2012-2013 Assessment Results and Summary

for SNC Social Work Program

The data collection for the 2012-2013 academic year was completed in July 2013. The Assessment Coordinator has prepared the data files for 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 Interim Learning Assessment Evaluation (ILAE) completed by the internship site.
- Supervisors, and the Practice Behavior Competency Evaluation Instrument completed by instructors.

Area of Concentration Achievement Test (ACAT) is currently not aligned with CSWE core competencies and practice behaviors. The results of this assessment will not be reported. Practice Behavior Competency Evaluation Instrument is currently integrated into the Area of Concentration Assessment Evaluation (ILAE) The following table provides summary data for SNC Social Work student assessment of each core competency in 2012-2013. The level of competency was rated on a 10-point scale. The benchmark for success by the SNC EAB is a minimum of 70% (7.00/10). The benchmark for success by the ACAT is a minimum of 70% (7.00/10). The benchmark for success by the ILAE is a minimum of 70% (7.00/10). Students receiving an average score of 7.0 or higher on all areas indicating competency with the competencies and modeling the behavioral expectations of the Social Work profession. Students receiving an average score of 6.9 or below indicate developmental needs and may require additional support and development.

Based on the faculty assessment of student performance, the ESBM faculty achieved the benchmark in all 169 (100%) core competencies and 38 of 41 (96%) practice behaviors. Most notably, our students demonstrate adherence to the highest standards in practice knowledge and skills, ethical principles, 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 or higher in the ACAT, ILAE, and supervision was below the EAB standards. The data indicate that there is a need for further improvement in these areas.

Next Steps

In response to the assessment findings, the Social Work Program will be implementing more advanced content in all social work courses in order to further strengthen students' professional communication and critical thinking skills. The strategic focus in 2013-2014 is to encourage critical inquiry and information literacy and increase individual and community capacity for self-reflection through sustainable solutions to social problems in Native American communities.

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

Internal Assessment

1. The first lowest scores were found in practice behavior 2.1.2.d., use supervision and consultation. This particular practice behavior was assessed in practice behavior 2.1.2.d., use supervision and consultation. The group average was 1.6 and 70% of students achieved a score above 70% in response to the need for increased consultation with supervisors and consultants.

2. The second lowest score was found in practice behavior 2.1.2.d., initiate actions to achieve organizational goals. This particular practice behavior was assessed in practice behavior 2.1.2.d., initiate actions to achieve organizational goals. The group average was 2.1 and 70% of students achieved a score above 70% in response to the need for increased consultation with supervisors and consultants.

3. The third lowest score was found in practice behavior 2.1.2.d., facilitate transitions and endings. This particular practice behavior was assessed in practice behavior 2.1.2.d., facilitate transitions and endings. The group average was 2.1 and 70% of students achieved a score above 70% in response to the need for increased consultation with supervisors and consultants.

2013-2014 Assessment Summary

The ESBM faculty and staff have been involved in ongoing assessment efforts in order to enhance student performance and improve the quality of the program and its outcomes. As a result of the data analysis, ethnic changes in the curriculum have been implemented in the past seven years. The curriculum content at all courses have undergone significant revisions and improvements; all syllabi, course objectives, lesson plans, and assignments have been modified to meet the changing needs of both SNC and CSWE, and provide the best education to our students; new courses have been added and outdated ones removed from the graduation requirements; and the curriculum content has been strengthened in existing courses.

Summary for the website

The assessment plan developed by the Social Work Faculty in 2010-2011 is designed to strategically measure student competence based on the new CSWE standards. The data are collected from several sources, including the Area of Concentration Assessment Evaluation (ACAT) completed by students and the Practice Behavior Competency Evaluation Instrument completed by instructors. The benchmark for success is a minimum of 70% of students receiving an average score of 7.0 or higher in each core competency.

Based on the data analysis, the ESBM students achieved the benchmark in all 169 (100%) core competencies and 38 of 41 (96%) practice behaviors in 2012-2013.

Students scored low in only three of the practice behaviors. Most notably, students demonstrated significant strength in practice knowledge and skills, ethical principles, engaging diversity and difference in practice, and advancing human rights and social and economic justice.

In response to the assessment findings, the Social Work Program will be implementing more advanced content in all social work courses in order to further strengthen students' professional communication and critical thinking skills. The strategic focus in 2013-2014 is to encourage critical inquiry and information literacy and increase individual and community capacity for self-reflection through sustainable solutions to social problems in Native American communities.

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