Assessment of MSW Advanced Curriculum
Educational Outcomes

2009-2010 Academic Year

UNIVERSITY OF WASHINGTON
School of Social Work, Seattle
Social Work Program, Tacoma

Assessment Team

September 13, 2010
EXECUTIVE SUMMARY

Near the end of the winter and spring quarters, 2010, 176 MSW students completing the Advanced Year Curriculum (106 in the Seattle Day program, 27 in the Seattle Extended Degree Program, and 43 in the Tacoma program) were invited to complete a Catalyst questionnaire. The survey was designed to assess student self-report concerning the attainment of 15 competencies derived from 6 MSW Advanced Curriculum Objectives.

Because the exit survey response rates for Tacoma (91%) and Seattle Day (53%) were higher than the response rate for Seattle EDP (26%), their data are more likely to be representative of those cohorts than is the case for the Seattle EDP program data.

Competencies were considered to have been acquired when 75% or more of students indicated they “moderately agreed” or “strongly agreed” they possessed the specific skill or knowledge. Of the 15 competencies derived from the 6 Advanced Curriculum objectives, Seattle Day students had fully acquired 10, Seattle EDP students had fully acquired 14, and Tacoma students had fully acquired all 15.
I. Introduction

This report examines educational outcomes of students graduating with the MSW degree during the 2009-2010 academic year [i.e., at the end of the winter (2010) or spring (2010) quarters.] The data source includes student responses to an exit survey (see Appendix I).

The exit survey was designed to assess students’ self-evaluation of their competence with reference to the knowledge, skills, and attitudes embedded in the six MSW Advanced Curriculum objectives

II. Methodology

Exit Survey Administration. The exit survey (See Appendix I) was administered anonymously as a Catalyst on-line questionnaire. All Seattle Day, Seattle EDP, and Tacoma MSW students completing the Advanced Curriculum were prompted to complete the survey when they applied on line for graduation. (See Appendix II for the reminder messages).

Students were offered the opportunity to enter a drawing to win one of three $50 prizes for completing the questionnaire.

Self-Assessed Competency. Fifteen statements were presented to the student, each of which addressed a specific competency derived from the six MSW Advanced Curriculum objectives. The student was asked to rate how much he/she agreed with each competency statement based on a 6-point scale: strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree.

Benchmark of Success. For purposes of this report, a competency benchmark was created for the 15 items. Respondents indicating they moderately agreed or strongly agreed to a competency statement were considered to be competent. All other responses were considered to indicate that the student had not achieved competency on that item.

A three category benchmark of program success was created based on the percentage of students who met the competency benchmark for each statement:

- Meets the benchmark (75% or more of the students were rated as competent)
- Nearly meets the benchmark (65-74% of the students were rated as competent)
- Failed to meet the benchmark (less than 65% of students were rated as competent)

Response Rates. Of ___ MSW students completing the Advanced Curriculum during the 2009-2010 academic year, the response rates for the exit survey were as follows:

- Seattle Day 53% (56 of 106 students)
- Seattle EDP 26% (7 of 27 students)
- Tacoma 91% (39 of 43 students)
III. Results

Student Competencies: Self-Ratings in the Exit Survey.

The table below lists 15 competencies derived from the six Advanced Curriculum objectives. The data, shown for each concentration, represent the percentage of students who answered “moderately agree” or “strongly agree” to each competency statement. (As noted above, students who indicated in the exit survey that they moderately agreed or strongly agreed to a competency statement were considered to be competent.)

The first column in the table shows the results for ALL Advanced Year MSW students. The subsequent columns break down the results by program: the second column shows the results for the Seattle Day program, the third column shows the results for the Seattle Extended Degree program, and the fourth column shows the results for the Tacoma program.

Shading indicates that a program failed to fully meet the benchmark of success. That is, the light gray shading indicates that the program nearly met that competency. The darker gray shading indicates that the program did not meet that competency.

Table: Student Self-Ratings of Competencies, by Program

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>COMPETENCY STATEMENT</th>
<th>ALL</th>
<th>SEA DAY</th>
<th>SEA EDP</th>
<th>TAC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=102</td>
<td>98%</td>
<td>96.4%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>(1) Demonstrate a commitment to the promotion of social justice, through their own work and that of the larger social work profession, and apply advanced knowledge and principles of multiculturalism and empowerment to social change efforts in their practice.</td>
<td>I can demonstrate a commitment to social justice in my practice and as a professional social worker.</td>
<td>95%</td>
<td>92.7%</td>
<td>100%</td>
<td>97.4%</td>
</tr>
<tr>
<td></td>
<td>I can apply principles of multiculturalism to my practice.</td>
<td>94%</td>
<td>90.9%</td>
<td>100%</td>
<td>97.4%</td>
</tr>
<tr>
<td></td>
<td>I can apply principles of empowerment to my practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>COMPETENCY STATEMENT</td>
<td>ALL</td>
<td>SEA DAY</td>
<td>SEA EDP</td>
<td>TAC</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>(2) Demonstrate advanced knowledge and skills in critical analysis of the</td>
<td>I can demonstrate knowledge and skills in critical analysis of the sociopolitical</td>
<td>89.1%</td>
<td>81.8%</td>
<td>100%</td>
<td>97.4%</td>
</tr>
<tr>
<td>sociopolitical factors that shape policy and services formation in their</td>
<td>factors that shape policy and services.</td>
<td></td>
<td></td>
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<tr>
<td>area of practice or setting, in analyzing and influencing existing</td>
<td>I am able to analyze and influence existing policies and services.</td>
<td>82%</td>
<td>69.1%</td>
<td>100%</td>
<td>97.4%</td>
</tr>
<tr>
<td>policies and services and in advocating for change in policies, services,</td>
<td>I know how to advocate for change in policies, services, and practices.</td>
<td>76%</td>
<td>60.7%</td>
<td>100%</td>
<td>94.9%</td>
</tr>
<tr>
<td>and practices locally, nationally, and globally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Demonstrate the advanced knowledge and skills required to assess the</td>
<td>I have knowledge and skills to assess the differential needs of diverse clients/</td>
<td>90.2%</td>
<td>85.7%</td>
<td>100%</td>
<td>94.9%</td>
</tr>
<tr>
<td>differential needs of diverse constituents, plan and implement evidence-</td>
<td>constituents.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>based interventions in collaboration with constituents, and critically</td>
<td>I know how to plan and implement evidence-based interventions.</td>
<td>68.6%</td>
<td>51.8%</td>
<td>85.7%</td>
<td>89.7%</td>
</tr>
<tr>
<td>evaluate, monitor, and continuously refine their practice using</td>
<td>I am able to evaluate, monitor, and refine my practice using appropriate research</td>
<td>70.6%</td>
<td>57.1%</td>
<td>71.4%</td>
<td>89.7%</td>
</tr>
<tr>
<td>and evaluation methods.</td>
<td>and evaluation methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Demonstrate professional values, skills, and behavior through a</td>
<td>I understand and adhere to the NASW Code of Ethics and other relevant professional</td>
<td>92.2%</td>
<td>85.7%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>self-reflective understanding of and adherence to the NASW Code of</td>
<td>standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics and other relevant professional standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>COMPETENCY STATEMENT</td>
<td>ALL</td>
<td>SEA DAY</td>
<td>SEA EDP</td>
<td>TAC</td>
</tr>
<tr>
<td>-----------</td>
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<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>(5) Achieve a level of competency such that, with self-monitoring and use of informed consultation, they can practice autonomously in their area of concentration.</td>
<td>I am able to self-monitor my practice in my area of concentration.</td>
<td>93.9%</td>
<td>92.9%</td>
<td>85.7%</td>
<td>97.2%</td>
</tr>
<tr>
<td></td>
<td>I am able to use consultation to guide my practice.</td>
<td>94.1%</td>
<td>91.1%</td>
<td>100%</td>
<td>97.4%</td>
</tr>
<tr>
<td>(6) Articulate the theories, knowledge of human behavior, and research evidence that inform their practice, apply these mindfully in their work with diverse constituents, and be committed to maintaining the currency of their practice knowledge through life-long learning.</td>
<td>I can articulate and apply theories and knowledge of human behavior with diverse clients/constituents.</td>
<td>79.2%</td>
<td>67.9%</td>
<td>100%</td>
<td>92.3%</td>
</tr>
<tr>
<td></td>
<td>I have a commitment to maintaining currency of practice through life-long learning.</td>
<td>96.1%</td>
<td>92.9%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The highlights from these data include the following:

- Seattle Day program’s students (combined) had acquired 10 of the 15 competencies.
- Seattle EDP students had acquired 14 of the 15 competencies.
- Tacoma students had acquired all 15 competencies associated with the 6 objectives.
APPENDIX I: EXIT SURVEY

MSW ADVANCED CURRICULUM SURVEY

We would like to thank you for taking the time to complete this questionnaire. It should take about 10-15 minutes.

The questionnaire asks you to indicate the extent to which our Advanced Curriculum has helped you meet specific learning objectives. Your responses will help us evaluate our courses and improve them when necessary.

The results of this evaluation will be shared with you on the School’s website.

Your answers are confidential and honest reflections are appreciated.

Which concentration are you in?

__ Seattle Day Program: Administration
__ Seattle Day Program: Interpersonal/Direct Practice
__ Seattle Day Program: Policy Practice
__ Seattle Day Program: Community-Centered Integrative Practice
__ Seattle Evening Program: Advanced Generalist Practice
__ Seattle Weekend Program: Advanced Generalist Practice
__ Tacoma Program: Children, Youth, and Families

If you are in the Interpersonal/Direct Practice concentration, which specialization have you selected?

__ Children, Youth, and Families
__ Health Practice
__ Mental Health Practice
__ Multigenerational Practice

Did you enter the MSW program as an advanced standing student?

__ Yes
__ No

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the quality of classroom teaching in the MSW program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of practicum instruction in the MSW program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of advising you received from faculty regarding your learning and professional development in your area of concentration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please rate the quality of advising you received from Student Services staff (Seattle) or Program Advisor (Tacoma).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment on your experience with teaching in the MSW program.
Please comment on your experience with advising in the MSW program.

The following questions are based on the MSW Program's Concentration Learning Objectives. The objectives have been divided into specific areas of knowledge, values, or skills that faculty should address in one or more of the concentration courses, including the practicum.

Now that you are ready to graduate, to what extent do you agree with each statement?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Moderately disagree</th>
<th>Mildly disagree</th>
<th>Mildly agree</th>
<th>Moderately agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can demonstrate a commitment to social justice in my practice and as a professional social worker.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I can apply principles of multiculturalism to my practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I can apply principles of empowerment to my practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I have knowledge and skills to assess the differential needs of diverse clients/constituents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I know how to plan and implement evidence-based interventions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am able to evaluate, monitor, and refine my practice using appropriate research and evaluation methods.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am able to collaborate with clients/constituents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I can articulate and apply theories and knowledge of human behavior with diverse clients/constituents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I have a commitment to maintaining currency of practice through life-long learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I can demonstrate knowledge and skills in critical analysis of the sociopolitical factors that shape policy and services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am able to analyze and influence existing policies and services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I know how to advocate for changes in policies, services, and practices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I understand and adhere to the NASW Code of Ethics and other relevant professional standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am able to self-monitor my practice in my area of concentration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am able to use consultation to guide my practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Your Views on Program Strengths and Weaknesses
Please comment on the following questions in relation to your Concentration Year experience, including coursework, faculty and staff support, learning environment, practicum, student activities, special events, etc.

What have been the strengths of the Concentration Curriculum? Describe how your Concentration experience prepared you for professional MSW employment.

How might the Concentration Curriculum be improved? Describe what could have been done differently in your Concentration education to have made you feel better prepared.

The next few questions, each of which asks about aspects of one’s identity, will help in determining whether the curriculum is working better for some subgroups of students than it is for others. You are free to skip any question you are not comfortable answering.

Gender (pick one)

- Female
- Male
- Intersex
- Transgender

Which of the following describes you? Ethnicity (check all that apply)

- African American/Black
- Asian
- Caucasian/White
- Filipino
- Hispanic/Latino
- Native American/American Indian
- Pacific Islander
- Multiethnic
- Other (Please specify____)
Age

__  younger than 30  __  50-59

__  30-39  __  60-64

__  40-49  __  65 or older

Sexual Orientation

__  Gay  __  Heterosexual

__  Lesbian  __  Other (Please specify ____)

__  Bisexual  __  No

Are you a person with a disability?

__  Yes

Think of a ladder with 10 steps representing where people stand in the United States. At step 10 are people who are the best off – those who have the most money, the most education, and the most respected jobs. At step 1 are the people who are worst off – those who have the least money, least education, and the least respected jobs or no job.

When you were growing up, where would you place your family on this ladder?

___

At this point in your life, where would you place yourself on this ladder?

___
APPENDIX II: EXIT SURVEY INVITATIONS

Initial Announcement

Subject: Help evaluate the curriculum and have your voice be heard!
When you applied to graduate you should have received a link to complete a survey about your experiences in the MSW Program. If you completed the survey – THANK YOU! If you haven’t completed it yet, we would greatly appreciate you taking about 10 minutes of your time to reflect on your experiences in the MSW Program. As an added bonus, you will have an opportunity to win one of three $50.00 prizes!

Giving your feedback will help us identify the strengths of the MSW program and areas for improvements. The information you provide influences revisions to our curriculum and program overall, giving us direction for work in upcoming years.

This survey is anonymous. Clicking on the link below will take you directly to the survey, where you will log in with your UW NetID. Your UWNetID will NOT be stored or associated with the specific information you submit. You will find instructions about how to enter to win one of the $50 prizes after submitting your questionnaire responses.

Thank you for your very valuable input!

Emiko Tajima, PhD
MSW Program Director & Associate Professor, Seattle

Rich Furman, PhD
Director Social Work Program & Associate Professor, Tacoma

Reminders

Subject: MSW Grads - feedback needed! You can still win $50!

Subject (Final): Important Survey for MSW Grads - last chance to win $50!

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Thank you for your very valuable input!