

## **2018 UMBC Social Work Graduates Student Evaluation Report**

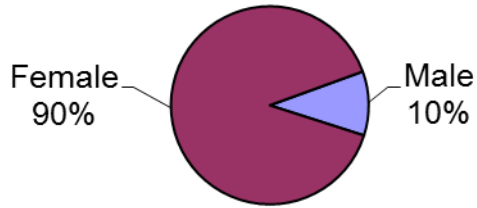
### **Instrument**

The evaluations contained 99 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, 12 questions about the assignments given in field placement, and 8 questions about their liaison. A diversity assessment was added this year. It contained 21 questions related to students' ability to confront and diminish biases and work effectively within a multicultural environment. 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 into 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.

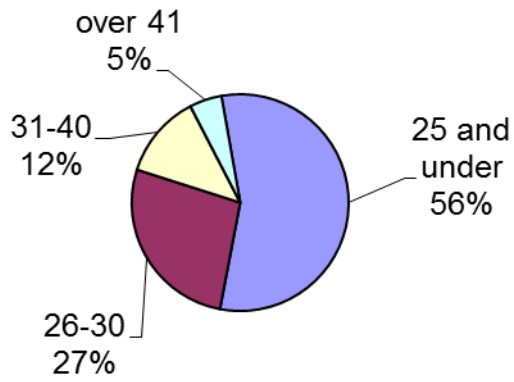
### **Demographics**

There were a total of 110 returned evaluations. The following charts represent the distribution of demographics among those students who responded:

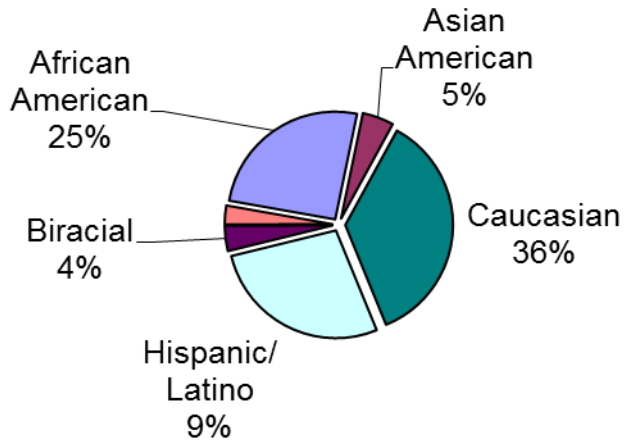
### Gender '18 Graduates (Sample)



### Age '18 Graduates (Sample)



### Race/Ethnicity '18 Graduates (Sample)



## 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		2018	
	M	SD	M	SD	M	SD
Competency 1: Demonstrate Ethical and Professional Behavior	4.40	.50	4.56	.76	4.48	.51
Competency 2: Engage Diversity and Difference in Practice	4.41	.50	4.41	.57	4.46	.55
Competency 3: Advance Human Rights and Social and Economic Justice	4.23	.67	4.19	.73	4.18	.73
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	4.00	.69	4.09	.71	4.11	.76
Competency 5: Engage in Policy Practice	4.01	.61	4.10	.71	4.05	.83
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.58	.50	4.66	.45	4.62	.49
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.23	.61	4.26	.59	4.33	.61
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.18	.64	4.26	.56	4.32	.67
Competency 9: Evaluate practice with Individuals,	4.06	.67	4.12	.62	4.26	.70

Families, Groups, Organizations, and Communities						
<b>Total</b>	4.23	.46	4.29	.48	4.31	.55

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:

<b>Item</b>	<b>% Not at All – Generally Met (1-3)</b>	<b>Generally Met/Exceeded – Exceeded (4 &amp; 5)</b>
Competency 4: Use practice experience and theory to inform scientific inquiry and research.	22.4	72.6
Competency 4: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings	24.3	75.7
Competency 4: Use and translate research evidence to inform and improve practice, policy, and service delivery	21.7	78.3
Competency 5: Identify social policy at the local, state and federal level that impacts well-being, service-delivery, and access to social services	24.3	75.7
Competency 5: Assess how social welfare and economic policies impact the delivery of and access to social services	21.5	78.5
Competency 5: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	26.2	73.8

Several items from competencies yielded areas of success:

<b>Item</b>	<b>% Not at All – Generally Met (1-3)</b>	<b>Generally Met/Exceeded – Exceeded (4 &amp; 5)</b>
Competency 1: Practice within the values and historical traditions of the social work profession	6.5	93.5
Competency 1: Demonstrate self-awareness and professional roles and boundaries	4.7	95.3
Competency 1: Maintain professional roles and boundaries	8.4	91.6
Competency 1: Practice within the ethics of the social work profession	6.5	93.5
Competency 1: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	5.6	94.4
Competency 2: Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate or create or enhance privilege or power	4.7	95.3
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	8.5	91.5
Competency 2: Recognize and communicate an understanding of the importance of difference in shaping life expectations	6.5	93.5
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience	6.5	93.5
Competency 6 (engage clients): Apply knowledge of HBSE, PIE, and other theories to analyze clients	4.7	95.3
Competency 6: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients	2.8	97.2

Competency 7 (assess clients): Apply knowledge of HBSE, PIE, and other theories to assess clients	6.5	93.5
Competency 8 (intervene): Apply knowledge of HBSE, PIE, and other theories to analyze clients	8.4	91.6
Competency 9 (evaluate): Apply knowledge of HBSE, PIE, and other theories to analyze clients	8.4	91.6

### Agency Evaluation

Most students (92-93%) agreed that they had an adequate orientation (FIELD1 & 2) and that they (94%) received an adequate explanation of their role as a student in training (FIELD 4). Also, 94% agreed that social workers were accepted as professionals at their site (FIELD 5) and (94%) felt accepted as a student social worker and supported in his/her work by the interdisciplinary team (FIELD 6). Many students (94%) reported that they felt physically safe while providing services for their agency (FIELD7).

### Field Instructor Evaluation

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

Many students (90%) agreed that their field instructor was helpful in facilitating awareness of how to use their “self” consciously in relation to clients (INSTR3) and in facilitating their work with non-social work staff (INSTR4). They (94%) also agreed that their field instructor was helpful in facilitating an understanding of and carrying out social work roles and tasks (INSTR5) and encouraging their initiative and creativity.

### Assignments

Some students responded that their assignments in the following areas were in the high range of extent of experience: groups (58%) (ASSIGN3A), families (44%) (ASSIGN3B), individual clients (90%) (ASSIGN3C), intake/assessment (79%) (ASSIGN3D), discharge/aftercare planning (76%) (ASSIGN3E), community involvements/contacts (62%) (ASSIGN3F), opportunities to engage in research (59%) (ASSIGN3G) and opportunities to link clients to other community resources/services (81%) (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 (48%) (ASSIGN3A), families (56%) (ASSIGN3B), individual clients (10%) (ASSIGN3C), intake/assessment (21%) (ASSIGN3D), discharge/aftercare planning (24%) (ASSIGN3E), community involvements/contacts (38%) (ASSIGN3F), opportunities to engage in research (41%) (ASSIGN3G) and opportunities to link clients to other community resources/services (19%) (ASSIGN3H). Also, 89% of students agreed that their interventions influenced their clients’ lives, while 11% felt neutral or disagreed with the statement (ASSIGN4).

### Liaison Evaluation

Finally, the liaison evaluation was overwhelmingly positive this year with no areas of concern. All eight items in the survey were areas of success including: goals were clearly explained during orientation (97%); seminar discussions contributed to what they learned (92%); fair and open discussion was encouraged (96%); all students were actively encouraged to participate (98%); liaison was interested in students’ field work experiences (97%); liaison was accessible (96%); monthly seminars were useful (90%) and liaison came to agency to meet instructor once each semester (93%).

## **Conclusions**

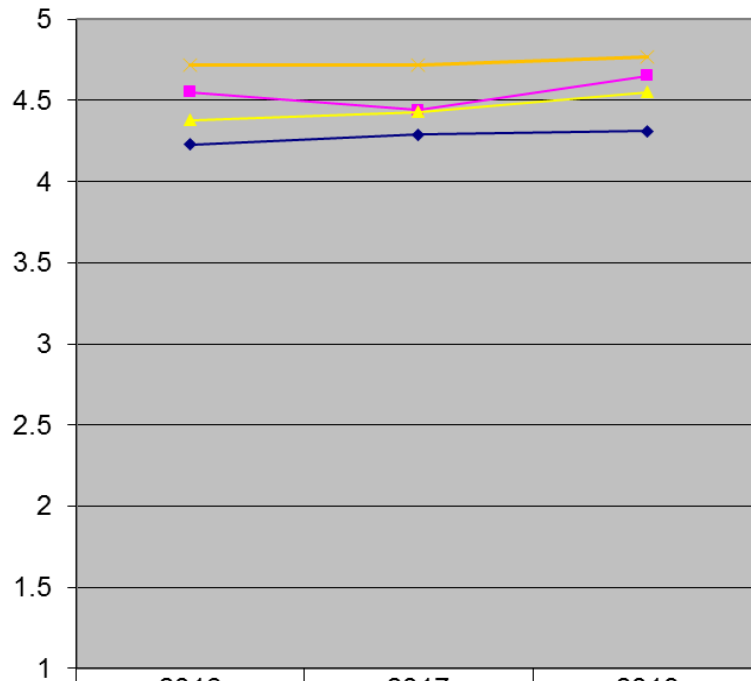
Overall, the evaluations were very positive. The modal response was 4 or 5 (5 being the highest score) for 100% of the 99 questions on the program evaluation. The modal response was 5 for 100% of the agency, field instructor, and liaison evaluations. Of the 99 questions examined in this report, only 1 received a negative rating from the majority (50% or more) of the respondents. A majority of the students did not feel as though they had many opportunities to engage with families in the field; however, the mode for this item was 5 (in recent years it has been 1).

It should be noted that scores are higher this year for field placement agencies and faculty liaisons. Further, the means chart (listed below) demonstrates continued improvement overall.

### 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 2016- 2018**



	2016	2017	2018
◆ Program Evaluation Mean	4.23	4.29	4.31
■ Agency Evaluation Mean	4.55	4.44	4.65
▲ Field Instructor Evaluation Mean	4.38	4.43	4.55
✕ Liaison Evaluation Mean	4.72	4.72	4.77