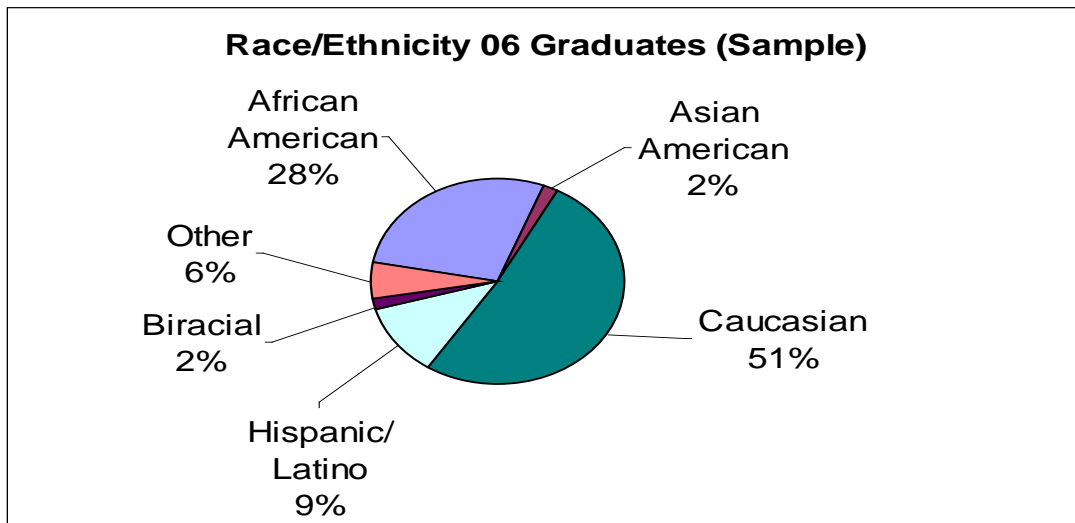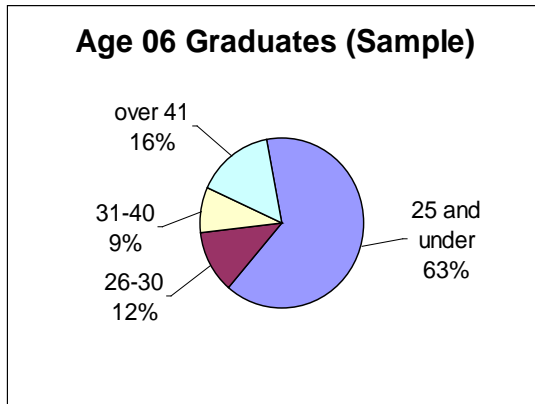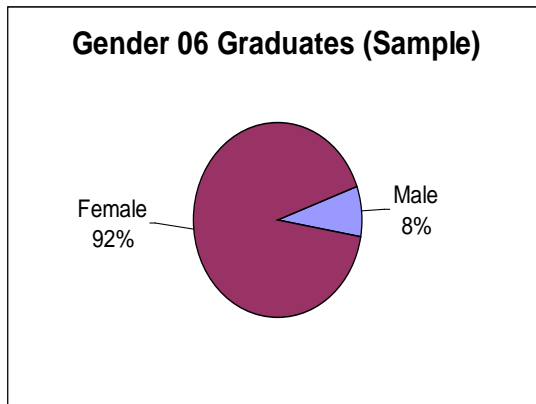**2006 UMBC Social Work Graduates Student Evaluation Report**

Instrument
The evaluations contained 60 questions with 5-point Likert scale responses, with higher scores indicating more positive responses, capturing a variety of aspects of the Social Work program and the field experience. There were 21 questions about the Social Work program, 8 questions regarding the agency where students participated in field placement, 12 questions about their field instructor, 12 questions about the assignments given in field placement, and 7 questions about their liaison. The evaluation also included 7 open-ended questions with space provided for student feedback; these questions are not included in this summary. Quantitative responses were entered in an SPSS database. The areas of concern were compiled by collecting the items that indicated a more negative spread with at least 20% of responses falling at 3 and below, while the areas of success were items with a more positive spread with at least 90% of responses falling at 4 and above.

Demographics
There were a total of 65 returned evaluations. The following charts represent the distribution of demographics among those students who responded:

Gender 06 Graduates (Sample)

Female 92%
Male 8%

Age 06 Graduates (Sample)

over 41 16%
31-40 9%
26-30 12%
25 and under 63%

Race/Ethnicity 06 Graduates (Sample)

African American 28%
Asian American 2%
Other 6%
Biracial 2%
Hispanic/Latino 9%
Caucasian 51%

Analysis

Program Evaluation
Analysis of the responses to the evaluation yielded some areas of consideration. While 73% of responding students felt that the social work program did adequately prepare them to work effectively with client systems of diverse backgrounds, just over a quarter did not (PROG3). Of responding students, 71% felt that they were able to critically evaluate and use research (PROG7) to guide practice; however, the remaining 29% felt somewhat unable to do so. Three quarters of the students felt they were able to critically evaluate and use theoretical knowledge (PROG8) to guide practice, while the remaining quarter felt somewhat unable to do the same. In rating their preparedness to use the knowledge and skills of generalist practice with different client populations, respondents felt that they were: well prepared to work with families (59%), not at all prepared or somewhat unprepared to work with families (41%) (PROG13); well prepared to work with groups (72%), not at all prepared or somewhat unprepared (28%) (PROG14); well prepared to work with organizations (45%), not at all or somewhat unprepared to work with organizations (55%) (PROG15); and well prepared to work with communities (46%), not at all prepared or somewhat unprepared (54%) (PROG16). Of student respondents, 74% felt they were able to use information technology to enhance their effectiveness as social workers, while 26% felt they were somewhat or less able to do so (PROG17). Of the students who returned the evaluation, almost 80% felt prepared to advocate for programs, services and policies that promote economic and social justice and enhance the well-being of clients and others in need of assistance, while just over 20% did not (PROG20).

Students felt very positively about their ability to practice within the ethics of the social work profession (94%) (PROG2). Students also agreed that they were very well prepared to use a strengths-based perspective to guide their assessments and interventions (94%) (PROG6). 95% of students who responded felt strongly that they were able to demonstrate self-awareness and professional use of self in practice with client systems of all sizes (PROG11). Of the students who responded, 92% agreed that they were able to understand the impact that social policies have on clients, social workers, and the delivery of social work services (PROG18) and 94% agreed that they were able to understand the impact that agency structure and function has on clients, workers, and the delivery of social work services (PROG19).

Agency Evaluation
The evaluation of field placements showed that 75% or students agreed that they received an adequate orientation to their specific assignments, while 25% were either neutral or disagreed (FIELD3). Similarly, 77% of students agreed that they had received an adequate explanation of their role as a student in training, while 23% were neutral or disagreed (FIELD4).

Most students agreed with the following two aspects of the agency evaluation: "there was an acceptance of social workers as professionals in my agency" (94%) (FIELD5); "I felt physically safe while providing the services of my agency" (94%) (FIELD7); and "I felt emotionally safe while providing the services of my agency" (92%) (FIELD8).

Field Instructor Evaluation
Of the 12 field instructor evaluation questions, 11 were flagged as areas of concern in the 2005 program evaluation. In the 2006 program evaluation, only 3 are flagged as areas of concern. 75-80% of responding students agreed with the following statements while 20%-

25% were neutral or disagreed: "My field instructor was helpful in facilitating my work with other staff" (INSTR4); "My field instructor was helpful in facilitating an awareness of my own values in relation to my client's values" (INSTR7); "My field instructor conveyed expectations clearly" (INSTR8).

Assignments

Some students responded that their assignments in the following areas were in the high range of extent of experience: groups (63%) (ASSIGN3A), families (47%) (ASSIGN3B), individual clients (77%) (ASSIGN3C), intake/assessment (61%) (ASSIGN3D), discharge/aftercare planning (35%) (ASSIGN3E), community involvements/contacts (54%) (ASSIGN3F), opportunities to engage in research (21%) (ASSIGN3G) and opportunities to link clients to other community resources/services (77%) (ASSIGN3H). The following percentages of students felt that their extent of experience in these areas of assignment was in the medium to low range: groups (37%) (ASSIGN3A), families (53%) (ASSIGN3B), individual clients (23%) (ASSIGN3C), intake/assessment (39%) (ASSIGN3D), discharge/aftercare planning (65%) (ASSIGN3E), community involvements/contacts (46%) (ASSIGN3F), opportunities to engage in research (79%) (ASSIGN3G) and opportunities to link clients to other community resources/services (23%) (ASSIGN3H). Nearly 75% rated the extent to which they thought their interventions influenced their clients' lives in the high range, while the remaining one quarter rated their influence in the low to medium range (ASSIGN4).

Liaison Evaluation

Finally, two areas of concern were flagged in the liaison evaluation. 73% of students agreed that seminar discussions contributed to what they learned (LIAIS2), while the other 27% were neutral or disagreed. 72% of students agreed that monthly integrating seminars with their liaison were useful and the remaining 28% were neutral or disagreed (LIAIS6).

A large percentage of students agreed that: the goals and objectives of field instruction were clearly explained during orientation (92%) (LIAIS1), the liaison encouraged fair and open discussion in the seminar (97%) (LIAIS3), the liaison encouraged all students to participate (98%) (LIAIS4), the liaison was interested in the students' field work experiences (95%) (LIAIS5), and the liaison was accessible and available to me (91%) (LIAIS7).

Conclusions

Overall, the evaluations were positive. The modal response was 4 or 5 (5 being the highest score) for 90% of the program evaluation and 83% of the assignments evaluation. The modal response was 5 for 100% of the agency, field instructor and liaison evaluations. Of the 60 questions examined in this report, only 5 received a negative rating from the majority (over 50%) of the respondents. These five focused on the lack of: experience with families and discharge/aftercare planning in field placement, opportunities to engage in research (assignment questions), and the application of knowledge and skills of generalist practice with organizations and communities (program questions). However, recent curricula changes may address these issues including material on communities and organizations that has been added to a Methods course. Additionally, the Technology in Social Work course has been revised to enhance students' learning in this area. An area of concern that has existed over the last three years of program evaluation is the need for more research opportunities. Innovative

ways to address this need and others identified by the evaluation will be part of the ongoing improvements in the department.

According to a MANOVA, there were no differences found in the responses from graduates in 2004, 2005, and 2006 (see means chart). However, it should be noted that, using the criteria of 20% or more students responding with a 3 or lower to flag a question for concern, there were 30 questions flagged in the 2004 evaluations, 36 questions were flagged in the 2005 evaluations, and 26 questions flagged in the 2006 evaluations.

Means Chart.
The following chart illustrates the mean of the respondents' mean scores for each year of graduation by sections of the evaluation.

Student Evaluation Means 2004 - 2006

	2004	2005	2006
Program Evaluation Mean	4.06	4.11	4.18
Agency Evaluation Mean	4.34	4.23	4.52
Field Instructor Evaluation Mean	4.11	4.08	4.41
Liaison Evaluation Mean	4.46	4.31	4.48