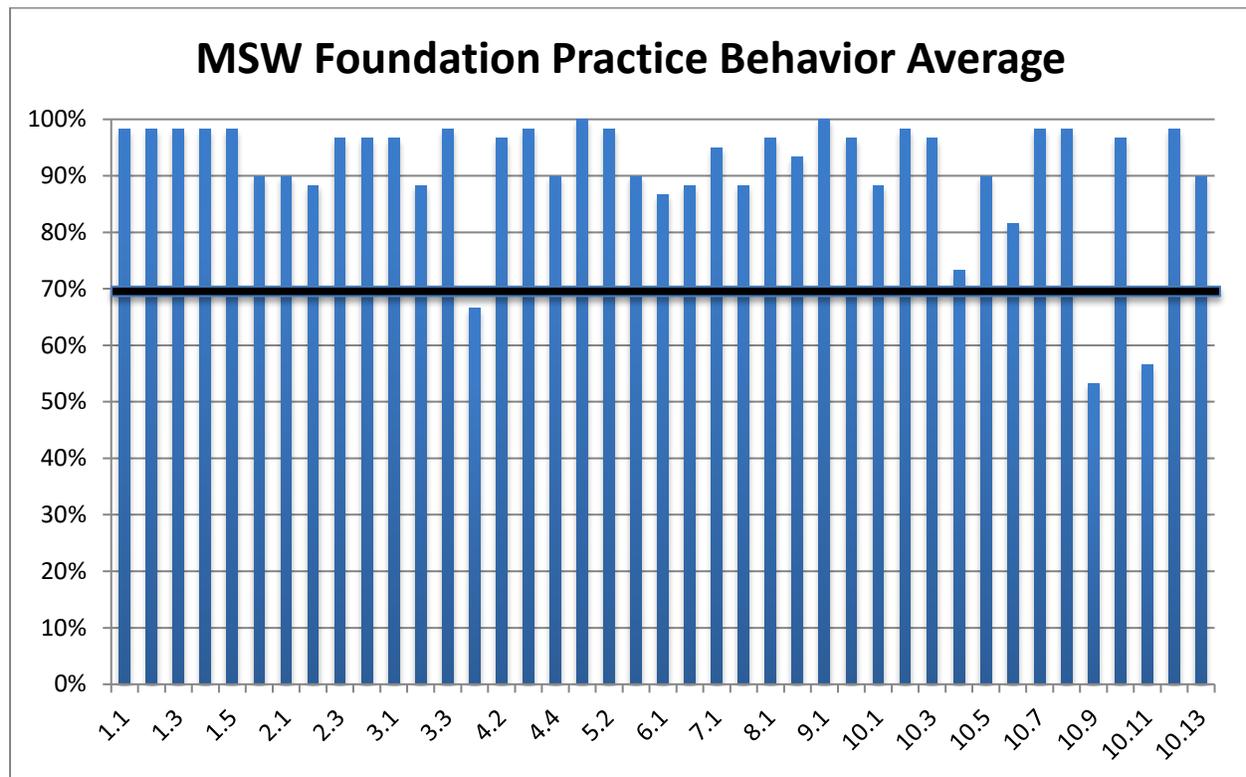
Foundation Year Report Summary

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 were: *1.1 (Advocate or client access to services), 1.2 (Practice personal reflection and self-correction), 1.3 (Attend to professional roles and boundaries), 1.4 (Demonstrate professional demeanor), 1.5 (Engage in career-long learning), 3.3 (Demonstrate effective oral and written communication), 4.3 (Recognize difference), 5.1 (Understand forms of oppression and discrimination), 5.2 (Advocate for human rights, social and economic justice), 9.1 (Respond to contexts that shape practice), 10.12 (Use MSLC to analyze models of all areas of practice).*

The practice behaviors showing the lowest percentage using the school's two measurement tools and attained a score less than the 70% benchmark set by the school of social work were *4.1 – 66.65% (Use practice experience and theory to inform research), 10.9 – 53.35% (Possess practice skills, knowledge, and values of MSW program), and 10.11 – 56.68% (Possess social change and leadership skills at all levels).*

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



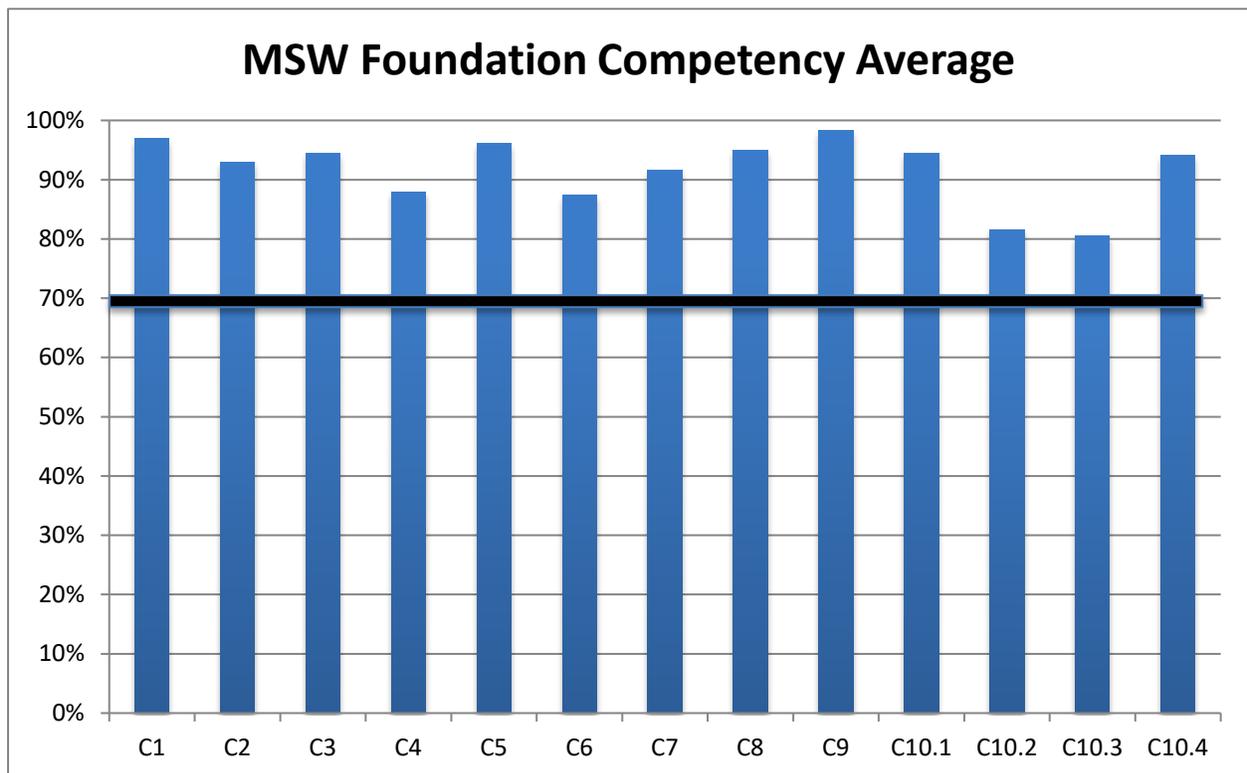
When analyzing the measurement data together, a clearer picture is displayed of the specific strengths and weaknesses of the Foundation program (**Table 2**). The practice behaviors are

averaged so we can view the competencies that the students performed well on and those that are challenging for the students. The foundation students showed their highest attainment in competency 1 – *Identify as a professional social worker*, 2 – *Apply social work ethical principles*, 5 – *Advance human rights and social and economic justice*, 7 – *Apply knowledge of HBSE*, 8 – *Engage in policy practice to advance social and economic well-being* 9 – *Respond to contexts that shape practice*, and 10 – *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*.

During this assessment year (2015-2016), there were no competencies below the 70% benchmark set by the School of Social Work. The foundation students showed lower attainment in competency 4.4 – 87.91 -*View self as a learner*, 6.2 – 87.48 - *Use research evidence to inform practice*), 10.6 – 81.67 - *Emerging strategies and tactics for assessment*, and 10.11 – 80.67 – *Possess social change and leadership skills at all levels*

A visual representation of the highest and lowest ranking of competency attainment in the advanced year is in the **Graph 3** below.

Graph 3-Foundation Average Outcome Scores for Competencies



Foundation Year Exit Questions Findings

Strengths of the Foundation MSW Program

The students identified numerous strengths of the foundation MSW program. One of the strongest aspects of the MSW program was the faculty and staff. The students noted that faculty and staff are caring, supportive, cohesive, and always make time to help students achieve their goals. The students reported that the small cohort size is a strength of the program. The students liked that they are able to take classes as a cohort and develop a strong relationship with their peers. Other strengths of the program included internships, our research focus, our MSLC/generalist approach, courses, and the ability to network.

Favorable Experiences

The students reported that internship was their most favorable experience. Specifically, they liked the wide variety of internship placements. The courses were also rated favorably. The students noted that they really enjoyed Practice II, Research I, the Cultural Competency course, and the small class sizes. As noted above, the students rated the cohort model favorably and also spoke about the number of opportunities to network and gain new experiences in the MSW program. Lastly, the students rated the faculty and staff favorably, noting that faculty and staff are kind and helpful.

Areas for Improvement

The students identified several areas for improvement. In terms of class scheduling, the students would like to see more flexibility in class times. Specifically, they noted how there are large gaps between classes which makes it difficult to coordinate jobs, transportation, and other demands outside of the school. The students reported areas of improvement for faculty and staff. The students would like to see better communication between faculty, staff, and students. For example, the students would like faculty and staff to listen to them, respond to email in a timely manner, and consistently post grades on Blackboard. The students would like to see more experienced faculty in the MSW program. They felt that some of the new instructors did not know what was expected in the course. They recommended more training for first-time instructors. The students felt that faculty were over-committed and not engaged in teaching. They would like to see professors more engaged and organized in the classroom. In terms of the program, the students had mixed feelings about online courses. Some wanted an online degree, while others wanted less online. They would also like more meetings with the Program Director and more diverse and interdisciplinary electives that fit with their schedule. They noted that summer electives would be beneficial. Other area of improvements included increased funding, summer funding, less “busy work”, more power in selecting internship, and a new building.

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	98.09	80.00	89.04
1.2	99.04	100	99.52
1.3	100	80.00	90.00
2.1	100	65.00	82.50
2.2	97.14	85.00	91.07
3.1	99.05	75.00	87.02
3.2	100	55.00	77.50
4.1	99.05	100	99.52
4.2	100	100	100
4.3	97.14	95.00	96.07
5.1	98.09	65.00	81.55
5.2	100	100	100
6.1	99.05	90.00	94.52
6.2	99.05	55.00	77.02
7.1	98.09	95.00	96.55
7.2	98.09	90.00	94.05
7.3	100	75.00	87.50
8.1	100	100	100
8.2	97.14	100	98.57
8.3	100	95.00	97.50
9.1	97.14	40.00	68.57
9.2	100	95.00	97.50
10.1	100	95.00	97.50
10.2	100	35.00	67.50
10.3	100	65.00	82.50
10.4	99.05	60.00	79.53
10.5	100	40.00	89.52
10.6	97.14	55.00	77.02
10.7	100	95.00	97.50
10.8	100	70.00	85.00
10.9	99.05	60.00	79.52
10.10	99.05	80.00	89.52
10.11	99.05	55.00	77.02
10.12	100	90.00	95.00
10.13	98.09	30.00	64.04
10.14	97.14	85.00	91.07

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

Practice Behavior	Cumulative Correct	Average Score of Competencies
1.1	89.04	92.86
1.2	99.52	
1.3	90.00	
2.1	82.50	86.79
2.2	91.07	
3.1	87.02	82.26
3.2	77.50	
4.1	99.52	98.53
4.2	100	
4.3	96.07	
5.1	81.55	90.77
5.2	100	
6.1	94.52	85.77
6.2	77.02	
7.1	96.55	92.70
7.2	94.05	
7.3	87.50	
8.1	100	98.69
8.2	98.57	
8.3	97.50	
9.1	68.57	83.04
9.2	97.50	
10.1	97.50	82.5
10.2	67.50	
10.3	82.50	
10.4	79.53	
10.5	89.52	
10.6	77.02	75.20
10.7	97.50	
10.8	85.00	
10.9	79.52	
10.10	89.52	
10.11	77.02	85.71
10.12	95.00	
10.13	64.04	
10.14	91.07	83.37

Advanced Report Summary

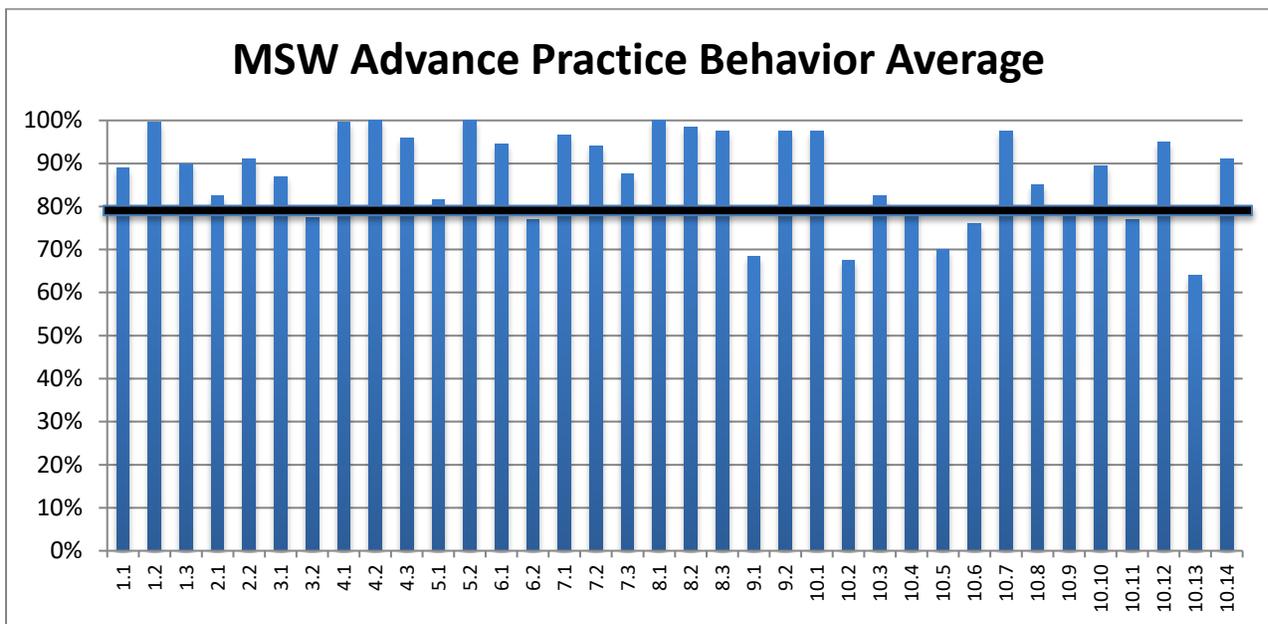
When summarizing the cumulative score of the two data points (**Table 3**), findings indicate that at the end of the MSW Advanced program curriculum, the practice behaviors that received the highest percentages were: 1.2 (*Practice personal reflection and self-correction*), 4.2(*Gain*

sufficient self-awareness), 5.2 (*Advocate for human rights, social and economic justice*), and 8.1 (*Analyze, create, and advocate policies that advance social well-being*).

The practice behaviors showing the lowest percentage using the school’s two measurement tools which did not reach the 80% benchmark established by the School of Social Work were, 3.2 – 78.00 (*Use MSLC to present and justify positions*), 6.2 – 77.00 (*Use of research evidence to inform practice*), 9.1 – 69.10 (*Know the context of how organisms develop across system levels*), 10.2 – 68.00 (*Use of technology in advanced practice*), 10.5 – 70.00 (*Use of MSLC to synthesize and assess basic human rights issues*), 10.6 – 76.00 (*Emerging strategies & tactics for assessment*), 10.11 – 77.00 (*Possess social change and leadership skills at all levels*), and 10.13 – 64.00 (*Ability to creatively analyze and evaluate all levels of social work*).

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

Graph 3-Average Outcome Scores for Advanced Practice Behaviors

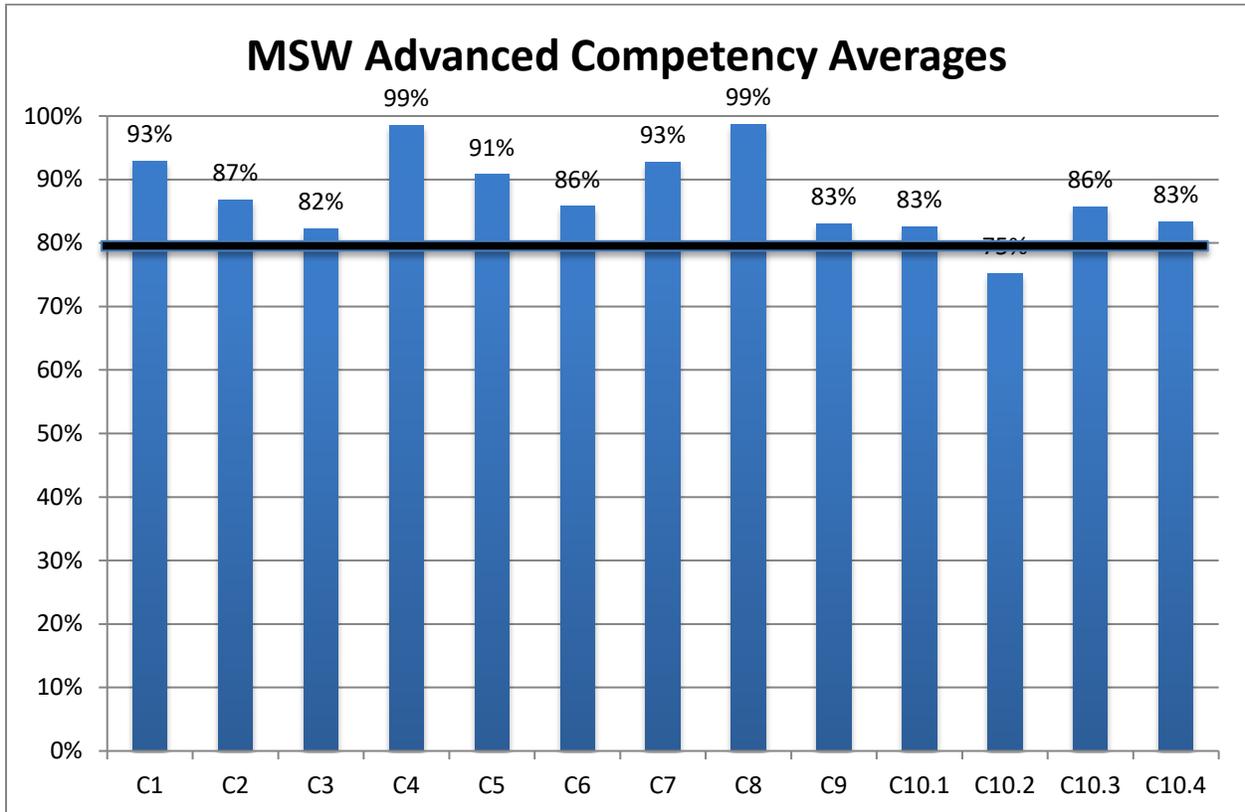


When analyzing the measurement data together, a clearer picture is displayed as to the specific strengths and weaknesses of the advanced program (**Table 4**). The practice behaviors are averaged so we can view the competencies that the students performed well on and those that are challenging for the students. The advanced students showed their highest attainment in *competency 4 – Engage diversity and difference*, and *8 – Engage policy practice to advance social and economic well-being*.

The lowest attainment came in competency 10.2 - 75.20 (*Use of technology in advanced practice*) and was the only competency to fall below the 80% benchmark set by the School of Social Work.

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



Comprehensive Exam - MSW Concentration 2015-2016

MSW Program Strengths

The students identified numerous strengths of the MSW program. Overwhelmingly, the faculty and staff featured most prominently among the strengths. Students described the faculty as approachable, available to students, caring, friendly, flexible, diverse in their knowledgeable, supportive, and committed. Students also expressed appreciation for personalized teaching styles, faculty mentoring and opportunities to conduct research with faculty. Another significant strength identified is the structure of the program including the small cohort size, options for field placements, and the ability to get involved in the program and community through volunteer opportunities and student-led organizations (SWAG, NAMI, etc.) were also identified. The program curriculum with its focus on evidence-based research and practice, generalist MSLC perspective, and field seminars was identified as a strength in providing students with a solid framework for social work practice. Lastly, the program's involvement and connection within the NWA community was reported as a strength by students in providing them with resources and connections within NWA for future employment opportunities.

Most Favorable Aspects

The most significant favorable experience students reported were their experiences with field internships and the supportive relationships with their peers and faculty. Students specifically identified their growth and skill attainment through the internship process, the development of professional relationships in the field, building friendships with other students in the cohort, and working on research projects/papers with faculty as favorable experiences. Students reported that the field internship gave them an opportunity to have supportive educational experiences outside of the classroom with support from practitioners and their peers in field seminars. Students expressed that being able to stay with the same small cohort offered them the opportunity to get to know other students in the cohort and learn from them.

Suggestions to Improve MSW Program

Students identified several areas for improvement. Improvements in the curriculum included suggestions for the need for electives that are more diverse, more macro-related content, content focused on children and adolescents, and more courses with a clinical focus and theory were expressed. Some students also expressed the need for less emphasis on MSLC. Students also suggested more courses on self-care, mindfulness-oriented and play therapy courses focused on micro-level interventions. Consistency and clarity in communication were identified as needing improvement particularly related to expectations of the Capstone project. They also suggested that the Capstone should be a power point or a poster but not both and students need more support throughout the capstone process. Faculty bias was also identified as an area needing improvement with respect to showing favoritism, expressing biased perspectives in the classroom, and training for faculty on dealing with student biases. Students also suggested that letters of appreciation instead of field breakfast recordings should be presented to field instructors and task supervisors. The need for more funding opportunities, support, recognition

for female students was expressed. Students stated that we emphasize feminism yet the male students proportionally received more opportunities and praise. Students also reported the need for more assistance in helping students to find job opportunities after graduation and more flexibility in class scheduling. With respect to the seminar courses, students suggested adapting the seminar courses that are taken over the course of 3 semesters to be a bit more different. For example, have maybe some different assignments in each semester, so the students are not writing the same types of papers/activities every semester.

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 MSW UA Fayetteville Pass Rates and Comparison with National Rates

University and National Category	First Time Pass Rate	Repeat Pass Rate	Total Pass Rate
University of Arkansas-Fayetteville	100%	40%	87%
National Average	81%	29%	69%