2011-2012 Assessment Results and Summary

for SKC Social Work Program

The data collection for the 2011-2012 academic years was completed in July 2012. The Assessment Coordinator has prepared the data from all assessment instruments. The following summary highlights the raw findings from data analysis.

The data were collected from the following sources:

- the Area of Concentration Achievement Test (ACAT) completed by students;
- the Internship Learning Agreement Evaluation (ILAE) completed by the Internship Site Supervisors; and
- the Practice Behavior Competency Evaluation Instrument completed by instructors.
  Area of Concentration Achievement Test (ACAT)

As ACAT is currently not aligned with CSWE core competencies and practice behaviors, the results of this assessment will not be reported here.

Practice Behavior Competency Evaluation Instrument and Internship Learning Agreement Evaluation (ILAE)

The following table provides summary data for SKC BSW student attainment of each core competency in 2011-2012. The level of competency was rated on a 10-point scale. The benchmark for success set by the SKC BSW is a minimum of 75% of students attaining an average score of 7 (70%) or higher in all practice behaviors and core competencies.

Core Competencies	Group Average Score	Percentage of Students Achieving > 70%	Benchmark Met
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	8.26	95%	X
2.1.2 Apply social work ethical principles to guide professional practice.	8.46	96%	X
2.1.3 Apply critical thinking to inform and communicate professional judgments.	7.87	85%	X
2.1.4 Engage diversity and difference in practice.	7.91	88%	X
2.1.5 Advance human rights and social and economic justice.	8.12	93%	X
2.1.6 Engage in research-informed practice and practice-informed research.	8.16	83%	X
2.1.7 Apply knowledge of human behavior and the social environment.	7.74	82%	X
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8.13	95%	X
2.1.9 Respond to contexts that shape practice.	8.50	95%	X
2.1.10. A. Practice Engagement.	7.66	89%	X
2.1.10. B. Practice Engagement.	7.90	89%	X
2.1.10. C. Practice Engagement.		100%	X
2.1.10. D. Practice Engagement.	8.77	100%	X

Based on the data analysis, the BSW students achieved the benchmark in all 13 (100%) core competencies and 39 out of 41 (95%) practice behaviors in 2011-2012. Most notably, our students demonstrate significant strengths in practice knowledge and skills, professionalism, ethical conduct, applying knowledge of human behavior and the social environment, engaging diversity and difference in practice, and advancing human rights and social and economic justice.

Although the group average scores were above 7.0 in all categories, the percent of students achieving an average score of 7.0 fell below the 75% benchmark in two practice behaviors. The table below summarizes those practice behaviors:

Practice Behavior	Group Average Score	Percentage of Students Achieving > 70%
2.1.4b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	7.28	73%
2.1.6.a Engage in research-informed practice	8.06	72%

It must be noted again that the small sample size (N=3 to 6, depending on the assignment) means that the successful attainment of this benchmark can hinge on a single individual's score. Therefore, definite conclusions about the performance of the BSW program or student body as a whole can not be discerned from the presented data. It also became evident during the data collection and analysis process that in 2010-2011 the data was not fully collected or reported in several keystone assignments, resulting in only one data point for three and two data points for 10 of the practice behaviors. Moreover, the refinement and alignment of keystone assignments and their accompanying rubrics with 2008 EPAS has been an ongoing process throughout the year. With this and the newly implemented Practice Behavior Competency Evaluation Instrument on SurveyMonkey in mind, it can be noted that the data entered may not yet fully and accurately reflect student performance in the assessed practice behaviors.

Next Steps

In response to the assessment findings, the BSW Program will be infusing more advanced content in all Social Work courses in order to further strengthen students' professional communication and critical thinking skills. The strategic focus in 2011-2012 is on encouraging critical inquiry into Indigenous Well-being Framework and increasing individual and community capacity for self-reliance through sustainable solutions to social problems in Native American communities.

Specifically, the BSW faculty will take the following steps in order to increase student competency in the following practice behaviors:

1. The first lowest scores were found in core competency 2.1.4.b, Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. The group average score was 7.28 and 73% of students achieved a score above 70%.The courses where this particular practice behavior was assessed were HBSE I, Practice II, SW Values and Ethics, and Research Practicum II.-- The department chair will meet with the instructors of these courses and discuss how much time is designated to this topic area and review the corresponding keystone assignment.
2. The second lowest score was found in core competency 2.1.6.a, Engage in research-informed practice. While the group average score was 8.06, only 72% of students achieved a score above 70%.The research course that asks students to demonstrate the ability to engage in research to inform their practice has been the most difficult for students to successfully complete. In order to increase student competency in this area:
   - The faculty will review curriculum scaffolding, content, instruction methods, assignment directions, and assessment tools.
   - Increase student success in the research course by assisting them with focusing in on a specific topic area earlier in the quarter.
   - Indigenous research methodology content will be incorporated into the research series.
   - The course content will be closely aligned with content taught in Practice III.
   - Evidence based research activities found in a variety of research databases, including SAMSHA, Welfare Library, etc., will be incorporated into classes
   - A variety of peer reviewed research articles that address evidence-based practice and the necessity to incorporate research into practice decisions will be incorporated throughout the research series.
   - Evidence based social work research content will be incorporated throughout the Social Work curriculum.
3. Even though students met the benchmark in the following practice behavior, it is highly important to continue to address and assess the 2.1.10.B.b, Assess client strengths and limitations.

As the faculty reviewed the assessment data, part of the core competency we did not meet last year was to assess client strengths and limitations. Because this is a fundamental aspect of social work, it is important to continue to understand and implement the decision making model, particularly into Practice I and II. The following areas will be highlighted and incorporated into the curriculum for both SCWK 310 and SCWK 312.

- Quadrant 1: assets; within client
- Quadrant 2: assets; within environment
- Quadrant 3: weaknesses; within client
- Quadrant 4: weaknesses; within environment

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Additional Funding

Helpful Links

- Social Work License Map
- Council on Social Work Education
- National Association of Social Workers
- National Association of Social Workers
- US Bureau of Labor Statistics Occupational Outlook Handbook
- American Indigenous Research Association