

ASSESSMENT OVERVIEW 2014

SUMMATIVE MEASURES

Overview

The Department of Sociology and Social Work assesses the baccalaureate program in social work using data from both developmental and summative measures. Among other measures, the Department evaluates the effectiveness of social work program using summative data from standardized instruments used by nationally accredited social work programs including an objective assessment of student performance on the Foundational Curriculum Assessment Instrument and a sample Association of Social Work Baccalaureate Workers (ASWB) exam; and subjective measures using the Social Work Educational Assessment Project (SWEAP) standardized survey the Curriculum Educational Experience Self-Report and the Evaluation of Student Performance by the professional Field Educator who supervised the practicum (internship) placement. This overview addresses these four summative measures. Other assessment data such as information collected through developmental measures is addressed in a separate report.

FOUNDATIONAL CURRICULUM ASSESSMENT INSTRUMENT (FCAI)

The Foundational Curriculum Assessment Instrument (FCAI) assesses program effectiveness by comparing cumulative program scores with national data and by assessing aggregate student scores in six curricular content areas using both cluster and individual item analysis. FCAI Cumulative and cluster results for May 2014 graduates are displayed in two tables below. Table I. Program Cumulative Scores (compared with all student scores) and Table II. PLNU Program Section Scores (compared with all FCAI section scores) which summarizes results in six key curricular areas.

Table I. Program Cumulative Scores (compared with all student scores)

N = 9	Score Average (out of 100)	Score Range	Standard Deviation	t-test Value	p-value
Program	44.00	34.00 - 48.00	3.97	2.58	0.01 *
National	40.59	9-58	7.43	hidden cell! 2	hidden cell! 2

Table I: Program Cumulative Scores compared with all student scores (above) data shows the PLNU Social Work program average score at 44.0 as compared with a national average of 40.59. Table I also shows a narrower range of scores for the PLNU program (34.0-48.0) when compared with national results (9.0 -58).

Table II. PLNU Program Section Scores (compared with all FCAI section scores)

Curricular Area	Primary Competency	Mean Program Section Score # Q Correct	Standard Deviation	Mean National Section Score # Q Correct	t-test value	p-value
Practice	2.1.1 2.1.10 A-D	10.33 / 13	1.41	9.5	1.77	0.07
HBSE	2.1.7	6.78 / 10	0.92	6.63	0.48	0.60
Policy	2.1.8	4.89 / 9	1.45	4.72	0.35	0.70
Research	2.1.6	5.67 / 9	0.94	4.83	2.66	0.001 **
Ethics & Values	2.1.2	5.44 / 8	1.17	5.45	-0.01	0.90
Diversity	2.1.4	5.44 / 8	1.17	4.71	1.89	0.05
Social & Econ Justice	2.1.5	5.44 / 7	1.26	4.74	1.68	0.09

Note: * indicates the difference is significant at the $p < .05$ level

Table II: PLNU Section Scores for core curriculum content areas. The mean scores for the PLNU social work program each exceeded the national mean, with one exception. Ethics and values scored at .01 below the national mean. Note the statistically significant program achievement in research identified in Table II above.

CSWE COMPETENCIES

The PLNU social work program is responding to the national accrediting body, the Council on Social Work Education revised educational and assessment policies standards. Data from the FCAI is one measure to assess student and program achievement of the required competencies. Competencies are identified in ten domains with a total of 44 behaviors linked to these competencies. The program must assess achievement of each behavior on at least two measures. The FCAI results for 2014 are displayed on the following pages. Four competency domains were achieved above the 80% or above accuracy level and

IV. EPAS Scoring Summary

2.1.1 - Identify as a professional social worker and conduct oneself accordingly

A. advocate for client access to the services of social work;	88.89
C. attend to professional roles and boundaries;	77.78
F. use supervision and consultation.	88.89
Total Section Score	85.19

2.1.2 - Apply social work ethical principles to guide professional practice.

A. recognize and manage personal values in a way that allows professional values to guide practice;	37.4
B. make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, . . . Statement of Principles	69.44
D. apply strategies of ethical reasoning to arrive at principled decisions.	81.48
Total Section Score	62.65

2.1.3 - Apply critical thinking to inform and communicate professional judgments.

A. distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom;	100.00
B. analyze models of assessment, prevention, intervention, and evaluation;	66.67
Total Section Score	83.33

2.1.4 - Engage diversity and difference in practice.

A. recognize the extent to which cultures structures & values may oppress, marginalize, alienate, or create/ enhance privilege/ power;	64.44
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B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	77.78
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;	75.00
D. view themselves as learners and engage those with whom they work as informants.	66.67
Total Section Score	68.70

2.1.5 - Advance human rights and social and economic justice.

A. understand the forms and mechanisms of oppression and discrimination;	80.00
Total Section Score	80.00

FX/report: Section 2.1.5B no longer displays for reports only utilizing new format 2.1, 7/9/14 - If report has both version 8 and version 9 forms, it will show both question sets. 2.2, 9/20/14 - If report has both version 8 and version 9 forms, version 8 statistics will tabulated correctly.

2.1.6 - Engage in research informed practice and practice informed research.

A. use practice experience to inform scientific inquiry	62.96
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2.1.7 - Apply knowledge of human behavior and the social environment.

A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	83.33
B. critique and apply knowledge to understand person and environment.	60.00
Total Section Score	71.67

2.1.8 - Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.

A. analyze, formulate, and advocate for policies that advance social wellbeing;	59.26
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2.1.9 - Respond to contexts that shape practice.

A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological . . . relevant services;	100.00
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2.1.10(a)–(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	72.22
B. use empathy and other interpersonal skills	33.33
C. develop a mutually agreed on focus of work and desired outcomes.	100.00
D. collect, organize, and interpret client data;	100.00
E. assess client strengths and limitations;	66.67
G. select appropriate intervention strategies	100.00
H. initiate actions to achieve organizational goals;	55.56
I. implement prevention interventions that enhance client capacities;	88.89
M. critically analyze, monitor, and evaluate interventions.	65.56
Total Section Score	78.41

PROFESIONAL FIELD EVALUATION and TRANSITION TO NEW STANDARDS

A second measure of student performance and program outcomes for CSWE is the standardized Field

Evaluations completed by the professional Field Educator who supervises 400 hours of practicum experience. The results of this evaluation are summarized in the third spreadsheet on the PLO excel form submitted by the department. The prior field evaluation is also under revision to mirror the revised CSWE EPAS. A cross-walk between the items measured on the former evaluation and the new standards is in progress, and a copy attached to this report.

In general, the program meets or exceeds the currently established goals and benchmarks, and as evidenced in the 2014 FCAI data, is on target for meeting the revised standards. Social Work Course Syllabi have been amended to include the CSWE EPAS standard related to the objectives for each course required by the major. Copies of these syllabi are included in a zip file as part of the assessment review.

Suffice it to say, that the period between September 26, 2014 when CSWE training was completed and January 2015 when the revised PLNU program package is due to CSWE is w period of significant revision that will alter future assessment documents and plans.