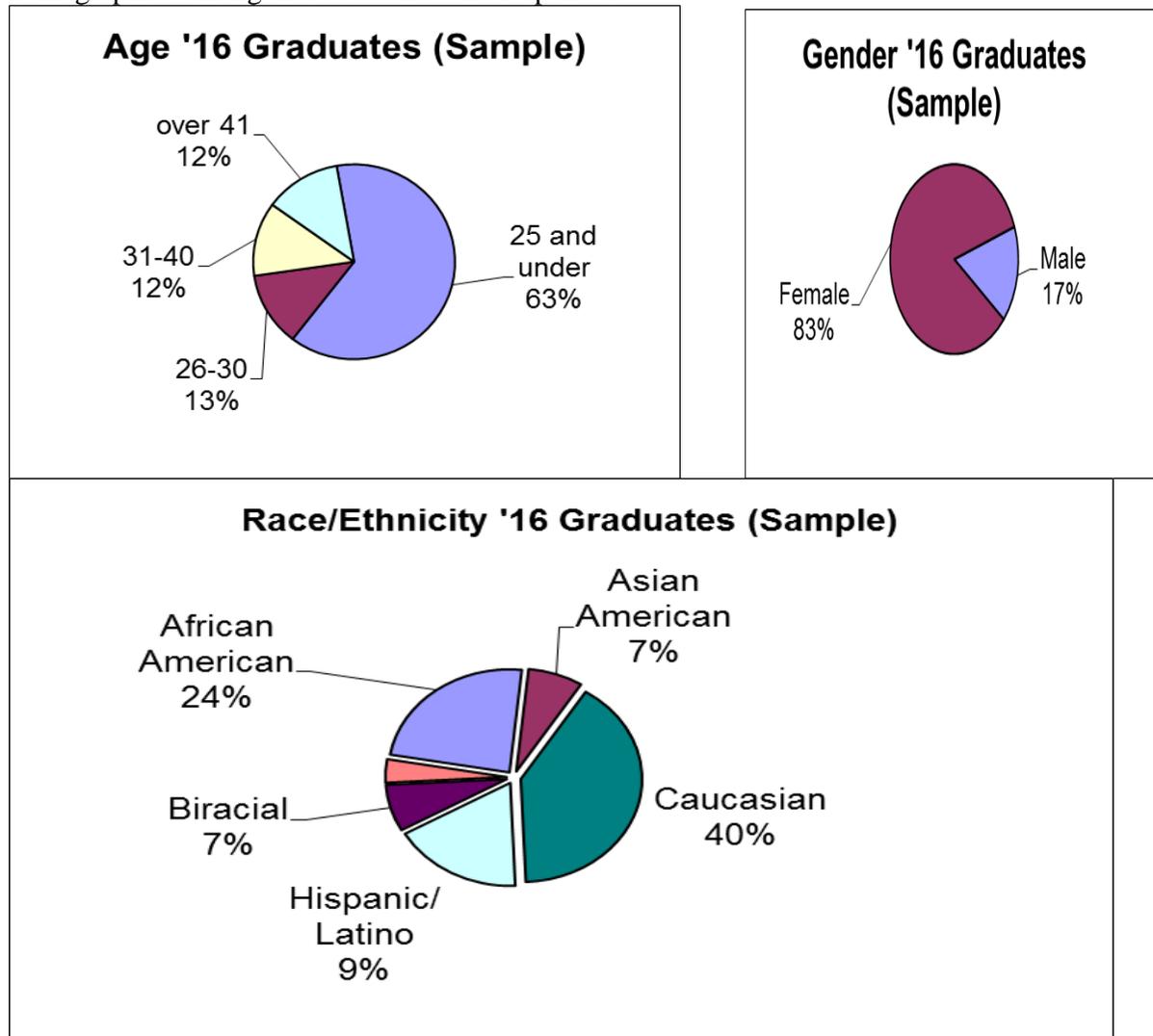**2016 UMBC Social Work Graduates Student Evaluation Report**

Instrument
The evaluations contained 77 questions with 5-point Likert scale responses, with higher scores indicating the program exceeded their expectations of preparation, capturing a variety of aspects of the Social Work program and the field experience. There were 38 questions about the Social Work program, 8 questions regarding the agency where students participated in field placement, 12 questions about their field instructor, 11 questions about the assignments given in field placement, and 8 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 111 returned evaluations. The following charts represent the distribution of demographics among those students who responded:

Age '16 Graduates (Sample)
- over 41: 12%
- 31-40: 12%
- 26-30: 13%
- 25 and under: 63%

Gender '16 Graduates (Sample)
- Female: 83%
- Male: 17%

Race/Ethnicity '16 Graduates (Sample)
- African American: 24%
- Asian American: 7%
- Biracial: 7%
- Hispanic/Latino: 9%
- Caucasian: 40%

Analysis

Program Evaluation

The program evaluation was reformatted in 2016 to better adhere to CSWE EPAS standards. The following chart provides means per EPAS criteria as stated in the evaluation

Educational Policy	2016	
	M	**SD**
Competency 1: Demonstrate Ethical and Professional Behavior	4.40	.50
Competency 2: Engage Diversity and Difference in Practice	4.41	.50
Competency 3: Advance Human Rights and Social and Economic Justice	4.23	.67
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	4.00	.69
Competency 5: Engage in Policy Practice	4.01	.61
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.58	.50
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.23	.61
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.18	.64
Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	4.06	.67
Total	4.23	.46

Analysis of the responses to each item in the program evaluation yielded some areas of consideration. According to students who responded to questions about skills for generalist practice with different client populations:

Item	% Not at All – Generally Met (1-3)	Generally Met/Exceeded – Exceeded (4 & 5)
Competency 4: Use and translate research evidence to inform and improve practice, policy, and service delivery	20.7	79.3
Competency 5: Identify social policy at the local, state and federal level that impacts well-being, service-delivery, and access to social services	27.9	72.1
Competency 7: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	20.0	80.0
Competency 8: Critically choose and implement interventions to achieve practice goals and enhance capabilities of clients and constituencies	21.6	78.4
Competency 8: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	21.6	78.4
Competency 8: Facilitate effective transitions and endings that advance mutually agreed on goals	22.5	77.5
Competency 9: Critically analyze, monitor, and evaluate intervention and program processes and outcomes	24.3	75.7
Competency 9: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	24.3	75.7

Several items from competencies 1 and 2 yielded areas of success:

Item	% Not at All – Generally Met (1-3)	Generally Met/Exceeded – Exceeded (4 & 5)
Competency 1: Practice within the values and historical traditions of the social work profession	7.2	93.8
Competency 1: Demonstrate self-awareness and professional roles and boundaries	5.4	94.6
Competency 1: Maintain professional roles and boundaries	5.4	94.6
Competency 1: Demonstrate professional demeanor in behavior, appearance: oral and written and electronic communication	5.4	94.6
Competency 1: Practice within the ethics of the social work profession	6.3	93.7
Competency 2: Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate or create or enhance privilege or power	7.3	92.7
Competency 2: Recognize and communicate an understanding of the importance of difference in shaping life expectations	6.4	93.6
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience	4.5	95.5

Agency Evaluation
The evaluation of field placements showed that there were no areas of concern where more than 80% of students were either neutral or disagreed with the statements.

Most students (92.7%) felt that they received an adequate orientation to the overall agency (FIELD1). Also, most (91.7%) students indicated that social workers were accepted as professionals at their site (FIELD 5) and (91.8%) felt accepted as a student social worker and supported in his/her work by the interdisciplinary team (FIELD 6). Many students (93.6%) reported that they felt physically safe while providing services for their agency (FIELD7) and 93.6% of students agreed that they felt emotionally safe while providing services for their agency (FIELD8).

Field Instructor Evaluation
Of the 12 field instructor evaluation questions, three items were flagged as areas of concern: 26% of students were either neutral or disagreed with the statement, "I had a regular weekly tutorial conference with my field instructor" (INSTR9); 74% agreed, 21% of students were neutral or disagreed with the statement "My field instructor assisted me in implementing the objectives of my individual learning contract"; 79% agreed, and 26% of students disagreed with the statement, "My field instructor required me to complete process recordings or tape recordings of interviews on a regular basis throughout the semester(s)" (INSTR12); 74% agreed.

Although the other field instructor items were not flagged as areas of concern, they did not meet the criteria (90% or more rated 4 or 5) for areas of success.

Assignments
Some students responded that their assignments in the following areas were in the high range of extent of experience: groups (58%) (ASSIGN3A), families (37%) (ASSIGN3B), individual clients (84%) (ASSIGN3C), intake/assessment (68%) (ASSIGN3D), discharge/aftercare planning (58%) (ASSIGN3E), community involvements/contacts (49%) (ASSIGN3F), opportunities to engage in research (50%) (ASSIGN3G) and opportunities to link clients to other community resources/services (71%) (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 (42%) (ASSIGN3A), families (63%) (ASSIGN3B), individual clients (16%) (ASSIGN3C), intake/assessment (32%) (ASSIGN3D), discharge/aftercare planning (42%) (ASSIGN3E), community involvements/contacts (51%) (ASSIGN3F), opportunities to engage in research (50%) (ASSIGN3G) and opportunities to link clients to other community resources/services (29%) (ASSIGN3H). Also, 91.8% of students agreed that the case assignments they were assigned promoted learning social work practices (ASSIGN 2) and 76.3% of students agreed that their interventions influenced their clients' lives, while 23.7% felt neutral or disagreed with the statement (ASSIGN4).

Liaison Evaluation
Finally, the liaison evaluation was overwhelmingly positive this year with no areas of concern. Six of the eight items in the survey were areas of success including: goals were clearly explained during orientation (94.5%); fair and open discussion was encouraged (97.3%); all students were actively encouraged to participate (97.3%); liaison was interested in students' field work experiences (95.5%); liaison was accessible (95.5%); and liaison came to agency to meet instructor once each semester (94.5%)

Conclusions

Overall, the evaluations were very positive. The modal response was 4 or 5 (5 being the highest score) for 97% (75 of 77 questions) of the program evaluation. The modal response was 5 for 100% of the agency, field instructor, and liaison evaluations. Of the 77 questions examined in this report, only 3 received a negative rating from the majority (50% or more) of the respondents. These focused on the lack of: experience with families (mode =3), community involvements/contacts (mode = 3), and opportunities to engage in research (mode = 4).

In response to previous program evaluations SOWK 240 (Information technology in Social Work) to has been to redesign to reflect an introductory course in social work with an emphasis on academic integrity. Although technology is included in the course content it is not the primary focus of the revised course.

In terms of the Council on Social Work Education's Educational Policy and Academic Standards (EPAS), rubrics have been designed and refined to capture the development of competency development in the core social work curriculum. It is recognized that the program evaluation needs additional revisions to more accurately assess student perceptions of competency development across the curriculum.

Means Chart
The following chart illustrates the mean of the respondents' mean scores for each year of graduation by sections of the evaluation that remained consistent for field placement and liaison.

Student Program Evaluation Means 2009 - 2016

	2009	2010	2011	2012	2013	2014	2015	2016
Agency Evaluation Mean	4.50	4.42	4.50	4.51	4.37	4.42	4.46	4.55
Field Instructor Evaluation Mean	4.44	4.28	4.42	4.43	4.27	4.32	4.39	4.38
Liaison Evaluation Mean	4.63	4.67	4.50	4.51	4.51	4.66	4.62	4.72