ASSESSMENT of SOCIAL WORK at POINT LOMA NAZARENE UNIVERSITY

PLNU Social Work Program
Foundational Curriculum Outcomes Summary

The Point Loma Nazarene University (PLNU) baccalaureate degree program in social work (SWK) is accredited by the Council on Social Work Accreditation (CSWE). To ensure high-quality professional education, CSWE establishes and evaluates programs in accordance with Educational Policy Standards (EPAS). Evaluation by CSWE includes measuring and reporting on a series of ten professional domains and more than forty (40) competencies.   SWK at PLNU uses several instruments to measure program quality and student competency.   The Foundational Curriculum Assessment Instrument (FCAI) and a program Exit Survey are instruments provided by the Social Work Educational Assessment Project (SWEAP).   "SWEAP instruments are specifically designed to be responsive to the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), related to both initial accreditation and reaffirmation".

Fifteen (15) students graduating in 2017 completed the FCAI which were scored by SWEAP. Data from this sample was compared with national data from other social work programs. Overall, PLNU students achieved a statistically significant average of 71.19% correct responses compared with the national average of 59.9%. Results also indicate that the PLNU program meets or exceeds the national average in every curricular area tested. The details are summarized by category on the pages that follow.

Although exceeding the national averages, the PLNU program strives to achieve benchmarks set above the national norms. PLNU program goals include standards set at both the category and the individual item level.   Notably no PLNU students responded correctly to two items on the test. Each individual item is being analyzed and course content will be reviewed and adjusted as needed to ensure appropriate coverage.

Results from each assessment instrument used by PLNU indicate that the program meets or exceeds external standards set by the CSWE, SWEAP, and Association of Social Work Boards (ASWB).

Social Work Educational Assessment Project (SWEAP)

Foundational Curriculum Assessment Instrument
Outcomes at Exit 2017

Cohort date of: MAY2017, N=15

NOTE: FCAI no longer reposts on the 2008 EPAS which PLNU is accredited under. The instrument measures against the updated EPAS 2015 Foundation (2016) which PLNU will need to meet for reaccreditation in 2023.

I. Program Cumulative Scores Compared with all Student Scores

	Score Average % Correct	Score Range	Standard Deviation	t-test Value	p-value
Program N=15	71.19 %	60.38 - 81.13 %	6.59	6.82	**< 0.001 ****
National N=767	59.59 %	0.00 - 90.57 %	14.29		

II. Program Section Scores Compared with all FCAI Section Scores -
EPAS 2015 Based Forms (2016)

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct	t-test value	p-value
EPAS 2015 Score 2.1.1 : Demonstrate Ethical and Professional Behavior	70.48 %	12.20	62.15 %	0.19	0.80
EPAS 2015 Score 2.1.2 : Engage Diversity and Difference in Practice	77.78 %	20.79	64.23 %	0.18	0.80
EPAS 2015 Score 2.1.3 : Advance Human Rights and Social, Economic, and Environmental Justice	75.56 %	11.97	63.36 %	0.28	0.70
EPAS 2015 Score 2.1.4 : Engage in Practice-informed Research and Research-informed Practice	54.29 %	15.82	48.44 %	0.10	0.90
EPAS 2015 Score 2.1.5 : Engage in Policy Practice	60.95 %	19.14	49.54 %	0.17	0.80
EPAS 2015 Score 2.1.6 : Engage with Individuals, Families, Groups, Organizations and Communities	60.00 %	12.65	58.36 %	0.04	0.90
EPAS 2015 Score 2.1.7 : Assess Individuals, Families, Groups, Organizations, and Communities	94.67 %	11.47	68.42 %	0.63	0.50
EPAS 2015 Score 2.1.8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	92.00 %	9.80	70.48 %	0.61	0.50
EPAS 2015 Score 2.1.9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	64.00 %	10.83	57.11 %	0.18	0.80

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

III. Program: BSW Student Scores by Individual Curricular Area

Demonstrate Ethical and Professional Behavior

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_1 - Making clients aware of their choices is inherent in which social work ethical obligation?	15/15	100.00
RE15_2 - Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:	14/15	93.33
RE15_3 - The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:	7/15	46.67
RE15_4 - When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:	10/15	66.67
RE15_5 - A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:	13/15	86.67
RE15_6 - What is the difference between privileged communication and confidentiality?	0/15	0.00
RE15_7 - Which of the following is an ethical violation of a client's rights to privacy and confidentiality?	15/15	100.00

Engage Diversity and Difference in Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_8 - Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:	12/15	80.00
RE15_9 - A recent refugee from Syria displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?	6/15	40.00
RE15_10 - Engaging in diversity and difference in social work practice means:	15/15	100.00
RE15_11 - Which of the following statements is not accurate regarding women?	10/15	66.67
RE15_12 - John, a 16-year-old high school student, was diagnosed with cerebral palsy before turning two years old. John's condition is chronic and most likely will remain permanent. Which of the following best defines John's condition?	15/15	100.00
RE15_13 - Police reports in a community indicate that African-Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following:	12/15	80.00

Advance Human Rights and Social, Economic, and Environmental Justice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_14 - A belief that those with the greatest wealth have an obligation to help provide for those with the least wealth is part of which perspective?	3/15	20.00
RE15_15 - Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:	15/15	100.00
RE15_16 - Which explanation of poverty is the most consistent with a social justice perspective?	12/15	80.00
RE15_17 - Which of the following is not evidence of a social justice deficiency in the American political-economic system?	12/15	80.00
RE15_18 - Which of the following statements describes the concept of feminization of poverty?	15/15	100.00
RE15_19 - Social activism and other social change efforts are often resisted by:	11/15	73.33

Engage in Practice-informed Research and Research-informed Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_20 - The requirements for a "classical experimental" design include:	12/15	80.00
RE15_21 - Using random sampling (based upon probability theory)	13/15	86.67
RE15_22 - Which of the following is not a level of measurement?	1/15	6.67
RE15_23 - Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?	2/15	13.33
RE15_24 - Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?	11/15	73.33
RE15_25 - Which of the following represents a well-known single subject design?	7/15	46.67
RE15_26 - Which of the following can survey research not establish?	11/15	73.33

Engage in Policy Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_27 - The Elizabethan Poor Laws are important for understanding social welfare in the US because:	11/15	73.33
RE15_28 - In a capitalistic economic system one of the purposes of social welfare is to:	7/15	46.67
RE15_29 - The principle of "social insurance" is best defined as:	10/15	66.67
RE15_30 - The major social welfare program to emerge from the New Deal was:	14/15	93.33
RE15_31 - In which category (ies) does the U.S. fall below other developed nations?	11/15	73.33
RE15_32 - The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	11/15	73.33
RE15_33 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	0/15	0.00

Engage with Individuals, Families, Groups, Organizations and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_34 - A (An) _____ links clients with needed resources.	9/15	60.00
RE15_35 - Listening empathetically means:	6/15	40.00
RE15_36 - Effective work skills, the ability to get along with others, and support of one's family are examples of:	14/15	93.33

RE15_37 - Mandated clients:	15/15	100.00
RE15_38 - Self-determination:	1/15	6.67

Assess Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_39 - Within the Person-in environment system: Familial roles, interpersonal roles, occupational roles, and special life tools are considered to be categorized under:	13/15	86.67
RE15_40 - Risk factors for child abuse include all except the following:	15/15	100.00
RE15_41 - Community assessment includes:	14/15	93.33
RE15_42 - A common assessment tool used to determine addictions is:	15/15	100.00
RE15_43 - A strength based assessment focuses on:	14/15	93.33

Intervene with Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_44 - Which of the following techniques are common to advocacy?	14/15	93.33
RE15_45 - When a social worker's personal values/beliefs clash with a client's values/beliefs:	15/15	100.00
RE15_46 - Social learning theory places an emphasis on which of the following:	14/15	93.33
RE15_47 - Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?	12/15	80.00
RE15_48 - The concept "person-in-environment" includes which of the following:	14/15	93.33

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_49 - Which of the following is (are) (a) method(s) of conducting a community needs assessment?	14/15	93.33
RE15_50 - Which of the following applies to program evaluation	4/15	26.67
RE15_51 - This evaluation model compares repeated measurements from a single subject over time	12/15	80.00
RE15_52 - Action research is:	4/15	26.67
RE15_53 - In relation to termination which statement is NOT true:	14/15	93.33

Changes in Instrument by date: 3.1, 2/16/17 - Added language 3.0, 1/31/17 - Added new EPAS 2015 scoring to version 9 and 10 forms 2.0, 4/9/14 - 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.2.3, 6/9/15 - Redacted suggested practice behavior sections. See report heading for details.2.4, 9/19/16 - If version 10 (EPAS 2015 forms) are reported on, report a working on it screen.