Up, Down, and Around: How the COVID-19 Pandemic Impacted Social Work Student Learning Outcomes

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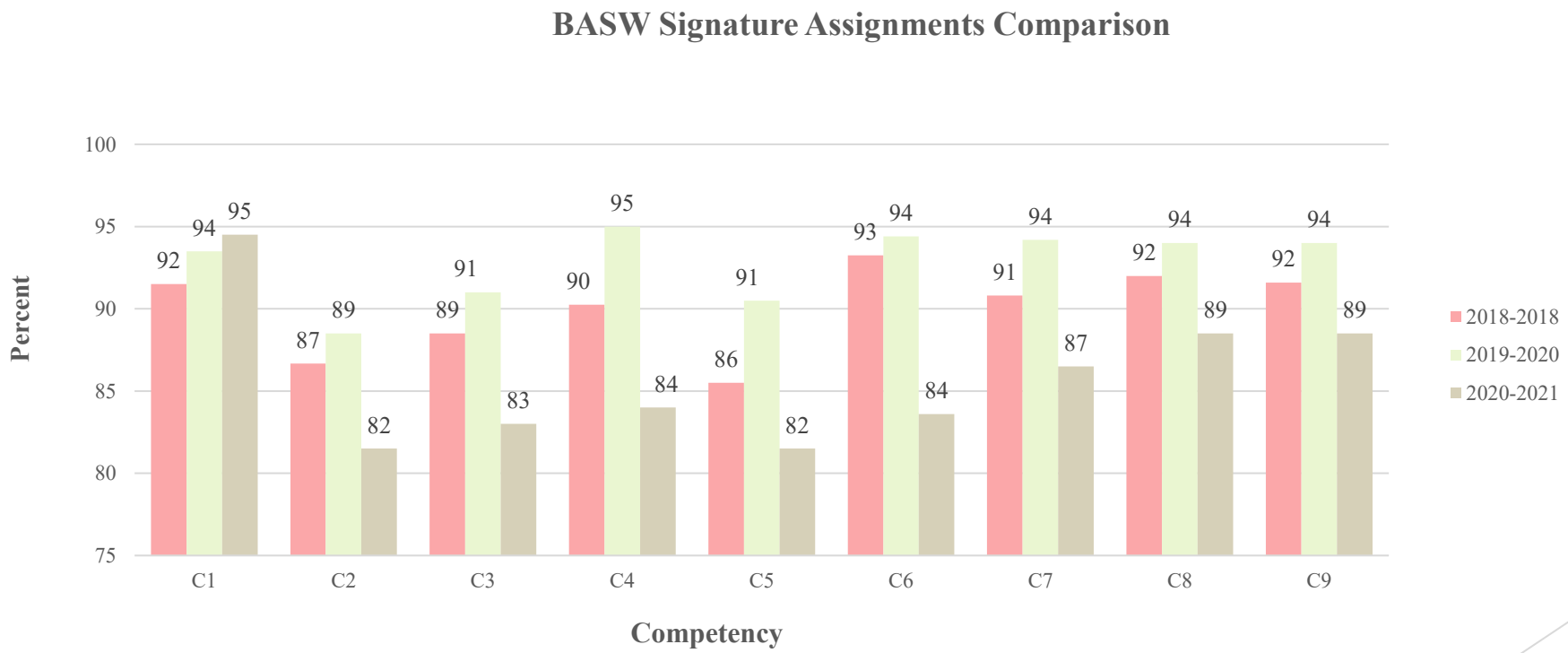
Council of Social Work Education (CSWE) Nine Competencies

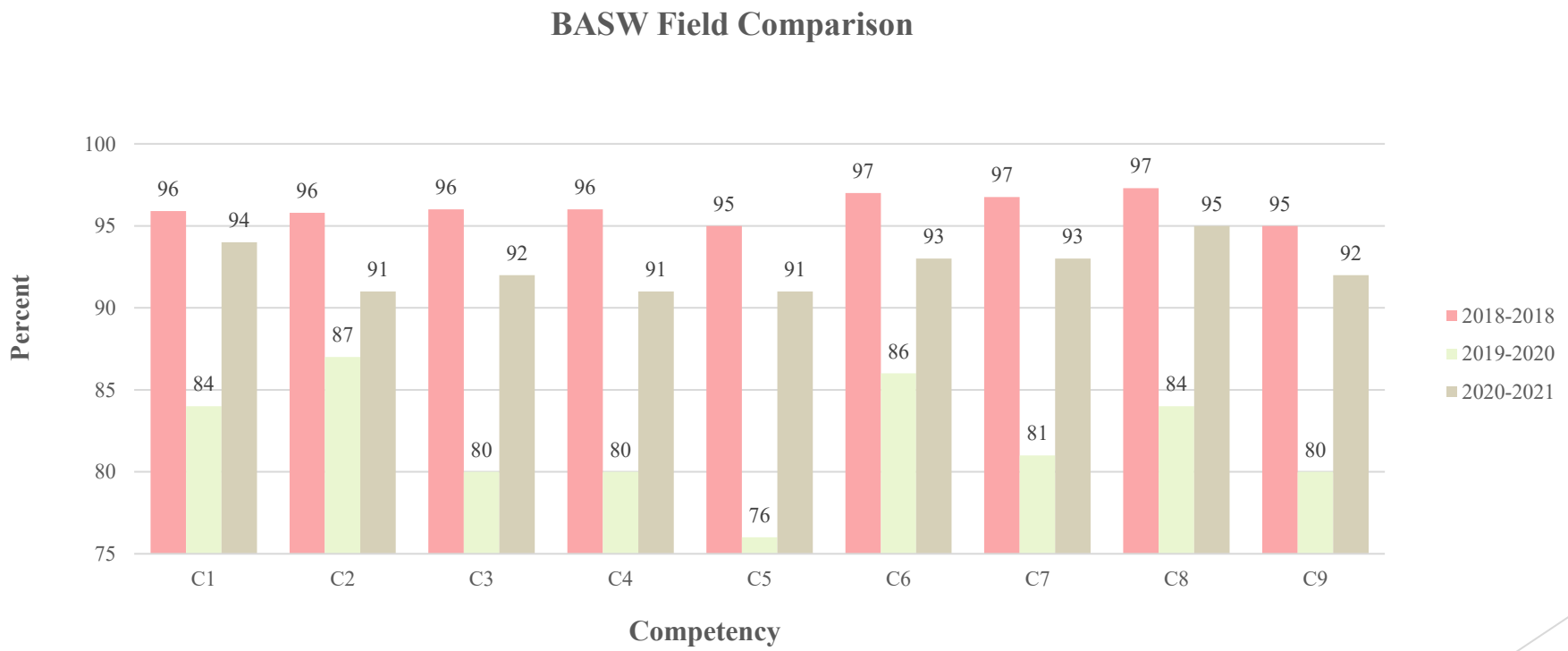
- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
  - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
  - present themselves as learners and engage clients and constituencies as experts of their own experiences; and
  - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

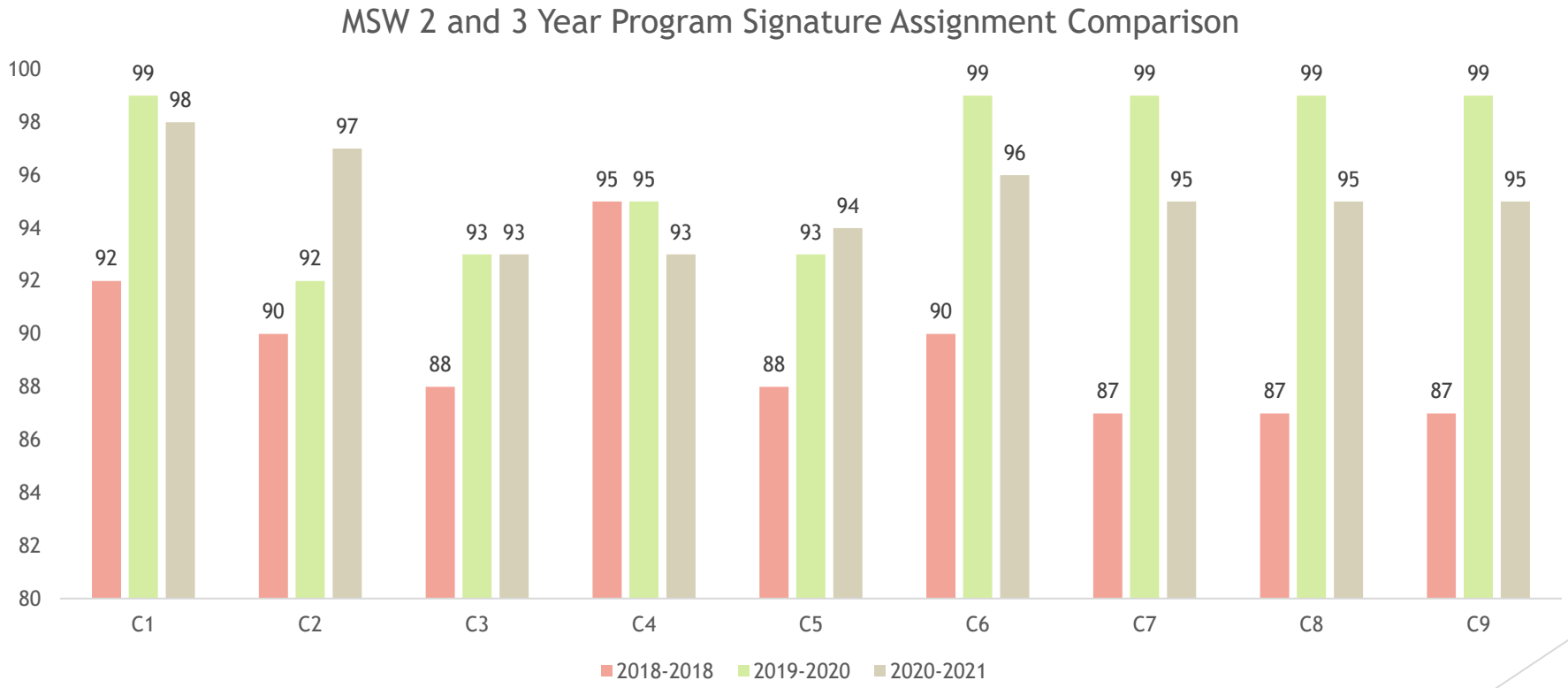
Two Measurements for Each Competency: Signature Assignments + Field Ratings

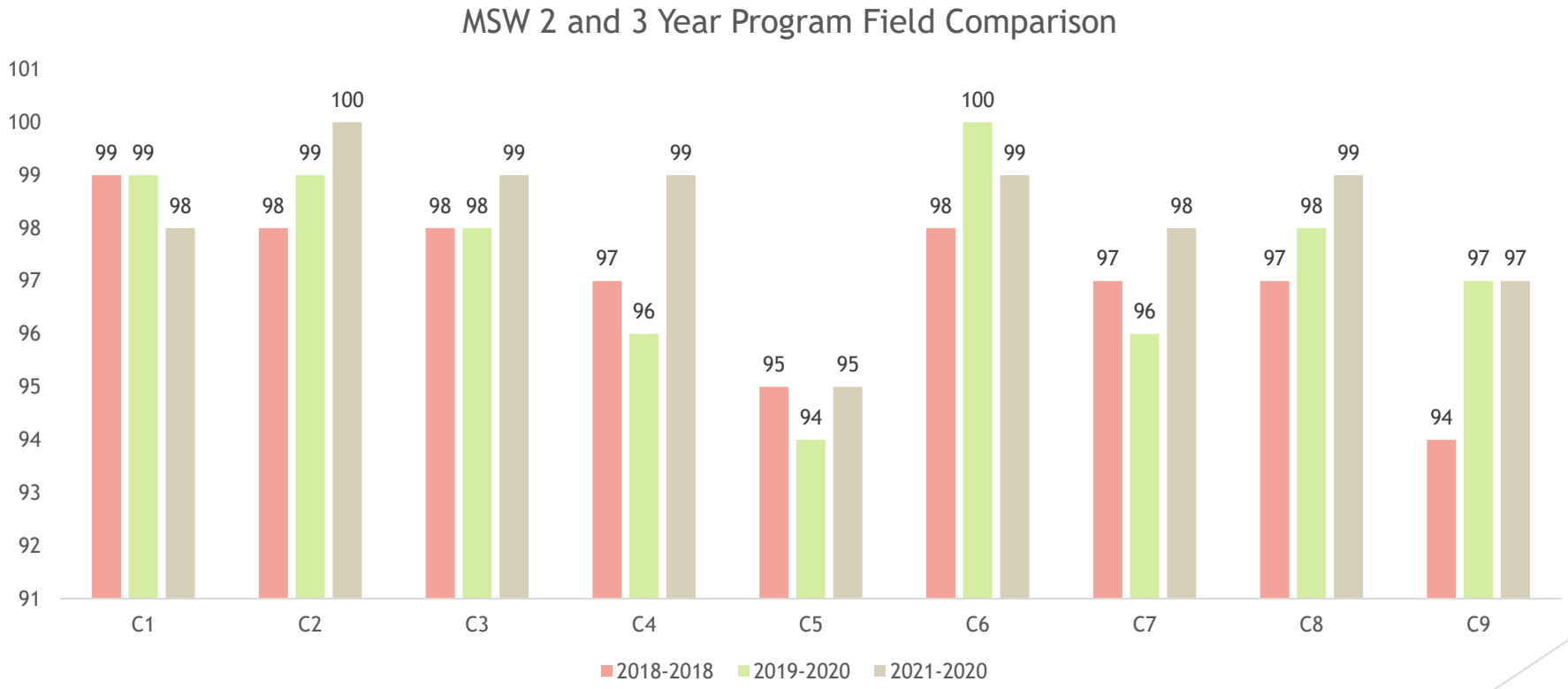
- Competency 2 as an example:
- For signature assignments, we expect that 85% of students will receive 80 out of 100 points or higher on the assignments.
  - 3710 Culturally Competent SW Practice: Ethnographic interview
  - 4630 Diversity Issues in SW: Reflection paper
  - 4740 SW Practice with Individuals & Families: Practice model paper
  - 4780 SW Policy & Services: Policy and social issues paper
- For field ratings, we expect that 85% of students will attain 3 or higher.

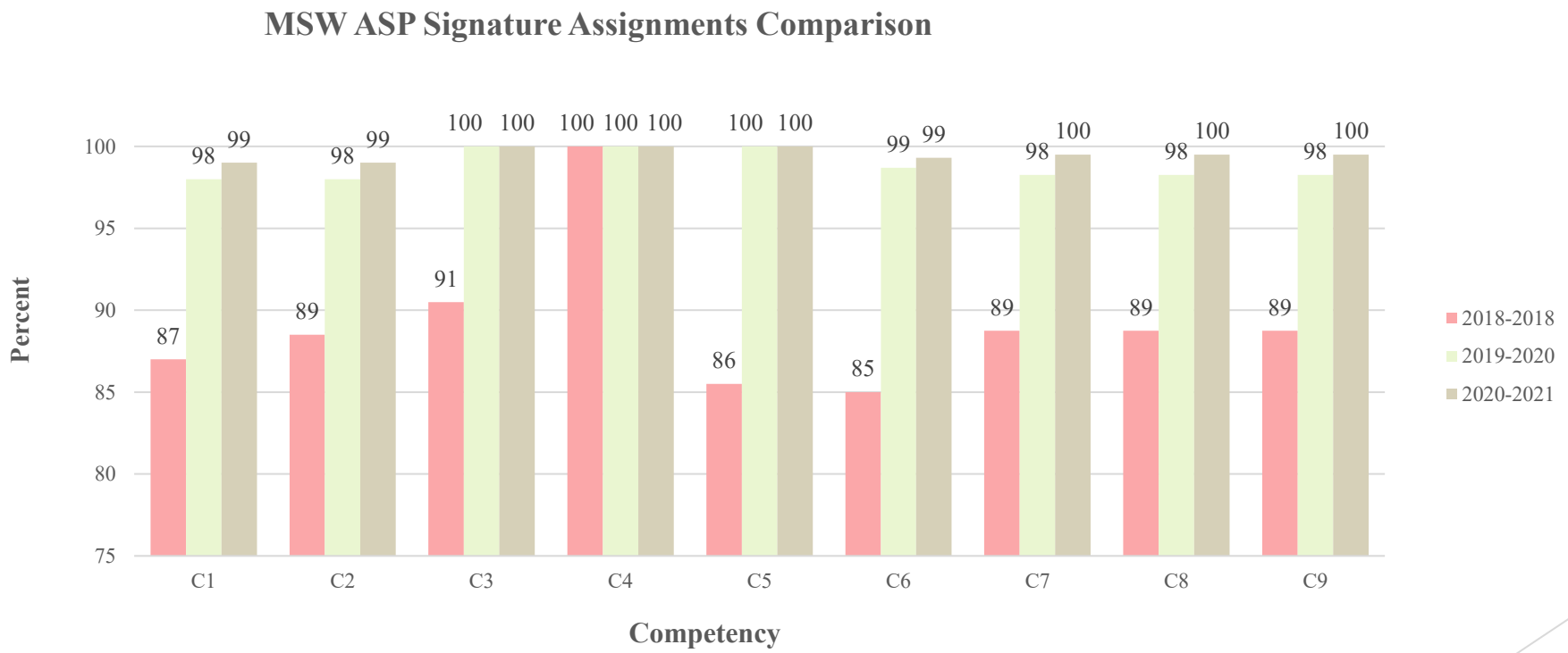
Comparison of Assessment Reports from CY2018, AY2019-2020, AY2020-2021

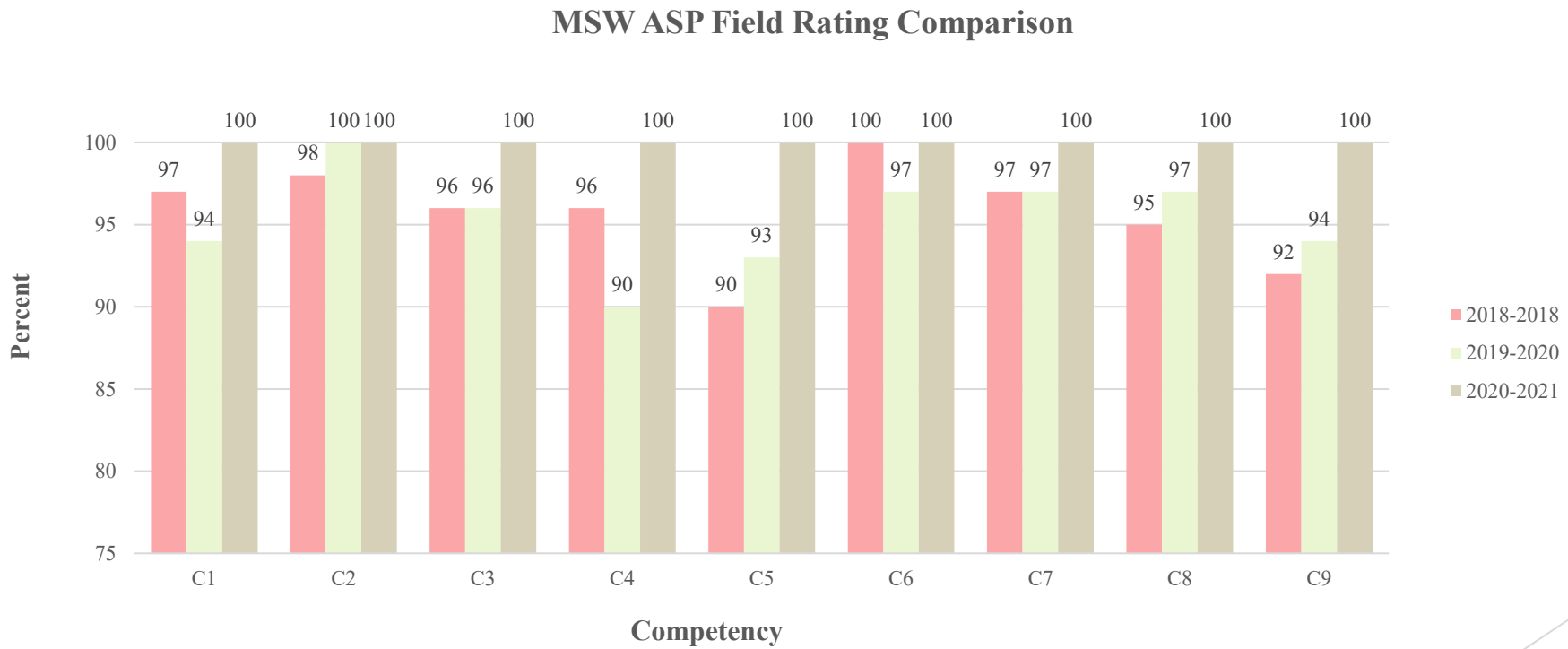



BASW Field Comparison
Percent
100
95
90
85
80
75
96
84
94
96
87
91
96
80
92
96
80
91
95
76
91
97
86
93
97
81
93
97
84
95
95
80
92
C1
C2
C3
C4
C5
C6
C7
C8
C9
Competency
2018-2018
2019-2020
2020-2021


MSW 2 and 3 Year Program Signature Assignment Comparison
100
98
96
94
92
90
88
86
84
82
80
92
99
98
90
92
97
88
93
93
95
95
93
88
93
94
90
99
96
87
99
95
87
99
95
87
99
95
C1
C2
C3
C4
C5
C6
C7
C8
C9
2018-2018
2019-2020
2020-2021


MSW 2 and 3 Year Program Field Comparison
101
100
99
98
97
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92
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99 99 98
98 99 100
98 98 99
97 96 99
95 94 95
98 100 99
97 96 98
97 98 99
94 97 97
C1
C2
C3
C4
C5
C6
C7
C8
C9
2018-2018
2019-2020
2021-2020


MSW ASP Signature Assignments Comparison
Percent
100
95
90
85
80
75
87
98
99
89
98
99
91
100
100
100
100
100
86
100
100
85
99
99
89
98
100
89
98
100
89
98
100
C1
C2
C3
C4
C5
C6
C7
C8
C9
Competency
2018-2018
2019-2020
2020-2021


MSW ASP Field Rating Comparison
Percent
100
95
90
85
80
75
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100
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92
94
100
C1
C2
C3
C4
C5
C6
C7
C8
C9
Competency
2018-2018
2019-2020
2020-2021

BASW students were more negatively impacted.

- More than one-third of our BASW students in the class survey reported not having reliable Wi-Fi and more than half of the students did not have appropriate space for online learning.
- They also reported limited communication with academic support networks such as professors, peers, and campus services.
- Many students had family responsibilities, such as helping their own children with online learning, while their work hours and income decreased.
- Larger household size and greater family responsibilities

Field was more negatively impacted than academic courses.

- The field placement was considerably disturbed by the sudden shutdown during the Spring 2020.
- Faced with the sudden public health crisis, field agencies and field education office were also forced to modify their learning activities within a short time period.

MSW students seemed to be less negatively impacted by the pandemic.

- It may be because graduate students compared to undergraduate students are likely to be more skilled at time management, motivated in earning their degrees, and have developed self-study skills.
- Graduate students had better living arrangements where they were more likely to have private space for online learning.
- Another factor that needed to be considered was the shift in grading whereby faculty became more lenient and flexible to support students during the extraordinary times.
  - reduced the required page limits of papers, broke down big exams to weekly quizzes, changed close-book exams/quizzes to allow some notes during exams/quizzes etc.

Questions? Comments? Thanks!