

Social Work Program BSW Assessment 2013-2019

Social Work Program Assessment Plan

The Social Work Program is accredited by the Council on Social Work Education (CSWE) and adheres to accreditation standards that require each program to have an assessment plan and procedures through which to evaluate program outcomes. Utah State University's Social Work program's assessment plan is tied to the CSWE Educational Policy (EP) Competencies that are updated at irregular intervals. Each individual course contains student learning objectives and outcomes that link back to our accrediting body competencies. In addition, we test sophomores (APT) and juniors (GPT) on social work competencies before they move forward in the program. The Social Work program uses its assessment information to affirm or improve our course content in relation to our learning objectives and accreditor-derived competencies. In the outcomes reported below, we start with the 2008 CSWE Competencies for the data reported for 2013-15 then move to the 2015 EP Competencies for assessment results from 2016 through 2019.

Social Work Mission

The social work program's guiding philosophy is based on two broad traditions: generalist social work practice and the land-grant university heritage. The program mission is to prepare social workers for beginning practice in a diverse society and to equip students with the knowledge and skills essential to the general tasks of promoting social welfare in institutions such as education, health, employment, housing and criminal justice. The program provides grounding in the fundamental generalist skills, knowledge, and values of social work, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills.

Social Work Program Goals

The two fundamental goals that guide the Social Work Program are:

1. To prepare students for employment as generalist social workers through education in a professional foundation curriculum and selected liberal arts education coursework.
2. To prepare students for advanced professional education.

Advanced Placement Test (APT) and Generalist Practice Test (GPT)

The Advanced Placement Test (APT) and Generalist Practice Test (GPT) results are each used as part of the evaluation process to determine student readiness to move forward in two places in the Social Work program. The APT is one of the indicators to assess if students are ready to move into the Advanced Standing junior year practice classes. The APT tests student knowledge of the content in the three introductory classes (SW 1010, 2100, 2400). The GPT is one of the indicators to assess if social work juniors are ready to move into their senior year practicum placements. The GPT tests student knowledge of the content in the four junior year practice classes (SW 3050, 4100, 4150, 4160). Students need to score 70% or better on either exam to advance to the next level. In addition to their function as readiness indicators, the exams evaluate teaching effectiveness of content areas (see Tables 1 and 2 below) and also

how well we meet teaching objectives. As can be seen in Tables 3 and 4 below, the APT/GPT results are also linked to the appropriate CSWE competencies. Faculty members discuss all assessment results at the first Social Work faculty meeting of each academic year.

Table 1. Social Work Assessment Exam Results 2013 -2015			
APT mean scores by subject area	2013 Means	2014 Means	2015 Means
1010 Intro	86.3	75.1	72.8
2100 HBSE	87.1	76.9	71.8
2400 Diverse Populations	92.8	92.6	89.8
GPT mean scores by subject area			
3050 Practice I (individuals)	81.0	82.8	81.4
4150 Practice II (groups)	75.8	73.6	73.4
4160 Practice III (communities)	77.0	95.0	81.6
4100 Research Methods	67.4	75.4	78.1

Table 2. Social Work Assessment Exam Results 2016-2019				
APT mean scores by subject area	2016 Means	2017 Means	2018 Means	2019 Means
1010 Intro	79	79	79	86
2100 HBSE	76	80	80	84
2400 Diverse Populations	95	93	94	95
GPT mean scores by subject area				
3050 Practice I (individuals)	83	80	84	84
4150 Practice II (groups)	79	73	76	73
4160 Practice III (communities)	75	87	84	88
4100 Research Methods	73	71	73	78

CSWE 2008 Social Work Competencies (used 2013-15)

Each social work class has stated learning objectives that are linked to our accreditor-derived competencies. While each competency is not evaluated in every class, all the competencies are evaluated at some point in the overall curriculum.

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2 Apply social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage in diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice.
- 2.1.6 Engage in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment.
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work.
- 2.1.9 Respond to contexts that shape practice.
- 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Specific questions on the APT/GPT exams that addressed each **2008** competency

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly
APT Questions: 1, 5, 11, 17, 18, 19, 20
GPT Questions: 1, 2, 3, 20
- 2.1.2 Apply social work ethical principles to guide professional practice
APT questions: 2, 3, 4, 7, 21
GPT questions: 4, 5
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
APT questions: 24, 27, 31, 37
GPT questions: 6, 21, 30, 37
- 2.1.4 Engage in diversity and difference in practice
APT questions: 6, 8-10, 14, 15, 23, 40-50
GPT questions: 7, 21, 22, 25, 31
- 2.1.5 Advance human rights and social and economic justice
APT questions: 6, 12, 13, 14, 16, 23
GPT questions: 32, 35
- 2.1.6 Engage in research-informed practice and practice-informed research
GPT questions: 18, 23, 24, 38, 39, 40
- 2.1.7 Apply knowledge of human behavior and the social environment
APT questions: 24, 25, 26, 27, 28, 29, 30, 34, 35, 36

GPT questions: 9, 10, 41, 33

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work

Not assessed in APT or GPT.

2.1.9 Respond to contexts that shape practice

APT questions: 37, 38

GPT questions: 24, 29, 33, 35

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

APT questions: 33, 39

GPT questions: 21-29, 30-36, 37-50

Table 3. Social Work Program APT/GPT Results, 2008 Competencies	2013 Means	2014 Means	2015 Means
2.1.1. Identify as a professional social worker and conduct oneself accordingly	APT 81. GPT 82	APT 78 GPT 77	APT 77 GPT 84
2.1.2. Apply social work ethical principles to guide professional practice	APT 87 GPT 91	APT 81 GPT 89	APT 74 GPT 86
2.1.3. Apply critical thinking to inform and communicate professional judgments	APT 90 GPT 64	APT 91 GPT 89	APT 82 GPT 84
2.1.4. Engage in diversity and difference in practice	APT 88 GPT 83	APT 63 GPT 91	APT 86 GPT 70
2.1.5. Advance human rights and social and economic justice	APT 84. GPT 79	APT 76 GPT 96	APT 71 GPT 80
2.1.6. Engage in research-informed practice and practice-informed research	Not assessed GPT 81	Not assessed GPT 80	Not assessed GPT 81
2.1.7. Apply knowledge of human behavior and the social environment	APT 79 GPT 67	APT 74 GPT 91	APT 63 GPT 74
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work	Not assessed	Not assessed	Not assessed
2.1.9. Respond to contexts that shape practice	APT 87 GPT 80	APT 92 GPT 90	APT 78 GPT 81
2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	APT 88 GPT 86	APT 83 GPT 81	APT 73 GPT 76

CSWE 2015 Social Work Competencies (used 2016-19)

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Engage diversity and difference in practice

Competency 3: Advance human rights and social, economic, and environmental justice

Competency 4: Engage in practice-informed research and research-informed practice

Competency 5: Engage in policy practice

Competency 6: Engage with individuals, families, groups, organizations, and communities

Competency 7: Assess individuals, families, groups, organizations, and communities

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Specific questions on the APT/GPT exams that address each 2015 competency.

Competency 1: Demonstrate ethical and professional behavior

APT Questions: 1, 4, 13, 14, 17, 20, 21, 40

GPT Questions: 1, 3, 4, 6, 20, 34

Competency 2: Engage diversity and difference in practice

APT questions: 8-10, 14, 15, 20, 22, 40-50

GPT questions: 4, 20, 25, 31, 36

Competency 3: Advance human rights and social, economic, and environmental justice.

APT questions: 4, 13, 14, 37, 44, 47, 49, 50

GPT questions: 4, 8, 23, 31, 36

Competency 4: Engage in practice-informed research and research-informed practice.

APT: Not assessed

GPT questions: 8, 16, 18, 22-25, 27, 35

Competency 5: Engage in policy practice

APT questions: 13, 17-19, 48, 50

GPT questions: 22, 25, 27, 35

Competency 6: Engage individuals, families, groups, orgs, and communities

APT questions: 1, 5, 13, 20, 22, 26, 33, 39, 47

GPT questions: 5, 6, 11, 13, 15, 19, 31, 33, 42

Competency 7: Assess individuals, families, groups, organizations, and communities

APT questions: 15, 20, 33, 39, 46, 49

GPT questions: 7, 8, 13, 15, 21, 26, 35, 36

Competency 8: Intervene with individuals, families, groups, orgs & communities

APT questions: 1, 2, 13, 33, 39, 45

GPT questions: 2, 3, 10, 19, 42, 43, 45, 49

Competency 9: Evaluate practice with individuals, families, groups, orgs & communities

APT questions: 13, 16, 39, 46

GPT questions: 17, 18, 19, 23, 26, 27, 28, 35

Table 4. Social Work Program APT/GPT Results, 2015 Competencies	2016 Means	2017 Means	2018 Means	2019 Means
1. Demonstrate ethical & professional behavior	APT 91 GPT 86	APT 91 GPT 92	APT 77 GPT 80	APT 94 GPT 89
2. Engage diversity & difference in practice	APT 84 GPT 71	APT 86 GPT 86	APT 74 GPT 83	APT 86 GPT 90
3. Advance human rights and social, economic, & environmental justice	APT 91 GPT 73	APT 92 GPT 88	APT 85 GPT 79	APT 94 GPT 87
4. Engage in practice-informed research and research-informed practice	NA GPT 74	NA GPT 81	NA GPT 82	NA GPT 83
5. Engage in policy practice	APT 86 GPT 77	APT 83 GPT 80	APT 72 GPT 78	APT 88 GPT 85
6. Engage with individuals, families, groups, orgs & communities	APT 77 GPT 75	APT 80 GPT 85	APT 91 GPT 73	APT 88 GPT 86
7. Assess individuals, families, groups, orgs & comm	APT 83 GPT 84	APT 83 GPT 87	APT 86 GPT 83	APT 89 GPT 86
8. Intervene with individuals, families, groups, orgs & communities	APT 88 GPT 73	APT 88 GPT 75	APT 86 GPT 81	APT 90 GPT 87
9. Evaluate practice with individuals, families, groups & communities	APT 88 GPT 73	APT 90 GPT 74	APT 85 GPT 86	APT 86 GPT 81

BSW Practicum Assessment, 2015 CSWE Competencies

Table X: Assessment Outcomes for Fall 2015, Spring/Fall 2016, Spring 2017

Competency	Fall 2015	Spring 2016	Fall 2016	Spring 2017
1. Ethical & Professional Behavior	Good: 7% Better: 57% Best: 36%	Good: 0 Better: 35% Best: 65%	Good: 0 Better: 80% Best: 20%	Good: 2 Better: 46 Best: 52
2. Diversity & Difference	Good: 10% Better: 62% Best: 23%	Good: 0 Better: 59% Best: 41%	Good: 8% Better: 57% Best: 35%	Good: 4 Better: 55 Best: 41
3. Social Justice & Human Rights	Good: 7% Better: 68% Best: 25%	Good: 0 Better: 38% Best: 62%	Good: 13% Better: 64% Best: 23%	Good: 5 Better: 51 Best: 34
4. Research-informed Practice	Good: 18% Better: 75% Best: 7%	Good: 0 Better: 71% Best: 29%	Good: 14% Better: 68% Best: 18%	Good: 10 Better: 62 Best: 28
5. Policy Practice	Good: 17% Better: 72% Best: 11%	Good: 0 Better: 66% Best: 34%	Good: 11% Better: 74% Best: 15%	Good: 5 Better: 54 Best: 41
6. Engagement	Good: 4% Better: 82% Best: 14%	Good: 0 Better: 42% Best: 58%	Good: 0 Better: 60% Best: 40%	Good: 1 Better: 39 Best: 60
7. Assessment	Good: 7% Better: 68% Best: 25%	Good: 0 Better: 41% Best: 59%	Good: 6% Better: 67% Best: 27%	Good: 3 Better: 52 Best: 45
8. Intervention	Good: 15% Better: 69 Best: 16%	Good: 0 Better: 50% Best: 50%	Good: 7% Better: 62% Best: 31%	Good: 5 Better: 50 Best: 45
9. Evaluation	Good: 25% Better: 68% Best: 7%	Good: 0 Better: 50% Best: 50%	Good: 10% Better: 74% Best: 16%	Good: 10 Better: 50 Best: 40

Good = On the Cusp, Better = Competent, Best = Highly Competent

Table: Practicum Assessment Outcomes for Spring 2018 ->

Competency	Spring 2018	Spring 2019	Spring 2020	Spring 2021
1. Ethical & Professional Behavior	Good: 1 Better: 25 Best: 51	Good: 1 Better: 28 Best: 53	Good: Better: Best:	Good: Better: Best:
2. Diversity & Difference	Good: 1 Better: 25 Best: 51	Good: 2 Better: 26 Best: 54	Good: Better: Best:	Good: Better: Best:
3. Social Justice & Human Rights	Good: 0 Better: 28 Best: 49	Good: 2 Better: 34 Best: 46	Good: Better: Best:	Good: Better: Best:
4. Research-informed Practice	Good: 1 Better: 41 Best: 35	Good: 2 Better: 45 Best: 35	Good: Better: Best:	Good: Better: Best:
5. Policy Practice	Good: 2 Better: 31 Best: 44	Good: 1 Better: 41 Best: 40	Good: Better: Best:	Good: Better: Best:
6. Engagement	Good: 2 Better: 25 Best: 50	Good: 2 Better: 23 Best: 57	Good: Better: Best:	Good: Better: Best:
7. Assessment	Good: 0 Better: 29 Best: 48	Good: 1 Better: 28 Best: 53	Good: Better: Best:	Good: Better: Best:
8. Intervention	Good: 1 Better: 26 Best: 50	Good: 1 Better: 35 Best: 46	Good: Better: Best:	Good: Better: Best:
9. Evaluation	Good: 1 Better: 37 Best: 39	Good: 2 Better: 37 Best: 43	Good: Better: Best:	Good: Better: Best:

Good = On the Cusp, Better = Competent, Best = Highly Competent

Practicum instructors use Qualtrics to fill out this assessment tool that is their evaluation of student accomplishments on each of these CSWE required competencies.

Data-Based Decision Making

In an effort to continuously improve, assessment data and outcomes are discussed by the faculty and with other constituencies on an ongoing basis. Below are examples of how this is done.

Monthly Faculty Meetings and Semi-annual Retreats. Discussion of assessment results occurs on an ongoing basis at monthly faculty meetings, the annual fall faculty retreat, and the annual spring practicum faculty retreat. During these meetings faculty members discuss assessment outcomes and propose plans to remedy any issues determined to be problematic. We also discuss ways to share with our constituencies what we are doing and what changes we are considering. Student representatives are invited to these meetings when the agenda suggests their input is needed. As needed, we gather feedback from our constituencies regarding the change process. For example, recently

we discussed ways to improve the professional seminars taught in conjunction with the field practicum experiences. We learned from the student self-assessment data collected over the past two years that students needed more time to process their practicum experiences in ways that help them develop program competencies. We responded by adjusting the seminars to include more time for processing experiences, connecting those experiences with practice behaviors and competencies.

Field Instructor Trainings. Field Instructor orientation/training occurs at the beginning of each fall semester to welcome field instructors to the new academic year and to familiarize them with the requirements of the field experience as it applies to them. Field instructors are provided with information about the program, including pertinent program assessment results, as well as information about student requirements for the year, and the faculty liaison with whom they will be working. During a recent field instructor training we discussed how the learning contracts are used to help students focus on practice behaviors and competencies they need to give more attention to during the field practicum experience. Field instructors provide feedback regarding the learning contracts, specifically how the foundation contract could be improved to help students develop competencies about which they feel less confident.

Annual Department Newsletter. Each year the Sociology, Social Work, and Anthropology Department publishes an online newsletter with information regarding assessment data, faculty hires, awards, research projects, retirements, visiting scholar presentations, workshops, and student projects and accomplishments. This allows the department to update alumni, the community, and other constituencies regarding current events and changes that are made in connection with assessment outcomes. The newsletter is used to solicit feedback from stakeholders that is then used to inform assessment-driven program changes.

Website Updates. Our social work webpage is another avenue we use to update our constituencies and solicit their feedback. It is updated regularly with current events, announcements, and news concerning the social work program. There is also an assessment link on the website (<http://socialwork.usu.edu>). The website provides contact information for program administrators and faculty.

7/3/2019