

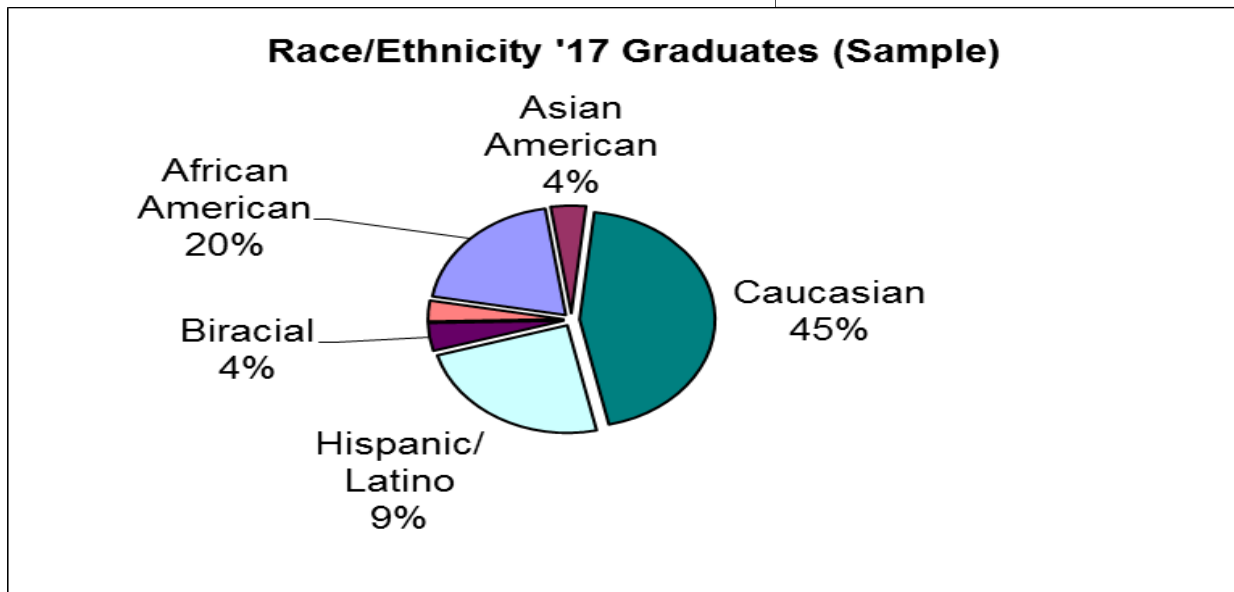
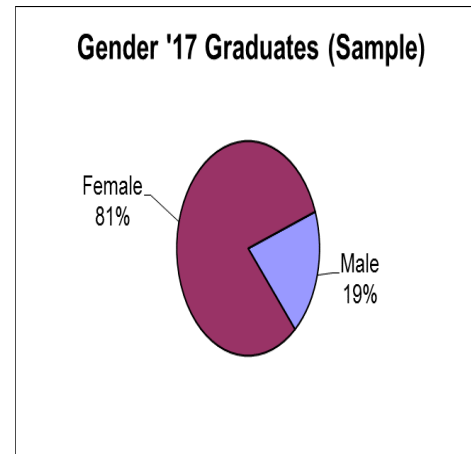
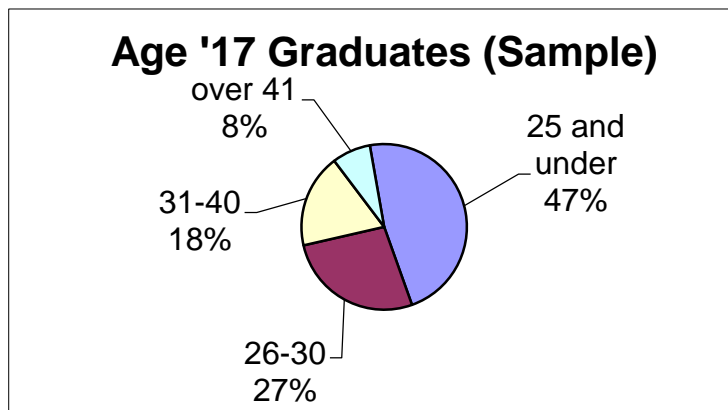
2017 UMBC Social Work Graduates Student Evaluation Report

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 96 returned evaluations. The following charts represent the distribution of demographics among those students who responded:



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		2017	
	M	SD	M	SD
Competency 1: Demonstrate Ethical and Professional Behavior	4.40	.50	4.56	.76
Competency 2: Engage Diversity and Difference in Practice	4.41	.50	4.41	.57
Competency 3: Advance Human Rights and Social and Economic Justice	4.23	.67	4.19	.73
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	4.00	.69	4.09	.71
Competency 5: Engage in Policy Practice	4.01	.61	4.10	.71
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.58	.50	4.66	.45
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.23	.61	4.26	.59
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.18	.64	4.26	.56
Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	4.06	.67	4.12	.62
Total	4.23	.46	4.29	.48

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 3: Engage in practices that advanced social, economic, and environmental justice.	25.0	75.0
Competency 4: Use practice experience and theory to inform scientific inquiry and research.	27.1	72.9
Competency 4: Use and translate research evidence to inform and improve practice, policy, and service delivery	24.0	76.0
Competency 5: Identify social policy at the local, state and federal level that impacts well-being, service-delivery, and access to social services	26.0	74.0
Competency 5: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	24.2	75.8
Competency 9: Select and use appropriate methods for evaluation of outcomes	21.9	78.1
Competency 9: Critically analyze, monitor, and evaluate intervention and program processes and outcomes	21.9	78.1
Competency 9: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	30.2	69.8

Several items from competencies 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	7.3	93.7
Competency 1: Demonstrate self-awareness and professional roles and boundaries	6.3	93.7
Competency 1: Maintain professional roles and boundaries	2.1	97.9
Competency 1: Demonstrate professional demeanor in behavior, appearance: oral and written and electronic communication	3.1	96.9
Competency 1: Practice within the ethics of the social work profession	3.1	96.9
Competency 1: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	6.3	93.7
Competency 1: Made ethical decisions by applying standards of the NASW code of ethics	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: Apply sufficient self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5.2	94.8
Competency 2: Recognize and communicate an understanding of the importance of difference in shaping life expectations	9.4	90.6
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience	6.3	93.7
Competency 6 (engage clients): Apply knowledge of HBSE, PIE, and other theories to analyze clients	3.1	96.9

Competency 6: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients	2.1	97.9
Competency 8 (intervene): Apply knowledge of HBSE, PIE, and other theories to analyze clients	6.3	93.7
Competency 9 (evaluate): Apply knowledge of HBSE, PIE, and other theories to analyze clients	7.3	92.7

Agency Evaluation

The evaluation of field placements showed that 77.1% agreed that they received an adequate explanation of his/her role as a student in training; however, 22.9% were neutral or disagreed (FIELD4).

Most students felt that other aspects of the agency were positive during their field placement; however, none of the questions received a positive response of 4 or 5 from over 90% of students.

Field Instructor Evaluation

Of the 12 field instructor evaluation questions, none of the items were flagged as areas of concern.

Although the other field instructor items were positive and 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 (55%) (ASSIGN3A), families (37%) (ASSIGN3B), individual clients (83%) (ASSIGN3C), intake/assessment (65%) (ASSIGN3D), discharge/aftercare planning (59%) (ASSIGN3E), community involvements/contacts (56%) (ASSIGN3F), opportunities to engage in research (43%) (ASSIGN3G) and opportunities to link clients to other community resources/services (72%) (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 (45%) (ASSIGN3A), families (63%) (ASSIGN3B), individual clients (17%) (ASSIGN3C), intake/assessment (35%) (ASSIGN3D), discharge/aftercare planning (41%) (ASSIGN3E), community involvements/contacts (44%) (ASSIGN3F), opportunities to engage in research (57%) (ASSIGN3G) and opportunities to link clients to other community resources/services (28%) (ASSIGN3H). Also, 72.5% of students agreed that their interventions influenced their clients' lives, while 27.5% 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 (94.7%); fair and open discussion was encouraged (96.8%); all students were actively encouraged to participate (97.9%); liaison was interested in students' field work experiences (95.8%); liaison was accessible (95.8%); monthly seminars were useful (91.6%) and liaison came to agency to meet instructor once each semester (95.8%).

Conclusions

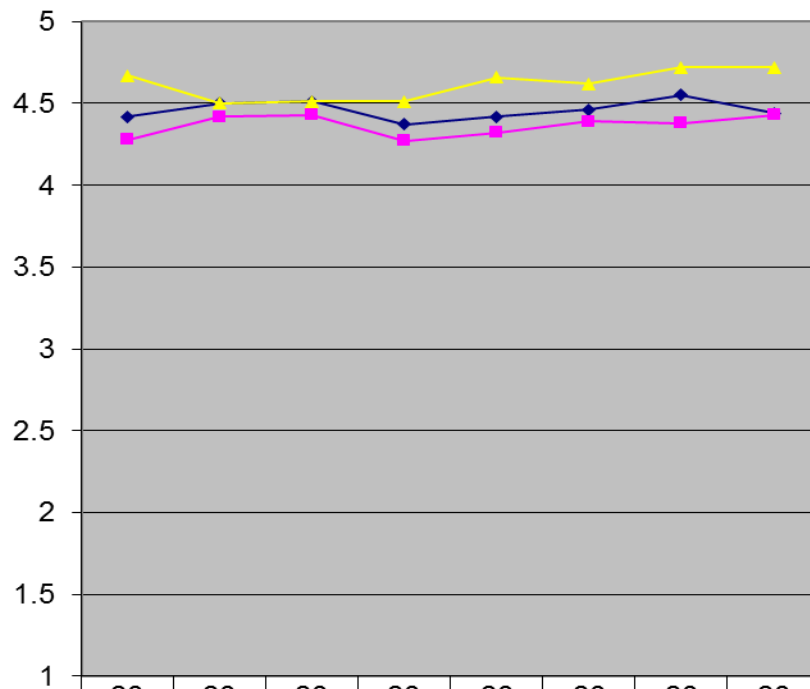
Overall, the evaluations were very positive. The modal response was 4 or 5 (5 being the highest score) for 100% of the 77 questions on the program evaluation. The modal response was 5 for 100% of the agency, field instructor, and liaison evaluations. Of the 77 questions examined in this report, only 3 received a negative rating from the majority (50% or more) of the respondents. These focused on the lack of: experience with families (mode =1) and opportunities to engage in research (mode = 3). However, recent curricula changes may address these issues including material on communities and organizations that has been added to a Methods course. Additionally, SOWK 240: *Technology in Social Work* course has been replaced with SOWK 250: *Introduction to Social Work* to enhance students' basic understanding of the values, beliefs, and ethics associated with the social work profession. 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.

It should be noted that the evaluation revealed that social justice had a strong positive outcome as did social policy. The EPAS competencies helped to examine the data differently, in a more comprehensive fashion. Competencies 1 (Demonstrate Ethical and Professional Behavior) and 2 (Engage Diversity and Difference in Practice) had strong outcome measures.

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 2010- 2017



◆ Agency Evaluation Mean	4.42	4.50	4.51	4.37	4.42	4.46	4.55	4.44
■ Field Instructor Evaluation Mean	4.28	4.42	4.43	4.27	4.32	4.39	4.38	4.43
▲ Liaison Evaluation Mean	4.67	4.50	4.51	4.51	4.66	4.62	4.72	4.72