

Social Work Assessment ASWB Data Foundational Knowledge

Learning Outcomes:

Social Work Program Learning Outcome #1: Demonstrate understanding of integrated body of knowledge required of a “generalist practitioner” as defined by the Council on Social Work Education.

Outcome Measure:

The Association of Social Work Board (ASWB) sample exam is a supplemental measure of foundational knowledge contained in the Council on Social Work Education competency domains. CSWE competency domains are measured through four instruments: The Field Education Professional Evaluation; the Foundational Curriculum Assessment Instrument (FCAI) the Association Social Work Boards (ASWB) testing, and Evaluation of the Student Learning Plan and Portfolio.

Measure Used: ASWB Sample Standardized Instrument

Criteria for Success (if applicable):

100% of students will score 60% (10% above standard) or better on the ASWB exam overall and in each of the foundational knowledge areas, including:

- Human Development and Behavior
- Effects of Diversity
- Assessment in Social Work
- Micro Practice
- Interpersonal Communication
- Professional Relationships
- Professional Values & Ethics
- Supervision in Social Work
- Research and Practice Evaluation
- Service Delivery / Design
- Administration
- (Overall score)

Assessment Data Social Work Outcome #1 - Longitudinal Data:

<i>Foundational Knowledge</i>	Percentage of Class at or above Benchmark					<i>2016-17 Achieved</i>
	2012	2013-14	2014-15	2015-16	2016 -17	
Overall Test Score	100%	100%	100%	100%	89%	Yes
Human Development and Behavior	76	66	73	65	54	No
Effects of Diversity	61	71	60	54	63	Yes
Assessment in Social Work	82	79	79	79	71	Yes
Micro Practice	70	80	73	82	62	Yes
Interpersonal Communication	83	67	77	75	74	Yes
Professional Relationships	54	57	65	88	67	Yes
Professional Values & Ethics	67	67	77	75	63	Yes
Supervision in Social Work	83	57	65	88	100	Yes
Research and Practice Evaluation	54	57	65	88	56	No
Service Delivery / Design	47	81	43	38	63	Yes
Administration	47	81	90	88	78	Yes

Conclusions Drawn from Data:

The majority of student cohorts have consistently meet the benchmark placing them 10% above the standard. The 2016-17 Cohort is an exception with one (1) student not meeting the threshold when initially tested. On retest with a second version of the test measuring the same content, the student was able to meet the standard. Each year as areas of concern are identified the program adjusts curriculum as corrective action. It is noted that the one student who did not meet the standard overall, answered 100% of items in six categories correctly. This indicates a strong capacity to learn with challenges in comprehension in selected areas.

In the social work profession, service delivery designing tends to be a managerial function, however, understanding the impact of design in relation to client access, diversity, and ability to effectively engage with services is important to direct service practitioners. In 2016-17, as a result of prior scores, greater course emphasis was placed on Service Delivery Design with a substantively improvement outcome: 63% met the benchmark as opposed to 38% the prior year.

Student cohort test results are below benchmark for Human Behavior and the Social Environment on the 2016-17 ASWB testing yet other standardized measures reveal a higher level of performance in this area on other measures. It remains unclear what contributes to these differential results. Results for Research Methods are also below the program benchmark.

The 2016-17 test results show concentrated difficulty with specific test questions within the content cluster. These questions are being reviewed to determine potential adjustments to course assignments or classroom activities.

Nine (9) of the eleven (11) content areas met the program standard. It is noted, however, that aggregate scores in seven of the eleven content areas decreased in comparison with 2015-16. In comparing the eleven (11) content areas scores for 2016-17 with the five year average (non-weighted), five (5) decreased by 5% or more. Two categories improved by more than 5%. These areas are seen in the chart below.

	Human Development and Behavior	Assessment in Social Work Practice	Micro Practice	Values	Research Methods	Service Design	Supervision
2016 -17 data	54	71	62	63	56	63	100
Five year average	66.8	78	73.4	69.8	64	54.4	78.6
Variance	- 12.8	-7.0	-11.4	-6.8	-8.0	+8.6	+21.4
SUBJECT AREA meets 60% or better (despite change)?	No	Yes	Yes	Yes	No	Yes	Yes
Individual Items Identified as issues	16, 30, 33, 34	13, 35	3, 17, 27	37, 44	7	none	none

Changes to be Made Based on Data:

Although the program met the benchmark for each content area, analysis of the five-year trend shows that outcomes in five areas diminished. Review of the individual test items in all categories identified particular patterns in question content that will be highlighted in next year's course implementation. For example, one micro practice question included an answer that

would be highly valid in the macro practice context. Students with incorrect responses for that item frequently selected the macro response. The test format does not indicate the category for each question. The influence of contexts is a component of SWK370 and 371 which will be emphasized in-class content for 2017-18. Similar analysis and adjustments can be made for items that were repeatedly problematic in tests for more than one year.

Rubric or Instrument:

The ASWB sample exam is used and cannot be publically displayed. A summary sheet identifying which test items are tied to each performance measure is attached. A PLNU data sample section of the longitudinal analysis for five areas follows. The full analysis is available for review.

**Assessment Data
SOCIAL WORK MAJOR**

**PROGRAM LEARNING OUTCOMES #2
2017**

**The social work program learning outcome area #2 has four supporting goals 2A – 2D
This report is for outcome 2B.**

Learning Outcome # 2B

2B. Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice

Outcome Measure PLO #2B

PLO #2B Measures – Portfolio

Portfolio Item – Presentation

Portfolio - Field Evaluation

PLO # 2B Criteria For Success

80% of students will score 75% or higher of available points for the reflective assignments within the portfolio.

80% of students will score 75% or higher of available points on the faith and practice components of the final field evaluation. (75% was established as 3.0 on a 4.0 scale)

2B Data and Outcome

Portfolio- Professional Presentation

	Percentage of Class at 3.0 or Higher					
<i>Oral Communication -</i>	2014	2015** Average	2016 Average***	2017 Average	% at or above 3.0	Outcome Met
	3.5	3.67	3.68	3.73	100%	Yes
Organization						
Language	3.25	3.25	3.38	3.64	100%	Yes
Delivery	3.25	3.17	3.75	3.61	100%	Yes
Support Material or References	3.5	3.5	3.63	3.45	91%	Yes
Central Message	3.3	3.46	3.61	3.48	100%	Yes
Overall – Integration Faith	3.3	3.41	3.61	3.58	100%	Yes

Portfolio - Field Notes- Faith Perspective

Internship logs will demonstrate an awareness of the influence of faith on practice through completion of the praises, prayers and reflection sections of the weekly log.

Of the portfolios available on May 31, 2017, 84% of students contained references to faith and practice in the identified sections.

Final Field Evaluation – Portfolio

The 2015, 2016, and 2017 review data includes the Professional Competency Domain #11: Faith and Practice domain (items 42 and 43) CSWE competency scores from Final Field Evaluation and Student Self-Evaluations

2B: Final Field Evaluation Faith Domain

Field Evaluation Item	43. Christians who are professional social workers are able to describe and model servant leadership	44. Students will articulate the relationship between two Wesleyan principles and core SWK values	PLNU Faith Domain Average
Domain and Item # CSWE Assessment	PLNU 2.1.11.1 Portfolio Item	PLNU 2.1.11.2 Portfolio Item	Domain 2.1.11
Mean Score 2015	3.8	3.5	3.7
Mean Score 2016	3.78	3.55	3.66
Mean Score 2017	3.7	3.62	3.66
% students at or Above 3.0	100%	100%	100%

Conclusions from the Data

The outcome measure for PLO 2B measure #1 was achieved. In 2015, specific items in the two instruments used for assessment of the Council on Social Work Education (CSWE) would also be used to evaluate PLNU core competencies and Degree Qualification Profiles. As a result the 2014 and 2015 scores are not directly comparable because data sources and rubrics changed, however program goal remained consistent. The 2016 and 2017 data sources are consistent and can be compared. The program achieved the benchmark for success each year remained stable between 2016 and 2017.

Because integration of faith and profession is core to the department and program missions, data from additional measures that were readily available were used to supplement the assessment of Program Learning Outcome 2B related to faith and professional practice.

Data for the second measure, Field Notes, identified 84% of student portfolios include weekly logs referencing faith and practice, meeting the benchmark. It is noted, however that three portfolios (of 13 total) of were not complete at the time of this report. These students are finishing Field Education in summer 2017. Each of the Social Work Program reports will be updated as data on the full cohort becomes available.

Measure three, Final Field Evaluation also met the benchmark. The 80% benchmark was achieved with 80% or greater of the scores for the two items identified in the Final Field Evaluation to measure the Faith Domain meeting or exceeding a 3.0 on a 4.0 scale (100%).

The instruments and measures used by PLNU meet the CSWE standards referenced in program goals and learning outcomes and extend the competency domains to include the integration of faith in professional practice.

Rubrics and Instruments Used

Final Field Evaluation items 42 and 43

Student Learning Plan assessment

Internship Log (awareness measure)

Instruments and Measures

Measure 1: Portfolio – Oral Presentation

Presentation 1 Description: Professional Practice and Integration of Faith

You will share a 15 minute presentation (including a written outline or power point) with your colleagues. The presentation will integrate a core topic from social work practice and how faith helps to inform or shape your professional response to the struggles associated with the topic. You will select the topic no later than week 4 in order to ensure that a topic is not presented multiple times.

Rubric Used: Departmental Oral Presentation Rubric (see file)

Measure 2: Portfolio – Weekly Reflection

WEEKLY FIELD LOG

ID / Name	
Week of:	Number of Hours
ACTIVITIES	
OBSERVATIONS, REACTIONS, and CHALLENGES	
PERSONAL and PROFESSIONAL REFLECTION	
(references to faith and practice seen here)	
PRAISES	
(direct references to faith and practice seen here)	
PRAYERS	
(direct references to faith and practice seen here)	
FOLLOWUP REQUEST	

Measure 3: Field Evaluations

Field Evaluation: Faith Domain, Items 42 ,43

CSWE standards use a competency minimum of two measures to evaluate each competency. Domain #11, items 42 and 43 are measured by an external professional field evaluation and student self-assessment of specific evidence contained in the Senior Learning Plan. The specific items in instruments are identified below.

Evaluation of Student Performance in Field Education - Description

Directions: Please evaluate the student's performance based on an understanding of the student as a learner preparing for beginning generalist social work practice, who will be acquiring knowledge and developmental skills within a ethical professional framework. The student is to be rated in the context of assignments given and shall include input from all persons involved in the supervision process.

Rate student progress / performance on a 0-4 scale, with 4 as the highest rating, and scores indicating the following:

"0" not demonstrated or unsatisfactory ; "1" weak or problematic; "2" satisfactory; "3" more than satisfactory; "4" exemplary

You may use interim scores such as 2.5 to indicate a rating between points on the scale. Please place a score to the right of each item indicating your rating of the student's performance in that area. Please use an **NA** to identify any item which is not applicable in your setting or impossible to evaluate because of lack of opportunity to observe

Competency 11: Service as an Expression of Faith		
Program Objective	Measure	Score
Demonstrate a practical understanding of the integration of faith and profession.	42. Christians who are professional social workers are able to describe and model servant leadership.	
	43. Students will articulate the relationship between two Wesleyan principles and core SWK values.	

Activity Examples:

- Identify the agency's means for reflecting client's faith as: a component in the change process, a strength utilized in case planning, and what effect the client's faith has in regard to service delivery
- Explain how, if at all, your faith is in agreement or contradiction with the agency's mission statement
- Discuss a time when an assigned client task came into conflict with an aspect of your faith
- Discuss how you are able to integrate into your practice what you believe

Student Learning Plan Measures & 42 and 43

LEARNING AREA & GOAL	PLNU Behavior #	BEHAVIOR (What will I do to accomplish this goal?)	EVIDENCE (How will I prove that this is completed?)	PROGRESS (Has this been completed? Where to find the evidence)	SCORE Rating 0-4
Service as an Expression of Faith (PLNU)					
2.1.11 Demonstrate a practical understanding of the integration of faith and profession					
1. Christians who are professional social workers are able to describe and model servant leadership	42				
2. Students will articulate the relationship between two Wesleyan principles and core SWK values	43				

