

Undergraduate Response to scores in Competencies #4, #8, & #9.

Upon review of the aggregate data, Competencies 4, 8 & 9 did not meet our benchmark. Strong scores on the OTP suggest that the students have a firm understanding of the competencies, but the lower scores on the Field Learning Education Plan (FLEP) indicate students struggled with the execution of the competencies in field. Park University social work students continue to struggle with the ongoing and after effects of the Covid pandemic. Student absences due to Covid related illness continue to be high due to both physical concerns (based on student reports of Covid illness) and mental health concerns (based on student reports of mental and emotional concerns related to the after effects of the Covid impact). Our faculty will continue to monitor this phenomena and offer support and resources available at the University and in the community.

N=17	C1	C2	C3	C4	C5	C6	C7	C8	C9
OTP 80% or Higher	94.1%	100%	88.2%	94.1%	100%	94.1%	100%	76.5%	82.4%
FLEP 80% or Higher	76.5%	82.4%	76.5%	64.7%	76.5%	82.4%	70.6%	82.4%	76.5%
COMBINED GENERALIST DATA	85.3%	91.2%	82.4%	79.4%	88.2%	88.2%	85.3%	79.4%	79.4%

MSW: Generalist Response

While 100% of students met the benchmark on each of the 9 competencies on their OTP, FLEP data required additional review as the 80% benchmark was not attained in 5 competencies.

The low N size (N=7) is important to note. There were 3 students who scored lower than the 80% benchmark (8 out of 10) on most competencies. However, their individual scores were less than one-point away from the benchmark (.03-.07). Because the student cohort was so small, we were able to examine circumstances at a deeper level to explore what may have been occurring with these lower scores:

- 2 of the 3 students struggled throughout the year with academics and field placements due to things happening in their lives outside of school. The liaisons, field instructors, and students worked out improvement plans to help them get back on track in classes and field placement. The 3rd student and field instructor refer in the notes on the evaluation tool to having lots of change and transition in both student's personal life and agency structure.
- 1 of the students in question had a first-time field instructor for us. Therefore, they may not have been as competent with our system of evaluating students.
- 2 of the 3 were in work-based placements and may not have had as many opportunities to have extensive learning opportunities related to certain competencies (i.e. policy).
- All students showed improvement in all competencies throughout the academic year.
- 1 of the 3 students had multiple field instructors throughout the course of the year due to FI absence.
- All 3 students received positive written feedback in all competency areas on their FLEPs.

While exploring the data, it was discovered that the benchmarks were set using the Field Instructor Assessment of Student Competencies form (FIASC) which incorporates both student knowledge and

implementation of the competencies. The FIASC was not used this year, only the FLEP. Early in AY22-23, the Department will review the FIASC and either reimplement or review the benchmarks for revision.

N=7	C1	C2	C3	C4	C5	C6	C7	C8	C9
MEAN	8.9	8.9	8.8	8.7	8.7	9.0	8.9	8.9	8.8
StDEV	1.1	1.1	1.2	1.3	1.2	1.1	1.1	1.2	1.1
MEDIAN	9.2	9.0	9.0	8.7	8.3	9.7	8.8	9.4	8.8
% meeting benchmark	71.4%	85.7%	85.7%	85.7%	57.1%	71.4%	71.4%	71.4%	85.7%

The impact of the FLEP scores on the aggregate data, caused only one competency to be below benchmark.

N=7	C1	C2	C3	C4	C5	C6	C7	C8	C9
OTP 80% or Higher	100%	100%	100%	100%	100%	100%	100%	100%	100%
FLEP 80% or Higher	71.4%	85.7%	85.7%	85.7%	57.1%	71.4%	71.4%	71.4%	85.7%
COMBINED GENERALIST DATA	85.7%	92.9%	92.9%	92.9%	78.6%	85.7%	85.7%	85.7%	92.9%

Next Steps

- To ensure students develop realistic, measurable tasks in their FLEPs related to (a) demonstrating ethical and professional behavior, (b) engaging in policy practice, (c) and engaging, assessing, and intervening with individuals, families, groups, organizations, and communities.
- To ensure that field instructors receive additional training in helping students demonstrate mastery of the nine competencies while in the field.

Advanced Standing

The Advanced Standing students met the benchmarks established. However, the same next steps will be put in place for all students to ensure consistency across the program.