

Diana R. Garland School of Social Work
Bachelor of Social Work Program
SACSCOC Report of Progress
Academic Year 2018-2019

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's accreditation with CSWE was reaffirmed in June 2013. As part of the 8-year cycle, we submit a new self-study to CSWE in 2020 for reaffirmation in 2021. The 2018-2019 academic year is considered our "snapshot" year for the self-study. As part of this process, we have collected data to assess both our explicit and implicit curricula and are reviewing all the resources we have to support our mission (including all full time and adjunct faculty members). During the 2016-2017 academic year, The Garland School transitioned from the 2008 EPAS to the 2015 in our curricula. We used that year as an opportunity to update all syllabi and field learning contracts and evaluations with current EPAS competencies, and thoughtfully consider where we teach each competency and how/where we will assess the competencies of our students.

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.

In the 2017-2018 year, we assessed our students based on two data points: the final field rubric 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 is called the Foundation Curriculum Assessment Instrument (FCAI) and "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). The FCAI 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 rubrics 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 later in this document.

Student Learning Competencies, Benchmarks and Measures

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.

Assessment data from the 2017-2018 year showed that BSW students overall are meeting the benchmarks for the program. Data for individual competencies on the FCAI showed competency percentages similar to or above the national average. For our own school goal of 80% or more of our students scoring 50% or higher correctly, we met or exceeded that goal on all but three competencies (#5 - Engage in Policy Practice; #6 - Engage with Individuals, Families, Groups, Communities, and Organizations; and #9 - Evaluate Practice with Individuals, Families, Groups, Communities, and Organizations). Though the benchmark of 80% was not met on those three, the mean score for our students was still higher than the national average on two out of three competencies, indicating a challenge for social work overall, rather than a particular deficiency at the Garland School. Data from the final field evaluation showed all competencies met the benchmark of 50% or higher scoring a 4-Proficient or a 5-Excellent (see the rubric below).

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

This information was made available to the faculty as a whole so that curriculum teams and course report teams (per the process previously noted) could consider what adjustments may be made in particular courses that could better prepare students for the competencies addressed in individual courses across the curriculum.

Assessment Method 2018-2019

The BSW final field rubrics 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 as part of a final field evaluation, which informs the rubric completed by the instructor of the final field seminar/course. Then seminar instructors use those ratings, plus their own observations to rate students.

The SWEAP FCAI was administered in May 2019 and the results are displayed here with comparison to other schools across the nation. The FCAI measures **knowledge** and the Final Field Rubric measures **skill**.

Assessment results

SWEAP FCAI overall for BSW Program

	Score Average% Correct	Score Range	# Students Meeting & Exceeding Competency
Program N=32	74.00 %	58.49 - 84.91 %	32/32 (100 %)
National N=6085	60.82 %	0.00 - 94.34 %	

FCAI by Competency for BSW Program (Knowledge)

Curricular Area	Mean Section Score% Q Correct	Mean National Section Score% Q Correct	# Students Meeting & Exceeding Competency
1 : Demonstrate Ethical and Professional Behavior	72.77 %	63.40 %	29/32 (91 %)
2 : Engage Diversity and Difference in Practice	77.60 %	66.33 %	31/32 (97 %)
3 : Advance Human Rights and Social, Economic, and Environmental Justice	77.08 %	65.71 %	32/32 (100 %)
4 : Engage in Practice-informed Research and Research-informed Practice	81.25 %	51.49 %	31/32 (97 %)
5 : Engage in Policy Practice	57.14 %	48.45 %	23/32 (72 %)
6 : Engage with Individuals, Families, Groups, Organizations and Communities	69.38 %	57.75 %	29/32 (91 %)
7 : Assess Individuals, Families, Groups, Organizations, and Communities	76.88 %	69.36 %	32/32 (100 %)
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	85.00 %	72.79 %	32/32 (100 %)

9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	71.88 %	57.65 %	28/32 (88 %)
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BSW Final Field Rubric Score (Skill)

Competence Area	% Proficient or Higher
1 : Demonstrate Ethical and Professional Behavior	88.10%
2 : Engage Diversity and Difference in Practice	88.90%
3 : Advance Human Rights and Social, Economic, and Environmental Justice	84.53%
4 : Engage in Practice-informed Research and Research-informed Practice	76.19%
5 : Engage in Policy Practice	77.78%
6 : Engage with Individuals, Families, Groups, Organizations and Communities	92.86%
7 : Assess Individuals, Families, Groups, Organizations, and Communities	85.71%
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	81.91%
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	74.41%
10: Ethical Integration of Faith and Practice	86.51%

Use of Results:

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.

This is the third year to review data based on CSWE's 2015 policies and standards, but the second year to use the SWEAP FCAI. Since the SWEAP FCAI does not assess our 10th competency, we added the Religion and Spirituality Integrated Practice Assessment Scale (RSIPAS) for the 18-19 academic year to measure our student's knowledge around the 10th competency, while the field rubric assesses the skill for our 10th competency. Our field assessment/evaluations are now captured online and this is our second year using the web-based rubric to capture these data. The RSIPAS data will be analyzed later this year as part of our self-assessment for CSWE that is currently underway.

One program level change this year was the removal of 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. With this in mind, 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-redundant content of the capstone course. It is interesting to note that our scores improved overall this year, with 100% of our students meeting the overall benchmark and only once competency falling under our goal of 80% of students meeting or exceeding competency (up from three competencies in 2017-18). All ten competencies met our benchmark on the field rubric assessing skill. In addition to exceeding the benchmark of 50% or more of our students scoring 4-Proficient or 5-Excellent, all ten competencies show a higher percentage of students meeting the skill benchmark compared to the 2017-2018 academic year.

It is important to note that our BSW students scored above the national average on FCAI scores on all nine CSWE competencies, even the competency that fell below our benchmark of 80% (5: Engage in Policy Practice).

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 the lower scores on related to policy practice to determine if there are changes to consider for the BSW policy course and other courses that connect to this particular competency. While all other areas met our school's benchmark, we will review other competencies with lower scores to determine what if any interventions or revisions are needed to our curriculum. The Garland School is on track for CSWE reaffirmation and on track to submit our self-study in 2020.