2023 UMBC Social Work Graduates Student Evaluation Report

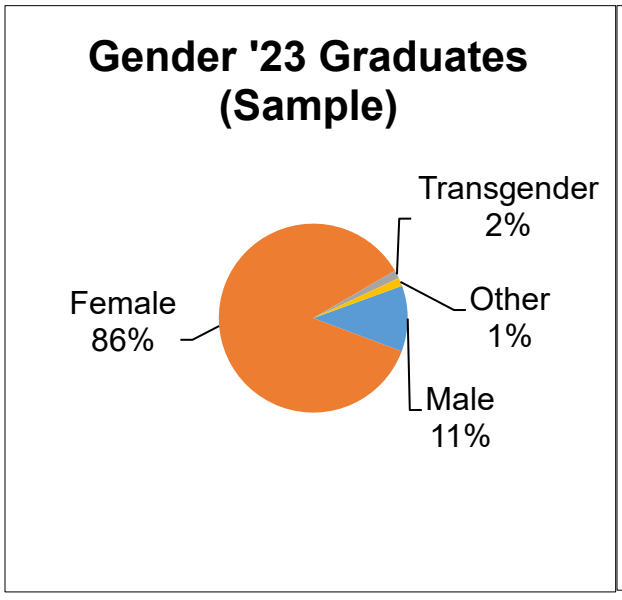
Instrument

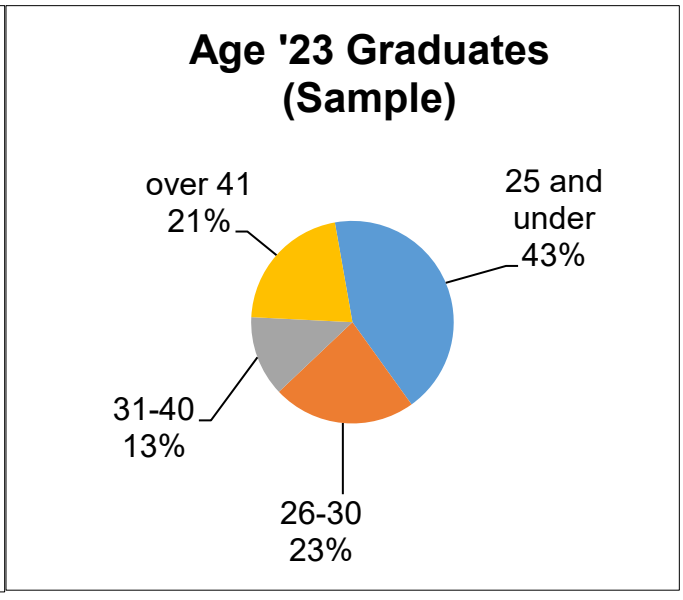
The evaluations contained 99 questions with 5-point Likert scale responses, with higher scores indicating the program exceeded students' expectations of preparation, capturing a variety of aspects of the Social Work program and the field experience. There were 38 questions about the Social Work program, 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.

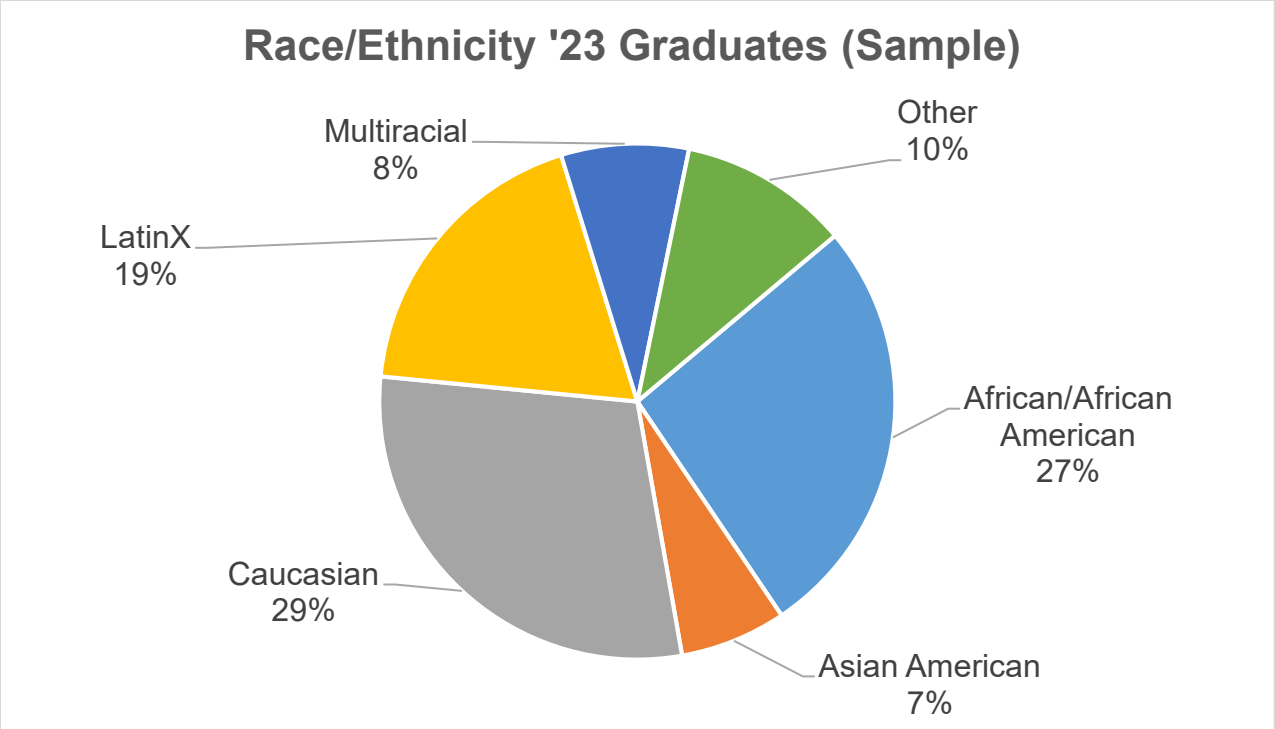
This year, the evaluation was provided electronically using the Qualtrics software. Graduating students were informed by their IPT field program via email that they would be receiving the evaluation. The evaluation was emailed to students beginning the week of 4/24/23. A due date of 5/8/23 was provided to encourage return of responses. Instructors were asked to use class time for students to complete the evaluation.

Demographics

There were a total of 71 returned, complete 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	2020		2021		2022		2023	
	M	SD	M	SD	M	SD	M	SD
Competency 1: Demonstrate Ethical and Professional Behavior	4.42	.56	4.29	.77	4.58	.45	4.50	.52
Competency 2: Engage Diversity and Difference in Practice	4.40	.59	4.39	.66	4.58	.50	4.52	.52
Competency 3: Advance Human Rights and Social and Economic Justice	4.38	.65	4.22	.80	4.47	.56	4.31	.69
Competency 4: Engage in Practice-	4.15	.77	4.09	.74	4.33	.64	4.12	.77

Informed Research and Research-Informed Practice								
Competency 5: Engage in Policy Practice	4.23	.64	4.23	.75	4.43	.63	4.30	.66
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.50	.59	4.45	.68	4.61	.49	4.49	.68
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.29	.69	4.21	.73	4.45	.54	4.32	.65
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.22	.76	4.23	.70	4.41	.59	4.25	.65
Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	4.11	.81	4.20	.74	4.40	.58	4.23	.66
Total	4.28	.60	4.26	.54	4.51	.46	4.34	.54

Areas of Consideration

Analysis of the responses to each item in the program evaluation yielded no areas of consideration in AY 22; however, this year there were 3 areas of consideration, all in competency 4.

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.	25.0	75.0
Competency 4: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings	27.9	72.1
Competency 4: Use and translate research evidence to inform and improve practice, policy, and service delivery	23.5	76.5

Areas of Success

In AY 22. the only competency area that did not have any areas of success was competency 4. This year, there were no areas of success in competencies 3, 4, 5, 7, 8, and 9; however, there were a number of items in competencies 1, 2, and 6 that were 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	7.0	93.0
Competency 1: Demonstrate self-awareness and professional roles and boundaries	5.7	94.3
Competency 1: Maintain professional roles and boundaries	4.2	95.8
Competency 1: Use supervision and consultation to guide professional judgment and behavior	8.5	91.5
Competency 1: Practice within the ethics of the social work profession	7.0	93.0
Competency 1: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	8.5	91.5

Competency 1: Made ethical decisions by applying standards of the NASW Code of Ethics	7.1	92.9
Competency 2: Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate or create or enhance privilege or power	7.2	92.8
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	4.3	95.7
Competency 2: Recognize and communicate an understanding of the importance of difference in shaping life expectations	7.4	92.6
Competency 2: Present yourself as a learner and engage clients and constituencies as experts of their own experience	7.2	92.8
Competency 6: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	7.2	92.8

Agency Evaluation

Most students (92.2%) agreed that they had an adequate orientation to the agency (FIELD1). Also, 92.2% agreed that social workers were accepted as professionals at their site (FIELD 5) and (92.2%) felt accepted as a student social worker and supported in his/her work by the interdisciplinary team (FIELD 6). Many students (98.4%) reported that they felt physically safe, while 90.6% stated that they felt emotionally safe while providing services for their agency (FIELD7&8).

Field Instructor Evaluation

Of the 11 field instructor evaluation questions, none of the items were flagged as areas of sideration.

Many students (87.5%) agreed that their field instructor was accessible and available (INSTR1); (85.9%) helpful in translating concepts and theories (INSTR2); (90.6%) facilitating awareness of how to use their "self" consciously in relation to clients (INSTR3) and (84.4%) in facilitating their work with non-social work staff (INSTR4). They (85.9%) also agreed that their field instructor was helpful in facilitating an understanding of and carrying out social work roles and tasks (INSTR5) and 92.2% agreed that their field instructor encouraged their initiative and creativity (INSTR6). Of students who responded, thought that their field instructors were helpful in facilitating their awareness of their values in relation to their clients' (93.7%) and conveyed expectations clearly (87.5%) (INSTR7 & 8). Many students (89.1%) agreed with the statement, "I had a regular weekly tutorial conference with my field instructor" (INSTR9); 85.9% agreed, with the statement "My field instructor assisted me in implementing the objectives of my individual learning contract" (INSTR10); 90.6% agreed with the statement, "My field instructor provided regular feedback about my performance throughout the semester (INSTR11).

Assignments

Many students stated that they received an adequate number of assignments to meet their learning goals (89.1%) and the cases they received promoted a learning of generalist practice (92.2%).

Some students responded that their assignments in the following areas were in the high range of extent of experience: individual clients (85.9%) (ASSIGN3A), families (45.9%) (ASSIGN3B), groups (61.9%) (ASSIGN3C), intake/assessment and/or development of treatment plans (65.6%) (ASSIGN3D), case management (70.3%) (ASSIGN3E), community involvements/advocacy activities (57.8%) (ASSIGN3F), opportunities to engage in research (68.4%) (ASSIGN3G) and discharge planning (76.6%) (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 (14.1%) (ASSIGN3A), families (54.7%) (ASSIGN3B), groups (38.1%) (ASSIGN3C), intake/assessment and/or development of treatment plans (34.4%) (ASSIGN3D), case management (29.7%) (ASSIGN3E), community involvement/advocacy activities (42.2%) (ASSIGN3F), opportunities to engage in research (51.6%) (ASSIGN3G) and discharge planning (56.3%) (ASSIGN3H). Also, 88.1% of students agreed that their interventions influenced their clients' lives, while 23.4% felt neutral or disagreed with the statement (ASSIGN4).

Liaison Evaluation

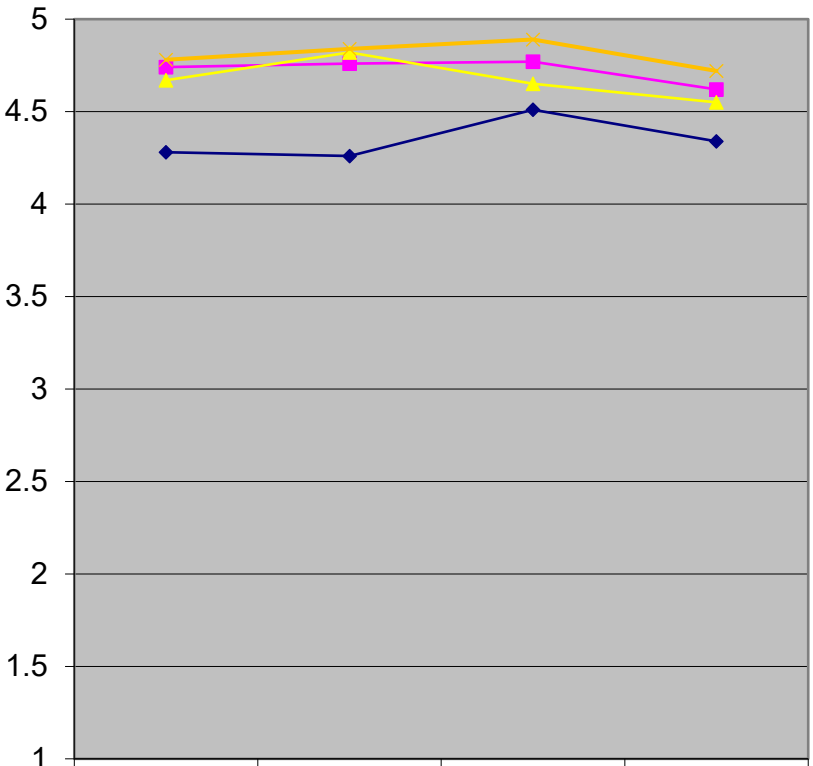
Finally, the liaison evaluation was very positive this year with no areas of concern. The eight items in the survey were areas of success including: goals were clearly explained during orientation (91.8%); seminar discussions contributed to what they learned (91.8%); fair and open discussion was encouraged (95.1%); all students were actively encouraged to participate (93.4%); liaison was interested in students' field work experiences (95.1%); liaison was accessible (86.9%); monthly seminars were useful (95.1%) and liaison came to agency to meet instructor once each semester (93.4%).

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 38 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.
However, recent curricula changes may address these issues including material on communities and organizations that has been added to a Methods course. Additionally, the Technology in Social Work course has been revised to enhance students' learning in this area. 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.

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.



	2020	2021	2022	2023
Program Evaluation Mean	4.28	4.26	4.51	4.34
Agency Evaluation Mean	4.74	4.76	4.77	4.62
Field Instructor Evaluation Mean	4.67	4.82	4.65	4.55
Liaison Evaluation Mean	4.78	4.84	4.89	4.72