Using SWEAP Standardized Assessment Instruments to Promote Excellence in Social Work Education

BPD
New Orleans, LA
March 2017

www.SWEAPINSTRUMENTS.ORG

What is SWEAP?

• Non-Profit
• Volunteer
• Service to Profession
• Based out of Metropolitan State University of Denver

• RESULT:
  o 6 (copyrighted) instruments in support of program assessment and curriculum development.

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What characteristics are ideal for an objective outcome assessment package of social work student learning?

Outcomes being examined should relate to all CSWE EPAS core competencies

Accreditation (or reaffirmation) is a “high stakes” activity where all programs are likely to be required to demonstrate equivalency.
MEASURES SHOULD COVER BOTH IMPLICIT & EXPLICIT CURRICULUM

Must Include Multi-Dimensional Assessment

- “EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations”
  - Knowledge
  - Values
  - Skills, and,
  - Cognitive & affective processes

Multi-Dimensional Assessment

- SWEAP FPPAI & Foundation Curriculum Assessment Instrument (FCAI), in combination, cover requisite multi-dimensional measures of each of competency.
- Four (4) Dimensions:
  1. Knowledge (FCAI)
  2. Values (FPPAI)
  3. Skills (FPPAI), and,

MEASURES SHOULD BE STANDARDIZED

Each Competency Should Be Assessed Using Multiple Measures from Multiple Sources

- Field Advisors
- Students (Performance)
- Alumni
- Employers

Knowlege

<table>
<thead>
<tr>
<th>Competency</th>
<th>Dimensional</th>
<th>Assessed Using</th>
<th>FCAI</th>
<th>FPPAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1 - Demonstrate Ethical and Professional Behavior</td>
<td>Values, Skills</td>
<td>Cog &amp; Eff</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Competency 2 - Engage Diversity and Difference in Practice</td>
<td>Values, Skills</td>
<td>Cog &amp; Eff</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Skills</td>
<td>Cog &amp; Eff</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Competency 4 - Engage in Evidence-based Research and Research-informed Practice</td>
<td>Skills</td>
<td>Cog &amp; Eff</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Competency 5 - Engage in Policy Practice</td>
<td>Values, Skills</td>
<td>Cog &amp; Eff</td>
<td>Free</td>
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</tr>
<tr>
<td>Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Values, Skills</td>
<td>Cog &amp; Eff</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Values, Skills</td>
<td>Cog &amp; Eff</td>
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<tr>
<td>Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Cog &amp; Eff</td>
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<tr>
<td>Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Cog &amp; Eff</td>
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<table>
<thead>
<tr>
<th>UNIVERSITY #1</th>
<th>UNIVERSITY #2</th>
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<tbody>
<tr>
<td>Traditional</td>
<td>Traditional</td>
</tr>
<tr>
<td>Online</td>
<td>Online</td>
</tr>
</tbody>
</table>

allows for Direct Comparisons Both Within & Between Programs

Δ Within

Δ Between
THE ASSESSMENT PACKAGE SHOULD:

• Be easy to administer online or in-person.
• Allow for tracking of completion.
• Provide within and between program feedback.
• Allow comparison to program specific benchmarks.
• Provide rapid feedback to program.
• Feedback formatted for reporting to web per CSWE requirements.
• Be low cost.

LUCKILY, SUCH AN ASSESSMENT PACKAGE CURRENTLY EXISTS

SWEAP INSTRUMENTS

WHAT ARE THEY AND HOW DO I USE THEM?

• Entrance
• Exit
• Alumni/Graduate
• Employer
• Curriculum Instrument (FCAI)
• Field Instrument (FPPAI)

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)
• Employment plans during social work education
• Hours per week expected to work during education
• Sources of financial aid expected
• Expected date of graduation
• Race/Ethnicity
• Conditions/Impairments/Disabilities/Accommodation

EXIT PURPOSE

• Completed by students just prior to graduation.
• Often administered in field seminar or capstone seminar.
• Students provide feedback 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.
• Has utility for assessing the IMPLICIT CURRICULUM
**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

**Exit Questions**

- Students Evaluate how well program prepared them to perform core competencies.  
- Professional Activities  
  - Use of research techniques to evaluate client progress  
  - Use of program evaluation methodology  
- Personal Demographic Information  
  - Like Entrance Survey

**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  
  - By EPAS competency (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.
**Foundation Curriculum Assessment Instrument**

**Curriculum Instrument (FCAI) Purpose**
1. Provides Pre/Post test of knowledge related to nine (9) Social Work Competencies, as mandated by 2015 EPAS
   - approximately 5-7 items per competency
2. Assists with assessing student competency,
3. Informs the process of identifying curricular areas that may need attention/modification.
4. Provides national comparative data.

**Sample Question**
- Determining progress toward goal achievement is one facet of the _____ stage.
  - a. Engagement
  - b. Evaluation
  - c. Assessment
  - d. Planning

**Expansion beyond BSW**
- Based upon CSWE assertions related to educational levels in social work education, we expanded testing to three additional groups:
  - MSW foundation students:
    - entering
    - exiting
  - Advanced standing students:
    - entering

**Points to keep in Mind about the FCAI**
1. Original purpose of this instrument
   - To review and improve curriculum
2. Under EPAS 2015, instrument can provide measure of knowledge dimension for each competency
3. Program should “monitor” scores over several years (or several cohorts) for trends.
4. FCAI is a measure of “value added” from program entry to exit.
5. Programs select own benchmarks
   - For each competency (EPAS responsive).

**Field Practicum/Placement Assessment Instrument (FPPIAI)**
**Field Practicum/Placement Assessment Instrument (FPPAI)**

- Responds to need for a standardized field/practicum assessment instrument that measures student achievement of EPAS core competencies.

**Field Instrument (FPPAI) 2008 & 2015**

- 58 Likert Scale questions measuring practice behaviors linked to the EPAS 2008 competencies.
- 50 Likert Scale questions measuring competencies, behaviors, cognitive, and affective processes linked to the EPAS 2015.
- 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 or 2015 Competencies & Practice Behaviors.
- Including PROGAM SELECTED CSWE benchmark reporting.
- Can be used as a final field assessment and mid-test/post test design.
- MSW Foundation Year assessment available.
- MSW Advanced Practice customization available.

**SWEAP Unique Benefits**

- Student demographics
- Numerous data points for comparison
- Explicit and Implicit curriculum assessment
- Doesn’t end at graduation
- Customization available
- Peer comparison by region, program type, auspice & nationally
- Not available with customized items
- ...and more

**Using the FCAI and FPPAI for a Multidimensional Assessment**

<table>
<thead>
<tr>
<th>2015 EPAS Competency Area</th>
<th>2015 EPAS Competency Area</th>
<th>Dimension(s) Covered</th>
<th>Field (FPPAI)</th>
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<tr>
<td>One</td>
<td>FCAI</td>
<td>Values, Skills, and Cognitive &amp; Affective Processes</td>
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**Instrument by Purpose**

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<tr>
<th>Demographics</th>
<th>Entrance</th>
<th>Exit</th>
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<th>FCAI</th>
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</table>

...and more
SWEAP

Ordering Instrument
- Online through website.
- Pay by credit-card, or send check.
- Receive email with .pdfs to be printed, or links to online instruments.

SWEAP Booth
- PLEASE COME BY AND SEE US AT OUR BOOTH

Questions