2014 UMBC Social Work Graduates Student Evaluation Report

Instrument
The evaluations contained 88 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 50 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 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 89 returned evaluations. The following charts represent the distribution of demographics among those students who responded:
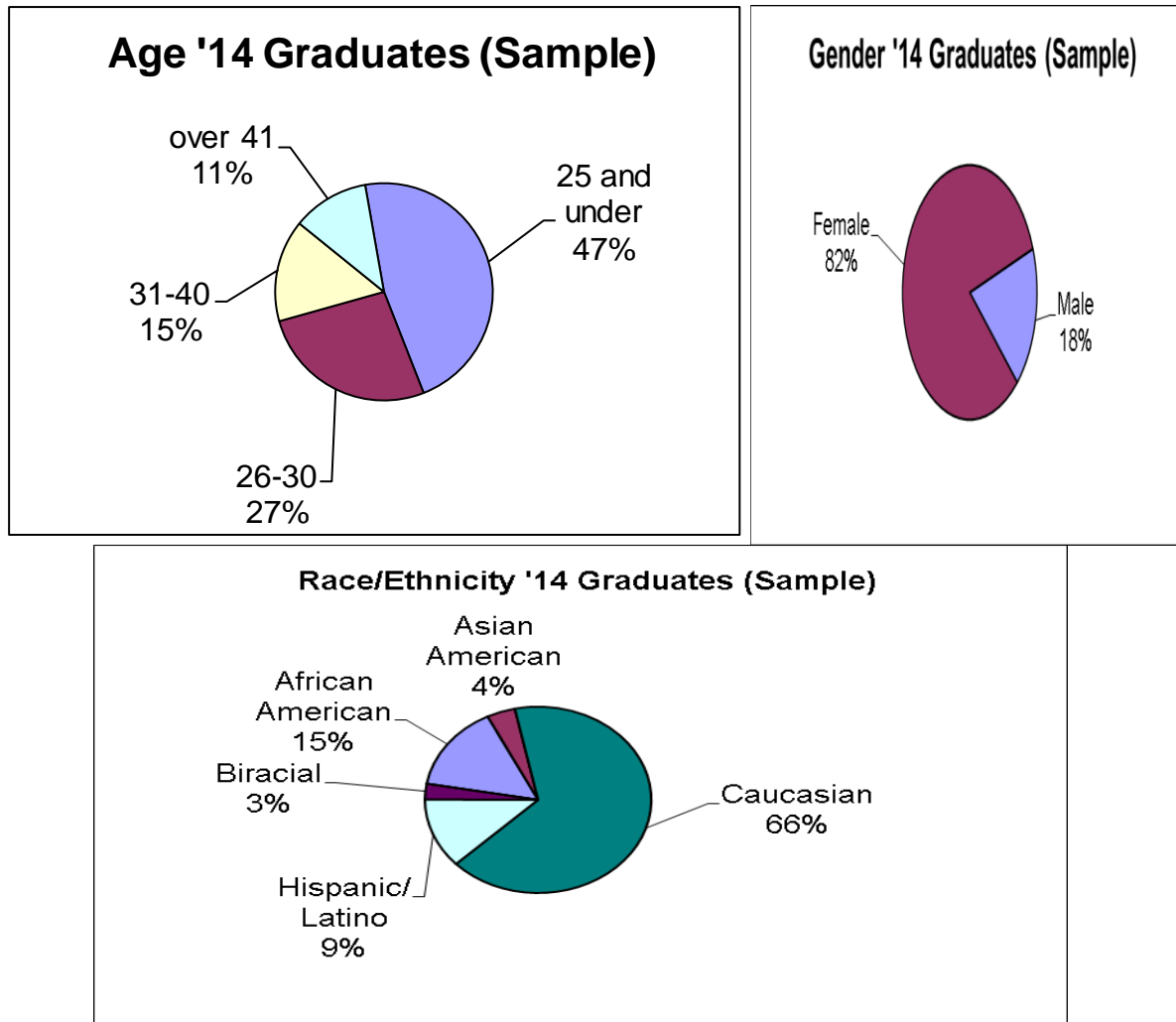
Analysis

Program Evaluation
Analysis of the responses to the evaluation yielded some areas of consideration. According to students who responded to questions about skills for generalist practice with different client populations, respondents felt that:

Item	% Not at All – Generally Met (1-3)	Generally Met/Exceeded – Exceeded (4 & 5)
EP 2.1.5 #19 Advocated for human rights and social and economic justice	27.6	72.4
EP 2.1.5 #20 Engaged in practices that advanced social and economic justice	27.3	72.7
EP 2.1.6 #22 Critically evaluated and used research knowledge to guide practice	30.7	69.3
EP 2.1.6 #23 Used research evidence to inform practice	32.6	67.4
EP 2.1.8 #27 Understood the impact that social policies have on clients, social workers, and the delivery of social work services	20.2	79.8
EP 2.1.8 #28 Collaborated with colleagues and clients for effective policy action	43.8	56.2
EP 2.1.8 #29 Analyzed, formulated, and advocated for policies that advance social well-being	40.4	59.6
EP 2.1.8 #30 Advocated for programs, services, and policies that promote economic and social justice and enhance the well-being of clients and others in need of assistance	39.3	60.7
EP 2.1.9 #31 Used information technology to enhance effectiveness as a social work professional	36.8	63.2
EP 2.1.9 #32 Provided leadership in promoting sustainable changes in the service delivery and improved the quality of social services	39.1	60.9
EP 2.1.9 #33 Continuously discovered, appraised and attended to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	47.1	52.9
EP 2.1.10 (a) #35 Appropriately used the knowledge and skills of generalist social work practice with families	34.5	65.5
EP 2.1.10 (a) #36 Appropriately used the knowledge and skills of generalist social work practice with groups	20.7	79.3
EP 2.1.10 (a) #37 Appropriately used the knowledge and skills of generalist social work practice with organizations	48.3	51.7

Item	% Not at All – Generally Met (1-3)	Generally Met/Exceeded – Exceeded (4 & 5)
EP 2.1.10 (a) #38 Appropriately used the knowledge and skills of generalist social work practice with communities	44.8	55.2
EP 2.1.10 (b) #41 Collected, organized, and interpreted client data	20.2	79.8
EP 2.1.10 (c) #45 Initiated actions to achieve organizational goals	28.1	71.9
EP 2.1.10 (c) #46 Implemented prevention interventions that enhance client capabilities	33.7	66.3
EP 2.1.10 (c) #48 Negotiated, mediated, and advocated for clients	20.5	79.5
EP 2.1.10 (c) #49 Facilitated transitions and endings	34.1	65.9
EP 2.1.10 (d) #50 Critically analyzed, monitored, and evaluated interventions	33.0	67.0

Most of the students felt very positively about their ability to demonstrate self-awareness and professional use of self (95.5%) (EP2.1.1 #2). Many students (92%) felt that they could practice within the ethics of the social work profession (EP2.1.2 #6). Likewise, students responded that they recognized the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power (90.9%) (EP2.1.4 #14). Students also agreed that they were very well prepared to recognize and communicate an understanding of the importance of difference in shaping life experiences (92.0%) (EP2.1.4 #16). Students (95.5%) felt confident that they could critique and apply knowledge to understand the person in the environment (EP 2.1.6 #26) and appropriately use the knowledge and skills of generalist social work practice with individuals (EP 2.1.10 (a) #34). Most students who responded (93.3%) agreed that they were prepared to use empathy and other interpersonal skills (EP 2.1.10 (a) #39). Many students felt that they were prepared to use a strengths-based perspective to guide assessment and intervention efforts with client systems (93.3%) (EP 2.1.10 (b) #42).

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

Many students (96.6%) reported that they felt physically safe while providing services for their agency (FIELD7) and 91% 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, four items were flagged as areas of concern: 24% of students disagreed that their field instructor was helpful in facilitating their work with non-social

work staff, and 76% agreed that they were helpful (INSTR4); 23% of students disagreed that their field instructor conveyed expectations clearly, while 77% agreed (INSTR8); 29.5% of students were either neutral or disagreed with the statement, "I had a regular weekly tutorial conference with my field instructor"(INSTR9); 69% agreed, and 31% 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).

An area of success was 91% of students agreed that their field instructors encouraged their initiative and creativity (INSTR6).

Assignments
Some students responded that their assignments in the following areas were in the high range of extent of experience: groups (63%) (ASSIGN3A), families (33%) (ASSIGN3B), individual clients (90%) (ASSIGN3C), intake/assessment (56%) (ASSIGN3D), referrals to community resources (64%) (ASSIGN3E), community involvements/contacts (52%) (ASSIGN3F), opportunities to engage in research (43%) (ASSIGN3G) and opportunities to link clients to other community resources/services (65%) (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 (67%) (ASSIGN3B), individual clients (10%) (ASSIGN3C), intake/assessment (44%) (ASSIGN3D), referrals to community resources (36%) (ASSIGN3E), community involvements/contacts (48%) (ASSIGN3F), opportunities to engage in research (57%) (ASSIGN3G) and opportunities to link clients to other community resources/services (35%) (ASSIGN3H). Also, 82% of students agreed that their interventions influenced their clients' lives, while 18% felt neutral or disagreed with the statement (ASSIGN4).

Liaison Evaluation
Finally, 21.4% of students were neutral or disagreed that seminar discussions were useful, and 78.6% of students agreed with this statement (LIAIS6). Additionally, many students agreed that the liaison explained goals and objectives (94%) (LIAIS1), encouraged fair and open discussion (97.6%) (LIAIS3), the liaison actively encouraged all students to participate (97.6%) (LIAIS4), and the liaison was available and accessible (95.2%) (LIAIS7).

Conclusions

Overall, the evaluations were very positive. The modal response was 4 or 5 (5 being the highest score) for 95% (84 of 88 questions) of the program evaluation. The modal response was 5 for 100% of the agency, field instructor, and liaison evaluations. Of the 88 questions examined in this report, only 2 received a negative rating from the majority (over 50%) of the respondents. These focused on the lack of: experience with families and opportunities to engage in research. As indicated, the program evaluation was revised to reflect the 2008 CSWE EPAS standards. This added questions to the survey and required additional in-class time for students to complete. In AY 2015-16, the program evaluation will be uploaded and data will be aggregated by TK20. Ideally, TK20 will provide information on measuring and improving student competencies and practice behaviors that will assist the program in facilitate continuous improvement of academic and support services. Further, reports from TK20 will accumulate, generate, communicate and disseminate assessment information on student learning to a wide range of audiences. All of which will assist the program with well-informed decision making processes.

Program Evaluation
The program evaluation was reformatted in 2014 to better adhere to CSWE EPAS standards. There were 30 questions added to the program evaluation and some of the remaining questions were rephrased. Due to these changes, a means comparison to previous years' evaluations was not performed. The following chart provides means per EPAS criteria as stated in the evaluation

Educational Policy	M	SD
2.1.1 Identify as a professional social worker and conduct oneself accordingly	4.32	.55
2.1.2 Apply social work ethical principles to guide professional practice	4.34	.57
2.1.3 Apply critical thinking to inform and communicate professional judgments	4.37	.65
2.1.4 Engage diversity and difference in practice	4.37	.57
2.1.5 Advance human rights and social and economic justice	4.21	.68
2.1.6 Engage in research-informed practice and practice-informed research	4.01	.87
2.1.7 Apply knowledge of human behavior and the social environment	4.39	.56
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	3.79	.92
2.1.9 Respond to contexts that shape practice	3.69	.89
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	4.10	.70
Engagement 2.1.10(a)	4.06	.70
Assessment 2.1.10(b)	4.27	.65
Intervention 2.1.10(c)	4.06	.70
Evaluate 2.1.10(d)	3.94	1.03
Total	4.13	.58

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 2007 - 2014

	2007	2008	2009	2010	2011	2012	2013	2014
Agency Evaluation Mean	4.30	4.42	4.50	4.42	4.50	4.51	4.37	4.42
Field Instructor Evaluation Mean	4.16	4.31	4.44	4.28	4.42	4.43	4.27	4.32
Liaison Evaluation Mean	4.39	4.46	4.63	4.67	4.50	4.51	4.51	4.66