

# 2012-2013 Assessment Results and Summary

## for SKC Social Work Program

The data collection for the 2012-2013 academic years was completed in July 2013. 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 2012-2013. 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(0f01731745f3928d8cde7a1746945f96ec8c5478684ec305112e35402e702d35) of students attaining an average score of 7 (70(0f01731745f3928d8cde7a1746945f96ec8c5478684ec305112e35402e702d35)) or higher in all practice behaviors and core competencies. **Summary data for 2012-2013 academic year:**

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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.	7.98	86%	X
2.1.2 Apply social work ethical principles to guide professional practice.	8.15	92%	X
2.1.3 Apply critical thinking to inform and communicate professional judgments.	7.85	83%	X
2.1.4 Engage diversity and difference in practice.	8.23	94%	X
2.1.5 Advance human rights and social and economic justice.	8.4	98%	X
2.1.6 Engage in research-informed practice and practice-informed research.	7.83	75%	X
2.1.7 Apply knowledge of human behavior and the social environment.	8.03	3%	X
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8.28	84%	X
2.1.9 Respond to contexts that shape practice.	8.06	87%	X
2.1.10. A. Practice Engagement.	8.39	93%	X
2.1.10. B. Practice Assessment.	8.18	91%	X
2.1.10. C. Practice Intervention.	8.20	84%	X
2.1.10. D. Practice Evaluation.	8.78	84%	X

Based on the faculty assessment of student performance, the BSW students achieved the benchmark in all thirteen (100%) core competencies and 38 out of 41 (93%) practice behaviors. Most notably, our students demonstrate significant strengths 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 fell below the 75(0f01731745f3928d8cde7a1746945f96ec8c5478684ec305112e35402e702d35) benchmark in three (3) practice behaviors. The table below summarizes those practice behaviors:

Practice Behavior	Group Average Score	Percentage of Students Achieving > 70%
2.1.1.f User supervision and consultation.	7.42	73%
2.1.10(c).a Initiate actions to achieve organizational goals.	7.8	70%
2.1.10(c).e. Facilitate transitions and endings.	7.88	71%

It must be noted again that the small sample size (N=3 to 10, 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 cannot be discerned from the presented data. Moreover, the refinement and alignment of keystone assignments and their accompanying rubrics with 2008 EPAS has been an ongoing process. With this in mind, it can be noted that the data entered may not 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 2013-2014 is to encourage critical inquiry and information literacy and increase 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 practice behavior 2.1.1.f, Use supervision and consultation. This particular practice behavior was assessed in Practice II, Practice III, Welfare Policy and Services, and SW Values and Ethics. The group average was 7.42 and 70% of students achieved a score above 70%. In response, more explicit discussion about the critical need for understanding and implementing informed consent and using consultation in case management will be incorporated into the Values and Ethics and Practice III classes. Specific content will be added to the Pre/Post Decision Making Essay and Organization Digital Description assignments to assess student understanding of this crucial issue.
2. The second lowest score was found in practice behavior 2.1.10(c).a, Initiate actions to achieve organizational goals. This particular practice behavior was assessed in Research Practicum II. The group average was 7.8 and 70% of students achieved a score above 70%. The research assignment will be reviewed and specific instruction addressing this practice behavior will be augmented. The level of student competency will be assessed in the final research proposal.
3. The third lowest score was practice behavior 2.1.10(c).e., Facilitate transitions and endings. This particular practice behavior was assessed in the Internship. The group average was 7.88 and 71% of students achieved a score above 70%. Because this is a fundamental aspect of social work, it is important to continue to increase student understanding and skills in using informed consent throughout the year-long Internship sequence.

## 2012-2013 Assessment Summary

The BSW 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, drastic changes in the curriculum have been implemented in the past seven years. The curriculum content and all courses have undergone significant revisions and improvements; all syllabi, course objectives, lesson plans, and assignments have been modified to meet the changing mandates from both SKC 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 competencies based on the new CSWE standards. The data are collected from several sources, including the Area of Concentration Achievement Test (ACAT) completed by students and the Practice Behavior Competency Evaluation Instrument completed by instructors. The benchmark for success is a minimum of 75% of students attaining an average score of 70% or higher in each core competency.

Based on the data analysis, the BSW students achieved the benchmark in all thirteen (100%) core competencies and 38 out of 41 (93%) practice behaviors in 2012-2013.

Students scored low in only three of the practice behaviors. Most notably, our students demonstrate significant strengths 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 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 2013-2014 is to encourage critical inquiry and information literate students and increase individual and community capacity for self-reliance through sustainable solutions to social problems in Native American communities.

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### 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](#)