

2019 UMBC Social Work Graduates Student Evaluation Report

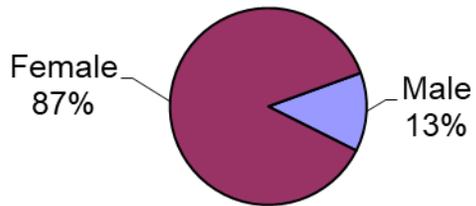
Instrument

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.

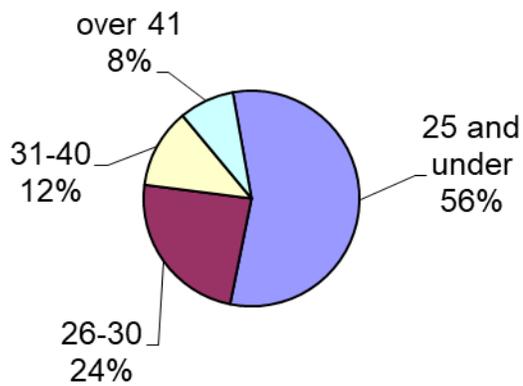
Demographics

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

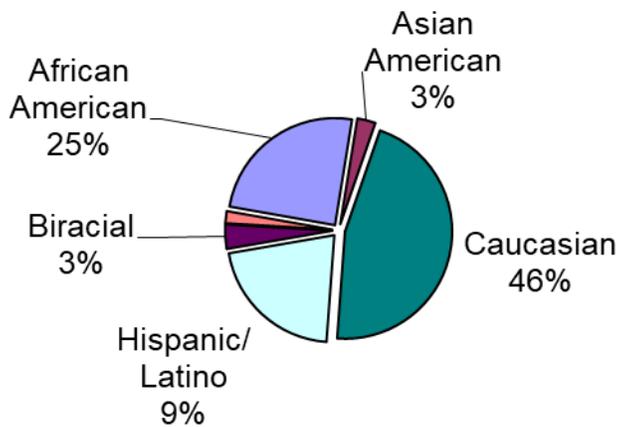
Gender '19 Graduates (Sample)



Age '19 Graduates (Sample)



Race/Ethnicity '19 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		2019	
	M	SD	M	SD	M	SD	M	SD
Competency 1: Demonstrate Ethical and Professional Behavior	4.40	.50	4.56	.76	4.48	.51	4.53	.48
Competency 2: Engage Diversity and Difference in Practice	4.41	.50	4.41	.57	4.46	.55	4.54	.47
Competency 3: Advance Human Rights and Social and Economic Justice	4.23	.67	4.19	.73	4.18	.73	4.31	.69
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	4.00	.69	4.09	.71	4.11	.76	4.06	.80
Competency 5: Engage in Policy Practice	4.01	.61	4.10	.71	4.05	.83	4.03	.82
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.58	.50	4.66	.45	4.62	.49	4.70	.45
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.23	.61	4.26	.59	4.33	.61	4.28	.62
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.18	.64	4.26	.56	4.32	.67	4.33	.56

Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	4.06	.67	4.12	.62	4.26	.70	4.19	.65
Total	4.23	.46	4.29	.48	4.31	.55	4.34	.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 4: Use practice experience and theory to inform scientific inquiry and research.	23.9	76.1
Competency 4: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings	25.7	74.3
Competency 4: Use and translate research evidence to inform and improve practice, policy, and service delivery	25.7	74.3
Competency 5: Identify social policy at the local, state and federal level that impacts well-being, service-delivery, and access to social services	25.7	74.3
Competency 5: Assess how social welfare and economic policies impact the delivery of and access to social services	21.1	78.9
Competency 5: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	29.4	70.6
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	21.1	78.9

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	26.6	73.4
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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	92.7
Competency 1: Demonstrate self-awareness and professional roles and boundaries	7.3	92.7
Competency 1: Maintain professional roles and boundaries	3.7	96.3
Competency 1: Demonstrate professional demeanor in behavior, appearance; oral and written and electronic communication	6.4	93.6
Competency 1: Practice within the ethics of the social work profession	5.5	94.5
Competency 1: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	5.5	94.5
Competency 1: Made ethical decisions by applying standards of the NASW Code of Ethics	5.5	94.5
Competency 2: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	10.0	90.0
Competency 2: Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate or create or enhance privilege or power	2.7	97.3
Competency 2: Apply sufficient self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and	3.6	96.4

constituencies		
Competency 2: Recognize and communicate an understanding of the importance of difference in shaping life expectations	4.6	95.4
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience	7.3	92.7
Competency 6 (engage clients): Apply knowledge of HBSE, PIE, and other theories to analyze clients	.9	99.1
Competency 6: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients	3.7	96.7

Agency Evaluation

Less students than previously (80-84%) agreed that they had an adequate orientation (FIELD1 & 2) and that they (80%) received an adequate explanation of their role as a student in training (FIELD 4). Also, 90% agreed that social workers were accepted as professionals at their site (FIELD 5) and (85%) felt accepted as a student social worker and supported in his/her work by the interdisciplinary team (FIELD 6). Many students (92-93%) reported that they felt physically and emotionally safe while providing services for their agency (FIELD7 &8).

Field Instructor Evaluation

About 80% of students responding did not agree with the statements “I had a regular weekly tutorial conference with my field instructor” and “My field instructor assisted me in implementing the objectives of my individual learning contract”

Many students (90%) agreed that their field instructor was accessible and available (INSTR1); and helpful in facilitating awareness of how to use their “self” consciously in relation to clients (INSTR3).

Assignments

Some students responded that their assignments in the following areas were in the high range of extent of experience: individual clients (81%) (ASSIGN3A), families (38%) (ASSIGN3B), groups (58%) (ASSIGN3C), intake/assessment and/or development of treatment plans (66%) (ASSIGN3D), case management (69%) (ASSIGN3E), community involvements/advocacy activities (43%) (ASSIGN3F), opportunities to engage in research (58%) (ASSIGN3G) and discharge planning (42%) (ASSIGN3H). The following percentages of students felt that their extent of experience in these areas of assignment was in the medium to low range: individual clients (19%) (ASSIGN3A), families (62%) (ASSIGN3B), groups (42%) (ASSIGN3C), intake/assessment and/or development of treatment plans (34%) (ASSIGN3D), case management (31%) (ASSIGN3E), community involvement/advocacy activities (57%) (ASSIGN3F), opportunities to engage in research (42%) (ASSIGN3G) and discharge planning (58%) (ASSIGN3H). Also, 85% of students agreed that their interventions influenced their clients’ lives, while 15% felt neutral or disagreed with the statement (ASSIGN4).

Liaison Evaluation

Finally, the liaison evaluation was very 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 (95%); seminar discussions contributed to what they learned (87%); fair and open discussion was encouraged (95%); all students were actively encouraged to participate (97%); liaison was interested in students' field work experiences (98%); liaison was accessible (93%); monthly seminars were useful (87%) and liaison came to agency to meet instructor once each semester (96%).

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 3 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, participate in community involvement/advocacy activities, or discharge planning.

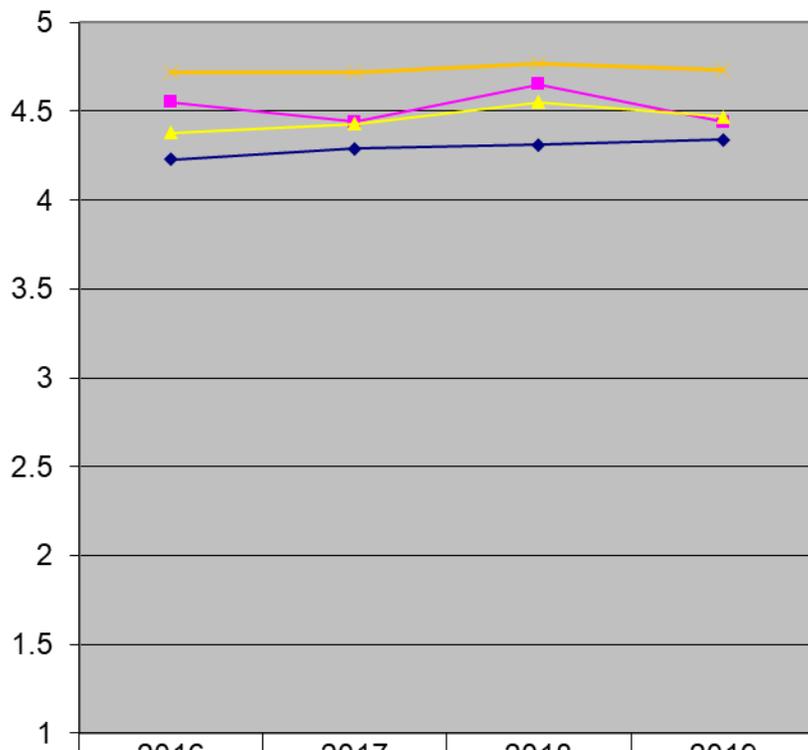
It is noted that scores for the field placement agencies, instructors, and liaisons went up in 2018 but regressed to the mean in 2019. Such scores will be reviewed by the Field Education Office and the Field Education Committee.

In the upcoming year, faculty attention will be given to Competency 4 (*Use practice experience and theory to inform scientific inquiry and research. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings. Use and translate research evidence to inform and improve practice, policy, and service delivery.*) in relation to assignments and readings. To address Competence 5 (*Identify social policy at the local, state and federal level that impacts well-being, service-delivery, and access to social services. Assess how social welfare and economic policies impact the delivery of and access to social services. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.*) a new text book was selected and new PowerPoints, along with discussion questions and exercises, were designed for all classes. Competency 9 (*Evaluate practice with individuals, families, groups, organizations, and communities: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.*) has not been an item of concern in past evaluations and will be reviewed by faculty in light of 2019 findings.

Means Chart

The following means chart illustrates the mean of the respondents' mean scores for each year of graduation by sections of the evaluation remained consistent for field placement and liaison. In academic year 2019 the chart demonstrates continued improvement in the program evaluation.

Student Program Evaluation Means 2016- 2019



	2016	2017	2018	2019
◆ Program Evaluation Mean	4.23	4.29	4.31	4.34
■ Agency Evaluation Mean	4.55	4.44	4.65	4.44
▲ Field Instructor Evaluation Mean	4.38	4.43	4.55	4.47
× Liaison Evaluation Mean	4.72	4.72	4.77	4.73