

Diana R. Garland School of Social Work
Bachelor of Social Work Program
SACSCOC Report of Progress
Academic Year 2017-2018

Each year, the Diana R. Garland School of Social Work (GSSW) at Baylor University conducts an assessment of our programs, initiatives, and the various activities of the School. We assess the Bachelor of Social Work (BSW) program by evaluating our students using nine competencies stated by the Council on Social Work Education (CSWE). These nine Evaluation and Practice Standard (EPAS) competencies were revised and updated by CSWE in 2015. The Garland School has as a tenth competency focused on the ethical integration of faith with professional practice that reflects an area of our unique focus and is congruent with all four of Baylor's general education outcomes. This competency addresses the faith of the client, the faith of the social worker, and the organizational context in which a social worker finds herself.

The Garland School is also in the middle of our reaccreditation cycle having last been reaffirmed in June 2013. We submit a new self-study to CSWE in 2020 for reaffirmation in 2021. The 2018-2019 academic year will be our "snapshot" year for the self-study. We will be collecting data to assess both our explicit and implicit curricula and will be looking at all the resources we have to support our mission (including all full time and adjunct faculty members). The 2016-2017 academic year was used to transition from the 2008 EPAS to the 2015 in our curricula. We used that year as an opportunity update all syllabi and field learning contracts and evaluations with current EPAS competencies, and thoughtfully consider where we teach each competency.

In the 2016-2017 year, evaluation focused on one measure. We assessed the competence of BSW students in their final semester of their internships. The internship or field is considered the signature pedagogy of social work education. The idea is that what is learned in the classroom will best "show up" or be demonstrated in actual practice.

For the 2017-2018 year, we continued to use the final field evaluations as the measure for social work practice skills, and added the Social Work Education Assessment Project (SWEAP) BSW generalist curricular assessment tool to evaluate the knowledge of our graduating BSW students. This tool, "the Foundation Curriculum Assessment Instrument (FCAI) measures how well a program's curriculum prepares students with the knowledge necessary for competent professional social work practice. The FCAI is an exam, designed to be taken by students as they enter a social work program and again at the time of exit, with the explicit purpose of testing for knowledge gained throughout the program's curriculum" (https://www.sweapinstruments.org/?page_id=2256). This tool also allows us to compare our students to other students whose schools use the tool. The developers of the FCAI created a pool of items that are rigorous and robust so that social work students get half correct and half are missed. Therefore 50% correct is the "norm" or considered demonstration of competent knowledge.

Aggregate student performance on all final field evaluations as well as aggregate scores on the exit FCAI exam were compiled this year and will be used in our continuous curriculum improvement and enhancement process, which we broadly outline next.

Student Learning Competencies, Benchmarks and Measures

Data we collect on student competencies are used to inform curriculum committee decisions; they also serve as the data source for faculty-led curriculum teams, which gather each semester to generate Course Reports. These Reports can include data from field evaluations, course evaluations, narratives from student evaluations, faculty observation, communication with instructors from other courses that precede or follow a sequenced course or that are taken at the same time as the course. These data are used to enhance curricula and continuously refine classroom and internship experiences so that our graduates are ready to provide competent service and visionary leadership in social work practice.

All full-time faculty members are assigned to a curriculum team which oversee an area of the curricula. A course report is completed by the instructors for each course in our programs and discussed in these teams. The course reports are completed the semester after the course was taught. If there are relevant Competency data, they are included along with recommendations related to the course from prior years. The purposes of these reports are to help ensure that 1) the desired outcomes (i.e., behaviors, values, etc.) associated with this course are appropriate for the course; and 2) ideas and recommendations for improving how the course is taught are documented and appropriate action taken. The reports are forward to the Curriculum Committee for approval. The reports are also made available to, associate deans, program directors, and faculty. During the next academic year, the reports are reviewed by the course instructors to track the disposition of each recommendation. Each report includes recommendations from past years with space for annual updates. In addition to following up on prior recommendations, there is space for making new recommendations.

The responsibility for BSW curriculum development, delivery, assessment, and improvement rests with the faculty. In the Fall of 2015 the faculty endorsed and adopted the nine *generalist* competencies in the 2015 Educational Policy and Accreditation Standards (EPAS) of CSWE, and one *faith and practice* competency (34 generalist behaviors) and updated all generalist course syllabi.

Benchmarks provide the basis for determining mastery of program competencies and for identifying areas for curriculum change. For the BSW benchmarks the faculty expects that at the end of the BSW program 80% of students will correctly answer at least 50% of the questions in each competency area correctly on the FCAI. In the internship the faculty expects that 50% of students will demonstrate proficiency (score 4 or higher-see below). When less than 50% of students score 4.0 on competencies for internship or when less than 80% of students answer 50% of the items correctly on the FCAI in each competency area that signals the need for course and/or program improvement or for continued monitoring.

1-Inadequate	2-Novice	3-Competent	4-Proficient	5-Excellent
Does not demonstrate competency	Demonstrates emerging competency	Demonstrates basic competency	Demonstrates strong competency	Demonstrates commendable competency

Assessment Method 2017-2018

The BSW final field evaluations were used as described earlier in this report. The field education seminar course includes a required internship/practicum component. Field Instructors that supervise the students' activities in agencies rate the student's competence across all nine of CSWE's competencies as well as the added tenth competency. Then seminar instructors use those ratings, plus their own observations to rate students.

The SWEAP FCAI was administered during finals week in early May 2018 and the results are displayed here with comparison to other Schools. The FCAI measures **knowledge** and the Final Field Evaluation measures **skill**.

Assessment results

SWEAP FCAI overall for BSW Program

	Score Average% Correct	Score Range	Standard Deviation	t-test Value	p-value	Students Meeting & Exceeding Competency
Garland School N=27	66.25 %	1.89 - 90.57 %	20.41	1.62	0.10	24/27 (89 %)
National N=4506	61.10 %	0.00 - 94.34 %	15.03			

FCAI by Competency for BSW Program (Knowledge)

Competence Area	Mean Section Score % Questions Correct	Standard Deviation	Mean National Section Score% Questions Correct	t-test value	p-value	# Students Meeting & Exceeding Competency
1 : Demonstrate Ethical and Professional Behavior	66.14 %	21.70	63.58 %	0.66	0.50	24/27 (89 %)
2 : Engage Diversity and Difference in Practice	70.37 %	24.15	66.03 %	0.96	0.30	25/27 (93 %)
3 : Advance Human Rights and Social, Economic, and Environmental Justice	67.90 %	29.72	65.58 %	0.49	0.60	24/27 (89 %)
4 : Engage in Practice-informed Research and Research-informed Practice	63.49 %	23.11	51.77 %	2.58	0.001 **	23/27 (85 %)
5 : Engage in Policy Practice	54.50 %	26.67	48.95 %	1.27	0.20	17/27 (63 %)
6 : Engage with Individuals, Families, Groups, Organizations and Communities	57.04 %	23.54	57.91 %	-0.19	0.80	17/27 (63 %)
7 : Assess Individuals, Families, Groups, Organizations, and Communities	72.59 %	28.36	70.35 %	0.49	0.60	24/27 (89 %)
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	78.52 %	27.18	73.27 %	1.05	0.20	24/27 (89 %)
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	70.37 %	25.75	58.12 %	2.46	0.01 *	21/27 (78 %)

BSW Final Field Evaluation Score (Skill)

Competence Area	% Proficient or Higher
1 : Demonstrate Ethical and Professional Behavior	76.32%
2 : Engage Diversity and Difference in Practice	68.42%
3 : Advance Human Rights and Social, Economic, and Environmental Justice	56.58%
4 : Engage in Practice-informed Research and Research-informed Practice	55.26%
5 : Engage in Policy Practice	57.89%
6 : Engage with Individuals, Families, Groups, Organizations and Communities	69.74%
7 : Assess Individuals, Families, Groups, Organizations, and Communities	74.35%
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	70.53%
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	53.29%
10: Ethical Integration of Faith and Practice	87.72%

Use of Results: Curriculum Team Reports

This is the second year to review data based on CSWE's 2015 policies and standards, but the first year to use the SWEAP FCAI. So we will be thinking through the use of FCAI and assessing its usefulness to us this year. The SWEAP FCAI does not assess our 10th competency so we are adding the Religion and Spirituality Integrated Practice Assessment Scale for the 18-19AY to measure our student's knowledge around the 10th competency. Our field evaluations clearly do assess the skills our students have with our 10th competency. Our field assessment/evaluations are now captured online and this is our first year using the world wide web to capture these data.

One program level change we made this year, that will go into effect in the 18-19 years is that we have removed our BSW capstone course. We had learned through the course reporting system that students believed that the final field seminar course and the capstone course were too redundant. So we removed the capstone course which will allow for a required social work elective and we further enhanced the seminar course to include the non-redudant content of the capstone course.

In summary, our BSW students are meeting the benchmarks for our program. When looking at the two tables above there are some differences and similarities between our student's knowledge and their skills. The answer to why is probably quite complex and we as a faculty will use this for discussion this academic year.

Of note our BSW students scored above the national average on FCAI scores on all competencies but one (competency 6), and on two of the competencies that are higher, these differences are statistically significant (cf. competencies 4 and 9).

Conclusion

Our BSW students are meeting our desired benchmarks and our assessment this year does not indicate a need for any significant changes. However, we will be looking at competencies with lower scores to determine what if any interventions or revisions are needed to our curriculum. We administered the FCAI to incoming Juniors in Fall of 2017 and will use it again in the Spring of 2019 as a pre-post measure to capture the magnitude of changes in knowledge during the BSW program. The Garland School is on track for CSWE reaffirmation and on track to submit our self-study in 2020.