

Enhancing Social Work Program Assessment With SWEAP

BPD 2015
Kansas City, Missouri

www.Sweap.utah.edu

or

www.sweapinstruments.org



PRESENTATION OUTLINE

- **Introductions**
 - The SWEAP Team
- **SWEAP Instruments**
 - Entrance
 - Exit
 - Alumni/Graduate
 - Employer
 - Curriculum Instrument (FCAI)
 - Field Instrument (FPPAI)
- **Tying SWEAP to Program Assessment**
 - Linking SWEAP to EPAS
 - Matrix
 - Using SWEAP beyond EPAS
- **Unique Benefits of SWEAP**
- **Questions**

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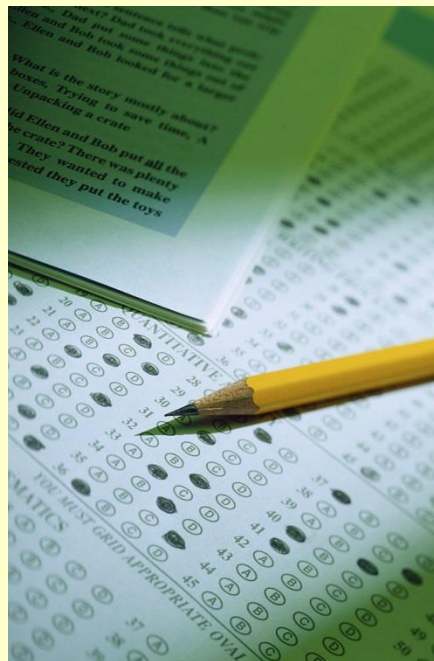
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SWEAP INSTRUMENTS

WHAT ARE THEY AND HOW DO I USE THEM?



ENTRANCE PURPOSE

- Provides demographic profile of entering students.
- Completed at time of entrance into the program (Program Defined).
- Provides overview of financial resources students are using or plan to utilize.
- Provides employment status & background information regarding both volunteer and paid human service experience.
- Helps track planned or unplanned changes in the profile of students in the program.
- Evaluate impact of policy changes, such as admissions procedures, over time.

ENTRANCE QUESTIONS

- Student tracking: ID number & Survey completion date
- Gender
- Year in school
- Overall GPA & GPA in major & Highest possible GPA at school
- Length of current social work-related work experience (volunteer & paid)
- Citizenship/ length of residence in USA
- Employment plans during social work education
- Hours per week expected to work during education
- Sources of financial aid expected
- Language fluency
- Expected date of graduation
- Race/ Ethnicity
- Disabilities/Accommodation

EXIT PURPOSE

- Completed by students just prior to graduation.
 - Often administered in field seminar or capstone seminar.
- Feedback from students about their experiences while in the program.
- Addresses:
 - Evaluation of curriculum objectives based on EPAS.
 - Post-graduate plans, related to both employment and graduate education, are addressed.
- Collects demographic information to compare with the entrance profile.



EXIT QUESTIONS

- Educational Experience
 - Including implicit curriculum assessment
- Current Employment
- Employment-seeking activities
- Current & anticipated Social Work Employment
 - Primary function & major roles
- Post Graduate Educational Plans
- Students Evaluate how well program prepared them to perform practice behaviors
- Professional Activities
 - Use of research techniques to evaluate client progress & Use of program evaluation methodology
- Personal Demographic Information
 - Gender, Citizenship, Language fluency, & Disabilities

ALUMNI/GRADUATE PURPOSE

- Intended for completion two years after graduation
 - ***Standardized timing for administration is essential to create a reliable dataset for comparison over time.***
- Alumni evaluate how well program prepared them for professional practice.
- Alumni employed in social work and those not employed in social work are surveyed.
- Also gathers information on current employment, professional development activities, and plans/ accomplishments related to further education.

ALUMNI/GRADUATE QUESTIONS

- Current Employment
- Current Social Work Employment
- Evaluation of preparation by the Program in the 10 EPAS competency areas (using Likert-type scale)
- Educational Activities
- Professional Activities
- Demographics



EMPLOYER PURPOSE

- Intended for completion two years after graduation
- Addresses both accreditation and university concern for feedback from the practice community.
- Measures graduate's preparation for practice based on supervisor's assessment.
- Alumni/ae request employer complete the survey:
 - Addresses primary concern of confidentiality.
 - Use of student identified allows connection to other instruments.



EMPLOYER QUESTIONS

- Educational background of supervisor/employer
- Twelve (12) items which evaluate alumni/ae proficiency in all EPAS competencies.

CURRICULUM INSTRUMENT (FCAI)

PURPOSE

1. Provides Pre/Post test in seven major curricular areas of the foundation year.
2. Provides a direct measure to assist programs with evaluation of their curriculum.
3. Assists with identification of curricular areas that may need attention (Practice, HBSE, Policy, Research, Ethics & Values, Diversity, and Social & Economic Justice).
4. Provides national comparative data.



Points to keep in Mind about the FCAI

1. Purpose of this instrument: to review and improve curriculum
2. Program will want to “monitor” scores over several years (or several cohorts) for trends.
3. The FCAI can be considered a measure of “value added” from program entry to exit.
4. Benchmarks: can be set two ways,
 - a. by competency
 - b. overall score



FIELD PRACTICUM/PLACEMENT ASSESSMENT INSTRUMENT (FPPAI)

- Responds to need for a standardized field/practicum assessment instrument that measures student achievement of practice behaviors.
- 58 Likert Scale questions measuring practice behaviors linked to the EPAS 2008 competencies.
- Qualitative feedback form for each domain available for program use.
- Available online and in print format.
- Individual program outcomes report with national comparisons available.
- Individual program outcomes report with national comparisons for EPAS 2008 Competencies & Practice Behaviors including CSWE benchmark reporting.
- Can be used as a final field assessment and mid-test/post test design.



Instrument by Purpose

	Entrance	Exit	FPPAI	FCAI	Alumni	Employer
Demo-graphics	x	x			x	x
Direct			x			x
Indirect		x			x	
Implicit		x			x	
Explicit		x	x			x
Competency Level		x	x		x	x
Practice Behavior Level		x	x			
Curricular Assessment				x		
Value Added				x		

Total Respondents

Instrument	2009-2014
Entrance	20,824
FCAI (2009-2011) (ENTRANCE)	10,227
(EXIT)	7,075
EXIT	12,336
FPPAI	4,401
Alumni	1,668
Employer	648

TYING SWEAP TO PROGRAM ASSESSMENT: LINKING SWEAP TO EPAS

- All instruments updated to reflect 2008 EPAS
- All instruments will be updated and available as soon as 2015 EPAS goes into effect
- Competency Matrix (See our Website)

TYING SWEAP TO PROGRAM ASSESSMENT: EPAS MATRIX

Competency	Exit	FPPAI
<p>2.1.7 – Apply knowledge of human behavior and the social environment.-</p> <p>A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;</p> <p>B. critique and apply knowledge to understand person and environment.</p>	<p>E23</p> <p>E24</p>	<p>B2.1.7A (1-3)</p> <p>B2.1.7B</p>



TYING SWEAP TO PROGRAM ASSESSMENT USING SWEAP BEYOND EPAS

- Curricular Development
- Addressing Implicit Curriculum Concerns
- Understanding student body
 - Changes in student body over time

SWEAP

UNIQUE BENEFITS

- Student demographics
- Numerous data points for comparison
- Explicit and Implicit curriculum assessment
- Doesn't end at graduation
- Peer comparison by region, program type, auspice & nationally
- Paper vs. Online administration options
- ...and more



New Website!

Sweapinstruments.org

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QUESTIONS?

