2020 UMBC Social Work Graduates Student Evaluation Report
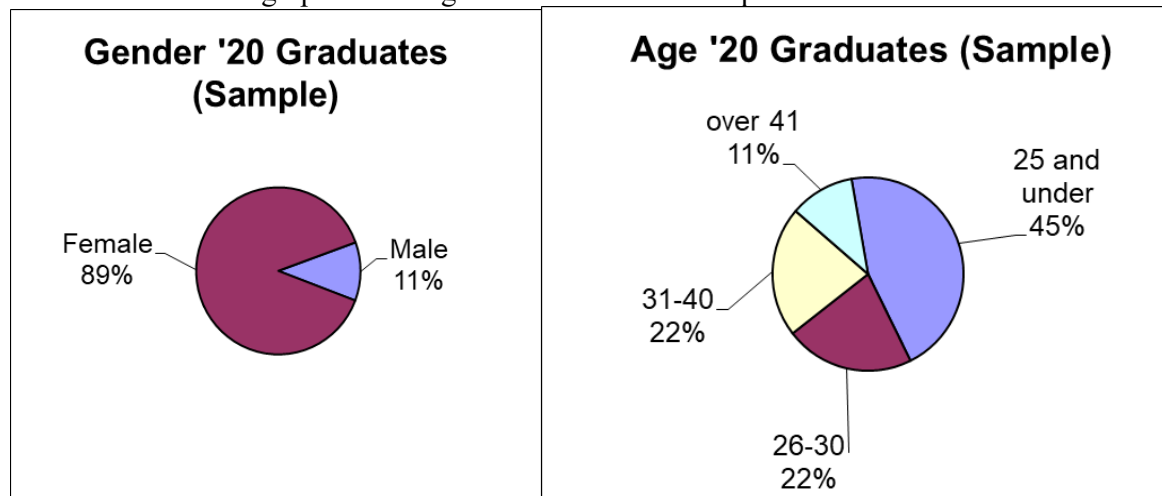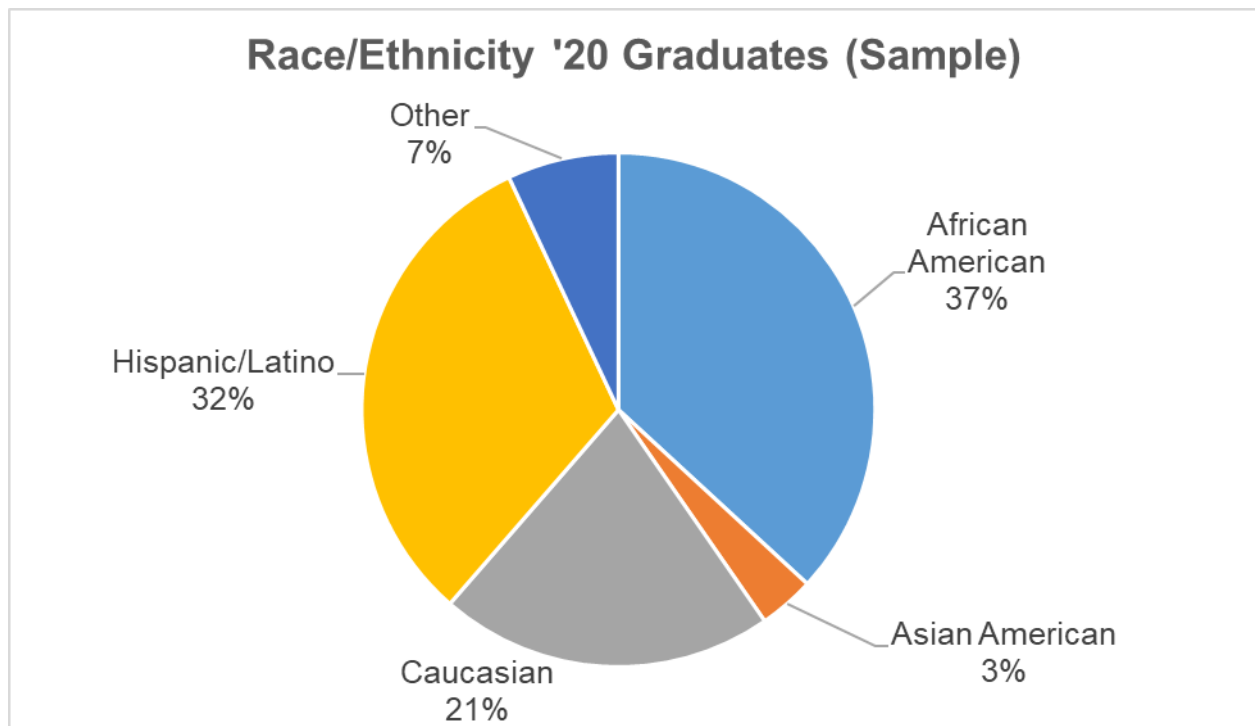
Instrument
The evaluations contained 99 questions with 5-point Likert scale responses, with higher scores indicating the program exceeded their expectations of preparation, capturing a variety of aspects of the Social Work program and the field experience. There were 38 questions about the Social Work 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 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.

This year, the evaluation was converted to a digital format using the Qualtrics software. Graduating students were informed by their (COURSE NUMBER) instructors via email that they would be receiving the evaluation. The evaluation was emailed to a distribution list of students in 4 waves that began on 4/21/20. A due date of 5/1/20 was provided to encourage return of responses. This due date was extended to 5/26/20. In the Spring 20 semester, students were required to attend classes online at the end of the semester due to a mandated quarantine. The change to an electronic format and students completing the evaluation remotely may have contributed to a lower response rate and smaller sample size than usual.

Demographics
There were a total of 57 returned, complete evaluations. The following charts represent the distribution of demographics among those students who responded:

Race/Ethnicity '20 Graduates (Sample)

- Other 7%
- African American 37%
- Hispanic/Latino 32%
- Caucasian 21%
- Asian American 3%

Analysis

<u>Program Evaluation</u>

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	2017		2018		2019		2020	
	M	SD	M	SD	M	SD	M	SD
Competency 1: Demonstrate Ethical and Professional Behavior	4.56	.51	4.48	.76	4.53	.48	4.42	.56
Competency 2: Engage Diversity and Difference in Practice	4.41	.55	4.46	.57	4.54	.47	4.40	.59
Competency 3: Advance Human Rights and Social and Economic Justice	4.19	.73	4.18	.73	4.31	.69	4.38	.65
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	4.09	.76	4.11	.71	4.06	.80	4.15	.77

Competency 5: Engage in Policy Practice	4.10	.83	4.05	.71	4.03	.82	4.23	.64
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.66	.49	4.62	.45	4.70	.45	4.50	.59
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.26	.61	4.33	.59	4.28	.62	4.29	.69
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.26	.67	4.32	.56	4.33	.56	4.22	.76
Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	4.12	.70	4.26	.62	4.19	.65	4.11	.81
Total	4.29	.55	4.31	.48	4.34	.48	4.28	.60

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.	21.4	78.6
Competency 8: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	21.8	78.2
Competency 9: Select and use appropriate methods for evaluation of outcomes.	20.0	80.0
Competency 9: Critically analyze, monitor, and	20.0	80.0

evaluate intervention and program processes and outcomes.		

Several items from competencies yielded areas of success:

Item	% Not at All – Generally Met (1-3)	% Generally Met/Exceeded – Exceeded (4 & 5)
Competency 1: Maintain professional roles and boundaries	7.0	93.0
Competency 1: Demonstrate professional demeanor in behavior, appearance; oral and written and electronic communication	8.8	91.2
Competency 1: Practice within the ethics of the social work profession	7.1	92.9
Competency 2: Apply and communicate understanding of the importance of delivery and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	7.1	92.9
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience	7.0	93.0
Competency 3: Apply the understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.	8.9	91.1
Competency 6: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients	5.4	94.6
Competency 7: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	7.3	92.7

Agency Evaluation

Most students (92-93%) agreed that they had an adequate orientation (FIELD1 & 2) and that they (94.5%) received an adequate explanation of their role as a student in training (FIELD3 & 4). Also, 98.2% agreed that social workers were accepted as professionals at their site (FIELD 5) and (94.5%) felt accepted as a student social worker and supported in his/her work by the interdisciplinary team

(FIELD 6). Many students reported that they felt physically (94.5%) and emotionally (92.7%) 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 (92.6%) 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 (92.7%) 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 (INSTR6).

Assignments
Many students stated that they received an adequate number of assignments to meet their learning goals (90.9%) and the cases they received promoted a learning of generalist practice (92.7%).

Some students responded that their assignments in the following areas were in the high range of extent of experience: individual clients (90.9%) (ASSIGN3A), families (43.6%) (ASSIGN3B), groups (58%) (ASSIGN3C), intake/assessment and/or development of treatment plans (75%) (ASSIGN3D), case management (75%) (ASSIGN3E), community involvements/advocacy activities (60%) (ASSIGN3F), opportunities to engage in research (49%) (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 (9.1%) (ASSIGN3A), families (56.4%) (ASSIGN3B), groups (42%) (ASSIGN3C), intake/assessment and/or development of treatment plans (25%) (ASSIGN3D), case management (25%) (ASSIGN3E), community involvement/advocacy activities (40%) (ASSIGN3F), opportunities to engage in research (51%) (ASSIGN3G) and discharge planning (58%) (ASSIGN3H). Also, 83% of students agreed that their interventions influenced their clients' lives, while 17% felt neutral or disagreed with the statement (ASSIGN4).

Liaison Evaluation
Finally, the liaison evaluation was very 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 (98%); seminar discussions contributed to what they learned (89%); fair and open discussion was encouraged (100%); all students were actively encouraged to participate (100%); liaison was interested in students' field work experiences (100%); liaison was accessible (94%); 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 smaller sample size this year meant that if more than 5 students chose a lower rating (1-3) then the item would not be included as an "area of success." Considering these stringent requirements, almost half of the items in the analysis were "areas of success." The modal response was 4 or 5 (5 being the highest score) for 100% of the 78 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. These items related to a low amount of experience with family assignments, opportunities to engage in research, and discharge planning.

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 2017- 2020

	2017	2018	2019	2020
◆ Program Evaluation Mean	4.29	4.31	4.34	4.28
■ Agency Evaluation Mean	4.44	4.65	4.44	4.74
▲ Field Instructor Evaluation Mean	4.43	4.55	4.47	4.67
✕ Liaison Evaluation Mean	4.72	4.77	4.73	4.78