Based on the data analysis, the Biwa students achieved the benchmark in all (18/20) core competencies and 71% of the 41 (41/55) practice behaviors in (within 211-214). Notably, our core 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 adhering to human rights and social and economic justice. Although the average group scores were above 0.74% of the categories, the percentage of students achieving an average score of 0.70% below the 70% benchmark in two practice behaviors. The table below summarizes these practice behaviors:

Next Steps

In response to the assessment findings, the DDR Program will be sharing more advanced content in all Social Work courses in order to further strengthen students’ professional communication and critical thinking skills. The strategic focus in 2012 to 2020 is on encouraging critical inquiry into Indigenous well-being frameworks and increasing individual and community capacity for self-reliance through sustainable solutions to social problems in Native American communities. Specifically, the Biwa 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 2.1.1.b, given sufficient awareness to eliminate the influence of personal biases and values in working with diverse groups. The average group score was 78 and 72% of students achieved a score above 75% in the course where this particular practice behavior was assessed were MPEP, Practice II, Applied Values and Ethics, and Research and Practice Policies. The department chair will meet with the instructors of these courses and discuss how much time is designated to this topic and review the corresponding keynote assignment.

2. The second lowest scores were found in core competency 2.1.2.b, engage in research informed practice. While the group average was 84 and only 11% of students achieved a score above 90% in research course that core students to demonstrate the ability to engage in research to inform their practice, they have 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, instructors' 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 course.
\- The course content will be carefully aligned with content taught in Practice III.
\- Evidence-based research activities in a variety of research disciplines, including SAMHSA, Weidler Library, etc., will be incorporated into courses.
\- A survey of year prior researched research articles that add more evidence-based practice and the necessity to incorporate research into decision practice will be incorporated throughout the research course.
\- Evidence-based social work content will still 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.a, abuse clients strengths and limitations. As the faculty reviewed the assessment data, part of the core competency is one that many students want to access client self-esteem 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 SCWA 103 and SCWA 302.

\- Question 1: assets, within client
\- Question 2: assets, within environment
\- Question 3: weaknesses, within client
\- Question 4: weaknesses, within environment

2011-2012 Assessment Summary

It must be noted again that the small sample size (49-91) depending on the assignment) means that the successful attainment of this benchmark is high in a single individual’s score. Therefore, definite conclusions about the performance of the Biwa program in social work education would be considered high scores of the presented data. It also can be expected that the declining scores are as a result of this small sample size, which is not in line with the a priori expected results, which is outlined in the following benchmark and all collected data, resulting in only one data point for three years and two data points for 30 of the practice behaviors. However, the refinement of the standard language and assessment and their corresponding rubrics with 2020 EPHAs has been an ongoing process throughout this year. With this and the newly implemented Practice Behavior Competency Evaluation Instrument and the new rubric in mind, it can be expected that this data entered may not yet fully and accurately reflect student performance in the assessed practice behaviors.

Helpful Links

- Social Work License Map
- Council on Social Work Education
- National Association of Social Workers
- National Association of Social Workers
- American Indian/Alaska Native Research Association