

Eighth Annual Report on the BEAP Database

Featuring Julia Guevara

&

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Phoenix, AZ

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BEAP Purposes

- Assist in assessing program objectives
- Promote on-going program monitoring
- Provide a starting point for assessment to which programs add their own methods
- Allow creation of a database to allow programs to compare themselves with national data
- Contribute to the knowledge base of social work education

Baccalaureate Education Assessment Project Team Members

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<http://beap.socwk.utah.edu/>



Sample Profile

Overview of all Respondents

	2000-2005 Respondents	2006 Respondents	2007 Respondents	2008 Respondents	Overall Respondents
Entrance	20,953	3,839	3,205	1,655	29,652
SWVI at Entrance	21,499	3,881	3,260	1,345	29,985
Exit	11,892	2,326	2,435	1,671	18,324
SWVI at Exit	9,705	2,213	2,246	1,287	15,451
Alumni	3,871	563	379	215	5,028
Employer	1,326	266	160	73	1,825
Totals	69,246	13,088	11,685	6,246	100,265

Sample Profile Response Rates

Instrument	2000-2005 Average %	2006 Average %	2007 Average %	2008 Average %	Overall Average %
Entrance	96.2	95.0	96.5	97.4	96.4
SWVI at Entrance	96.1	95.0	96.4	98.1	96.1
Exit	93.8	92.3	94.7	94.4	93.8
SWVI at Exit	93.9	93.2	94.2	95.3	94.0
Alumni	42.0	42.2	39.6	38.6	41.6
Employer	30.5	28.4	29.0	30.6	29.9

Future Educational Plans-Exit

Educational Plans	2000-2005 % N=11892	2006 % N=2326	2007 % N=2435	2008 % N=1671	Overall % N=18324
Have Future Educational Plans	82.9	83.1	83.2	84.4	83.1
MSW	75.4	77.3	77.6	79.4	76.3
Other MA	13.8	12.3	12.2	11.4	13.1
Other BA	2.9	2.8	3.0	2.8	2.9

Note: Percentages equal more than 100% due to multiple self-reported future educational plans.

Current Employment Information 2008 Alumni/ae- Field of Practice

2008 Alumni/ae n=154	Overall Alumni/ae n=3826
Aging/Gerontological Social Work 16.9%	Child Welfare/Child Protection 19.2%
Child Welfare/Child Protection 14.3%	Mental/Behavioral/CMH 15.8%
Mental/Behavioral/CMH 13.6%	Aging/Gerontological Social Work 10.8%
Mental Retardation/Developmental Disabilities 8.4%	Family Services 7.8%
Health/Medical 8.4%	Health/Medical 7.6%

n= number reporting



Region I—Southeast*

Knowledge, Skills and Value Scores by Deciles

*Alabama, Arkansas, Mississippi, Georgia, Florida, South Carolina,
Louisiana, Tennessee



Region 1 Public BSW Only Programs

Percentile Group	Knowledge			Skills			Values		
	Min	Max	Mean	Min	Max	Mean	Min	Max	Mean
10	3.58	6.00	5.48	3.92	5.92	5.23	3.60	7.10	6.13
20	6.08	6.67	6.45	6.00	6.69	6.32	7.20	7.90	7.58
30	6.75	7.25	6.97	6.77	7.23	7.02	8.00	8.20	8.04
40	7.33	7.58	7.45	7.31	7.62	7.52	8.30	8.70	8.51
50	7.76	7.92	7.82	7.69	7.92	7.83	8.80	8.90	8.83
60	8.00	8.00	8.00	8.00	8.23	8.06	9.00	9.20	9.05
70	8.08	8.33	8.20	8.31	8.54	8.40	9.30	9.70	9.54
80	8.42	8.83	8.85	8.62	8.92	8.74	9.80	9.90	9.86
90	8.92	9.33	9.08	9.00	9.23	9.05	10.0	10.0	10.0
100	9.50	10.0	9.88	9.38	10.0	9.80			

Region 1 Public Combined Programs

Percentile Group	Knowledge			Skills			Values		
	Min	Max	Mean	Min	Max	Mean	Min	Max	Mean
10	3.25	5.42	4.55	2.85	5.23	4.47	2.90	6.90	5.87
20	5.50	6.08	5.83	5.38	6.00	5.82	7.00	7.60	7.37
30	6.17	6.58	6.36	6.08	6.69	6.33	7.70	7.90	7.80
40	6.67	7.00	6.86	6.77	7.00	6.89	8.00	8.30	8.06
50	7.08	7.33	7.19	7.08	7.46	7.25	8.40	8.80	8.61
60	7.42	7.67	7.53	7.54	7.85	7.69	8.90	9.00	8.97
70	7.75	8.00	7.89	7.92	8.00	7.98	9.10	9.30	9.19
80	8.08	8.25	8.18	8.08	8.38	8.24	9.40	9.80	9.60
90	8.33	8.75	8.49	8.46	8.92	8.75	9.90	9.90	9.90
100	8.83	10.0	9.72	9.00	10.0	9.32	10.0	10.0	10.0

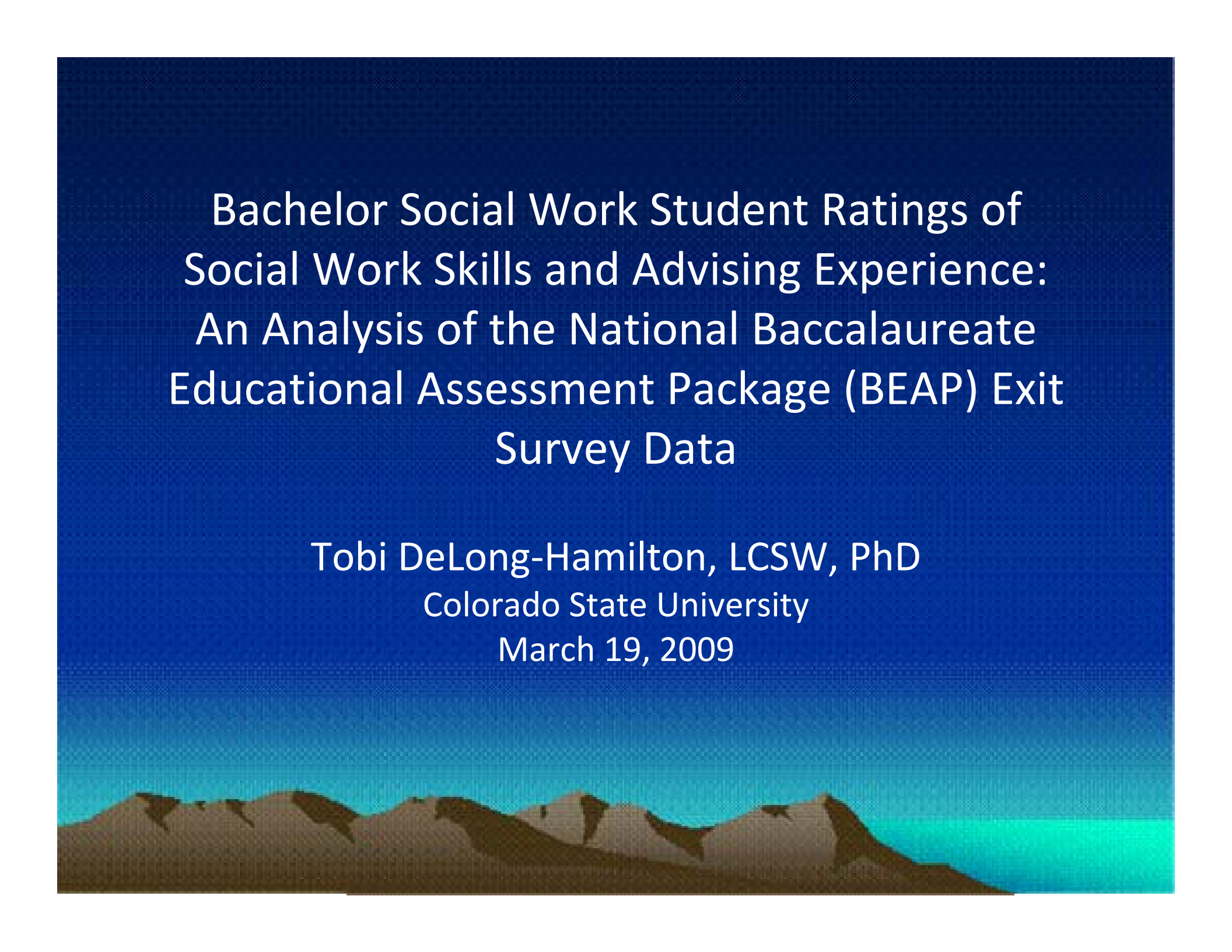
Region 1 Private Denominational BSW Only

Percentile Group	Knowledge			Skills			Values		
	Min	Max	Mean	Min	Max	Mean	Min	Max	Mean
10	3.08	6.00	5.46	4.00	6.23	5.55	4.90	7.60	6.62
20	6.08	6.83	6.53	6.38	7.00	6.77	7.70	8.00	7.94
30	6.92	7.42	7.15	7.08	7.69	7.42	8.10	8.40	8.23
40	7.50	7.67	7.58	7.77	7.92	7.83	8.50	8.90	8.73
50	7.75	7.92	7.83	8.00	8.00	8.00	9.00	9.20	9.07
60	8.00	8.17	8.03	8.08	8.38	8.23	9.30	9.50	9.39
70	8.25	8.50	8.38	8.46	8.85	8.60	9.60	9.80	9.69
80	8.58	9.00	8.23	8.92	9.23	9.09	9.90	9.90	9.90
90	9.08	9.67	9.34	9.31	9.77	9.56	10.0	10.0	10.0
100	9.75	10.0	9.95	9.85	10.0	9.98			

Region 1 Private Non-Denominational BSW Only

Percentile Group	Knowledge			Skills			Values		
	Min	Max	Mean	Min	Max	Mean	Min	Max	Mean
10	3.00	5.83	4.98	2.69	5.85	5.12	5.00	6.70	5.93
20	6.00	6.33	6.08	6.00	6.23	6.13	7.00	7.80	7.46
30	6.42	6.83	6.61	6.38	7.00	6.76	7.90	7.90	7.90
40	6.92	7.17	7.05	7.08	7.38	7.27	8.00	8.00	8.00
50	7.25	7.42	7.33	7.46	7.62	7.52	8.20	8.60	8.43
60	7.50	7.75	7.60	7.69	7.85	7.78	8.80	9.00	8.97
70	7.83	7.92	7.85	7.92	7.92	7.92	9.10	9.30	9.18
80	8.00	8.17	8.10	8.00	8.08	8.01	9.40	9.70	9.60
90	8.25	8.92	8.64	8.31	8.69	8.46	9.80	9.80	9.80
100	9.00	10.0	9.67	9.00	10.0	9.50	10.0	10.0	10.0





Bachelor Social Work Student Ratings of Social Work Skills and Advising Experience: An Analysis of the National Baccalaureate Educational Assessment Package (BEAP) Exit Survey Data

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Colorado State University
March 19, 2009

Social Work Skills & Program Demographic Findings

- Students in the smallest SW programs (0-24) rated SW skill level higher on 7 of 13 skill questions
- Students in private SW programs (denominational and non-denominational) rated SW skills higher than public SW programs
- Students in BPD region 6 rated their SW skills higher than students in 2 other regions



Advising Experience & Program Demographic Findings

	Program Auspice		
Quality of Advising:	Public	Private-D	Private-ND
Course selection & curriculum planning	6.59	7.45	7.17
Career planning	5.83	6.73	6.56
Professional advising	6.39	7.31	7.22

Advising Experience & Program Demographic Findings

	Program Type	
	BSW	BSW/MSW
Quality of Advising:		
Course selection & curriculum planning	7.08	6.12
Career planning	6.42	5.16
Professional advising	7.00	5.70

Advising Experience & Program Demographic Findings

Quality of advising:	Program Size				
	0-24	25-49	50-74	75-99	100+
Course selection & curriculum planning	7.26	6.70	6.54	6.06	5.66
Career planning	6.62	5.91	5.78	5.12	5.12
Professional advising	7.21	6.49	6.26	5.89	5.48

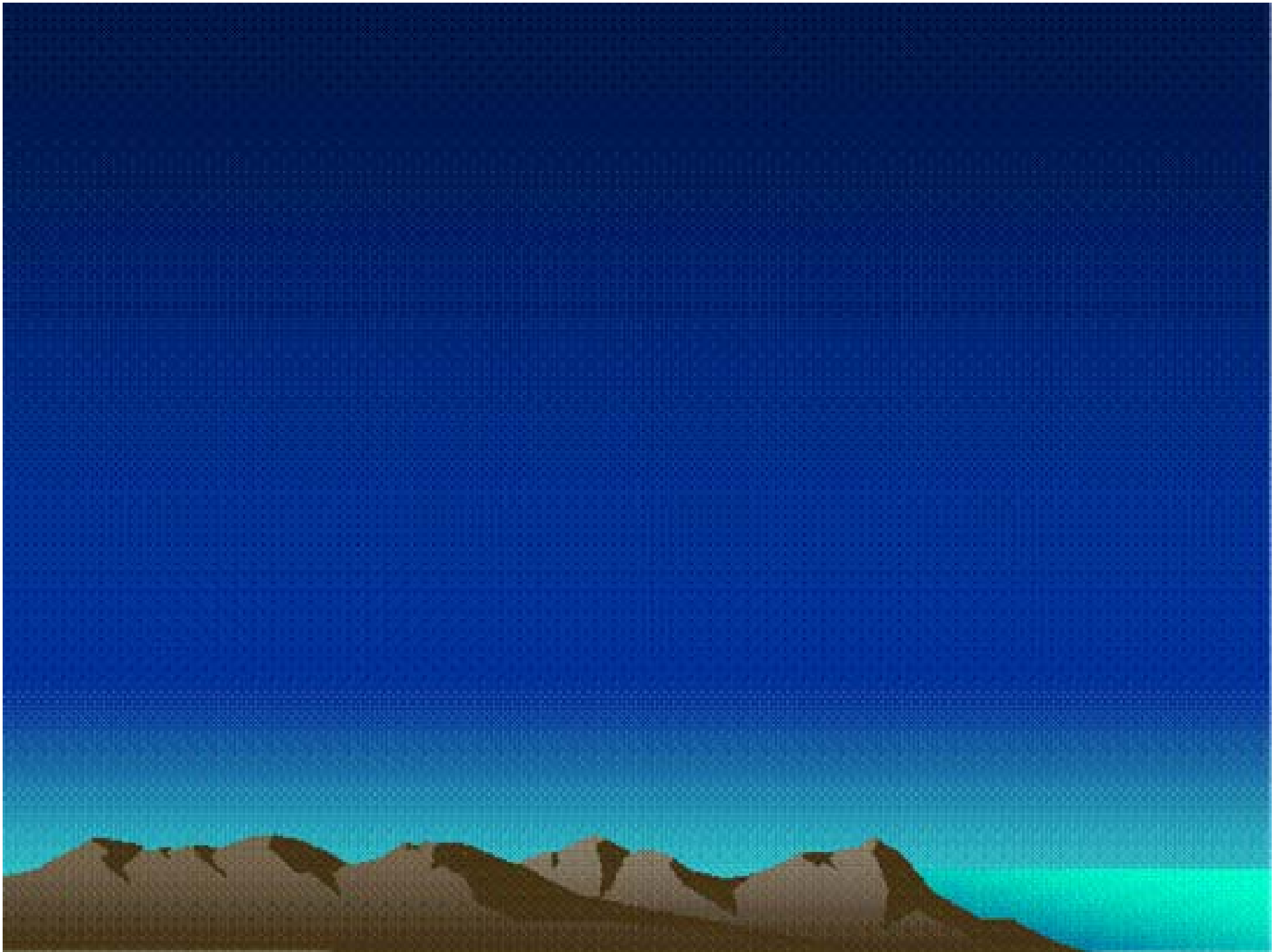
Advising Experience & Program Demographic Findings

	BPD Region					
Quality of advising:	1	2	3	4	5	6
Course selection & curriculum planning	7.08	6.85	6.66	6.85	6.53	6.96
Career planning	6.54	6.18	5.90	5.96	5.69	6.16
Professional advising	7.05	6.72	6.47	6.62	6.20	6.84

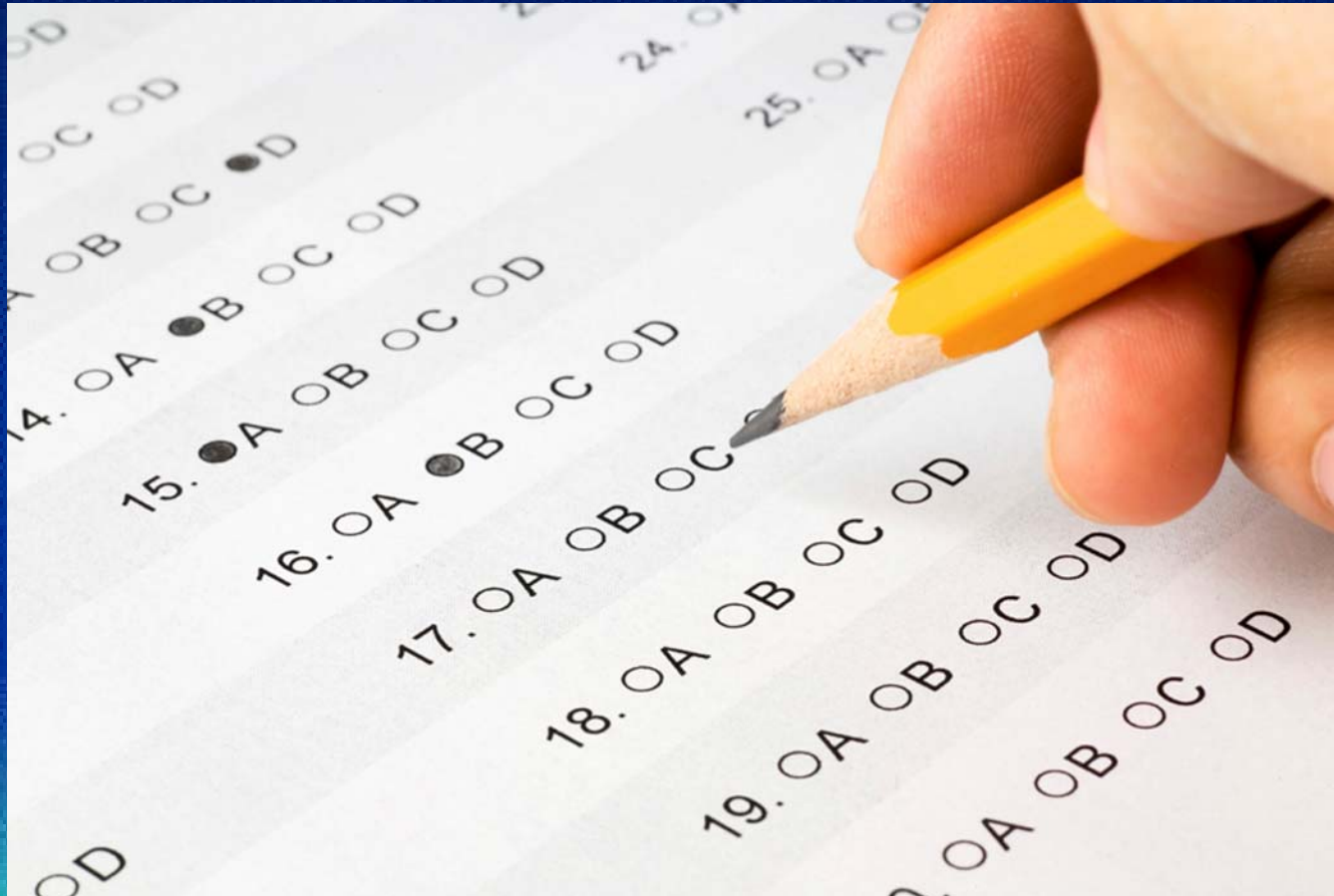
Recommendations for Social Work Programs

- Establish a culture of assessment
- Explore importance of faculty establishing relationships with students
- Recruitment & retention of non-traditional students
 - Different needs for non-traditional students
 - Provide options for non-traditional students





Foundation Curriculum Assessment Instrument



Versions 3-8

• Version 3	1 Test	65 ?s	n=305
• Version 4	1 test	55 ?s	n=381
• Version 5	1 test	82 ?s	n=286
• Version 6	1 test	74 ?s	n=36
• Version 7	1 test	72 ?s	n=318
• Version 8	1 test	64 ?s	n=392

TOTAL = 1718

Note: overall 1817

Baccalaureate Education Assessment Project Foundation Curriculum Assessment Instrument

- Practice (13 questions)
- Human Behavior in the Social Environment (10 questions)
- Policy (9 questions)
- Research (9 questions)
- Ethics and Values (8 questions)
- Diversity (8 questions)
- Social and Economic Justice (7 questions)

Practice

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



HBSE

- The concept “person-in-environment” includes which of the following:
 - a. Clients are influenced by their environment
 - b. Clients influence their environment
 - c. Behavior is understood in the context of one’s environment
 - d. All of the above



Policy

- The enactment of the Personal Responsibilities and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:
 - a. Widespread dissatisfaction with relative responsibility measures
 - b. A large decrease in the number of welfare recipients
 - c. An end to unlimited entitlement programs
 - d. A decline in poverty



Research

- Using random sampling (based upon probability theory)...
 - a. Subjects within the population have a better than average chance of being selected to participate
 - b. Guarantees that the sample is representative of the general population
 - c. Allows results to be generalized from the sample to the population from which the sample was drawn
 - d. Is equivalent to random assignment

Ethics and Values

- A social work student beginning her internship is told by her supervisor to not tell clients that she is a student since this might undermine their confidence in her. According to the Code of Ethics, withholding this information could:
 - a. Be acceptable because of the student's obligation to the supervisor and agency
 - b. Constitute dishonesty and misrepresentation
 - c. The Code of Ethics does not apply to this situation
 - d. None of the above



Diversity

- Which of the following statements is not accurate regarding women?
 - a. Female social workers receive lower pay on average than their male counterparts
 - b. Stepping out of the workforce for a few years to raise a family is likely to negatively affect a woman's career
 - c. Women workers are more likely to encounter a “glass ceiling”
 - d. Women are equally represented in social work executive positions

Social and Economic Justice

- A belief that those with the greatest wealth have an obligation to help provide for those with the least is part of which perspective?
 - a. Equal prosperity
 - b. Economic Justice
 - c. Distributive Justice
 - d. Liberation Philosophy



Version 8 Pre/post test scores

- Pre test mean 30.92 n= 152
- Post test mean 40.84 n= 79

Pretest	Post test	Standard Deviation	t -value	p-value
30.92	40.84	6.845	12.875	0.000

Test-retest

- To establish reliability
- Version 8
 - Tested in a junior practice class
 - Students took test twice
 - 2 weeks apart
 - Pearson's correlation coefficient
 - $r = .86$

Mean Scores by program level

- BSW entering 30.92
n=173
- BSW exiting 40.84
n= 79
- Foundation (MSW) (enter) 36.39
n=131
- Advanced Standing (enter) 40.56
n= 9

Potential Education Level Testing

- Entering BSW students
- Graduating BSW students
- Entering MSW foundation students
- Exiting MSW foundation students
- Entering MSW Advanced Standing



Thank you to each of the following!

Version 8 Testers

Bethel University, Minnesota

Boise State University, Idaho

Colorado State University, Colorado

Dominican College, New York

Fayetteville State University, North Carolina, Texas

Fort Hays State University, Kansas

Marian College, Wisconsin

Metropolitan State College, Colorado

Pacific Union College, California

University of Hawaii, Manoa, Hawaii



Baccalaureate Education Assessment Project Committee Board Sponsored Session:

Field Placement Assessment Instrument
(FPAI)



Need for Field Evaluation

- Literature shows
 - Ongoing requests for a uniform, comprehensive, standardized assessment instrument (Bogo, et al, 2002) (Bogo, et al, 2004) (Dietz & Barton, 2004)
 - A tool focused on academic and non-academic measures of field competencies (Burke, 1999)
- Second piloting phase in process
- Third piloting phase is recruiting



Methodology

- Initial Pilot was conducted May 2008
- Assignment of ID Number
- Field Instructor Information
- Explanation of Instrument
- Explanation of Likert Scale
- Additional Feedback form information
- Mailing location of completed survey



Baccalaureate Education Assessment Project Field Placement Assessment Instrument

FIELD INSTRUCTOR INFORMATION

TO BE COMPLETED BY THE CURRENT FIELD INSTRUCTOR

Please evaluate your field student, whose confidential ID appears above.

This information is being used as a part of a social work education outcomes assessment pilot project.

Please base your assessment of how well the BSW Field Student demonstrates ability in each of the following areas using the rating scale shown below.
Please circle your answer. Thank you.

Very Poor		Poor		Adequate		Good		Very Good	Not Observed
1	2	3	4	5	6	7	8	9	N/O

PROFESSIONAL SOCIAL WORK SKILLS & SUPERVISION

1. Demonstrates the effective use of consultation and supervision to guide ethical decision making in one's own practice.	1	2	3	4	5	6	7	8	9	N/O
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PROFESSIONAL COMMUNICATION

2. Illustrates clarity in verbal communication.	1	2	3	4	5	6	7	8	9	N/O
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SOCIAL WORK VALUES AND ETHICAL PRACTICE

3. Shows knowledge of social work principles, values, and ethics to guide behavior.	1	2	3	4	5	6	7	8	9	N/O
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CRITICAL THINKING

4. Applies critical thinking skills within the context of practice.	1	2	3	4	5	6	7	8	9	N/O
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DIVERSITY

5. Develops a positive worker/client relationship with diverse populations.	1	2	3	4	5	6	7	8	9	N/O
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HUMAN RIGHTS, SOCIAL & ECONOMIC JUSTICE & POLICY PRACTICE

6. Understands the structural factors that create adversity for specific out-groups in society.	1	2	3	4	5	6	7	8	9	N/O
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**Baccalaureate Education Assessment Project
Field Placement Assessment Instrument: Program
Feedback Form**

This form is a supplemental tool for programs and field supervisors to provide individual feedback to the social work program. This form is for program use only.

Students Name: _____

Date Completed: _____

PROFESSIONAL SOCIAL WORK SKILLS & SUPERVISION: (Please feel free to provide individual feedback, if any)

Empty pink box for feedback on Professional Social Work Skills & Supervision.

PROFESSIONAL COMMUNICATION: (Please feel free to provide individual feedback, if any)

Empty pink box for feedback on Professional Communication.

SOCIAL WORK VALUES AND ETHICAL PRACTICE: (Please feel free to provide individual feedback, if any)

Empty pink box for feedback on Social Work Values and Ethical Practice.

Call for Participation

- If your program is interested in being a part of the national pilot, please contact Dr. Brian Christenson at blchristenson@lcsc.edu
- Ms. Dori Foster at djfoster@lcsc.edu



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Groups

- New users – getting started
- Experienced users – feedback
- Foundation Practicum field test
- Foundation Curriculum final pilot test

