EFFECTIVENESS OF ADMISSION CRITERIA IN PREDICTING STUDENT ACADEMIC PERFORMANCE IN A BACHELOR OF SOCIAL WORK PROGRAM

by

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Abstract

Objective: Explore whether admission criteria were associated with academic performance for a Bachelor of Social Work program.

Methodology: Correlations and regression models were used to determine associations between admission criteria and performance of 371 students. One-way ANOVAs and t-tests were used to examine potential differences between degree programs, cohorts, and raters.

Results: Previous academic standing was a consistent predictor for the First Degree program; however, varied by pedagogical area and cohort for the Second Degree. An admissions test was more predictive for the First Degree than the Second Degree. Experience ratings were not an adequate predictor for the First Degree, but were for the Second Degree. The predictability of suitability ratings varied by program and pedagogical area.

Conclusion: Admission criteria are predictive of performance, particularly through multivariate analyses. Differences in the predictability of admission criteria reiterate the need for a varied admissions model. In addition, supports must be available to all students.

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Chapter 1: Introduction and Overview

Background of Study and Importance of Evaluating Admissions Processes

For admittance to Canadian Bachelor of Social Work (BSW) programs, applicants typically must go through a competitive admissions process in order to be considered for the program for which they apply. Most BSW programs have developed a number of admission criteria which they utilize to evaluate applicants to determine who will be the best fit for their program and the social work profession. A combination of various criteria may be assessed through mechanisms including an applicant's previous academic standing, a social work admission test, relevant paid and volunteer work, a written statement, references, or an interview.

The admissions process has an integral gatekeeping role for the social work profession. The importance of gatekeeping was highlighted by the Canadian Association of Schools of Social Workers, the predecessor of the Canadian Association of Social Work Education (CASWE) (as cited in Barlow & Coleman, 2003):

> In order for the profession to promote its values, protect the public and the reputation of the profession and the trust placed in it, protect clients and practitioners, and ensure competent service, there must be mechanisms to evaluate the suitability of aspiring professionals among those **applying** to or studying in schools of social work. There must be monitoring and regulating of the conduct of professionals in training. It is recommended that each school have such mechanisms in place (p. 152).

Admissions processes have become a central step in determining suitability for social work and as a gatekeeper for the profession (Dunlap, Henley, & Fraser, 1998;

Holmström & Taylor, 2008b). Once students are admitted to a BSW program, there is significant evidence that very few students drop out or fail. Therefore, students who are admitted to the program will most likely graduate and become social work professionals (Dunlap et al., 1998; Holmström & Taylor, 2008a; Lafrance, Gray, & Herbert, 2004; Regehr, Stalker, Jacobs, & Pelech, 2001; Ryan, McCormack, & Cleak, 2006). In addition, schools of social work dedicate significant time and resources to the admissions process. Applying to schools of social work also requires significant energy on behalf of applicants, and admittance to a BSW program demands time and dedication from students to complete their studies.

Great importance is placed on the admissions processes within the social work profession. In addition, significant resources and energy are usually allocated to the admissions process by BSW programs. Despite this, there has been very little research conducted evaluating which admission criteria are predictive of performance in BSW programs.

This thesis is my final academic requirement of the MSW program which I am completing at Memorial University (MUN). I completed my MSW Field Internship with student services at MUN School of Social Work and became quite involved with the BSW admissions processes through researching the admissions processes at other Canadian universities to eventually starting the groundwork of beginning to evaluate the BSW admissions processes at MUN. I soon realized there was a significant lack of research in the area of BSW admissions processes, and gained an interest in evaluating the admissions processes for the MUN BSW program. Consequently, I decided to take on the research project as my thesis.

Through my study, I hope to add to the current limited body of research available regarding, which admission criteria are predictive of academic performance in BSW education, consequently strengthening gatekeeping methods for the social work profession and ensuring sound admission processes for the MUN BSW program. I also hope to highlight areas for further research, which can be explored in future studies.

Definition of Key Concepts

It is important to define the key concepts that were explored in this study to ensure shared meaning and understanding. These concepts include gatekeeping, admissions, admission year, professional suitability, and pedagogical areas.

1) **Academic Performance:** For the purposes of this student, academic performance was defined and measured by the grades students received for 2000-4000 level social work courses completed.
2) **Gatekeeping:** Gatekeeping is an ongoing process that begins with the admissions process to a BSW program. Gatekeeping continues through the BSW education process, including course work and field practicums, and concludes with BSW programs determining whether students will graduate to become social workers in the field (Moore & Urwin, 1991).
3) **Admissions Procedures:** Admissions procedures are used by social work programs to ensure the selection of the best candidates for social work practice. Admissions procedures facilitate the selection of BSW students who are both academically prepared for social work studies and suited to the profession. Admissions procedures also enable BSW programs to meet administrative and

professional standards including adherence to requirements of the values and ethics of the profession and the gatekeeping role for the profession (Vliek, Fogarty, & Wertkin, 2015).

4) **Admission Year:** Year in which students are admitted to the BSW program.
5) **Professional Suitability**: Lyons defines professional suitability as good understanding of social work knowledge, skills, and values and the performance of appropriate behaviours in given practice situations (as cited in Tam & Coleman, 2009). Students in the BSW programs of the School of Social Work at Memorial University are expected to demonstrate professional behaviours and qualities that are consistent with the Canadian Association of Social Workers (CASW) Code of Ethics. These professional behaviours and qualities are reflected in the School of Social Work's suitability criteria and include respect for the inherent dignity and worth of persons, pursuit of social justice, service to humanity, integrity in professional practice, confidentiality, and competent application of knowledge and skills for professional practice (Memorial University (MUN) School of Social Work, 2016).
6) **Pedagogical area**: Larrison and Korr (2013) suggest that the signature pedagogies in social work involve the integration of practitioner knowledge, performative action, and awareness that emphasizes the development of the professional self. The integration of these assets is reflected in different types of subject matter that is taught to students in particular courses. For the purposes of this research, I used the five pedagogical areas that were identified in an internal review of the BSW program at Memorial University by teaching consultant, J. Fewer (personal

communication, November 30, 2015): theoretical, practical, professional identity, research, and social administration and policy. A sixth, integration of knowledge, was assessed as the grade in a course associated with field practicum. Refer to Tables 3 and 4 in the Measures section on pages 47 and 48 for the social work courses completed in the BSW program and the division of the BSW courses by the core pedagogical areas.

Overview of the MUN BSW Program

MUN began offering a five-year full-time First Degree BSW program in 1975. In 2009, several changes were made, including a reduction to four years of study for the First Degree program and the addition of a Second Degree program. The number of students admitted also increased for the First Degree program in 2009: from 45 to 60. The sample for this study included the entire population of the MUN BSW First and Second Degree students admitted between 2009-2014 inclusive. Between 2009-2014, the MUN School of Social Work selected from an average of 120 applicants each year who met minimum requirements for the First Degree BSW program. The First Degree program is delivered in the fall and winter semesters on-campus in St. John's, Newfoundland and Labrador, with flexibility to complete two courses online when students are completing their field practicums. The 120-credit hour First Degree program requires 48 non-social work credit hours and 72 social work credit hours that include two 350-hour practicums. Students must complete 30 of those credit hours as prerequisite courses prior to applying to the program.

The BSW as a Second Degree program is completed over four consecutive semesters, beginning in the winter semester. Similar to the First Degree program, courses

are delivered on-campus, with flexibility to complete two courses online when students are completing their field practicums. The first two semesters include course work only, while the remaining two semesters include field practicums and course work. The Second Degree program requires 60 social work credit hours that include two 350-hour practicums. Students must have already been awarded a Bachelor's Degree and must have completed 30 credit hours in prerequisite courses prior to applying to the program (refer to Appendix 1 for calendar regulations regarding specific entrance requirements). Applicants must also have a minimum of 300 hours of verified employment and/or formal volunteer experience in the human services. Priority is also given to applicants who are bona fide residents of Newfoundland and Labrador. Between 2010-2014, the Second Degree program admitted 15 new students each year out of an average 30 applicants who met minimum application requirements.

The BSW program aims to educate social workers with broadly based generalist skills in working with individuals, families, communities and groups, in order to qualify graduates for beginning professional practice in social work (MUN School of Social Work, 2015). BSW students complete non-social work courses, social work courses and field practicums to ensure they learn the fundamental knowledge, values and skills necessary for professional practice. (MUN School of Social Work, 2015). Refer to Tables 3 and 4 in the Measures section on pages 47 and 48 for the social work courses completed in the BSW program and the division of the BSW courses by the core pedagogical areas.

Process to Determine BSW Admission Scores

The following is a general description of the processes used to determine admission scores between 2009-2014 for the First and Second Degree BSW program at

MUN. More in-depth details of the process are explained in Chapter 4 in the Measures section.

All BSW applications were first screened by the Chair of Admissions and the Admissions Secretary at the School of Social Work to determine if the applications were complete and the course prerequisite requirements were achieved. Applicants indicated on their application form to which BSW program(s) they were applying (see Appendix 2 and Appendix 3 for examples of BSW Application for Admission/Re-admission form). To be considered for the First Degree program, applicants must have had:

- the minimum academic requirement of an overall average of 65% in the required 30 credit hours of pre-requisite courses for the BSW program (refer to Appendix 1 for required pre-requisite courses)
- a minimum average of 65% in their most recent 30 credit hours of undergraduate studies and
- a minimum grade of at least 65% in Social Work courses.

To be considered for the Second Degree program, applicants must have:

- been awarded a Bachelor's Degree or approved for the award of a Bachelor's Degree from a university recognized by MUN
- achieved a minimum average of at least 70% in the last 60 credit hours of undergraduate study attempted for which a numeric grade had been assigned
- completed the required 30 credit hours of prerequisites and achieved an overall average of at least 70% in these courses and a grade of at least 65% in Social Work courses. These courses and credits must have been taken at MUN or

accepted for transfer credit from a recognized university or university college (refer to Appendix 1 for required prerequisite courses) and

- completed 300 hours of verified formal work/volunteer experience in human services (Memorial University, 2014).

If an applicant's application was complete and the course prerequisites were achieved, the student was given the opportunity to proceed through the remainder of the BSW admissions process. If applications were submitted to both the First and Second Degree programs, they were first assessed for the Second Degree program. If they were not accepted in the Second Degree program, applicants were then assessed for the First Degree program. The MUN BSW admissions processes were based on a number of academic and other criteria, which are presented in Table 1.

Table 1: Admission Selection Criteria for the MUN BSW Program

Criteria	First Degree Program	Second Degree Program	Percentage
Previous Academic Standing	Average in most recent 30 credit hours	Average in most recent 60 credit hours	15%
	Average in 30 credit hours of required prerequisites	Average in 30 credit hours of required prerequisites	15%
	University cumulative average	University cumulative average	10%
Social Work Admissions Test (SWAT)			30%
Suitability and Experience			30%
Applicant Self-Identifying as First Nations/Aboriginal and/or Member of an Equity Group			*Applicants identifying as First Nations/Aboriginal and/or as part of an equity group could be given additional consideration

Applicants who did not meet the academic criteria were sent a letter explaining why they were not eligible for consideration for admission. Those who did meet the criteria were invited to participate in a Social Work Admissions Test (SWAT; described in Chapter 4 in the Measures section on page 40). The SWAT was written in-person at various locations at the same time over a two-hour period. Invigilators were arranged at the St. John's and Corner Brook campuses of MUN, as well as other locations across Canada and internationally so applicants could complete the SWAT at a site near them.

As part of the admission process, suitability and experience criteria were also assessed through a variety of admissions mechanisms such as self-appraisal forms, references, and employment/volunteer verification forms. A detailed process of how suitability and experience criteria were assessed is explained in Chapter 4 in the Measures section on page 43. Suitability and experience criteria helped the School of Social Work ensure that students were suitable for the social work profession and had experience in helping others. The justification for including related experience as a criterion included: 1) Experience allowed applicants to develop a better understanding of the social work profession and determine if they were suited for the profession, and 2) Their experiences ensured applicants had developed a preparatory knowledge base to better be able to relate course material in the BSW program to their experiences (MUN School of Social Work, 2011a).

Additional Consideration for Applicants Self-Identifying as First Nations/Aboriginal or Identifying as a Member of an Equity Group

Between 2009-2014, on their self-appraisal form, applicants could self-identify as a member of an equity group for additional consideration by the Undergraduate Admissions Committee, a subcommittee of the Undergraduate Studies Committee at the School of Social Work (see Appendix 4 for Self-Appraisal Form). Equity groups could include, but were not limited to having a physical, mental or learning disability; being of Aboriginal/First Nations Ancestry; or belonging to other marginalized groups.

For admission year 2014, only for the First Degree program, applicants who self-identified as First Nations/Aboriginal could have been given additional consideration by the Undergraduate Admissions Committee if they provided documentation of their First

Nations/Aboriginal ancestry. Up to three seats in 2014 were available for applicants of First Nations/Aboriginal ancestry who met the minimum numeric grade and course requirements for admission to the program. Although applicants identifying as First Nations/Aboriginal were given additional consideration, it did not guarantee these applicants would be admitted to the program. The three highest-ranking applicants identifying as First Nations/Aboriginal who did not obtain a seat based on their competitiveness in the ranking process were designated the three seats available for applicants of First Nations/Aboriginal ancestry.

Applicants who self-identified as part of an equity group from 2009-2014 (including identifying as First Nations/Aboriginal between 2009-2013) who were not successful in obtaining a seat based on their competitiveness in the ranking process were individually considered by the Undergraduate Admissions Committee for additional points. The circumstances of each applicant were considered on an individual basis, and each committee member anonymously recommended additional points up to a maximum of five points for each applicant. The average of the recommended additional points for each applicant was then determined and added to the applicant's original overall ranking score. Although applicants identifying as part of an equity group may have been given additional points, it did not guarantee these applicants were admitted to the program.

Chapter 2: Literature Review

This chapter examines the literature available on current BSW and MSW research related to admission processes, as well as admissions research completed by other professional programs. The studies reviewed are from English-speaking institutions and are within a Western context. I will highlight various admission criteria, including academic preparation, suitability, and related experience, and their relationship and predictability of performance both in academics and in field experiences. Kidd and Latif (2003) stress that it is not the mechanisms, such as a written statement or references, that are predictive, but the underlying criteria that are evaluated by these mechanisms (e.g. communication skills, knowledge of social work). With this information in mind, it should be noted that I found it challenging at times to decipher which criteria in the literature were actually being assessed through the various mechanisms.

For all professions, the review of the literature also explores demographic variables, such as age and gender, as potential moderating variables in predicting performance in the various professional programs. In addition, the literature compares the predictability of admission criteria between different routes within a similar program, predictability by pedagogical areas, as well as by different stages and years in the programs. Finally, the literature explores the identification of students who may struggle in a professional program and who may need additional supports to be successful in a program and, eventually, the profession.

Admissions Research from Other Professional Programs

Research related to admission processes was reviewed from the professions of nursing, education, and pharmacy. These programs were selected, as they were all

professional undergraduate programs in the health and social services field. In addition, the programs had similar admissions criteria, processes, and mechanisms to undergraduate social work programs. Various admission criteria will be summarized related to suitability and related experience, academic preparation, and demographic variables. The literature shows that determining effective admission criteria is not just a challenge for social work, but for other professions as well.

Suitability and Related Experience

References

Of all the studies reviewed, only one evaluated the effectiveness of references as a single admission variable for predicting performance in a professional program. Caskey, Peterson, and Temple (2001) determined that references were predictive of students' overall performance in an education program. One study did evaluate references in combination with other suitability assessment mechanisms, which will be reviewed later.

Interview or Group Activity

Interviews or group activities had varying results among the professional programs reviewed. Kidd and Latif (2003) evaluated a pharmacy program and did not find interviews to be predictive of students' academic performance or performance in clerkship. In addition, Unni and colleagues (2011) did not find interviews to be predictive of academic performance for pharmacy students; however, they stated that the attributes assessed in interviews (i.e. motivation, leadership skills, team skills, problem-solving skills, compassion, and professionalism) are critically valuable for competent pharmacists.

Hardigan, Lai, Arneson, and Robeson (2001) did find interviews to be predictive of pharmacy students' academic performance. Malvern (1991) determined that ratings on interviews were able to predict students who performed the best academically in an education program, while Byrnes, Kiger, and Shechtman (2000) found group interviews to be the most predictive variable in predicting performance in education internships. Caskey and colleagues (2001) evaluated the use of a group problem solving activity for an education program, which was found to be predictive of overall performance.

Finally, Ehrenfeld and Tabak (2000) studied the impact interviews had in reducing attrition rates in a nursing program. They determined that without interviews, attrition rates increased. They also found individual interviews reduced attrition rates more than group interviews.

Written Statements

Through written statements completed for two education programs, students described their experiences related to their chosen profession, as well as their interest in the profession. Casey and Childs (2011) determined that the written statement was not predictive in education internships or ratings of students' preparedness for working in the field. Caskey et al. (2001), however, did find the written statement to be predictive of overall student performance.

Kidd and Latif (2003) studied a pharmacy program and determined that evaluating communication skills in a written essay significantly predicted overall GPA in the program, but not performance in the first through third years of the program or in pharmacy clerkships.

Overall Suitability Ratings

One of the studies combined different written materials provided by applicants to assess for suitability criteria. Timer and Clauson (2010) evaluated a combination of a structured resume, personal statement, two reference letters, and an admission interview for an advanced standing nursing program. The assessment of suitability criteria was determined to not be predictive of academic performance in any academic course areas.

Personality Traits

Three studies assessed personality traits as a way of predicting performance, two of which found some evidence of effectiveness. Kidd and Latif (2003) determined that the California Critical Thinking Skills Test was predictive of pharmacy clerkship performance, but not academic. The Clinical Thinking Dispositions Inventory proved to be a predictor of academic performance (at the .05 level), but not clerkship.

Marso and Pigge (1991) utilized the Myers-Briggs Type Indicator and determined that three of the eight Myers-Briggs scores (sensing-intuition, thinking-feeling, judging-perceptive) were significant predictors in education internship performance. Students with a preference for intuition in contrast to sensing (a preference for looking for possibilities and relationships rather than work with known facts) and a preference for feeling rather than thinking (a preference for making judgments more on personal values than on impersonal analysis and logic) were more likely to be rated higher. Whereas students with a perceptive rather than judging attitude (a spontaneous way of life rather than a planned, orderly way of life) were more likely to have their student teaching performance rated lower.

Rotter's Locus of Control scores were also utilized, as well as students' self-reported attitudes, anxieties, and concerns about teaching. Marso and Pigge (1991) determined that students who were more anxious about teaching and felt less control over their environment were more likely to be rated lower by their supervisors than other students.

Lobb, Wilkin, McCaffrey, Wilson, and Bentley (2006) utilized three different tests in their study: Learning and Study Strategies Inventory, Defining Issues Test, and Watson-Glaser Critical Thinking Appraisal. None of the tests were proven to be predictive of academic performance by students in a pharmacy program. Lobb et al. concluded that although the tests may not be predictive of academic performance, the tests still could be assessing for desirable characteristics of future pharmacists that GPA is not able to capture.

Academic Preparation

Most of the studies considered the relationship and predictability of different aspects of academic preparation with performance in professional programs, including the impact of students having a prior degree, scores on standardized admission tests, as well as previous academic standing such as GPA or grades in previous course work.

Prior Degree

Four of the studies evaluated the impact of students having a prior degree. Timer and Clauson (2010) found having a degree prior to entering a nursing program was not predictive of academic performance. Two studies did find having a prior degree to be predictive of academic performance in a pharmacy program (Houglum, Aparasu, & Delfinis, 2005; Thomas & Draugalis, 2002). Unni and colleagues (2011) found having a

prior degree to be predictive in academic performance in a pharmacy program, but only in the first year, and only when students had a degree in applied/health/physical sciences.

Admission Tests

For the pharmacy programs, many studies found the Pharmacy College Admission Test (PCAT) to be predictive of overall academic performance (Hardigan et al., 2001; Kuncel et al., 2005; Thomas & Draugalis, 2002). Kidd and Latif (2003) found the PCAT to be predictive for first three years of the program, but not the fourth year. Kidd and Latif also found the PCAT not to be predictive of students' performance in the pharmacy clerkships. Hardigan et al. (2001) determined that high American College Test (ACT) scores reduced the odds of academic probation in a pharmacy program.

Regarding education programs, Caskey and colleagues (2001) found standardized tests to be highly correlated with students' overall performance; however, none of the other studies reviewed found standardized tests to be predictive of either academic or education internship performance (Byrnes et al., 2000; Mikitovics & Crehan, 2002; Olstad, Beal, & Marrett, 1987; Riggs & Riggs, 1991; Salzman, 1991).

Previous Academic Standing

Seventeen of the articles reviewed evaluated the relationship and predictability of previous academic standing on performance in professional programs. Many of the studies found previous academic standing to be predictive of academic performance or reduce odds of poor academic performance (Caskey et al., 2001; Hardigan et al., 2001; Houglum et al., 2005; Kuncel et al., 2005; Lobb et al., 2006; Shulruf & Shaw, 2015; Shulruf, Wang, Zhao, & Baker, 2010; Thomas & Draugalis, 2002; Timer & Clauson, 2010). Unni et al. (2011) found previous academic standing to be predictive when

pharmacy students entered the program; however, as students progressed through the program, previous academic standing was no longer a significant predictor. In addition, the authors found only previous math and science courses to be predictive of performance. The only study not to find previous academic standing to be predictive of academic performance was Kidd and Latif (2003).

In regards to the prediction of previous academic standing with performance in internships and clerkships, there were more mixed results. Some studies found previous academic standing to be predictive of internship and clerkship performance (Byrnes et al., 2000; Marzo & Pigge, 1991; Riggs & Riggs, 1991; Salzman, 1991). Other studies, however, did not find previous academic performance to be predictive (Casey & Childs, 2011; Kidd and Latif, 2003; Olstad et al., 1987).

Demographic Variables

Age

There were only three studies that evaluated the relationship between age and performance in a professional program. Timer and Clauson (2010) determined that students in a nursing program with lower academic performance were usually older while Shulruf and Shaw (2015) concluded age was not predictive of performance in a pharmacy program. Unni and colleagues (2011) determined that older students do not perform as well in first and second year in a pharmacy program; however, age was not predictive of performance in the third year of the program.

Gender

Only four of the studies evaluated the relationship between gender and performance in professional programs. Three of the studies found no relationship between

gender and performance (Shulruf et al., 2010; Shulruf & Shaw, 2015; Timer & Clauson, 2010). Houglum et al. (2005) did, however, find a significant relationship, with females being less likely to be on academic probation than males.

MSW Admissions Research

A number of relevant articles were also reviewed regarding MSW admission processes, providing insight into the predictive validity of various criteria and variables, including related experience, suitability, academic preparation, and demographic variables. Related experience was studied to a greater extent in the MSW admissions research than the other professional programs.

Related Experience

Many of the studies evaluated whether related experience, such as prior social or human service work or volunteer experience, was predictive of performance in MSW programs. The results were inconsistent.

Some studies concluded that related experience was not related to overall performance in an MSW program and demonstration of professional competence (Bogo & Davin, 1989; Duder & Aronson, 1978; Pelech, Stalker, Regehr, & Jacobs, 1999; Sowbel & Miller, 2015; Vliek et al., 2015). Thomas, McCleary, and Henry (2004) concluded that related experience did not significantly correlate with academic performance; however, they determined that related experience was significantly correlated with field performance. Other studies found significant relationships between related experience and overall performance in an MSW program (Pfouts & Henley, 1977; GlenMaye & Oakes, 2002). Fortune (2003) found related experience to be predictive of

first-year GPA, but not predictive of second-year academic performance or field performance.

Holmström and Taylor (2008b) compared students who had been identified by faculty as having difficulties with students who were not identified. They concluded that the amount of prior relevant experience was greater, on average, for the identified students than for those who were not identified. The authors stated the importance of exploring possible contributory factors (such as the nature of previous experience, nature of supervision and of any training received) in order to further understand this finding considering the value many MSW programs place on previous experience. In addition, the authors stated the importance of exploring whether this arises from more complex processes, such as "the individual's ability to reflect upon their work and their practice and their capacity for growth and change" (p. 828).

Suitability

Suitability to the social work profession was assessed through a number of mechanisms, such as interviews, references, written statements, and assessment of personality traits. Some of the studies assessed suitability criteria through separate mechanisms to determine a relationship with performance in the MSW programs, while other studies analyzed suitability through a combination of mechanisms.

Interviews

Of all the MSW studies reviewed, only two studies explored the relationship between interviews and student performance. Duder and Aronson (1978) studied performance in three MSW courses, two practice courses and one policy course. They determined a positive significant relationship between group interviews and one practice

course; however, they did not find a significant relationship with the other practice course or the policy course.

Holmström and Taylor (2008b) compared interview ratings of students who had and had not been identified by faculty as having difficulties. They concluded that interviews were not effective at determining which students struggled in the program.

Written Statements

The characteristics assessed by written statements were varied; however, each assessed suitability criteria for the social work profession. Most of the studies did not show a relationship between the written statement and academic and field performance, professional competence, and graduation (Duder & Aronson, 1978; GlenMaye & Oakes, 2002; Vliek et al., 2015). In contrast to these studies, Bogo and Davin (1989) did find some significant results as they explored potential differences between a 10-month MSW program (for students holding BSW degrees) and a two-year-program (for students holding non-BSW degrees). For the 10-month program, a strong correlation was found between the written statement and academic performance. For the two-year-program, a weak correlation was found between the written statement and final year field performance.

References

Evidence concerning the relationship between references and predicting performance in MSW programs was mixed. Duder & Aronson (1978), found a significant positive relationship between references and performance in practice courses. In addition, Pfouts and Henley (1977) found a positive relationship between references and students' later field performance. In two studies, reference letters were significantly correlated with

field performance (GlenMaye & Oakes, 2002; Thomas et al., 2004). Thomas et al. (2004), however, determined that quality of references was not predictive of academic performance. Vliek et al. (2015) determined there was no significant relationship between references and problems with students demonstrating professional competence throughout the MSW program. In addition, references were not able to predict if students would graduate (Vliek et al., 2015).

In addition, two studies compared students who had been identified by faculty as having difficulties with students who were not identified; both studies determined there were no differences between the ratings of references (Pelech et al., 1999; Holmström and Taylor, 2008b).

Overall Suitability Rating

Some of the studies combined different written materials provided by students to assess for certain suitability criteria. The study completed by Fortune (2003) evaluated an overall applicant rating that was determined by faculty members rating students' transcripts of previous academic work, letters of reference, résumés, and personal statements of goals. For all aspects of academic performance and performance in field, overall applicant ratings were not found to be significant predictors.

Thomas et al. (2004) assessed the predictability of intellectual & academic potential, and leadership potential. Faculty rated intellectual & academic potential based on the following: GPA; GRE score; and conceptual ability, problem solving ability, writing skills, creativity, and academic skills as demonstrated through personal statement. Utilizing the various written materials provided by students, leadership potential was also assessed by faculty. Intellectual & academic potential were determined to have a

moderate correlation with academic performance; however, no relationship was found with field performance. Faculty ratings of leadership potential were not predictive of academic or field performance.

For the study conducted by Pelech and colleagues (1999), faculty reviewed personal statements, references, application forms, personal information forms, and transcripts in order to assess students' suitability characteristics (e.g., social service experience, capacity to communicate, motivation, and emotional maturity). Students who were identified as having problems in the program showed lower ratings of emotional maturity than students who did not have problems. In a multivariate analysis, age and faculty rating of emotional maturity successfully classified 80.9% of students.

Using stepwise multiple regression, a model including faculty ratings of students' ability to communicate and their final year undergraduate GPA was found to adequately predict student performance in the first year of the program, accounting for 35.2% of the variance. For the second year of the program, a model that included emotional maturity, final year undergraduate GPA, and faculty ratings of social service experience predicted performance and accounted for 41.5% of the variance (Pelech et al., 1999).

Personality Traits

Seipel, Johnson & Walton (2011) explored which personality attributes were significant in enabling MSW students and social work employees to succeed. Seipel et al. (2011) drew on the opinions of admissions chairs for MSW programs and agency administrators responsible for hiring policies to identify attributes they believed were fundamental to success in both social work education and, eventually, employment. Forty-nine cognitive and personal attributes were grouped under seven categories to

construct a survey. Intellectual-ability, problem solving, and creativity were placed under the cognitive domain; and leadership, social awareness, emotional strength, and maturity categories were grouped under the personal domain. Admission chairs were asked to rate the importance of each attribute in relation to influencing success in an MSW program while agency administrators were asked to rate the importance of each attribute with influencing success as an employee.

Between the admission chairs and agency administrators' responses, there were few statistically significant differences. Of the 49 attributes, admission chairs placed higher value on some intellectual attributes such as "writes well, critical thinker, studious, and good academic record". Administrators ranked "fast learner" higher under intellectual skill attributes. Administrators also placed higher value on being charismatic and intuitive. Overall, the average ratings of the attributes by the two groups were highly correlated ($r = .834$, $p < .001$), and their rankings were also similar ($r_s = .852$, $p < .001$).

When comparing ratings of personal attributes compared to cognitive attributes, it was found that personal attributes were more highly valued than cognitive attributes. However, Seipel et al. (2011) spoke to the importance of considering both attributes, as both attributes are valued.

Sowbel and Miller (2015) tried to determine what qualities may be useful for social work students and explored if there was a relationship between academic and field performance in an MSW program and personality, using the Five-Factor Model (FFM) of personality traits (i.e., neuroticism, extroversion, openness to experience, agreeableness, and conscientiousness). Using hierarchal regression, a model predicted field performance in the first semester, accounting for 15% of the variance. Four of the five personality

traits (not openness to experience) significantly predicted performance; no other criteria (e.g., age, gender, undergraduate grades and practice experience) emerged as significant predictors. Agreeableness and conscientiousness were positively associated with performance; extraversion and neuroticism were negatively associated. In a model predicting field performance in the second semester, the overall regression model was not significant; however, agreeableness was found to be positively correlated with field performance.

In regards to academic performance in the first semester, the overall regression model was significant, with both agreeableness and openness to experience emerging as positive predictors. For academic performance in the second semester, the overall regression model was also significant with agreeableness demonstrating a positive association and extraversion a negative association to the criterion.

Evidence from the studies conducted suggests that personality traits have bearing on academic and field performance and, eventually, practice performance (Seipel et al., 2011; Sowbel & Miller, 2015). As stated by Sowbel and Miller (2015), "It is clear that we need to pay closer attention to personality and character traits in determining who might be a good fit for the profession, or for whom the profession might be a good fit" (p. 122). In addition, Seipel et al. (2011) speak to the importance of educating the whole student, noting that social work educators must not only impart knowledge, but also "develop students' personal qualities consistent with social work values and ethics' (p. 458).

Academic Preparation

Graduate Record Examination (GRE)

In two studies, a weak positive correlation between GRE scores and students' academic performance was found (Milner, McNeil, & King, 1984; Thomas et al., 2004). GRE was not predictive of students' field performance, retention, or graduation. Overall, this evidence raises questions as to the validity of GREs in predicting performance in MSW programs, particularly field performance.

Previous Academic Standing

Of all the admission criteria evaluated in the studies, previous academic standing was the most consistent predictor of performance in an MSW program (i.e. academic average at the undergraduate level or undergraduate GPA). Some studies found previous academic standing to be predictive of overall academic performance in the program (Duder & Aronson, 1978; Dunlap et al., 1998; Milner et al., 1984; Pelech et al., 1999; Pfouts & Henley, 1977; Vleik et al., 2015). Students who were identified as having problems in MSW programs were also found to have lower prior academic performance (Holmström & Taylor, 2008b; Pelech et al., 1999). Only one study found no association between previous academic standing and performance in an MSW program (Schubert, 1963).

In more detailed analyses, previous academic standing was found to be predictive of academic performance, but not field performance (Fortune, 2003; GlenMaye & Oakes, 2002; Sowbel & Miller, 2015; Thomas et al., 2004). In addition, Thomas et al. (2004) looked at performance in the first and second year of an MSW program and found previous academic standing to be predictive of only the first year of the MSW program,

and not the second. Bogo and Davin (1989) also found differing results between a 10-month MSW program (for students holding BSW degrees) and a two-year-program (for students holding non-BSW degrees). For the two-year-program, previous academic standing was not significant for field performance and was predictive of academic performance in the first year of the program, but not the second. For the ten-month-program, prior academic standing was predictive of academic performance, but not field.

Demographic Variables

Age

In regards to age, there were differing results in regards to its relationship to students' performance. In three studies, age was not related to performance in MSW programs (Dunlap et al., 1998; Fortune, 2003; Schubert, 1963). Duder and Aronson (1978), however, compared age to academic performance in different pedagogical areas and concluded that students who were older performed better in a policy course, while younger students performed better in the practices courses.

Pelech et al. (1999) did not find a significant correlation between age and performance in an MSW program; however, when analyzing students who had been identified as having problems in the program compared to students who had not been identified, students identified were significantly older. In addition, Pelech et al. (1999) determined that age at admission successfully predicted later interpersonal problems in 71.1% of cases. Holmström & Taylor (2008b) completed a similar study and also found older students to be overrepresented in the identified group.

Gender

Like age, most of the studies proved to have mixed results when analyzing whether there was a relationship between gender and performance in an MSW program. Two studies concluded that gender was not related to performance (Fortune, 2003; Schubert, 1963), while three studies concluded that females performed better than males in different aspects of performance.

Pelech et al. (1999) studied the relationship between pre-admission data and later academic problems and issues in practicum. Through chi-square analysis, Pelech et al. (1999) revealed that a greater proportion of males than females were represented among students identified as experiencing later problems. Pfouts & Henley (1977) found females to perform significantly better than males in field practicums. Dunlap et al. (1998) defined student academic performance by their results on a comprehensive exam prior to graduation and found females to perform significantly higher than males.

BSW Admissions Research

There is very limited research available pertaining to the predictive validity of admission processes in BSW programs within Canada, as well as internationally. Two relevant articles are explored (Schmidt, 2007; Ryan, McCormack, & Cleak, 2006).

Schmidt (2007) completed an evaluation of the predictive ability of admission criteria for a new BSW program at the University of Northern British Columbia (UNBC). Three research questions were explored with the following results:

1) Do the admission or selection criteria used by the UNBC social work program predict academic success as defined by final GPA?

A number of mechanisms were used to assess admission criteria including entry GPA, human service work experience, and a statement of intent. The study determined that only GPA was a reliable selection criterion to predict academic performance in the program.

2) Are demographic characteristics of the students predictive of academic success?

The study examined the demographic characteristics of community of origin, age, Aboriginal status, gender, and parental status. It was determined that demographic characteristics had no influence on outcome.

3) How do college entry students compare to students entering by way of university transfer?

Schmidt (2007) determined there were some differences between the academic success of college entry students compared to students entering by way of university transfer. College entry students were able to maintain their mean entry GPA and had a slight increase in their final GPA. University entry students, on the other hand, had a marked improvement in their GPA results: rising slightly more than half a grade point. In addition, the difference between students entering from college versus university was slight with students from university having a final mean GPA of .073 more.

Ryan et al. (2006) completed a 6-year longitudinal study at La Trobe University School of Social Work and Social Policy in Australia that examined whether there were associations between admission criteria and BSW students' performance in field

practicum performance for both a first and second field practicum. Five research questions were explored with the following results:

1) Do admission criteria relate to field education performance? **and** 2) Which particular admission criteria relate to field education performance?

A number of admission variables were examined including academic record, pre-admission academic standard or previous GPA, related work/volunteer experience, life experience (i.e. travel, personal experience of living with a disability or serious illness, as a caregiver, or migration), academic references, non-academic references, discretionary points (i.e. demonstrated regional interests; a second language; research experience/skill; management experience/skill; equity grounds; outstanding interpersonal skills; or any other grounds), and relevant subjects to social work.

For the first practicum, only three of the variables were found to be statistically significant: non-academic references, age, and work experience. For the second practicum, no significant relationships between field performance and pre-admission variables were found.

3) Does age relate to field education performance?

For the first practicum, it was determined that older students did slightly better, however, not at a statistically significant level. For the second field practicum, age was also not predictive of performance.

4) What characterizes students who fail a field education placement?

The study outlined a number of characteristics of students who failed a field practicum. Poor interpersonal skills or a combination of poor conceptual and

interpersonal skills were the main factors. Other characteristics included personal problems interfering with placement, poor conceptual skills, not prepared for the responsibility of placement, poor use of professional self, poor handling of issues in placement, and unknown reasons.

5) How do students who have failed a field education placement compare in terms of admission criteria with a random sample of students who have not failed placement?

None of the pre-admission criteria or gender were predictive of failure. Ryan and colleagues also completed a comparison of "poor" versus "good" students". This analysis involved dividing the student sample into two groups based on their first field practicum performance ratings. Following the analysis, it was determined that only two variables showed significant differences: age and work experience. More work experience and older age resulted in students performing better in first placement.

Summary of Results

Research available for the predictability of admission criteria for BSW programs was very limited; therefore, most insight for the literature review was obtained from studies concerning other professions and MSW programs. From the review of the literature available, prior academic standing was the most consistent predictor of academic performance in a professional program. Prior academic standing, however, was not as consistent of a predictor for performance in field practicums. Effectiveness of mechanisms assessing for suitability, related experience, and personality traits were varied in predicting both academic and field performance.

From the studies, if a professional program administered an admission test as part

of the admission process, standardized tests were primarily utilized. Some tests proved to be effective predictors of performance for certain professions (e.g. PCAT for pharmacy) whereas others were less effective and inconsistent (e.g. GRE for MSW and standardized tests used by the education programs).

The majority of the studies concluded that demographic variables, such as gender and age, had limited predictability and association with performance. Bogo and Davin (1989) also provided evidence that variances can exist in regards to which admission criteria are predictive of performance between different types of program routes. Some of the studies also showed that the predictability of admission criteria could change as students progressed in a professional program: admission criteria sometimes became less predictive as students progressed. In addition, Duder and Aronson (1978) provided insight into the differences of predictive ability of admission criteria in relation to students' academic performance by pedagogical area. Finally, the studies concluded that is a challenge to predict which students will struggle and which will not.

Chapter 3: The Current Study

Statement of the Problem and Research Questions

Based on abovementioned gaps in the literature and inconsistent findings, additional research is needed to better understand which criteria are predictive of student success in BSW programs. In addition, an exploration is needed regarding the possibility that unique sets of criteria may be predictive of success in different degree routes (i.e. First and Second Degree BSW program) and for different pedagogical areas. It is also important for BSW programs to have a better understanding of which demographic variables may be associated with performance and better understand which students may struggle in the BSW program in order to be proactive in providing the supports needed to ensure student success.

This study looks to answer the following research question:

Which admission criteria, if any, are predictive of academic performance in the Bachelor of Social Work program at Memorial University?

This can be broken down into a number of sub-questions:

1) If significant associations are found between admission criteria and academic performance, are these correlations consistent across:
    (a) Pedagogical areas?
    (b) The First and Second Degree programs?
    (c) Admission years?
    (d) Raters (i.e., students, faculty, field education coordinators and field instructors evaluating the admissions documents)?

2) Using linear regression, which combination of admission criteria is predictive of academic performance in the BSW program?
3) Are gender and age associated with academic performance?
4) Are there differences between students who fail or perform poor academically and other students with respect to admission criteria and selected demographic variables?
5) Using logistical regression, can combinations of academic criteria and, if pertinent, selected demographic variables be used to predict students who struggle academically?

Importance of Study

1) Currently, little research and literature is available indicating the predictive validity of admission criteria and mechanisms in screening BSW applicants. This study will increase knowledge and evidence of which admission criteria are effective and efficient in predicting academic performance in the context of the MUN BSW program.
2) Admissions procedures hold great significance as a stage of gatekeeping to the social work profession. Social work programs have a significant obligation and opportunity for influencing who becomes a social worker. Effective admissions processes also ensure students are not rejected from a program and profession in which they would be a good fit. The study will help determine which combination of independent variables and admission criteria best predicts student performance in the MUN BSW program.

3) The principles developed by the Canadian Association for Social Work Education (CASWE) (2014) guiding the accreditation of social work education programs in Canada highlight the importance of regular program evaluation, reflection, and systematic review of admission policies. This study provides insight into the effectiveness of MUN BSW admission criteria and provides a framework for ongoing assessment, thus upholding accreditation standards and MUN School of Social Work's commitment to program evaluation.
4) BSW admissions processes require significant resources. This research will help the School of Social Work determine the most effective and efficient way to assess applicant potential and not waste the School's and students' time and resources on evaluation criteria that are not effective.
5) The research will also inform the school's student support services. Analysis of the data will allow prediction at admission of which students could benefit from supports and/or learning opportunities throughout the BSW program to increase students' success.

Based on the research presented in the literature review, the following hypotheses are examined:

1) Of all the admission criteria evaluated in the studies, previous academic standing was the most consistent predictor of academic performance. Based on these previous findings, it is expected that previous academic standing will be predictive of overall academic performance in the BSW program.
2) Given the differences in subject matter between the pedagogical areas of the

BSW program, it is expected that the predictability of admission criteria will be different by pedagogical area. In particular, it is predicted that students who rate higher on suitability criteria will perform better in the professional identity course (Social Work 3720: Ethical and Legal Issues in Social Work Practice), and students with higher ratings in related experience will perform better in practical courses and the field integration course.

Theoretical and Ethical Considerations

This study is grounded in social work ethics and values. As social workers we work with some of the most vulnerable members of our society. We must uphold all values of social work and, in a Canadian context, those values are reflected in the Canadian Association of Social Workers' Code of Ethics (CASW, 2005). The values of service to humanity and pursuit of social justice reflect the importance of social workers using the power vested in them to serve the various populations with whom they work and afford those populations protection from harm. Through better understanding about which admission criteria are predictive of students' academic performance in various course areas in the BSW program, the School of Social Work is better able to perform its role as an initial gatekeeper for individuals entering the social work profession.

As stated by Ryan et al. (2006):

Social work education programs have the responsibility of admitting students into their programs who can uphold professional standards of practice, such that programs take on both an educational and a gatekeeping role for the profession. The goal for programs is to produce graduates who will be competent, effective, and ethical social workers. Therefore, who is admitted into social work education

programs and the criteria for that admission are of crucial importance in meeting this aim. (p. 67)

The value of competence in professional practice and integrity to professional practice is also reflected in this research, as the results contribute to the ongoing development of the profession. This study is based on an applied research approach whereby the results can be used to not only expand social work knowledge, but can be applied to policy and practice to make more informed decisions in the area of social work admissions (Grinnell & Unrau, 2008).

Admissions processes also clearly contribute to the development of the profession. By acting responsibly and diligently to ensure sound admissions processes, clients are not only more protected through initial gatekeeping procedures, but valid admissions processes also ensure competence on the grounds of ensuring suitable applicants are not being screened out. In addition, the respect for the inherent dignity and worth of persons is upheld, as applicants denied to the program are provided with transparency and their right to know that the methods used to screen them out were sound.

Chapter 4: Methodology

Sample

The sample for this study included the entire population of the MUN BSW students admitted between 2009 and 2014. The First and Second Degree programs were analyzed separately and included 333 students from the First Degree BSW program from admission years 2009-2014 and 38 students from the Second Degree program for admission years 2010-2014.

The ages of the BSW students for the First Degree program ranged from 20 to 55. For the Second Degree program, ages ranged from 23 to 43. Refer to Table 2 for further details.

Table 2: Breakdown Of Sample Based On Gender And Age At Admission

	25th, 50th and 75th Percentile	Number of Students (%)	Mean (*SD*)
First Degree			
Gender			
Female	-	307 (92.2%)	-
Male	-	26 (7.8%)	-
Age at Admission	23, 26, 28	-	27.2 (6.2)
Second Degree			
Gender			
Female	-	34 (87.2%)	-
Male	-	5 (12.8%)	-
Age at Admission	26, 30, 34	-	30.8 (5.2)

Measures

The First and Second BSW programs' admissions processes were based on a number of criteria including applicants' previous academic standing, SWAT scores, and ratings of suitability to the social work profession and related experience. The following

will explain the complex process of how these criteria were assessed and measured. In addition, the measure of academic performance in the BSW program will be explained.

Previous Academic Standing

The scores pertaining to previous academic standing were based on three components for admission years 2009-2014 and were similar for the First and Second Degree; last 10 courses for the First Degree program/last 20 courses for the Second Degree program; required pre-requisite courses; and the cumulative average.

Last 10 Courses/Last 20 Courses

For the First Degree program, this score was based on the following formula:

X = (average of the last 10 courses for which a numeric grade was given)

For the Second Degree program, this score was based on the following formula:

X = (average of the last 20 courses for which a numeric grade was given)

Required Courses

For the First Degree program, this score was based on the following formula:

X = (2 Introductory English Courses + 2 Introductory Psychology Courses + 1 Introductory Sociology Course + 1 Introductory Social Work Course + 4 Non-Social Work Courses)

For the Second Degree, this score was based on the following formula:

X = (2 Introductory English Courses + 2 Developmental Psychology Courses + 2 Sociology Courses + 1 Introductory Social Work Course + 3 Non-Social Work Courses)

Cumulative Average

For both the First and Second Degree, this score was based on the following formula:

X = Cumulative Average of all university courses taken with a numeric grade given

Composite Grade for Admissions

Finally, the main indicator of applicants' academic performance for this study was students' composite grade for admission. This indicator was chosen as the main indicator because it was available for all study participants. In addition, the composite grade formula was used by the Undergraduate Admissions Committee to score the academic performance of candidates for the ranking process.

The composite grade for admission was calculated using the following formula:

X = (37.5% *[1] Last 10 Courses/Last 20 Courses) + (37.5% * Required Courses) + (25% * cumulative average)

Social Work Admissions Test (SWAT)

For this study, SWAT data was available for only admission years 2010, and 2012-2014. The same SWAT was used for both the First and Second Degree programs. Although the general format was similar, there were differences, from year to year, in the questions used and how the candidates were assessed. A typical SWAT included the following types of questions:

1) Applicant's understanding of social work values and ethics, and why the applicant was drawn to the social work profession, using a multi-part question, e.g., a) Why do you want to become a social worker?; b) What do you think are the most challenging aspects of social work practice?; c) If you were admitted to the School of Social Work and you were assigned

[1] * means multiplied by

a research project of your choice, what would you want to study and how would this research inform social work practice?

2) Applicants' critical analysis of a social issue, e.g., Explain your position on the de-institutionalization of people with developmental delays and any concerns you may have about your position.
3) How an applicant would deal with a given scenario, e.g., You are a mental health social worker in a hospital setting. Your 30-year-old patient who was admitted for a serious suicide attempt after drinking, is about to be discharged. Your patient's history shows that she makes suicidal attempts when she drinks. She has now been off alcohol for 30 days. Her family calls and says she should not be discharged as she will start drinking and she will become suicidal again. What is your response to the family and why?

As the SWAT questions may be used in the future at the MUN School of Social Work, the SWAT questions asked between 2009-2014 are not included in this thesis.

The main changes between admission years for the SWAT are explained below, which involved differences between raters, the SWAT criteria and evaluation, and the scaling utilized for the SWAT (a detailed overview of the grading of the SWAT is summarized in Appendix 5):

Raters

For admission year 2010, scores were based on staff, faculty, and current BSW students' assessments of applicants' answers to the three questions asked on the SWAT.

The ratings for the SWAT for admission years 2012-2014 were based only on faculty assessments; field instructors and students were no longer involved in the rating process.

Criteria and calculation

For admission year 2010, raters were instructed to read the answers to all the questions and rate candidates on five qualities; total score was calculated using the following formula:

> **X**= (20% * rating of open-mindedness) + (20% * rating of writing skills) + (20% * rating of commitment to social justice) + (20% * sensitivity and compassion) + (20% * knowledge of social work as profession)

The overall SWAT score for admission years 2012-2014 was quite different. Each question was rated separately by different faculty and worth one third of the total score. In 2012, a grading rubric was introduced. The score for each question was based on four qualities and was calculated using the following formula:

> **X** = (25% * rating of writing skills) + (25% * rating of theoretical application) + (25% * rating of analysis) + (25% * rating of reflection and awareness)

For the SWAT for 2013-2014, changes were made to the grading rubric, as previous raters believed different qualities were being assessed for the question 1 of the SWAT. Therefore, SWAT question 1 in 2013-2014 was based on the following formula and qualities:

> **X** = (25% * rating of writing skills) + (25% * rating of ethical considerations) + (25% * rating of understanding of key concepts) + (25% * rating of reflection and awareness)

Questions 2 and 3 on the 2013-2014 SWAT were based on the following formula and qualities:

> **X** = (25% * rating of writing skills) + (25% * rating of understanding of key concepts) + (25% * rating of analysis) + (25% * rating of ethical considerations)

Scaling

The rating scales were also different between admission years 2010 and 2012-2014. Ratings for 2010 for each quality were based on a scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional) (refer to Appendix 6 for the SWAT grading rubric for 2010). For admission years 2012-2014, ratings were based on a scale of 0-4 (0=Unacceptable; 2=Fair; 4=Excellent) for each quality (refer to Appendices 7, 8, and 9 for the SWAT grading rubrics for 2012-2014).

Ratings of Applicants' Suitability and Related Experience

Suitability to the social work profession was assessed, as well as criteria based on relevant work and/or volunteer experience. Data pertaining to suitability and experience ratings were only available for the 2010 and 2012-2014 admission years. Applicants' suitability and experience were assessed differently in the 2010 admission year compared to 2012-2014. The main changes pertained to the raters, materials assessed to rate applicants, and the qualities assessed (a detailed overview of the materials assessed to rate applicants and the assessment of suitability and experience criteria can be found in Appendix 10).

Raters

For 2010, the ratings were based on field instructor, faculty, and current BSW students' assessments. For the 2012-2014 admission years, however, the experience and suitability ratings were assigned by field instructors, field education coordinators, and current BSW students.

0Materials Assessed to Rate Applicants

For the 2010 and 2012-2014 admission years, ratings of suitability were based on assessing an applicant's self-appraisal form and references. Assessment of experience was different between 2010 and 2012-2014. In 2010, ratings of experience were based on assessing an applicant's curriculum vitae, self-appraisal form, and references whereas in 2012-2014 ratings of experience were based on assessing an applicant's employment and/or volunteer verification forms, a self-appraisal form, and references (refer to Appendices 1, 2, 10, 12, and 13 for the forms assessed to rate applicants and a detailed overview of the materials assessed to rate applicants).

Scaling and Qualities Assessed

For admission years 2010 and 2012-2014, the qualities were assessed based on the same scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional); however, the qualities assessed differed for both ratings of suitability and experience. As Second Degree students, but not First Degree students, were required to complete 300 hours of verified formal work/volunteer experience in human services, a higher standard was applied to the assessment of Second Degree students' experience and suitability ratings.

For 2010, ratings of suitability were based on three qualities and were determined using the following formula:

X = (33% * motivation) + (33% * maturity/self awareness) + (33% * self-image)

For 2010, the experience score was based on seven qualities and was calculated using the following formula:

X = (14.3% * diversity/variety of work/volunteer experience) + (14.3% * depth of work/volunteer experience) + (14.3% * relevance of work/volunteer experience to social work) + (14.3% * ability to be responsible/reliable) + (14.3% * ability to work with others) + (14.3% * ability to organize own work) + (14.3% * ability to work independently)

For 2012-2014, the suitability score was based on five qualities and was calculated using the following formula:

X = (20% * open-mindedness/flexibility) + (20% * sensitivity and compassion) + (20% * knowledge of social work as a profession) + (20% * self-awareness/self-image) + (20% * motivation)

For 2012-2014, experience ratings were based on five qualities and were determined using the following formula:

X = (20% * diversity/variety of work/volunteer experience) + (20% * depth of work/volunteer experience) + (20% * relevance of work/volunteer experience to social work) + (20% * ability to be responsible/reliable and organize own work) + (20% * ability to work either independently or within a team environment)

Academic Performance

For the purposes of this study, academic performance was defined and measured by the grades students received for 2000-4000 level social work courses completed. Required non-social work courses are not included in the study because many students had completed the non-social work courses prior to being admitted to the BSW programs. (Refer to Appendix 15 for course descriptions of social work courses in Table 3):

Table 3: Social Work Courses in the First and Second Degree BSW Programs

First Degree Program	Second Degree Program
SCWK 2211: Diverse Theories for Social Work Practice **SCWK 2320:** Social Work Knowledge and Skills for Assessment and Intervention **SCWK 2711:** Social Justice and Social Work **SCWK 2321:** Social Work Knowledge and Skills for Personal and Social Change **SCWK 2520:** Social Work: Critical Analysis of Social and Health Policy **SCWK 3311:** Social Work Knowledge and Skills for Integration of Theory and Practice **SCWK 3221:** Social Impacts on Human Development **SCWK 3521:** Social Work Organizational Development for Community Services **SCWK 3720:** Ethical and Legal Issues in Social Work Practice **SCWK 4312:** Social Work Knowledge and Skills for Community Development **SCWK 4313:** Social Work Knowledge and Skills for Group and Team Work **SCWK 4314:** Social Work Knowledge and Skills for Practice with Families **SCWK 4410:** Applied Research and Evaluation for Social Work Practice **SCWK 4317:** Field of Practice: Child Welfare Prevention, Crisis Intervention and Protection **SCWK 4620:** Field of Practice: Social Work in Interdisciplinary Mental Health and Health Services **SCWK 4321:** Field of Practice: Social Work in Child Abuse and Protection **SCWK 4322:** Field of Practice: Social Work in Gerontology **SCWK 4323:** Field of Practice: Social Work in Addictions	**SCWK 2211:** Diverse Theories for Social Work Practice **SCWK 2320:** Social Work Knowledge and Skills for Assessment and Intervention **SCWK 2711:** Social Justice and Social Work **SCWK 2321:** Social Work Knowledge and Skills for Personal and Social Change **SCWK 2520:** Social Work: Critical Analysis of Social and Health Policy **SCWK 3521:** Social Work Organizational Development for Community Services **SCWK 3720:** Ethical and Legal Issues in Social Work Practice **SCWK 4312:** Social Work Knowledge and Skills for Community Development **SCWK 4313:** Social Work Knowledge and Skills for Group and Team Work **SCWK 4314:** Social Work Knowledge and Skills for Practice with Families **SCWK 4410:** Applied Research and Evaluation for Social Work Practice

For the purposes of this study, the BSW courses were divided into core pedagogical areas in social work education: theoretical, practical, professional identity, research, social administration and policy, and field integration. A breakdown of the courses in each core pedagogical area can be found in Table 4. (For each course name, refer to Table 3, and for detailed course descriptions, refer to Appendix 15.) Performance by pedagogical area was defined by the mean final grade for social work courses completed in that pedagogical area.

Table 4: MUN BSW Courses Divided Into Core Pedagogical Areas

Theoretical Courses	**Practical Courses**	**Professional Identity**	**Research**	**Social Administration and Policy**	**Field Integration**
SCWK 2211	SCWK 2320	SCWK 3720	SCWK 4410	SCWK 2520	SCWK 3311**
SCWK 3221	SCWK 2321			SCWK 3521	
SCWK 2711*	SCWK 2711*				
SCWK 3311**	SCWK 3311**				
SCWK 4312***	SCWK 4312***				
	SCWK 4313				
	SCWK 4314				
	Complete Either SCWK 4620/4317 **And One of** SCWK 4321/4322/4323				
Notes: * SCWK 2711 is considered to be under the pedagogical areas of both theoretical and practical courses ** SCWK 3311 is considered to be under the pedagogical areas of both theoretical and practical courses, as well as field integration *** SCWK 4312 is considered to be under the pedagogical areas of both theoretical and practical courses					

In addition, the following measures were used for academic performance throughout the BSW program:

- Overall academic performance was defined as the mean grade for social work courses completed at the 2000-, 3000-, and 4000-levels, as well as overall.

Comparisons were also made between students who struggled in the BSW program and those who did not:

- Struggling students were defined as students who failed a BSW course (i.e. received a grade less than 65%) or students who received a grade less than 70% in two or more BSW courses
- Non-struggling students were defined as students who did not fail any BSW courses (i.e. did not receive a grade less than 65%) and did not receive a grade less than 70% in two or more BSW courses.

Procedure

As the research included the use of secondary data involving personal identifiers and private information pertaining to the students included in the study, a proposal was submitted to the Interdisciplinary Committee on Ethics in Human Research (ICEHR) at MUN and approval was obtained (see Appendix 16 for the ICEHR Ethics Approval).

I identified in my proposal submitted to the ICEHR that there was a conflict of interest as I would know some of the students whose data was being analyzed. A researcher agreement between the School of Social Work, the Registrar's Office at MUN, my supervisor, and me was submitted with the ICEHR application. The agreement outlined procedures in which I would obtain the data needed for the study, and ensured any risks were mitigated regarding me having personal identifiable information for the students involved. The students' information in the data provided by the School of Social Work was assigned a random ID by my supervisor, and a separate dataset with the student name and ID was created. This data was then saved to a memory key, which was kept in a safe, separate location. This data may be needed for matching the data in follow-up studies (e.g., examining whether admission criteria are predictive of success in the

workplace). This data on the memory key will be retained for 15 years and will be used only in follow-up research and only after a new ethics application has been approved.

Data pertaining to BSW admission scores (in the form of raw admissions forms and excel files) were then obtained from the School of Social Work and entered into a single SPSS dataset before being sent to the Registrar's Office. The Registrar's Office then merged their data with that from the School of Social Work, which included students' grades in BSW courses, admission year, graduation year, degree program, as well as their gender and age. To further mitigate the identified conflict of interest, data was not released to me until individual identifiers had been removed. Students were distinguishable to me only by the random ID assigned by my supervisor.

Throughout the study, participants' identities and personal information were safeguarded from unauthorized access, use, or disclosure through various other means including the following:

- Personal identifiable information was not disclosed to any other persons besides the Registrar's Office by the School of Social Work
- An agreement was made that I would immediately report any breaches of confidentiality of which I was made aware to my supervisor and to the Chairperson of the ICEHR
- Information was kept in a physically secure location to which access was given only to my supervisor and me
- Only a secure e-mail (mun.ca) was used for any correspondence regarding the study.

Data Analyses

Missing Data

Some of the of data regarding admission criteria and academic course work were not available. Complete information regarding completed social work courses was available for all Second Degree students; however, only partial information was available for First Degree students for admission years 2013 and 2014 as the students had not yet completed all their course work for the BSW program at the time data was collected.

For data pertaining to admission criteria, the data available for each year was the same for both the First and Second Degree Programs. The only year that all admissions data was available was for 2010. In 2009 and 2011, only academic criteria were available. In 2012-2014, several measures of academic criteria were missing. In addition, field education coordinator ratings were not available for ratings of suitability and experience criteria for 2013.

Analytical Strategy

The processes between the 2010 and 2012-2014 admission years, for both the First and Second Degree programs, were different for rating the SWAT and suitability and experience criteria. Therefore, the data for these criteria had to be analyzed separately and presented in separate tables. In addition, data for the First and Second Degree programs were examined separately and not merged since initial exploration of data revealed differences in the results.

There were minor differences in the admissions processes between the 2012 and the 2013-2014 admission years. There were also significant differences in the mean academic performance of students from year to year. Finally, different raters were used

every year. When data from different years are merged and analyzed together, these differences could confound results and mask significant associations between criteria and academic performance. For example, there might have been stricter raters in one year, thereby artificially lowering their ratings relative to students in other years. Also, if a cohort of applicants was weaker overall in a given year, raters might be inclined to evaluate applicants based on performance relative to their cohort, thereby artificially elevating their ratings relative to other cohorts. To counteract this risk of false negatives, separate correlation analyses for each admission year were performed and presented in the results section and appendices. Additionally, this analytical strategy allowed for a determination of whether results are consistent from year to year.

The downside to the high number of statistical tests is the greater likelihood of false positives. To counteract this risk, the determination of whether a given admission criterion is predictive of academic success was based on finding significant associations over two or more years (i.e., not just a single significant finding), or on the results of the linear regression described below. The sample size was too small for the Second Degree program to permit year by year analyses of the data (they are presented as descriptive information). Only the linear regressions analyses were used to gain a rough indication of which criteria predicted academic success, however, readers should nevertheless bear in mind the low statistical power of all analyses involving Second Degree students.

Analyses of data were conducted using SPSS. Frequencies and descriptive statistics were obtained for all data, which provided an overview of a) BSW students' academic performance in the BSW program for admission years 2009-2014; b) Academic criteria used in admissions process; c) Social Work Admission Test scores for admission

years 2010 and 2012-2014; and d) Ratings for suitability and experience for admission years 2010 and 2012-2014.

Independent samples t-tests and one-way ANOVAS were conducted to determine whether any differences existed from admission year to admission year, and between the First and Second Degree programs, in regards to academic performance and pre-admission criteria (refer to Table 5 and Table 6 for list of analyses conducted). Where significant results were found for the one-way ANOVAs, post-hoc tests were utilized to specifically identify what factors were contributing to the effects.

Table 5: Summary of Independent Sample T-Tests Conducted

#	Independent Variables	Dependent Variable
1	First Degree program x Second Degree program	Academic Performance in BSW program
2	First Degree program x Second Degree program	Composite Grade for Admissions
3	First Degree program x Second Degree program	2010 Social Work Admission Test scores
4	First Degree program x Second Degree program	2012-2014 Social Work Admission Test scores
5	Admission year 2013 x Admission year 2014	2013-2014 Social Work Admission Test scores for Second Degree program
6	First Degree program x Second Degree program	2010 Ratings of Suitability and Experience criteria
7	First Degree program x Second Degree program	2012-2014 Ratings of Suitability and Experience criteria
8	Admission year 2013 x Admission year 2014	2013-2014 Ratings of Suitability and Experience criteria for Second Degree program
9	Struggling students X Non-struggling students	Academic performance in BSW program
10	Struggling students X Non-struggling students	Pre-admission criteria for BSW program

Table 6: Summary of ANOVAs Conducted

#	Independent Variables	Dependent Variable
1	Admission years 2009-2014	Academic performance in First Degree program
2	Admission years 2009-2014	Composite grade for admissions for First Degree program
3	Admission years 2010, 2013, 2014	Composite grade for admissions for Second Degree program
4	Admission years 2012-2014	2012-2014 Social Work Admission Test scores for First Degree program
5	Admission years 2012-2014	2012-2014 Ratings of Suitability criteria by field instructors
6	Admission years 2012-2014	2012-2014 Ratings of Suitability criteria by field education coordinators
7	Admission years 2012-2014	2012-2014 Ratings of Suitability criteria by student raters
8	Admission years 2012-2014	2012-2014 Ratings of Experience criteria by field instructors
9	Admission years 2012-2014	2012-2014 Ratings of Experience criteria by field education coordinators
10	Admission years 2012-2014	2012-2014 Ratings of Experience criteria by student raters

Bivariate analyses were conducted to examine which admission criteria, if any, were predictive of academic performance in the BSW programs, as well as whether age at admission was associated with academic performance. Given that normal distributions were found for the variables in this study and that both the predictor and outcome variables were at the ratio level of measurement, Pearson's correlation was used (see Table 7 for Pearson's correlations conducted). Additional analyses were performed to determine whether there were associations between admission criteria and academic performance by pedagogical areas.

Table 7: Summary of Pearson's Correlations Conducted

#	Admission Criteria	Academic Performance
1	Academic criteria used in admissions process	Academic performance in First Degree program
2	Academic criteria used in admissions process	Academic performance in Second Degree program
3	Composite grade for admission variable	Academic performance in First Degree program by pedagogical areas of BSW program
4	Composite grade for admission variable	Academic performance in Second Degree program by pedagogical areas of BSW program
5	2010 Social Work Admission Test scores	Academic performance in First Degree program
6	2010 Social Work Admission Test scores	Academic performance in Second Degree program
7	2010 Social Work Admission Test scores	Academic performance in First Degree program by pedagogical areas of BSW program
8	2010 Social Work Admission Test scores	Academic performance in Second Degree program by pedagogical areas of BSW program
9	2012-2014 Social Work Admission Test scores	Academic performance in First Degree program
10	2013-2014 Social Work Admission Test scores	Academic performance in Second Degree program
11	2012-2014 Social Work Admission Test scores	Academic performance in First Degree program by pedagogical areas of BSW program
12	2013-2014 Social Work Admission Test scores	Academic performance in Second Degree program by pedagogical areas of BSW program
13	2010 Ratings of Suitability and Experience criteria	Academic performance in First Degree program
14	2010 Ratings of Suitability and Experience criteria	Academic performance in Second Degree program
15	2010 Ratings of Suitability and Experience criteria	Academic performance in First Degree program by pedagogical areas of BSW program
16	2010 Ratings of Suitability and Experience criteria	Academic performance in Second Degree program by pedagogical areas of BSW program
17	2012-2014 Ratings of Suitability and Experience criteria	Academic performance in First Degree program
18	2013-2014 Ratings of Suitability and Experience criteria	Academic performance in Second Degree program
19	2012-2014 Ratings of Suitability and Experience criteria	Academic performance in First Degree program by pedagogical areas of BSW program
20	2013-2014 Ratings of Suitability and Experience criteria	Academic performance in Second Degree program by pedagogical areas of BSW program
21	Age at admission	Academic performance in First Degree program
22	Age at admission	Academic performance in Second Degree program

Pearson's correlations were also conducted to determine inter-rater reliability for pre-admission variables (refer to Table 8 for analyses completed).

Table 8: Summary of Pearson's Correlations Conducted for Inter-rater Reliability

#	Items
1	Raters for 2010 Social Work Admissions Test
2	Raters for First Degree program Suitability Ratings for 2010
3	Raters for First Degree program Experience Ratings for 2010
4	Raters for First Degree program Suitability Ratings for 2012-2014
5	Raters for First Degree program Experience Ratings for 2012-2014

Linear regressions were used to determine associations between admission criteria and students' academic performance for both the First and Second Degree programs: for overall academic performance and by pedagogical area (refer to Table 9 for linear regression analyses conducted). As indicators of suitability and experience, the mean of the field instructors', faculty/field education coordinators', and students' ratings were calculated. In addition, the dataset was divided by year; and then suitability, experience, SWAT scores, pre-admission grades, and indicators of academic performance were converted into z-scores. This allowed for analysis of the entire dataset, yet controlling for variation from year to year in: (a) how ratings were scored, (b) minimum and maximum scores, (c) difficulty of SWAT questions, and (d) strictness of raters.

Due to a high level of collinearity between the Z-experience and Z-suitability score, which could lead to confounding results when analyzed together in multivariate analyses (S. Ellenbogen, personal communication, April 20, 2016), a two-model strategy was undertaken. Both the Z-experience and Z-suitability scores were entered into Model

1. In Model 2, the variable with the strongest association was then entered, and the other removed. Given the small sample sizes, the exploratory nature of the study, and that multivariate analyses tend to obscure meaningful associations, a higher significance threshold ($p < .1$) was retained. This threshold is typical in stepwise regression procedures (Resinger, 1997).

In addition, logistical regression was used to determine whether admission criteria accurately predict which students would struggle in the First Degree program. No struggling students were identified for the Second Degree program.

Table 9: Summary of Linear Regression Analyses Conducted

#	Pre-admission criteria	Academic Performance
1	Pre-admission Criteria	Overall Academic Average for First Degree program
2	Pre-admission Criteria	Overall Academic Average for Second Degree program
3	Pre-admission Criteria	Performance in Theoretical courses for First Degree program
4	Pre-admission Criteria	Performance in Theoretical courses for Second Degree program
5	Pre-admission Criteria	Performance in Practical courses for First Degree program
6	Pre-admission Criteria	Performance in Practical courses for Second Degree program
7	Pre-admission Criteria	Performance in Field Integration course for First Degree program
8	Pre-admission Criteria	Performance in Field Integration course for Second Degree program
9	Pre-admission Criteria	Performance in Professional Identity course for First Degree program
10	Pre-admission Criteria	Performance in Professional Identity course for Second Degree program
11	Pre-admission Criteria	Performance in Social Administration and Policy courses for First Degree program
12	Pre-admission Criteria	Performance in Social Administration and Policy courses for Second Degree program
13	Pre-admission Criteria	Performance in Research course for First Degree program
14	Pre-admission Criteria	Performance in Research course for Second Degree program

Chapter 5: Results

Comparison of Academic Performance in the First And Second Degree Programs

First Degree students' overall program average (*M*=79.7, *SD*=4.57) was lower than that of Second Degree students (*M*=81.78, *SD*=2.6), t (366) = -2.746, p = .006. Potential differences between programs were also examined by course level. For 2000-level courses (i.e., normally taken by First Degree students in their second year of university), Second Degree students (*M* = 80.91, *SD* = 2.35) performed higher than First Degree students (*M* = 77.88, *SD* = 4.51), t (366) = -4.072, p = .000. First Degree students' average for 2000-level courses (*M*=80.49, *SD*=4.36) was also lower than Second Degree students (*M*=82.42, *SD*=3.13), t (346) = -2.612, p = .009. The fourth-year course average, however, did not differ significantly for students in the First Degree (*M*=82.64, *SD*=3.16) and Second Degree (*M*=82.24, *SD*=3.11), t (296) = .743, p = .458.

It was determined that there were significant differences between students' overall average in the First Degree program between admission years 2009-2014, (F (5,324) = 5.03, p =.000). As equal variance was not assumed, the Dunnett's C post hoc test was used. Students from admission year 2014 (*M*=78.62, *SD*=4.05) had a lower overall average than students in admission year 2009 (*M*=80.99, *SD*=2.56). In addition, admission year 2014 (*M*=78.62, *SD*=4.05) also had a lower overall average than students in the 2010 admission year (*M*=80.76, *SD*=3.49). No other significant differences were found between the admission years in regards to overall average.

For the Second Degree program, the overall average of students changed little from one admission year to the next; however, the sample size was too small to permit significance testing.

Table 10: Descriptive Statistics of BSW Students' Academic Performance in BSW Program for Admission Years 2009-2014

Academic Performance by Course Level		Admission Year										
		2009	2010		2011	2012	2013		2014		Overall for 2009-2014	
		First Degree	First Degree	Second Degree	First Degree	First Degree	First Degree	Second Degree	First Degree	Second Degree	First Degree	Second Degree
2000-Level Course Average[a]												
	n	57	56	10	55	56	52	13	54	14	330	38
	Mean (*SD*)	80.08 (2.83)	79.31(2.95)	80.54 (2.09)	77.20 (3.92)	77.73 (3.81)	76.09 (7.19)	80.69 (2.56)	76.67 (3.94)	81.49 (2.44)	77.88 (4.51)	80.91 (2.35)
	Range	13.6	19	5.2	19.47	17.2	42.87	7.8	17.40	11	44.47	11
	Quartiles (25th,50th,75th)	77.8,80,82.2	77.4,79.3,81.35	78.6,80.3,82.6	75.2,77.22,79.2	75.3,77.7,80	74.1,76.8,80	78.1,80.4,82.7	74,76.6,79.1	80.4,81.2,83	75.8,78.2,80.4	79.1,81,82.7
3000-Level Average[b]												
	n	56	55	10	52	55	47	13	46	13	311	37
	Mean (*SD*)	80.60 (3.49)	80.80 (3.79)	81.87 (2.09)	80.17 (3.21)	80.86 (3.06)	78.97(7.06)	80.85 (3.5)	81.47 (4.59)	84.46 (2.59)	80.49 (4.36)	82.42 (3.13)
	Range	15.25	25.5	5.3	14.3	15.5	49.5	11	21	9	54	11.83
	Quartiles (25th,50th,75th)	78.4,80.5,83	79.25,81,83.5	80.3,81,83.7	77.8,79.6,81.5	78.5,80.8,83	77.5,80,82	77.8,80.3,84.2	78,82,84,3	82.5,85.5,86.3	78,80,83	80.1,83,85
4000-Level Average[c]												
	n	56	54	10	51	55	44	13	-[e]	14	260	38
	Mean (*SD*)	82.2 (3.04)	82.87 (3.22)	83.9 (2.48)	82.2 (2.94)	83.6 (2.99)	82.25 (3.48)	81.31 (2.4)	-[e]	81.91 (3.86)	82.64 (3.16)	82.24 (3.11)
	Range	18.67	13.67	7.25	17.64	15.5	14	8.75	-[e]	16.75	21.5	16.75
	Quartiles (25th,50th,75th)	81.2,82.5,84.3	80.2,83.8,85.4	81.9,83,86.3	81,82.3,84.2	81.7,83.5,86	80.1,83.1,84.9	79.8,81.5,83.1	-[e]	80.63,82,83.9	81,82.8,84.7	80.8,82.1,83.6
Overall Average[d]												
	n	57	56	10	55	56	52	13	54	14	330	38
	Mean (*SD*)	80.99 (2.56)	80.76(3.47)	82.1 (1.80)	79.42(3.59)	80.6 (3.13)	77.61 (7.97)	81.3 (2.4)	78.62 (4.05)	82.36 (3.18)	79.70 (4.57)	81.78 (2.6)
	Range	11.46	20.17	5.15	21.35	17.4	43.63	8.75	19	13.92	45.4	13.92
	Quartiles (25th,50th,75th)	79.4,80.9,82.7	78.6,81.3,83	80.5,82.4,83.3	78.4,79.4,81	78.5,81,82.6	76,79.8,81.9	79.8,81.5,83.1	76,78.8,81	81,82.5,84.3	78.1,80.2,82.2	80.5,82.0,83

Notes. Significant difference in sample sizes for the First and Second Degree programs as the First Degree program admitted 60 students each year, whereas Second Degree program only admitted 15.
[a] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[b] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[c] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[d] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[e] Students had not yet completed fourth-year courses.

Academic Criteria Used in Admission Process

Comparisons of Academic Criteria Scores in the First and Second Degree Programs

It was determined that the First Degree composite grade for admission (*M* =75.34, *SD* = 5.44) was significantly lower than the Second Degree (*M* = 77.38, *SD* = 3.76), *t* (58.47) = -3.04, *p* = .004. For descriptive statistics, refer to Table 11.

For the First Degree program, there was a significant difference between composite grades for admission between admission years, (*F* (5,327) = 2.79, *p* = .018). Post-hoc comparisons, however, showed no significant differences between the admission years in regards to composite grade for admission. For the Second Degree program, there was no significant difference found between composite grade for admission between admission years, (*F* (2, 35) = .139, *p* = n.s), however, the sample size was small.

Table 11: Descriptive Statistics of Academic Criteria Used in Admission Process

	Required Courses[a]		Cumulative Average		Last Ten/Twenty Courses Taken[b]		Composite Grade for Admissions[c]	
	First Degree	Second Degree	First Degree	Second Degree	First Degree	Second Degree	First Degree	Second Degree
n	168	12	168	12	168	12	333	39
Mean	77.09	79.38	73.39	75.32	75.09	76.82	75.40	77.39
Standard Deviation	5.26	4.11	6.74	5.84	6.07	6.01	5.42	3.9
Quartiles								
25th	73.43	76.78	68.23	72.03	71.03	71.95	71.71	74.81
50th	76.45	79.05	73.55	74.00	75.50	75.80	75.29	77.48
75th	80.00	82.39	77.40	80.38	78.15	80.12	78.30	79.98

Notes. Differences in *n* are due to varying amounts of data available for each admission year. In addition there are significant difference in *n* for the First and Second Degree programs as the First Degree program admitted 60 students each year, whereas Second Degree program only admitted 15.

[a] Required courses for the First Degree program include 1 introductory social work course, 1 introductory sociology course, 2 introductory psychology courses, 2 introductory English courses, and 4 non-social work elective courses

Required courses for the Second Degree include 1 introductory social work course, 2 sociology courses, 2 developmental psychology courses, 2 introductory English courses, and 3 non-social work elective courses

[b] Based on 10 courses for First Degree Program and 20 courses for Second Degree Program

[c] Composite grade for admission derived by the following formula **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average)

Correlation Between Academic Admission Scores and Performance in BSW Program

Moderate to strong positive correlations were found between academic criteria used in the admission process and academic performance for the First Degree program by course year (refer to Table 12). The correlations were strongest with the second-year courses. All associations were statistically significant at the 0.01 level. For the Second Degree program, there was tendency toward weak correlations between this variable and academic performance in second- and third-year courses. No correlations were found to be statistically significant; however, these non-findings are likely due to small sample size.

Table 12: Correlations of Academic Criteria Used in Admission Process and Academic Performance in BSW Program by Course Year

	Pre-Admission Grades				
	First Degree Program				Second Degree Program
	Required Courses[a]	All University Courses Taken	Last Ten Courses	Composite Grade for Admissions[b]	Composite Grade for Admissions[bc]
Academic Performance by Course Level					
2000-Level Course Average[d] (*n*)	.632** (168)	.509** (168)	.559** (168)	.529** (330)	.272 (38)
3000-Level Course Average[e] (*n*)	.518** (163)	.498** (163)	.468** (163)	.491** (311)	.304 (37)
4000-Level Course Average[f] (*n*)	.405** (161)	.380** (161)	.465** (161)	.529** (260)	.115 (38)
Overall Average[g] (*n*)	.586** (168)	.522** (168)	.530** (168)	.506** (330)	.214 (37)

Table 12 continued

Note. **. Correlation is significant at the 0.01 level (2-tailed)
Differences in *n* are due to varying amounts of data available for each admission year
[a] Required courses for the First Degree program include 1 introductory social work course, 1 introductory sociology course, 2 introductory psychology courses, 2 introductory English courses, and 4 non-social work elective courses
Required courses for the Second Degree program include 1 introductory social work course, 2 sociology courses, 2 developmental psychology courses, 2 introductory English courses, and 3 non-social work elective courses
[b] Composite grade for admission derived by the following formula **X** = (37.5% * average of applicant's last ten/twenty courses) + (37.5% * average of applicant's required courses) + (25% * average of cumulative average)
[c] Pearson Correlations were run for only composite grade for the Second Degree due to small sample size for other academic criteria used in admission: required courses, cumulative average, and last ten/twenty courses
[d] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[e] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[f] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[g] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.

As can be seen in Table 13, for the First Degree program, moderate to strong positive correlations were found between the composite grade for admission and overall academic performance for all admission years in the study: 2009-2014. All associations were statistically significant at the .01 level.

For the Second Degree program, there was a moderate correlation between the composite grade for admission and overall academic performance in 2013, however, the samples for 2014 yielded no evidence of an association. Because of small sample sizes, no definitive conclusions can be made.

Table 13: Correlations Between Composite Grade for Admissions and Overall Academic Performance in the BSW Program by Admission Year

	Composite Grade for Admissions[a]	
	First Degree Program (*n*)	Second Degree Program (*n*)
Overall Academic Average by Admission Year[b]		
2009	.642** (57)	-[c]
2010	.539** (56)	.214 (10)
2011	.579** (55)	-[c]
2012	.737** (56)	-[c]
2013	.459** (52)	.551 (13)
2014	.546** (54)	-.006 (14)

Note. **. Correlation is significant at the 0.01 level (2-tailed)
Significant difference in *n* for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program only admitted 15.
[a] Composite grade for admission derived by the following formula **X** = (37.5% * average of applicant's last ten/twenty courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average)
[b] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[c] No students were admitted to the Second Degree programs in this academic year.

For the First Degree program, statistically significant and moderate positive relationships were found between pre-admission grades and academic performance in all core pedagogical areas of the program (refer to Table 14). For the Second Degree program, there appeared to be weak positive correlations between composite grade at admission and three core areas (theory, practice, and field integration). Again, it should be noted that the sample size was small, and only the association with the latter core area proved statistically significant.

Table 14: Correlations of Composite Grade for Admissions Variable and Academic Performance by Pedagogical Areas of BSW Program

	Composite Grade for Admissions[c]	
	First Degree Program (*n*)	Second Degree Program (*n*)
Academic Performance by Pedagogical Area[a]		
Theoretical Courses	.504** (330)	.292 (38)
Practice Courses	.453** (329)	.315 (38)
Professional Identity Course[b]	.418** (260)	.212 (37)
Research Course[b]	.507** (259)	.091 (38)
Social Administration and Policy Courses	.405** (320)	.138 (33)
Field Integration Course	.384** (311)	.338** (37)

Note. **. Correlation is significant at the 0.01 level (2-tailed)
Significant difference in *n* for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program admitted only 15.
[a] Refer to Chapter 4 on p. 48 of thesis for description of courses completed in each pedagogical area
[b] Differences in *n* for Professional Identity and Research courses, as many students had not yet completed courses in these pedagogical areas at the time data was collected
[c] Composite grade for admission derived by the following formula **X** = (37.5% * average of applicant's last ten/twenty courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average)

Social Work Admission Test (SWAT)

Comparisons of SWAT Scores in the First and Second Degree Programs

For the 2010 SWAT, the field instructor ratings for the First Degree (*M* = 17.1, *SD* = 2.55) and the Second Degree (*M* = 17.4*1, SD* = 1.76) did not differ significantly, *t* (65) = -.386, *p* = n.s. The results for faculty ratings for the First Degree (M = 17.36, SD = 2.46) and the Second Degree (*M* = 16.64, *SD* = 3.41) also did not differ significantly, *t* (65) = .831, *p* = n.s. Finally, the results for student raters for the First Degree (*M* = 16.61, *SD* = 2.45) and the Second Degree (*M* = 16.05, *SD* = 3.19) also did not differ significantly, *t* (65) = .662, *p* = n.s (for descriptive statistics of the 2010 SWAT, refer to Table 15).

When analyzing SWAT scores to determine inter-rater reliability, faculty ratings were found to be very weakly associated with student and field instructor ratings.

However, neither association was statistically significant, respectively r (56) = .124, p = .362; r (56) = .180, p = .185. There was also a very weak insignificant association between student raters and field instructors: r (56) =.062, p = .651.

Table 15: Descriptive Statistics of Social Work Admission Test Scores for 2010

	First Degree Program			Second Degree Program		
	Field Instructor Rater (n=55)	Faculty Rater (n=55)	Student Rater (n=55)	Field Instructor Rater (n=10)	Faculty Rater (n=10)	Student Rater (n=10)
Possible Score Range	0 – 25					
Mean	17.10	17.36	16.6	17.41	16.64	14.50
Standard Deviation	2.55	2.46	2.45	1.76	3.41	3.19
Lowest Score Given	10.0	13.0	8.0	15.0	11.0	12.5
Highest Score Given	24.0	23.5	22.0	20.5	23.0	21.5
Range	14.0	10.50	14.0	5.5	12.0	9.0
Quartiles (25th, 75th)	15.5, 18.5	15.1, 18.9	15, 18.4	16, 18.5	15, 18	13.5, 19.5

Note. Significant difference in n for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program admitted only 15.
SWAT Score for 2010 = (20% * rating of open-mindedness) + (20% * rating of writing skills) + 20% * rating of commitment to social justice) + (20% * sensitivity and compassion) + (20% * knowledge of social work as profession)

Descriptive statistics of the Total SWAT scores for admission years 2012-2014 are presented in Table 16. For a detailed overview of descriptive statistics of each SWAT question from each academic year for both programs, refer to Appendix 17.

When testing for the relationship between the SWAT scores for the First Degree (M = 27.14, SD = 5.12) and Second Degree programs (M = 28.63, SD = 4.35), it was determined that the results did not differ significantly, t (190) = -1.43, p = n.s.

For the First Degree program, it was determined there were significant differences between SWAT scores between admission years 2012-2014, (F (2,162) = 8.45, p = 0.000). Post-hoc comparisons using the Tukey HSD test showed that the mean SWAT score for 2012 (M=28.73, SD=4.68) was significantly higher than the 2013 SWAT score (M=24.96, SD= 5.53). In addition, the mean SWAT score for 2014 (M=27.61, SD= 4.47) was significantly higher than the 2013 SWAT score (M=24.96, SD=5.53). However, the SWAT score for 2012 (M=28.73, SD=4.68) was not significantly different than the 2014 SWAT score (M=27.61, SD=4.47).

For the Second Degree program, the results were significant with admission year 2014 (M = 30.5, SD = 3.88) having higher SWAT scores than admission year 2013 (M = 26.62, SD = 4.03), t (25) = -2.55, p = .017.

Table 16: Descriptive Statistics of Social Work Admission Test (SWAT) Scores for 2012-2014

	First Degree Program			Second Degree Program	
	Admission Year			Admission Year	
	2012 (n=56)	2013 (n=53)	2014 (n=56)	2013 (n=13)	2014 (n=14)
Possible Score Range			0 – 48		
Mean (SD)	28.73 (4.68)	24.96 (5.53)	27.61 (4.47)	26.62 (4.03)	30.5 (3.88)
Lowest Score Given	18.2	12.0	18.0	21.5	23
Highest Score Given	42.3	39.0	39.5	34.5	36
Range	24	27	21.5	13	13
Quartiles (25th, 50th, 75th)	25,28.3,31.3	20.5,25.5,29	24.5,27.3,31	24,25,29.3	27.9,31.5,34

Note. Significant difference in n for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program admitted only 15.
SWAT Test Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)

Correlation Between the Social Work Admission Test and Academic Performance in the BSW Program

Results for the correlations between the SWAT and academic performance for the First and Second Degree program are presented in separate tables for the 2010 admission year and 2012-2014 admission years (see Tables 17-20).

Overall, there appears to be weak correlation between the SWAT and academic performance in the First Degree program; however, there was a great deal of variability in the results. For example, for the 2010 and 2013 First Degree cohorts, SWAT ratings were low to moderately associated with BSW program performance. However, analysis of two of the other three years (2012, 2014) yielded no overall associations. Significance testing was not possible for the Second Degree program in 2010 because it involved only 10 students. However, there were strong associations with student and faculty ratings. No evidence of an association was found in 2012 and 2013. The association between SWAT and academic performance in the BSW seemed to be affected by who was rating, however this could be examined for only one admission year (2010), and thus further testing is needed.

It should be noted that, in closer analyses of the data, only a SWAT few questions were associated with academic performance. It seems as though some significant results reported here are the result of one SWAT question (e.g. admission year 2013 for the First Degree program). For a detailed overview of relationships between each question from each admission year and academic performance in the BSW program, refer to Appendices 18 and 19.

When analyzing the overall results by pedagogical area, there appears to be weak correlations between SWAT scores and performance in theoretical, practical and field integration courses; however, the results vary from year to year. The sample size was insufficient to test Second Degree students, but the raw associations appear to be comparable.

Table 17: Correlations Between Social Work Admission Test Scores and Academic Performance in BSW Program in 2010

	2010 SWAT Scores					
	First Degree Program			Second Degree Program		
	Field Instructor Rater	Faculty Rater	Student Rater	Field Instructor Rater (*n*=10)	Faculty Rater (*n*=10)	Student Rater (*n*=10)
Academic Performance by Course Level						
2000-Level Course Average[a] (*n*)	.224 (56)	.052 (56)	.444** (56)	.038	.690*	.831**
3000-Level Course Average[b] (*n*)	.309* (55)	.077 (55)	.187 (55)	.491	.691*	.541
4000-Level Course Average[c] (*n*)	.214 (54)	.020 (54)	.197 (54)	.101	.710*	.720*
Overall Average[d] (*n*)	.277* (56)	.029 (56)	.411** (56)	.240	.846**	.851**

Note. * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in *n* for the First and Second Degree programs as the First Degree program admitted 60 students whereas Second Degree program admitted only 15.
[a] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[b] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[c] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[d] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses
SWAT Score for 2010 = (20% * rating of open-mindedness) + (20% * rating of writing skills) + (20% * rating of commitment to social justice) + (20% * sensitivity and compassion) + (20% * knowledge of social work as profession)

Table 18: Correlations Between Social Work Admission Test Scores in 2012-2014 and Academic Performance in BSW Program

	Total SWAT Score[e]						
	First Degree Admission Year (*n*)				Second Degree Admission Year (*n*)		
	2012	2013	2014	Overall	2013	2014	Overall
Academic Performance by Course Level							
2000-Level Course Average[a] (*n*)	.116 (56)	.293* (52)	.064 (54)	.217** (162)	.249 (13)	.037 (14)	.200 (27)
3000-Level Course Average[b] (*n*)	.337* (55)	.227 (47)	.183 (46)	.263** (148)	.051 (13)	.402 (14)	.371 (26)
4000-Level Course Average[c] (*n*)	.131 (55)	.225 (44)	-[f]	.228** (99)	.061 (13)	.027 (14)	.078 (27)
Overall Average[d] (*n*)	.207 (56)	.339* (52)	.080 (54)	.284** (162)	.129 (13)	.017 (14)	.168 (27)

Note. * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in sample sizes for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program admitted only 15.
[a] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[b] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[c] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[d] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[e] Total SWAT Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)
[f] Students had not completed fourth year courses at time data was collected.

Table 19: Correlations Between Social Work Admission Test in 2010 and Academic Performance in BSW Program by Pedagogical Area

	2010 SWAT Scores					
	First Degree Program			Second Degree Program		
	Field Instructor (*n*)	Faculty (*n*)	Student (*n*)	Field Instructor (*n*=10)	Faculty (*n*=10)	Student (*n*=10)
Academic Performance by Pedagogical Area[a]						
Theoretical Courses	.286* (56)	.075 (56)	.375** (56)	.035	.534	.837**
Practical Courses	.236 (55)	.062 (55)	.062 (55)	.171	.632	.804**
Professional Identity Course	.253 (54)	.159 (54)	.230 (54)	.464	.785**	.453
Research Course	.111 (54)	.021 (54)	.195 (54)	-.193	.572	.457
Social Administration and Policy Courses	.287* (55)	.060 (55)	.225 (55)	.306	.611	.544
Field Integration Course	.164 (55)	.076 (55)	.083 (55)	.135	-.100	.205

Note. * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in *n* for the First and Second Degree programs as the First Degree program admitted 60 students whereas Second Degree program admitted only 15.
[a] Refer to chapter 4 on page 48 of thesis for description of courses completed in each pedagogical area
SWAT Score for 2010 = (20% * rating of open-mindedness) + (20% * rating of writing skills) + (20% * rating of commitment to social justice) + (20% * sensitivity and compassion) + (20% * knowledge of social work as profession)

Table 20: Correlations Between Social Work Admission Test in 2012-2014 and Academic Performance by Pedagogical Areas of BSW Program

	Total SWAT Score[b]						
	First Degree Admission Year (*n*)				Second Degree Admission Year (*n*)		
	2012	2013	2014	Overall	2013	2014	Overall
Academic Performance by Pedagogical Area[a]							
Theoretical Courses	.082 (56)	.333* (52)	.115 (54)	.240** (162)	.246 (13)	.258 (14)	.339 (27)
Practical Courses	.135 (56)	.337* (52)	.062 (54)	.270** (162)	.034 (13)	.164 (14)	.222 (27)
Professional Identity Course	.302* (55)	-.013 (44)	-[c]	.185 (99)	.140 (13)	.139 (13)	.323 (26)
Research Course	.148 (55)	.115 (44)	-[c]	.179 (99)	.284 (13)	.128 (14)	.254 (27)
Social Administration and Policy Courses	.370 (55)	.149 (49)	.044 (51)	.148 (155)	.063 (13)	-.017 (14)	-.141 (27)
Field Integration Course	.206 (55)	.202 (47)	.183 (46)	.258** (148)	.023 (13)	.531 (13)	.330 (26)

Note. * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in sample sizes for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program admitted only 15.
[a] Refer to chapter 4 on page 48 of thesis for description of courses completed in each pedagogical area
[b] Total SWAT Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)
[c] Students had not completed courses at time data was collected

Suitability and Experience Ratings Used in Admissions Process

Comparisons of Suitability and Experience Ratings in the First And Second Degree Programs

For detailed descriptive statistics for suitability and experience ratings, refer to Appendix 20. Mean suitability and experience ratings between the First and Second Degree programs for 2010 and 2012-2014 were compared; no significant differences were found (refer to Appendix 21).

An analysis of variance comparing effect of admission year on suitability and experience ratings for First Degree Students showed that the effect of admission year on suitability ratings by field instructors was significant, F (2, 162) = 7.36, p = .001. Post-hoc comparisons using the Tukey HSD test showed that the field instructor ratings for suitability for 2014 (M=19.46, SD= 2.9) were significantly higher than 2012 (M=17.67, SD=2.54) and 2013 (M=18.28, SD=2). It was also determined that there were no significant differences between field education coordinator ratings for suitability for 2012-2014, (F (1,110) = 3.24, p = n.s), as well as for student ratings for suitability for 2012-2014, (F (2, 162) = .16, p = n.s).

An analysis of variance also showed that the effect of admission year on experience ratings by field instructors was significant, F (2, 162) = 8.04, p = .000. Post-hoc comparisons using the Tukey HSD test showed that the field instructor ratings for experience for 2014 (M=20.24, SD=3.19) were significantly higher than 2012 (M=18.23, SD=3.2) and 2013 (M=18.14, SD=2.95). No other significant differences for experience ratings by field instructors were found.

It was also determined that there was a significant difference between field education coordinator experience ratings between admission years 2012 and 2014, with 2014 ratings (M=20.18, SD=2.88) being higher than 2012 (M=18.21, SD=3.14), (F (1,110) = 12.02, p = .001).

An analysis of variance also showed that the effect of admission year on experience ratings by students was significant, F (2, 162) = 5.35, p = .006. Post-hoc comparisons using the Tukey HSD test showed that the student ratings for experience for 2014 (M=20.33, SD=2.74) were significantly higher than 2012 (M=18.7, SD=2.64). No other significant differences for experience ratings by student raters were found.

For the Second Degree program, suitability ratings by student raters differed significantly, with admission year 2013 (M=21.46, SD = 1.3) having higher ratings than 2014 (M=18.75, SD = 2.55), t (24) = 3.32, p < .001. In addition, experience ratings by student raters were higher in 2013 (M=41.88, SD = 3.41) than 2014 (M=37.89, SD = 4.42), t (24) = 2.54, p < .001. No other significant differences were found.

The suitability and experience ratings were also analyzed to determine inter-rater reliability for the First Degree program. The Second Degree program was not analyzed due to the small sample size.

With one exception (students and field instructors in 2010), correlations between raters for suitability ratings ranged from very weak to moderate from 2010-2014 (Table 21 and Table 22). Correlations for experience ratings ranged from weak to strong. For both suitability and experience ratings, trends toward stronger correlations between 2010 and 2014 were observed.

Table 21: Inter-rater Reliability for Suitability Ratings for First Degree Program

Raters	Raters											
	Field Instructor				Field Education Coordinator/Faculty[a]				Student			
Raters	2010[c] (56)	2012[d] (56)	2013[d] (53)	2014[d] (56)	2010[c] (56)	2012[d] (56)	2013[d] (0)	2014[d] (56)	2010[c] (56)	2012[d] (56)	2013[d] (53)	2014[d] (56)
Field Instructor	1	1	1	1	.06	.359**	-[b]	.516**	.253	.311*	.426**	.369**
Field Education Coordinator / Faculty[a]	.06	.359**	-[b]	.516**	1	1	-[b]	1	.207	.402**	-[b]	.335*
Student	.253	.311*	.426**	.369**	.207	.402**	-[b]	.335*	1	1	1	1

Note. * Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
[a] Field Education Coordinators rated experience in 2012-2014, and faculty rated experience in 2010.
[b] Field Education Coordinator ratings not available for 2013.
[c] For 2010, Suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).
[d] For 2012-2014, Suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: X = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).

Table 22: Inter-rater Reliability for Experience Ratings for First Degree Program

	Raters											
	Field Instructor				Field Education Coordinator/Faculty[a]				Student			
Raters	2010[c] (56)	2012[d] (56)	2013[d] (53)	2014[d] (56)	2010[c] (56)	2012[d] (56)	2013[d] (0)	2014[d] (56)	2010[c] (56)	2012[d] (56)	2013[d] (53)	2014[d] (56)
Field Instructor	1	1	1	1	.233	.614**	-[b]	.685**	.487**	.54**	.577**	.607**
Field Education Coordinator / Faculty[a]	.233	.614**	-[b]	.685**	1	1	-[b]	1	.356**	.558**	-[b]	.638**
Student	.487**	.54**	.577**	.607**	.356**	.558**	-[b]	.638**	1	1	1	1

Notes. **. Correlation is significant at the 0.01 level (2-tailed).
[a] Field Education Coordinators rated experience in 2012-2014, and faculty rated experience in 2010
[b] Field Education Coordinator ratings not available for 2013.
[c] For 2010, Experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[d] For 2012-2014, Experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).

Correlation Between Suitability and Experience Criteria and Performance in the BSW Program

The correlations between suitability and experience criteria and overall academic performance are presented in Table 23 for both the First and Second Degree programs. The data from 2012 to 2014 was merged (2010 could not be merged with 2012-2014; see p. 45). For a more detailed overview of relationships between each rating and academic performance by each admission year, refer to Appendix 22 and 23.

For the First Degree program, only one statistically significant relationship was found: between field instructor suitability ratings and academic performance in 2010. However, given that no other significant associations were found, it is doubtful that suitability and experience are robustly predictive of academic performance in First Degree program students. For the Second Degree program, there appeared to be an association, but the sample size was insufficient to permit testing.

Results of the relationships between suitability and experience ratings and student academic performance by core pedagogical area for both the First and Second Degree programs are presented in Table 24. For a detailed overview of relationships between each rating and academic performance by each admission year, refer to Appendix 24 and 25.

For the First Degree program, there were few statistically significant relationships; and some of these were negative. Given that neither suitability nor experience were found to be consistently associated with any core pedagogical area, it would seem that their value as admission criteria is questionable.

When analyzing the results by pedagogical area for the Second Degree program, there appear to be weak correlations between suitability scores and performance in all courses, particularly theoretical, practical, professional identity, and social administration and policy courses. In addition, there appears to be weak correlations between experience ratings and performance in theoretical, practical, social administration and policy, and research courses. Although the sample size was insufficient to test Second Degree students, the raw associations appear to be stronger than those for the First Degree program.

Table 23: Correlations of Suitability and Experiencing Criteria and Academic Performance Based on Overall Average[i]

Admission Year	Items Rated	First Degree Program (*n*)			Second Degree Program (*n*)		
		Field Instructor Rater	Faculty Rater	Student Rater	Field Instructor Rater	Faculty Rater	Student Rater
2010							
	Suitability[a]	.309* (56)	.230 (56)	.195 (56)	.306 (10)	.621 (10)	.916** (10)
	Experience[b]	.003 (56)	.132 (56)	.114 (56)	.488 (10)	.829** (10)	.861** (10)
	Total[e]	.104 (56)	.181 (54)	.150 (56)	.461 (10)	.789** (10)	.898** (10)
		Field Instructor Rater	Field Education Coordinator Rater	Student Rater	Field Instructor Rater	Field Education Coordinator Rater	Student Rater
2012-2014							
	Suitability	-.013 (162)	.107 (110)[j]	.143 (162)	.288 (28)	.268 (16)[j]	.035 (27)
	Experience	-.006 (162)	-.025 (110)[j]	.044 (162)	.221 (28)	.301 (16)[j]	.303 (27)
	Total[e]	-.010 (162)	.038 (110)	.101 (162)	.278 (28)	.307 (16)	.189 (27)

Notes. ** Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
[a] For 2010, Suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image)
[b] For 2010, Experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[c] For 2012-2014, Suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[d] For 2012-2014, Experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).
[e] Total = Suitability ratings + Experience ratings
[i] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[j] Field Education Coordinator ratings not available for 2013, resulting in a smaller sample size

Table 24: Correlations Between Suitability and Experience Criteria and Academic Performance by Pedagogical Areas of BSW Program

Degree Program (Admission Years)	Items Rated	Academic Performance by Pedagogical Area[f]					
		Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration
		Field Instructor Rater (*n*)					
First Degree (2010)							
	Suitability[a]	.309* (56)	.101 (55)	.008 (54)	-.002 (54)	.075 (55)	.000 (55)
	Experience[b]	.041 (56)	-.091 (55)	-.087 (54)	-.001 (54)	-.088 (55)	-.080 (55)
	Total [e]	.133 (56)	-.040 (55)	-.066 (54)	-.001 (54)	-.046 (55)	-.063 (55)
Second Degree (2010)							
	Suitability[a]	.307 (10)	.275 (10)	.354 (10)	.105 (10)	.034 (10)	.12 (10)
	Experience[b]	.476 (10)	.497 (10)	.419 (10)	-.086 (10)	.369 (10)	.426 (10)
	Total [e]	.451 (10)	.458 (10)	.422 (10)	-.035 (10)	.292 (10)	.36 (10)
		Faculty Rater (*n*)					
First Degree (2010)							
	Suitability[a]	.242 (56)	.265 (55)	.034 (54)	.029 (54)	.297* (55)	.342* (55)
	Experience[b]	.168 (56)	.061 (55)	-.041 (54)	-.079 (54)	.131 (55)	.273* (55)
	Total[e]	.212 (56)	.141 (55)	-.018 (54)	-.048 (54)	.204 (55)	.325* (55)
Second Degree (2010)							
	Suitability[a]	.434 (10)	.387 (10)	.605 (10)	.352 (10)	.574 (10)	-.14 (10)
	Experience[b]	.584 (10)	.700* (10)	.684* (10)	.413 (10)	.616 (10)	.222 (10)
	Total[e]	.554 (10)	.617 (10)	.684* (10)	.408 (10)	.626 (10)	.101 (10)
		Student Rater (*n*)					
First Degree (2010)							
	Suitability[a]	.142 (56)	.011 (55)	-.136 (54)	-.057 (54)	-.015 (55)	-.192 (55)
	Experience[b]	.089 (56)	.019 (55)	-.120 (54)	.050 (54)	-.120 (55)	-.093 (55)
	Total[e]	.113 (56)	.018 (55)	-.134 (54)	.020 (54)	-.096 (55)	-.132 (55
Second Degree (2010)							
	Suitability[a]	.723* (10)	.941** (10)	.472 (10)	.498 (10)	.578 (10)	.234 (10)
	Experience[b]	.582 (10)	.890** (10)	.546 (10)	.325 (10)	.547 (10)	.315 (10)
	Total[e]	.644* (10)	.926** (10)	.53 (10)	.394 (10)	.569 (10)	.292 (10)
		Field Instructor Rater (*n*)					
First Degree (2012-2014)							
	Suitability[c]	-.106 (162)	-.012 (162)	.070 (99)	.029 (99)	-.365** (155)	.144 (148)
	Experience[d]	.032 (162)	.033 (162)	.064 (99)	-.028 (99)	-.231** (155)	.126 (148)
	Total[e]	.012 (162)	.014 (162)	.075 (99)	-.004 (99)	-.229** (155)	.147 (148)

Table 23 continued

Degree Program (Admission Years)	Items Rated	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration
		Academic Performance by Pedagogical Area[f]					
Second Degree (2013-2014)							
	Suitability[c]	.228 (28)	.270 (28)	.319 (27)	.289 (28)	.281 (28)	.065 (27)
	Experience[d]	.164 (28)	.257 (28)	.003 (27)	.312 (28)	.204 (28)	.031 (27)
	Total[e]	.214 (27)	.289 (28)	.169 (27)	.331 (28)	.265 (28)	.052 (27)
		Field Education Coordinator Rater (*n*)[g]					
First Degree (2012-2014)							
	Suitability[c]	.152 (110)	.112 (110)	.173 (55)	-.014 (55)	-.055 (106)	.211* (101)
	Experience[d]	.015 (110)	.002 (110)	-.012 (55)	-.132 (55)	-.250** (106)	.132 (101)
	Total[e]	.083 (110)	.056 (110)	.081 (55)	-.082 (55)	-.175 (106)	.182 (101)
Second Degree (2013-2014)							
	Suitability[c]	.342 (16)	.470 (16)	.475 (15)	.213 (16)	.067 (16)	.303 (15)
	Experience[d]	.381 (16)	.449 (16)	.165 (15)	.371 (16)	.005 (16)	.096 (15)
	Total[e]	.390 (16)	.492 (16)	.325 (15)	.320 (16)	.036 (16)	.202 (15)
		Student Rater (*n*)					
First Degree (2012-2014)							
	Suitability[c]	.123 (162)	.182* (162)	.196 (99)	.009 (99)	.068 (155)	.099 (148)
	Experience[d]	.029 (162)	.063 (162)	.172 (99)	-.032 (99)	-.116 (155)	.149 (148)
	Total[e]	.082 (162)	.133 (162)	.196 (99)	-.012 (99)	-.028 (155)	.137 (148)
Second Degree (2013-2014)							
	Suitability[c]	.215 (27)	.240 (27)	-.086 (26)	.414* (27)	.427* (27)	-.146 (26)
	Experience[d]	.156 (27)	.128 (27)	-.007 (26)	.241 (27)	.305 (27)	-.029 (26)
	Total[e]	.215 (27)	.240 (27)	-.086 (26)	.414* (27)	.427* (27)	-.146 (26)

Notes. * Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in sample sizes for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program admitted only 15.

[a] For 2010, Suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: X = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).

[b] For 2010, Experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: X = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).

[c] For 2012-2014, Suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: X = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).

[d] For 2012-2014, Experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: X = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).

[c] Total = Suitability ratings + Experience Ratings

[f] Refer to Chapter 4 on page 48 of thesis for description of courses completed in each pedagogical area.

[g] Field Education Coordinator ratings not available for 2013, resulting in a smaller sample size.

Correlation Between Demographic Variables and Academic Performance in the BSW Program

Age at Admission

When determining the relationship between students' age at admission and their academic performance in both the First Degree and Second Degree programs, one analysis did reach the $p<.01$ threshold for statistical significance, a very weak positive correlation of age and students' average in second year courses for the First Degree program. No other significant correlations were found (see Table 25).

Table 25: Correlations Between Age at Admission and Academic Performance in BSW Program

	Academic Performance in BSW Program			
	2000-Level Courses[a] (*n*)	3000-Level Courses[b] (*n*)	4000-Level Courses[c] (*n*)	Overall Average[d] (*n*)
Age at Admission for First Degree Program	.146** (330)	.001 (311)	.026 (260)	.086 (330)
Age at Admission for Second Degree Program	.001 (38)	.311 (37)	.145 (38)	.159 (38)

Note. ** Correlation is significant at the 0.01 level (2-tailed).
[a] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[b] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[c] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[d] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.

Gender

For the First Degree Program, women (M = 79.69, SD = 4.69) and men (M = 79.82, SD = 2.78) did not differ significantly in their academic performance in any social work courses, including their overall average of social work courses completed, t (328) = .136, p = n.s. For the Second Degree program, results were similar with women (M = 81.63, SD = 2.67) and men (M = 82.73, SD = 2.0) not differing significantly in academic

performance in any social work courses, including overall average of social work courses completed, t (36) = .880, p = n.s.

Predicting Academic Performance in the BSW Program

It should be noted that details concerning the building of the regression models can be found on page 56, and that a significance threshold of $p < .1$ was retained for these analyses. Overall, there were differences in the results for the First and Second Degree programs, suggesting that different admission criteria are predictive of performance in the two programs. Due to the small sample size for the Second Degree program, however, results should be interpreted cautiously.

The first set of linear regressions involved determining the association between admission criteria and students' academic performance in regards to their overall average in the BSW program. In Model 2 for the First Degree program, the Z-composite grade for admission, Z-SWAT score, and z-suitability were determined to be significant predictors, with the Z-composite grade for admissions being the main predictor. In Model 2 for the Second Degree program, composite grade for admissions and Z-experience emerged as useful predictors, with Z-experience proving to be the strongest predictor of overall performance (Table 26).

Table 26: Linear Regression: Admission Variables Associated with Students' Overall Academic Performance in BSW Program

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=218)								
Z-Composite Grade for Admissions[ab]	.557	.054	10.382	.000	.558	.053	10.549	.000
Z-SWAT[b]	.206	.206	3.839	.000	.206	.053	3.876	.000
Z-Suitability Ratings[b]	.164	.078	2.092	.038	.156	.053	2.935	.004
Z-Experience Ratings[b]	-.010	.078	-.128	.898	-	-	-	-
R^2	.404				.404			
Second Degree (*n*=37)								
Z-Composite Grade for Admissions[ab]	.307	.145	2.215	.034	.32	.143	2.349	.025
Z-SWAT[b]	.163	.142	1.131	.267	.185	.138	1.324	.195
Z-Experience Ratings[b]	.428	.181	2.341	.026	.51	.138	3.644	.001
Z-Suitability Ratings[b]	.131	.183	.705	.486	-	-	-	-
R^2	.405				.396			

Notes: [a]Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten/twenty courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings, and overall average to allow for a larger sample size and comparability of admission criteria across admission years.

The second set of linear regressions involved determining the association between admission criteria and students' academic performance in theoretical courses, and again differences emerged between the First and Second Degree programs. In Model 2 for the First Degree program, the Z-composite grade for admission, Z-SWAT, and z-suitability were determined to be significant predictors, with the Z-composite grade for admissions being the main predictor. In Model 2 for the Second Degree program, Z-composite grade for admissions, Z-SWAT, and Z-experience were significant predictors of performance, with Z-experience being a slightly stronger predictor than experience (as shown in Table 27).

The third set of linear regressions showed differences between the First and Second Degree program and involved determining the association between admission criteria and students' academic performance in practical courses. The criteria in Model 2 were all predictors, which included Z-composite grade for admission, the score on the Z-SWAT, and Z-suitability ratings. Z-composite grade for admission was again the strongest predictor. For the Second Degree, only composite grade for admissions and Z-experience ratings were significant predictors in Model 2, with Z-experience being a slightly stronger predictor (as shown in Table 28).

Table 27: Linear Regression: Admission Variables Associated with Students' Performance in Theoretical Courses

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=217)								
Z-Composite Grade for Admissions[ab]	.56	.054	10.287	.000	.554	.054	10.303	.000
Z-SWAT[b]	.195	.054	3.570	.000	.191	.054	3.519	.001
Z-Suitability Ratings[b]	.097	.079	1.217	.225	.14	.14	2.588	.010
Z-Experience Ratings[b]	.059	.079	.749	.454	-	-	-	-
R^2	.388				.386			
Second Degree (*n*=37)								
Z-Composite Grade for Admissions[ab]	.335	.148	2.37	.024	.348	.146	2.501	.018
Z-SWAT[b]	.265	.145	1.806	.080	.286	.14	2.008	.053
Z-Experience Ratings[b]	.328	.184	1.761	.088	.404	.141	2.831	.008
Z-Suitability Ratings[b]	.12	.187	.634	.531	-	-	-	-
R^2	.381				.373			

Notes: [a] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings, and average of theoretical courses to allow for a larger sample size and comparability of admission criteria across admission years.

Table 28: Linear Regression: Admission Variables Associated with Students' Performance in Practical Courses

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=217)								
Z-Composite Grade for Admissions[ab]	.531	.056	9.425	.000	.528	.055	9.507	.000
Z-SWAT[b]	.155	.056	2.765	.006	.154	.056	2.753	.006
Z-Suitability Ratings[c]	.133	.083	1.625	.106	.153	.056	2.734	.007
Z-Experience Ratings[d]	.027	.082	.328	.743	-	-	-	-
R^2	.346				.346			
Second Degree (*n*=37)								
Z-Composite Grade for Admissions[ab]	.402	.139	3.028	.005	.406	.136	3.134	.004
Z-SWAT[b]	.164	.136	1.187	.244	.171	.131	1.289	.207
Z-Experience Ratings[c]	.498	.173	2.844	.008	.525	.131	3.948	.000
Z-Suitability Ratings[d]	.044	.176	.248	.806	-	-	-	-
R^2	.455				.454			

Notes: [a]Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for the composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings, and the average of practical courses to allow for a larger sample size and comparability of admission criteria across admission years.

The fourth set of linear regressions involved determining the association between admission criteria and students' academic performance in a field integration course, and also showed differences between the First and Second Degree program. For Model 2 for the First Degree Program, Z-composite grade for admissions, the Z-SWAT, and Z-suitability ratings were significant predictors, with Z-composite grade for admissions again being the strongest predictor. For the Second Degree program, only Z-composite grade for admissions was statistically significant for Model 2 (refer to Table 29).

A fifth set of linear regressions involved determining the association between admission criteria and students' academic in a professional identity course. There were, again, differences between the First and Second Degree program. For the First Degree program, Model 2 contained two significant predictors: Z-composite grade for admission and the score on the Z-SWAT, with Z-composite grade for admissions again being the strongest predictor. For the Second Degree program, the Z-suitability score and Z-composite grade for admissions were found to be significant for Model 2, with Z-suitability ratings being strongest predictor (refer to Table 30).

Table 29: Linear Regression: Admission Variables Associated with Students' Performance in a Field Integration Course

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=203)								
Z-Composite Grade for Admissions[ab]	.382	.066	5.899	.000	.377	.065	5.908	.000
Z-SWAT[b]	.162	.064	2.508	.013	.159	.064	2.479	.014
Z-Suitability Ratings[b]	.068	.095	.721	.472	.102	.064	1.586	.114
Z-Experience Ratings[b]	.046	.093	.485	.628	-	-	-	-
R^2		.195				.194		
Second Degree (*n*=36)								
Z-Composite Grade for Admissions[ab]	.369	.169	2.273	.03	.369	.165	2.332	.026
Z-SWAT[b]	.199	.17	1.167	.252	.201	.164	1.215	.233
Z-Experience Ratings[b]	.192	.216	.855	.383	.198	.164	1.201	.239
Z-Suitability Ratings[b]	.01	.212	.044	.965	-	-	-	-
R^2		.21				.21		

Notes: [a] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for the composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings, and the field integration course to allow for a larger sample size and comparability of admission criteria across admission years.

Table 30: Linear Regression: Admission Variables Associated with Students' Performance in a Professional Identity Course

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=153)								
Z-Composite Grade for Admissions[ab]	.461	.072	6.416	.000	.462	.071	6.516	.000
Z-SWAT[b]	.167	.073	2.298	.023	.168	.071	2.368	.019
Z-Experience Ratings[b]	.02	.104	.195	.846	.028	.071	.393	.695
Z-Suitability Ratings[b]	.01	.108	.098	.922	-	-	-	-
R^2	.260				.260			
Second Degree (*n*=36)								
Z-Composite Grade for Admissions[ab]	.262	.159	1.72	.095	.268	.156	1.795	.082
Z-SWAT[b]	.215	.16	.191	1.338	.21	.157	1.33	.193
Z-Suitability Ratings[b]	.419	.2	2.039	.05	.375	.152	2.398	.023
Z-Experience Ratings[b]	-.068	.203	-.335	.74	-	-	-	-
R^2	.301				.298			

Notes: [a] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for the composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings, and the professional identity course to allow for a larger sample size and comparability of admission criteria across admission years.

The sixth set of linear regressions again showed differences between the First and Second Degree program and involved determining the association between admission criteria and students' academic performance in social administration and policy courses. For both models in the regression for the First Degree, both Z-composite grade for admission and the score on the Z-SWAT were the only statistically significant predictors. Z-composite grade for admissions showed to be the most significant predictor. For Model 2 for the Second Degree, Z-composite grade for admissions and Z-experience ratings proved to be significant, with Z-experience being the strongest predictor (refer to Table 31).

The seventh set of linear regressions involved determining the association between admission criteria and students' academic performance in regards to their performance in the BSW research course. There were differences again between the First and Second Degree program. For both models of the regression for the First Degree, the composite grade for admission was the only significant predictor. For the Second Degree program, for both models of the regression, only the Z-experience score was significant (refer to Table 32).

Table 31: Linear Regression: Admission Variables Associated with Students' Performance in Social Administration and Policy Courses

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=210)								
Z-Composite Grade for Admissions[ab]	.48	.059	8.111	.000	.491	.059	8.371	.000
Z-SWAT[b]	.182	.182	3.062	.002	.189	.059	3.202	.002
Z-Suitability Ratings[b]	.138	.087	1.581	.116	.050	.059	.844	.400
Z-Experience Ratings[b]	-.119	.086	-1.369	.173	-	-	-	-
R^2	.299				.293			
Second Degree (*n*=37)								
Z-Composite Grade for Admissions[ab]	.327	.152	2.257	.031	.352	.152	2.43	.021
Z-SWAT[b]	.062	.148	.411	.684	.105	.147	.704	.486
Z-Experience Ratings[b]	.288	.188	1.51	.141	.448	.147	3.01	.005
Z-Suitability Ratings[b]	.255	.191	1.316	.198	-	-	-	-
R^2	.352				.317			

Notes: [a] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for the composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings and the average of social administration and policy courses to allow for a larger sample size and comparability of admission criteria across admission years.

Table 32: Linear Regression: Admission Variables Associated with Students' Performance in a Research Course

	Model 1				Model 2			
	β	Std. Error	*t*	Sig.	β	Std. Error	*t*	Sig.
First Degree (*n*=153)								
Z-Composite Grade for Admissions[ab]	.575	.067	8.496	.000	.574	.067	8.568	.000
Z-SWAT[b]	.09	.069	1.322	.188	.089	.068	1.319	.189
Z-Suitability Ratings[b]	-.064	.101	-.641	.523	-.054	.069	-.802	.424
Z-Experience Ratings[b]	.013	.098	.133	.894	-	-	-	-
R^2	.344				.344			
Second Degree (*n*=37)								
Z-Composite Grade for Admissions[ab]	.132	.167	.824	.416	.132	.163	.849	.402
Z-SWAT[b]	.183	.164	1.106	.277	.184	.157	1.157	.256
Z-Experience Ratings[b]	.373	.208	1.775	.085	.377	.158	2.361	.024
Z-Suitability Ratings[b]	.006	.211	.029	.977	-	-	-	-
R^2	.212				.212			

Notes: [a] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Averages were created of the different raters for suitability and experience ratings for 2010-2014, and Z-scores were created for the composite grade for admissions, the SWAT, averaged experience ratings, averaged suitability ratings, and the research course to allow for a larger sample size and comparability of admission criteria across admission years.

Struggling and Non-Struggling Students in the BSW Program

Students who struggled in the First Degree program (M = 75.33, SD = 6.18) had a lower composite grade for admission than students who did not struggle (M = 80.11, SD = 6.73), t (79.47) = -.5.85, p = .000. Students' academic performance in an introductory social work course also differed significantly, with struggling students (M = 72.06, SD = 3.89) having lower grades than non-struggling students (M = 75.88, SD = 5.48), t (296) = -4.36, p = .000. Struggling students (M = 73.71, SD = 5.24) also had a lower average in required social work courses than non-struggling students (M = 77.40, SD = 5.17), t (166) = -2.56, p = .011 (see 5.3.1.1 of Appendix 1 for required social work courses). It should be noted, however, that the sample size was quite small (n = 14) in regards to required social work courses. Finally, struggling students (M = 17.76, SD = 2.43) had lower suitability ratings by student raters than non-struggling students (M = 18.86, SD = 2.77), t (163) = -2.09, p = .038.

Predicting Students Who Struggle in the First Degree BSW Program

Taking the admission criteria that were found to differentiate struggling and non-struggling students, I developed and analyzed three models to determine which model, if any, could predict which students would struggle in the First Degree BSW program. Refer to Appendix 26 for descriptive statistics of admission criteria of struggling students and non-struggling students in the First Degree program for 2012-2014.

Logistic regression results are presented in Table 34 for the three models. Classification plots for each model are presented in Figures 1, 2, and 3. Each model includes different blocks of independent variables with Model 1 comprising Composite Grade for Admissions; Model 2 with Composite Grade for Admissions and an

Introductory Social Work Course; and Model 3 with Composite Grade for Admissions, an Introduction Social Work Course, and Suitability Ratings by Students.

It was determined that with the addition of each independent variable, the independent variables of the models were increasingly able to explain the dependent variable variations. Model 3 was also able to predict the highest number of struggling students (as indicated in Figure 3) with Model 3 correctly predicting 6 out of the 25 struggling students; however, Model 3 also incorrectly predicted 3 students as struggling who did not actually struggle in the BSW program. The analysis certainly shows the challenge of predicting who may struggle in the BSW program.

Table 33: Results of Logistic Regression Analyses Predicting Struggling Students Based on Admission Criteria for the First Degree BSW Program for 2012-2014

	Model		
	Model 1	Model 2	Model 3
Admission Criteria	Beta	Beta	Beta
Composite Grade for Admissions[a]	-.165***	-.156***	-.191***
Introduction to Social Work Course[b]	-	-.054*	-.034
Suitability Ratings by Students[c]	-	-	-.154*
Model Chi-Square (df)	23.06 (1)	30.24 (2)	25.08 (3)
Nagelkerke R^2	.120	.172	.234

Notes: * Coefficient is significant at the 0.1 level (2-tailed).
*** Coefficient is significant at the 0.01 level (2-tailed).
Struggling students are defined as students who failed a BSW course (i.e. received a grade less than 65%) or students who received a grade less than 70% in two or more BSW courses.
Non-struggling students are defined as students who did not fail any BSW courses (i.e. received a grade less than 65%) and did not receive a grade less than 70% in two or more BSW courses.
[a] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten/twenty courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[b] Students are required to take a 3-credit hour introductory social work course before applying to the BSW program
[c] For 2012-2014, student raters assessed each applicant's suitability self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).

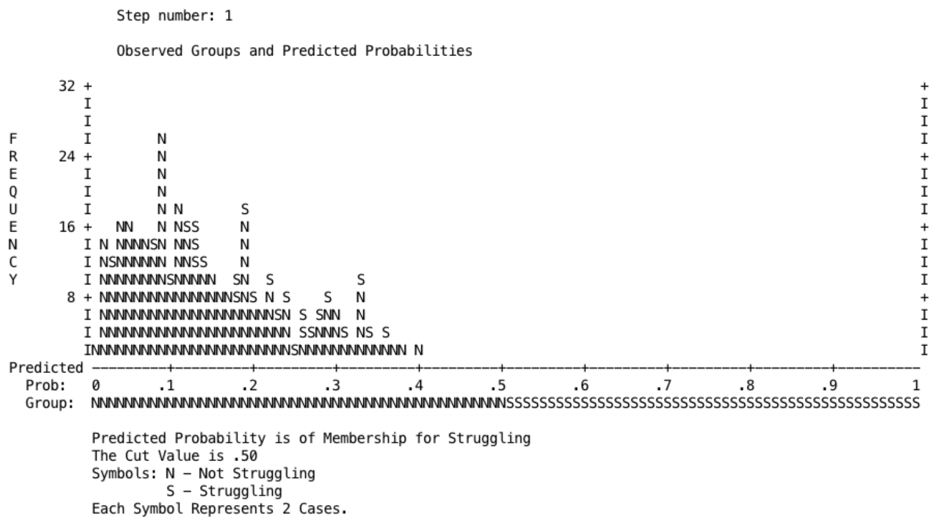

Figure 1: Classification Plot of Model One of Logistic Regression Analyses Predicting Struggling Students for First Degree BSW Program

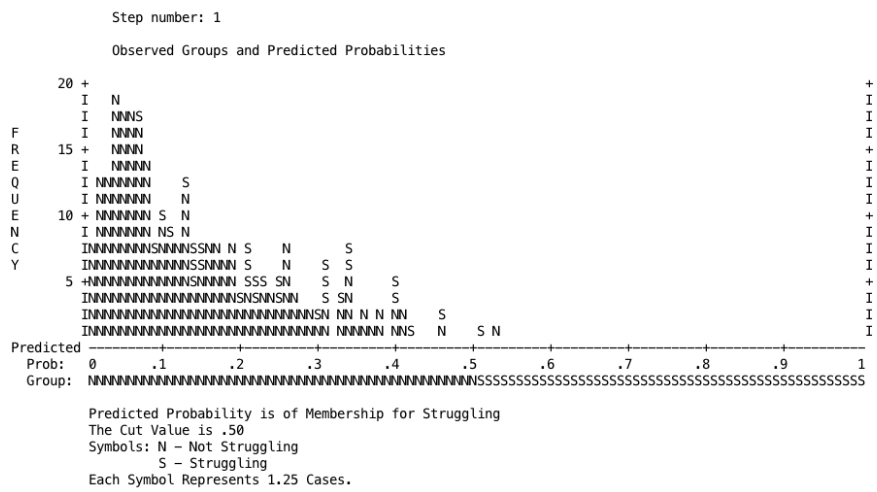

Figure 2: Classification Plot of Model Two of Logistic Regression Analyses Predicting Struggling Students for First Degree BSW Program

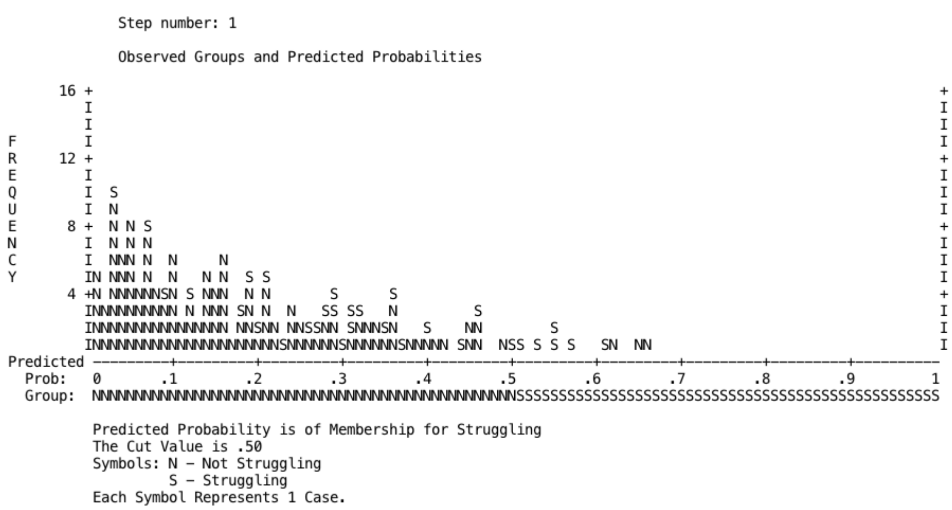

Figure 3: Classification Plot of Model Three of Logistic Regression Analyses Predicting Struggling Students for First Degree BSW Program

Chapter 6: Discussion

Discussion

The results of this study advance our knowledge in five ways. First, different admission criteria appear to be predictive of academic performance in the First and Second Degree BSW programs. Second, the findings further our understanding of the predictability of the following criteria: 1) academic criteria, 2) a Social Work Admissions Test, 3) suitability ratings 4) and experience ratings. Third, the study provides insights into the differences between students who struggle in the BSW program and those who do not and the predictability of admission criteria to identify those who struggle. Fourth, age and gender were not associated with academic performance. Fifth, the study also opens up discussion regarding preferred ways of viewing admissions processes and gatekeeping in the Social Work profession.

In this discussion, the relevance of the findings are reviewed in relation to prior research, policy, and areas for potential future research. The limitations and advantages of this study are highlighted, as well as potential implications for improving admissions processes for the MUN School of Social Work BSW programs.

Academic Admissions Criteria

The results shed light on important differences between the First and Second Degree program in regards to the predictability of academic criteria. For the First Degree program, the composite grade for admission proved to have a consistent moderate association with academic performance across admission years, students' stage in the program, as well as across pedagogical areas. In addition, through the use of regression models, the composite grade was consistently the strongest predictor of overall academic

performance and all pedagogical areas examined in the study. For the Second Degree program, the association was weak at best. Nevertheless, prior academic standing, in linear regression models that included other admission criteria, proved to be a useful predictor of overall average and all pedagogical areas, except the research course. However, the sample size was small so further research is needed.

Overall, these results reinforce existing evidence that previous academic standing is predictive of overall academic performance in the BSW program, particularly for the First Degree program (Caskey et al., 2001; Duder & Aronson, 1978; Dunlap et al., 1998; Fortune, 2003; GlenMaye & Oakes, 2002; Hardigan et al., 2001; Kuncel et al., 2005; Lobb et al., 2006; Milner et al., 1984; Pelech et al., 1999; Pfouts & Henley, 1977; Schmidt, 2007; Shulruf & Shaw, 2015; Shulruf et al., 2010; Sowbel & Miller, 2015; Thomas & Draugalis, 2002; Thomas et al., 2004; Timer & Clauson, 2010; Vleik et al., 2015).

Social Work Admission Test

For the First Degree Program, the results showed a weak correlation between the SWAT and overall academic performance, as well as for theoretical, practical and field integration courses. There was, however, a great deal of variability in the results from year to year as a significant association was found for only two of the four years tested. In addition, although the effect of different raters could only be examined for one admission year (2010), the association between SWAT and academic performance in the BSW seemed to be affected by who was rating. Nevertheless, linear regression models showed that the SWAT, in combination with prior academic standing, appeared to be a useful predictor of performance, particularly for the First Degree program.

For the Second Degree, the evidence is far less certain. Although the SWAT proved to be a significant predictor of theoretical courses in regression analyses, it was not predictive of performance overall or for any other pedagogical areas.

Suitability and Experience Criteria

The results of the study showed interesting differences between the First and Second Degree programs. For the First Degree program, there was little indication that suitability and experience criteria are directly associated with academic performance. In linear models that included prior academic standing and SWAT scores, however, suitability ratings proved to contribute to the prediction of overall academic performance and performance in three pedagogical areas: practical and theoretical courses and the field integration course. Experience did not contribute to the prediction of academic performance.

Although significance testing of binary associations was not possible for the Second Degree program, the associations appeared to be stronger. Moreover, experience proved to be the strongest predictor of overall performance in linear regression models that included prior academic standing and SWAT. In addition, experience ratings were the strongest predictor of performance in four pedagogical areas: theoretical, practical, social administration and policy, and research courses. Interestingly, experience ratings was the only significant predictor of performance in the research course for the Second Degree program.

Discussion of Results in Relation to Hypotheses

Overall, these results support the first hypothesis that previous academic standing would be predictive of overall academic performance in the BSW program. This was particularly true for the First Degree program.

The second hypothesis of the study was partially supported. The predictability of the admission criteria was different by pedagogical area as expected. However, it was hypothesized that suitability ratings would be a predictor for performance in the professional identity course and this was only true for the Second Degree program and not the First Degree. Furthermore, these findings provide partial support for the prediction that experience ratings would be predictive of performance in practical courses and the field integration course. This was true for the Second Degree program, but not the First Degree. Similarly, Duder and Aronson (1978) also concluded that the predictability of different admission criteria varied by pedagogical area.

Students who Struggled Academically in the BSW Program

The study provided insight into the differences between students who struggled in the BSW program and those who did not. Although there were students identified as struggling for the First Degree program, there were none identified for the Second Degree program. This is perhaps due to the higher academic requirements that were needed for applying to the Second Degree program or that Second Degree program students already had significant experience in post-secondary education because a completed Bachelor's Degree was required for admission. Regardless of the reason, it appears that support services to prevent course failure are required for only First Degree students.

Based on logistical regression analyses, it was determined that none of the models assembled could predict a majority of students who would struggle in the First Degree program. It is important that knowledge of who could potentially struggle in the program not be used as a way of rejecting applicants, but instead as a way of providing additional support to students at risk of having problems. As emphasized by Pelech and colleagues (1999), if schools of social work continue to admit students with diverse knowledge, backgrounds, and experience, but with potentially lower academic achievement, it must be ensured that supports are in place and value is placed on the diverse experiences and wisdom individuals bring to the learning environment. Based on the variables examined in this study, it appears that regression was not useful as a tool for identifying those who will struggle in the program, however, further research is needed. It is possible that the inclusion of other variables (e.g., results of other tests and aptitude measures, psychosocial issues) might result in a more usable model.

Discussion of Admissions Processes and Gatekeeping in Social Work

It can certainly be concluded that admissions processes are not an exact science (Duder & Aronson, 1978; Kidd & Latif, 2003). Through the use of linear regression models in this study, even the most robust combination of admission variables accounted for between 19%-46% of the variance in academic performance in the BSW program, showing there is still a considerable amount of variance not accounted for through the admission variables.

Many researchers concluded a need for a combination of admission criteria for predicting performance in a profession program (Bogo and Davin, 1989; Houglum et al., 2005; Kidd & Latif, 2003; Kuncel et al., 2005; Ryan et al., 2006; Seipel et al., 2011). This

study supports these previous findings, as differences were found in the predictability of admission criteria by pedagogical area, degree program, and cohort, providing evidence for a broad, comprehensive admissions model. In addition, Lobb et al. (2006) concluded that although certain mechanisms assessing for suitability may not be predictive of academic performance, they still could be assessing for desirable characteristics of future professionals that previous academic standing is not able to capture. Cognitive factors, such as previous academic standing, certainly play a part in success in a BSW program. However, significant value also needs to be placed on emotional intelligence and personal attributes of applicants, which are consistent with social work values and ethics. Applicants need to have a base academic ability to perform well in a professional program, but also need appropriate personal attributes that fit with the profession. Social Work is a complex profession, which reflects both science and art (Ryan et al., 2006). Applicants need to not only have the capacity to gain knowledge, but also the ability to skillfully apply that knowledge to practice and work with some of the most vulnerable people in society. The conceptualization of student performance has to include other measures beyond grades. It is difficult to know if the mechanisms and criteria being assessed in this study have similar associations and predictability with other types of performance, such as completing field practicums or practicing as a social worker. This study lays the groundwork for further research that could provide further insight into the predictability of the admission criteria with performance in varying contexts.

In addition, Pelech and colleagues (1999), also speaks to the value and respect social work places on equity, diversity, and life experience. Narrowing admission criteria not only does not reflect the diversity of the profession, but also does not place value on

the diverse knowledge and experiences students can potentially bring to the classroom and, ultimately, the social work profession (Bogo & Davin, 1989; Fortune, 2003). Dunlap et al. (1998) speak to institutions having effective admission criteria when they admit a diverse student body with a high likelihood of success.

Admissions processes and social work education must also reflect social work's value placed on equity. Admissions processes should not be perpetuating unnecessary exclusionary practices for individuals facing barriers; and as mentioned previously, students with potential of struggling in the program need to be provided with the necessary supports to allow them to grow and strengthen their knowledge and abilities (Bogo & Davin, 1989; Dunlap et al., 1998; Shulruf et al., 2010). Recognizing the value of and implementing a broad range of admission criteria not only allows for more equitable admissions processes, but also reflects the diversity of roles social workers have in the field.

Determining exactly what is meant by suitability for the social work profession (Duder & Aronson, 1978; Schmidt, 2007; Miller & Koerin, 1998) is a challenge however. The weight put on certain types of admission criteria is impacted by one's definition of what social work is and what suitability to the social work profession means. In addition, the differences in course content by pedagogical area in a social work program reflects the diversity of knowledge needed for the social work education and the profession. Recognizing the incredible diversity of roles of, and knowledge required for social workers, this diversity should be reflected in a broad range of admission criteria at a school of social work.

In addition, as admissions processes are not perfectly able to predict who will be suitable to the social work profession, it is important that the gatekeeping process not stop at admission (Holmström & Taylor, 2008a). As identified by Miller and Koerin (1998), the admissions process perhaps should be intended to assess for *potential* in applicants. Applicants who are then accepted to the BSW program will engage in an ongoing learning process throughout the BSW program to strengthen their personal attributes and knowledge, which eventually will allow them to be successful practicing social workers (Casey & Childs, 2007). Drawing on social work's value of human capacity to grow and change, there should be a team effort in the development of students and a continuous gatekeeping process that starts at admission, proceeds throughout the social work education experience, and continues until graduation (Holmström & Taylor, 2008a; Miller & Koerin, 1998).

Kidd and Latif (2003) emphasize that it is not the mechanisms (e.g., SWAT, suitability and experience ratings) that are predictive of performance, but rather the qualities that are evaluated by these mechanisms (e.g. open-mindedness, knowledge of social work profession, self-awareness). From this study it is challenging to determine which qualities or combination of qualities were most predictive of performance, because mechanisms assessed multiple qualities. Further data collection and research is needed to allow for a more in-depth analysis into which particular qualities are predictive of academic success.

In addition, schools of social work need to ensure that gatekeeping and suitability processes are transparent and consistent, use parallel language, and reflect social work values and ethics, whether that is through a school's mission, goals, recruitment,

admission processes, teaching and education, or graduation requirements (Miller & Koerin, 1998; Ryan et al., 2006). In a coherent and ongoing system of standard setting and performance evalu- ation, the language of graduation or ter- mination policies should parallel the language used to describe expectations of students at admission and throughout the educational experience (Miller & Koerin, 1998). In addition, applicants need to be assessed for potential suitability to the profession at admission; however, they must be expected to demonstrate professional standards throughout the program with the support and guidance of a school of social work until they graduate.

Furthermore, criteria for admission need to be valid, transparent and clearly defined, as well as the mechanisms used to assess the admission criteria (Dunlap et al., 1998; GlenMaye & Oakes, 2002; Miller & Koerin, 1998). Suitability policies also need to be clearly defined, in addition to requirements for graduation and grounds for termination from the BSW program (Miller & Koerin, 1998).

Finally, it is of the upmost importance that schools of social work continuously review their admissions and gatekeeping processes to allow for effective and efficient practices (Casey & Childs, 2007). Sound processes ensure that all parties involved are protected from harm and unintentional discriminatory policies. In the context of social work, admissions processes certainly reflect the influence and effect of power dynamics (Duder & Aronson, 1978). Schools of social work hold great power over applicants while external sources such as professional bodies, government departments, and employers can have considerable influence over schools of social work.

Having effective admissions processes in place reduces risk of legal action, ensures admissions models are meeting accreditation standards, and reflects the core

principles of the social work profession (Vleik et al., 2015). As well, effective admissions processes insulates schools from political pressures to admit students who are not prepared to meet the demands of a BSW program and the social work profession (Dunlap et al., 1998). In addition, it is important to ensure suitable applicants are not rejected and that inappropriate applicants are not admitted, which could both lead to loss of money and time for both parties (Newton, Smith & Moore, 2007; Shulruf et al. 2010). For unfairly rejected candidates, it also represents a loss of opportunity. Most of all, it is important to protect the individuals, families, groups, and communities with whom BSW students will eventually be working.

Limitations of the Current Study

For the purposes of this research, the study included only students at the BSW program at MUN and did not include any other BSW programs. As the study involved a convenience sample, there are issues with the generalization of the findings.

Another limitation is that applicants with low admission scores were not included in the study. The exclusion of these applicants leads to a restriction of the range of the admission criteria as only applicants with higher scores were admitted.

There were also limitations in regards to using secondary data with missing information. For a number of cohort years, data on some admissions criteria was unavailable, resulting in many students' admissions information to be excluded from analyses. Having less missing information would have strengthened the results. Using secondary data also made it challenging to control for differences in admission processes from year to year (e.g. different raters), which resulted in the need to use z-scores.

In addition, some of the sample sizes for cohorts were quite small, particularly the Second Degree program, which reduced statistical power, and consequently, the ability to uncover true differences between groups.

Another limitation was that demographic information was available for only students' age and gender. Collection of other demographic variables could have provided additional insight into potential differences in students' academic performance. This insight could have ensured that proper supports are in place for students who are likely to struggle in the BSW program.

In addition, there were admission criteria not measured in the study that could potentially play an important role in the BSW admissions process (e.g. interviews, personality traits). The study also did not include how predictive admission criteria were of students' performance in field practicums. There is potential that predictability of the admission criteria could have differed if performance in field practicums were examined.

The literature review also only provided information within a Western context from English-speaking institutions. A more in-depth literature review from a more global perspective would have allowed for a more diverse review of the predictability of admissions processes for professional programs.

Finally, another limitation, similar to all other studies in the literature review, is the challenge of not knowing if the admission criteria predict how students perform as social workers in the field following graduation.

Advantages of the Current Study

While there are a number of limitations identified for this study, there are a number of advantages as well. The MUN School of Social Work has a well-established

BSW program, admitting its first BSW students in 1975. The study also spanned over six admission years for the First Degree program and three for the Second Degree program, allowing for a longitudinal analysis and comparisons of admission processes between admission years and programs.

The study was also able to reveal the important differences that exist between the First and Second Degree programs. Previous academic standing was found to be a consistent predictor of performance for the First Degree program; however, this varied by pedagogical area and cohort for the Second Degree. The SWAT was more predictive of performance for the First Degree program than the Second Degree. Experience ratings were not an adequate predictor for the First Degree program. For the Second Degree program, however, they were a strong predictor of overall academic performance. The study also provided a greater understanding of the differences that exist in predicting performance by pedagogical area, reflecting the heterogeneity of skill sets that are needed for the diverse profession of social work.

It is not clear, however, why different admissions criteria predict academic performance of First and Second Degree students, as there may be several explanatory factors. It could be related to Second Degree students already having a degree, the admission requirement that Second Degree students acquire formal work/volunteer experience in human services, or other factors not considered in this study.

The study also provided insight into not only predicting success in a BSW program, but predicting students who may potentially struggle, which provides insight into how to ensure a supportive learning environment for strengthening BSW students'

potential and abilities. Unfortunately, however, the main message is that it is hard to predict who will struggle in the program based on admission criteria alone.

Finally, the study adds to the existing small body of evidence pertaining to the effectiveness of admissions process at the undergraduate level of social work, while at the same time providing insight for other professional programs. The study lays the groundwork for a number of potential future studies that not only would better the understanding of the admissions processes for the MUN School of Social Work, but the social work profession as a whole.

Implications for Policy for the Memorial University BSW Program

Selecting the students who will become skilled and suitable social workers from among many applicants is a challenge for social work admissions committees, including the MUN School of Social Work. This study provides insight into the predictability of the admission processes used from 2009-2014 and allows for a greater understanding of the differences of the predictability of admissions processes between the First and Second Degree programs. This valuable knowledge can not only help shape the admission criteria utilized at the MUN School of Social Work, but also contribute to the limited research available pertaining to the predictability of BSW admissions processes. In addition, the research strengthens the credibility of the MUN School of Social Work with the recognition of its commitment to ongoing improvements to ensuring effective, efficient, and equitable admissions processes.

The study validates the need for varied and broad admission criteria as the study concludes that this is better suited to tapping into predictions of performance in different

pedagogical areas. In addition, varied admission criteria serves as a buffer for differences in the predictability of admissions criteria from year to year.

Finally, the results of this study reflect those of Bogo and Davin (1989) that a different approach is needed for selecting students who are following different program routes. In the current study, previous academic standing was not as associated with academic performance in the Second Degree program as it was in the First Degree program. Based on these results, the suggestion would be to place less weight on previous academic standing in Second Degree selection processes, as compared to those for the First Degree program.

The SWAT also proved to be predictive of only academic performance in theoretical courses for the Second Degree program whereas the SWAT was a predictor for all pedagogical areas, except research, for the First Degree program. These results indicate a similar SWAT should have less weight for the Second Degree program than for the First Degree program. In addition, further research should take place to determine which types of SWAT questions and criteria, if any, have the most promise in better predicting performance for the Second Degree program. Further refinement of questions for First Degree admissions processes is also advisable.

The predictability of suitability and experience ratings also varied based on degree program and by pedagogical area. It would be advisable that less weight be placed on experience ratings for the First Degree Program (if at all), as these ratings were not important predictors of academic performance. It would also be advisable that less weight be placed on suitability ratings for the First Degree Program. Although these ratings played a part in the prediction of overall academic performance and three of the six

pedagogical areas, in linear regression that included SWAT and prior academic standing, suitability proved to be the weakest predictors in these models. For the Second Degree program, however, suitability and experience ratings proved to be quite useful in predicting academic performance. Experience ratings were the most important predictor of overall academic performance, as well as three of the six pedagogical areas, and suitability ratings were the most significant predictor of the professional identity course. Based on these findings, it would be advisable to place greater weight on suitability and experience ratings for the Second Degree program, particularly experience ratings. Nevertheless, although suitability criteria may not always be predictive of academic performance, it is recommended that they remain an integral piece of the admission criteria for both BSW programs, as they could be assessing for desirable characteristics of future professionals that previous academic standing is not able to capture.

In addition, there were indications that increased efforts between 2010-2014 to provide clearer instructions to raters of suitability and experience ratings resulted in increased levels of inter-rater reliability. Continually striving for clearer criteria and providing additional training would give a clearer idea to raters as what criteria are being evaluated and could allow for increased inter-rater reliability.

For the SWAT and suitability and experience criteria, it was challenging to determine exactly which combination of criteria predicted academic performance. Keeping clearer records of detailed admissions processes and applicant ratings would allow for stronger and more in-depth research that can provide further insight into which combinations of criteria are predictive of performance in the BSW program. More in-depth research with the available information for the SWAT and suitability and

experience criteria may also provide insight into the particular criteria that may be predictive of academic performance (e.g. number of hours of volunteer/work experience or self-awareness).

The study also provided insight into some students who are likely to struggle in the MUN BSW program allowing for early targeting of students in need of supports. However, the predictability of students who struggle was relatively weak in this study. Further research is needed to determine whether a high percentage of students who perform poorly can be identified at entry, so as to provide them with additional supports or training in the areas in which faculty see students struggling (e.g. writing skills, interviewing skills). However, because prediction models can never identify all students who struggle, it would be beneficial to invite all BSW students to avail of any additional training or support, **when** they feel they need them.

In addition, it is important for the MUN School of Social Work to continue to view gatekeeping to the profession as a continuous process and not "front-load" the responsibility to the admissions processes. As with the challenges of predicting students who struggle, the ability to predict academic performance in the BSW program is also imperfect. A clear suitability for the profession policy, such as the suitability policy updated in May 2016 at the MUN School of Social Work, adds to the commitment to an ongoing gatekeeping process. Admissions policies, suitability policies, the education and teaching process, and requirements for graduation pertaining to suitability all form the basis of a strong gatekeeping system for the social work profession (see Appendix 27 for MUN BSW Programs Suitability for the Profession Policy and Procedures).

Finally, this research provides the vital groundwork for allowing the School of Social Work to have ongoing evaluations of its admissions processes for the BSW program. As evidenced by the variability between cohorts in this study, however, it is advisable that evaluations take place over multiple admission years to obtain the most accurate results. Finally, as a result of this study, key data has been assembled that can be used in future research. This provides the foundation for not only evaluating the predictability of performance in regards to academia, but also opens the door to gaining a better understanding of predictability of performance in students' practicums, as well as how students eventually perform as social work professionals.

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Appendices

Appendix 1: Admission Requirements to MUN BSW Programs

Office of the Registrar
School of Social Work (2014/2015)

5.3 Admission Requirements

5.3.1 First Degree program

1. To be considered for admission to the Bachelor of Social Work program, applicants must have completed the 30 credit hours outlined below by the end of the Winter semester for the year in which admission is being sought and must achieve an overall average of at least 65% in these courses and a grade of at least 65% in Social Work courses. These courses and credits must have been taken at Memorial University of Newfoundland or accepted for transfer credit from a recognized university or university college. The 30 credit hours are:

    - 6 credit hours in English
    - Psychology 1000 and 1001
    - Sociology 1000
    - Social Work 1710
    - 12 credit hours in non-social work elective courses. No more than 6 of these credit hours can be taken from areas other than arts and science.

2. In addition, applicants must have achieved an average of at least 65% in the courses comprising the last 30 credit hours attempted by the end of the Winter semester for the year in which admission is being sought and for which a numeric grade has been assigned.

3. In addition to other criteria used in the selection process, applicants for admission will be ranked according to their academic performance. For further details please refer to the School's website at www.mun.ca/socwrk/undergraduate/prospective.php.

4. During the period between the date of application and the commencement of year 2, successful candidates will be required to meet the **Academic Requirements and Promotion Regulations** of the School of Social Work.

5. A student will not be considered for admission if he/she has attempted and failed to receive a grade of 65% or higher in two or more SCWK courses or has failed to receive a grade of 65% or higher in the same social work course twice.

5.3.2 Second Degree program

The Bachelor of Social Work as Second Degree is a 60 credit hour program intended for candidates who have completed the required courses, meet the academic performance requirements, and have extensive employment and/or formal volunteer experience. Priority is given to applicants who are bona fide residents of the province of Newfoundland and Labrador.

1. To be considered for admission to the Bachelor of Social Work as a Second Degree, individuals must have:

- been awarded a Bachelor's Degree, or approved (by the end of the Winter semester preceding the academic year in which admission is being sought) for the award of a Bachelor's Degree from a university recognized by Memorial University of Newfoundland;
- achieved a minimum average of at least 70% in the last 60 credit hours of undergraduate study attempted by the end of the Winter semester preceding the academic year in which admission is being sought and for which a numeric grade has been assigned;
- completed the 30 credit hours outlined below by the end of the Winter semester preceding the academic year in which admission is being sought and achieved an overall average of at least 70% in these courses and a grade of at least 65% in Social Work courses. These courses and credits must have been taken at Memorial University of Newfoundland or accepted for transfer credit from a recognized university or university college. The 30 credit hours are:

    - Social Work 1710
    - 6 credit hours in English
    - Psychology 2010 and 2011 or (2025 and 3 credit hours in Psychology at the 2000 level or above)
    - 6 credit hours in Sociology of which 3 must be at the 2000 level or above
    - 9 credit hours at the 2000 level or above selected from the following: Anthropology, Economics, Folklore, Gender Studies (1000 level will be acceptable for Gender Studies only), Geography, History, Linguistics, Philosophy, Political Science, Psychology, and/or Sociology.
- completed 300 hours of verified formal work/volunteer experience in human services

2. In addition to other criteria used in the selection process, applicants for admission will be ranked according to their academic performance.
3. A student will not be considered for admission if he/she has attempted and failed to receive a grade of 65% or higher in two or more SCWK courses or has failed to receive a grade of 65% or higher in the same social work course twice.
4. Successful candidates completing courses during the Spring and/or Fall semester(s) that precede the program commencement semester will be required to meet the **Academic Requirements and Promotion Regulations** of the School of Social Work.

5.3.3 Acceptance Procedures for Admission

1. Applicants for the First Degree program will normally be notified of admission decisions by the end of June. Approved applicants for this program option will be admitted in the Fall semester only.
2. Applicants for the Second Degree program will normally be notified of admission decisions by the end of June. Approved applicants for this program option will normally be admitted in the Winter semester only.
3. The School of Social Work will not defer any admissions to the first or second degree programs.

5.3.4 Readmission Requirements

In addition to requirements specified in **Admission/Readmission Regulations for the Bachelor of Social Work**, applicants for readmission to the Bachelor of Social Work will be assessed for eligibility in accordance with Academic Requirements and Promotion Regulations, in effect for the year in which readmission is being sought, and contingent upon availability of a seat in the semester for which readmission is sought. Students who are readmitted to the program following a five-year absence will be required to do remedial work upon the recommendation of the Committee on Undergraduate Studies. Remedial work may include the repetition of classroom and/or internship courses.

Appendix 2: School of Social Work BSW Program Application for Admission/Re-Admission Form for Admission Years 2009-2010

MEMORIAL UNIVERSITY

School of Social Work
Bachelor of Social Work Program
Application for Admission/Re-Admission

Bachelor of Social Work (**Full-Time Studies Only**) ☐ BSW First Degree ☐ BSW Second Degree ☐ Admission ☐ Re-Admission
(Select all boxes that apply)

Title _____ (Ms. Miss Mr. Mrs.) Full Name _____ (Last/Family Name) (First) (Second)

*Previous Surname (if applicable) _____ *Date of Birth (Day/Month/Year) _____

MUN ID (if available) _____ E-mail (if not a current MUN student) _____

*** This information is important to assist us in matching records and/or documentation submitted in support of your application.**

MAILING ADDRESS: First Degree applicants will **normally** be notified of admission decisions by May 15. Second Degree applicants will **normally** be notified of admission decisions by May 1. Please check the address where notification of our decision regarding your application should be forwarded.

☐ Permanent Address

_____

_____

_____

Telephone # _____

☐ Local Address (if differs from above)

_____

_____

_____

Telephone # _____

EDUCATION (Post-Secondary)
This section must be completed if you have attended any post-secondary institutions **other than Memorial University**. For each institution, please provide the institution's full name, your period of attendance and the name of any degree, diploma or certificate awarded.

Degree/Diploma (Indicate class and if Honours)	Educational Institution	Location	Commenced	Completed

LETTER OF APPRAISAL FORMS
Three "Letter of Appraisal" forms are required with this application. Please complete the top portion of the appraisal form and forward to your chosen referees. **The referees must send the completed appraisal directly** to the Chairperson, Admissions Committee, School of Social Work, Memorial University of Newfoundland, St. John's, NL Canada A1C 5S7. **Please be advised that referees cannot be related to you.** "Letter of Appraisal" forms must be received by the **March 1, 2010 deadline** date or your application **will not** be considered. It is your responsibility to ensure that all references are received at the School by the application deadline of **March 1, 2010.**

If you have listed relevant volunteer or work experience at least one of the referees should be someone who has directly supervised you. Appraisals may include:

An **academic** referee - an individual who has taught or supervised you at a secondary school or at the university level.
A **professional** referee - an individual who, by virtue of his/her professional position, can comment on your suitability for social work.
A **character** reference - an individual who, through personal association, can comment on your character.

Please indicate below the names of the three referees from whom we should expect to receive forms. Check 'on file' box to indicate if an appraisal form from this person is already on file from the previous year's application and you wish it to be used for this application.

Name _____ ☐ Academic ☐ Professional ☐ Character ☐ On File

Position/Title _____

Name _____ ☐ Academic ☐ Professional ☐ Character ☐ On File

Position/Title _____

Name _____ ☐ Academic ☐ Professional ☐ Character ☐ On File

Position/Title _____

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CURRICULUM VITAE

A curriculum vitae (CV) is an organized, chronological, detailed synopsis of your background and skills. A CV will provide the School of Social Work with the necessary information about your educational background, work/volunteer experience, certifications, awards, and affiliations and other information you consider relevant.

Students are **required** to provide a curriculum vitae using the format outlined below. **Failure to provide a curriculum vitae will result in the application being deemed incomplete and therefore ineligible for consideration.**

Your CV must be typed on "8½ X 11" standard size white or cream colored paper using a Times New Roman 12 or Arial 10 point font with one inch margins. Your CV can be a maximum of four (4) pages.

Your CV must be arranged in chronological order, beginning with the most current date.

Curriculum Vitae

1. **Personal Data**
   - Full Name
   - Current Mailing Address
   - Phone Number
   - E-mail Address (if available)
2. **Career Objectives**
3. **Summary of Qualifications/Skills**
   Summarize 3-5 skills/experiences related to preparation for a social work career.
4. **Post-Secondary Education**
   - college, university
   - dates attended
   - Degree/Certificate (if applicable)
5. **Training** (if applicable)
   - names and dates of courses/workshops
6. **Employment/Volunteer Experience**
   - include dates and job titles
   - employer's name and location
   - duties and responsibilities (particularly those relevant to social work)
   - include both dates and total number of actual hours of volunteer work
   - second degree applicants must complete the Employment and/or Volunteer Verification Forms
7. **Extracurricular Activities** (if applicable)
8. **Community Affiliations and Memberships** (Personal and Professional)
9. **Awards/Certificates** (if applicable)
   - name of award/certificate
   - dates received

SOCIAL WORK ADMISSIONS TEST

All applicants who meet the minimum academic criteria for admission consideration will be required, as part of the application process, to write an on-site, invigilated **Social Work Admissions Test at Memorial Univeristy or an alternate location approved by the School of Social Work. This written component will be administered prior to the commencement of exams for the Winter Semester**. Notification regarding the specific time and date of the test will be forwarded **via e-mail only**. Current students should expect to receive notification via their assigned@mun.ca account, whereas others will receive notification via the e-mail account identified above.

Please indicate your site preference for writing the test: ☐ St. John's ☐ Corner Brook ☐ Other

If your geographic location prevents you from writing the test in St. John's or Corner Brook, please indicate by selecting 'other'.

If Other, Specify _____

DECLARATION

I certify that this application is a true and complete disclosure of the information requested.

I understand that should I meet the minimum academic criteria for admission consideration I will be required, as part of the application process, to write an on-site, invigilated **Social Work Admissions Test.**

I understand that if my mailing address or e-mail address should change it is my responsibility to ensure the School has the up-to-date information.

I understand that I must submit this BSW Application for Admission/Re-Admission form directly to the Registrar's Office by **March 1, 2010.**

I understand that I must submit the Self-Appraisal Form directly to the School of Social Work at the address below by **March 1, 2010.**

I understand that I must submit a Curriculum Vitae directly to the School of Social Work at the address below by **March 1, 2010.**

I understand that each referee must submit a Letter of Appraisal form directly to the School of Social Work at the address below by **March 1, 2010.**

I understand that as an applicant to the BSW as a Second Degree program I must submit the Employment and/or Volunteer Verification Forms directly to the School of Social Work at the address below by **March 1, 2010.**

Chairperson, Admissions Committee
School of Social Work
Memorial University of Newfoundland
St. John's, NL Canada A1C 5S7

I understand that **all** documentation must be received or postmarked by **March 1, 2010.**

I understand that if I am not a current student at Memorial and/or have not registered for courses at this university in either of the two semesters immediately preceding the semester for which this application is being made, I must also complete the general Application for Admission/Re-Admission to the University in addition to this form. This is available at *admissions@mun.ca* or by contacting the Office of the Registrar at (709) 737-4431. Admission to the School of Social Work is conditional upon admission/re-admission to the University.

Signature _____ Date _____

MUN e-mail: _____

Applications and/or documentation received after the deadline **will** result in the application being deemed incomplete and therefore ineligible for consideration.

Memorial University protects your privacy and maintains the confidentiality of your personal information. The information requested on this form is collected under the authority of the Memorial University Act (RSNL) 1990 Chapter M-7) and is required to process your application for admission to the Bachelor of Social Work Program, to determine your eligibility for admission to the program, and for administrative purposes. If you have any questions concerning the collection and use of this personal information, please contact Mary Beth Hutchens at (709) 737-2558.

Appendix 3: School of Social Work BSW Program Application for Admission/Re-Admission for Admission Years 2011-2014

MEMORIAL UNIVERSITY

School of Social Work
Bachelor of Social Work Program
Application for Admission/Re-Admission

Bachelor of Social Work (**Full-Time Studies Only**) - **Select all boxes that apply** ☐ Admission ☐ Re-Admission

☐ BSW First Degree Option (**Fall Admission Only**) Year 20 _____ ☐ BSW Second Degree Option (**Winter Admission Only**) Year 20 _____

Applicants who apply to both programs will initially be considered for admission to the Second Degree program and will only be considered for admission to the First Degree program should they be unsuccessul in obtaining a seat in the Second Degree program.

Title _____ (Ms. Miss Mr. Mrs.) Full Name _____ (Last/Family Name) (First) (Second)

*Previous Surname (if applicable) _____ *Date of Birth (Day/Month/Year) _____

MUN # (if available) _____ E-mail (if not a current MUN student) _____

*** This information is important to assist us in matching records and/or documentation submitted in support of your application.**

MAILING ADDRESS: Please check the address where notification of our decision regarding your application should be forwarded. All applicants will **normally** be notified of admission decisions by the end of June.

☐ Permanent Address

_____

_____

_____

Telephone # _____

☐ Local Address (if differs from above)

_____

_____

_____

Telephone # _____

EDUCATION (Post-Secondary)
This section must be completed if you have attended any post-secondary institutions **other than Memorial University**. For each institution, please provide the institution's full name, your period of attendance and the name of any degree, diploma or certificate awarded.

Degree/Diploma (Indicate class and if Honours)	Educational Institution	Location	Commenced	Completed

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AWARDS / CERTIFICATES (if applicable)

Name of Award/Certificate	Date Received

SUMMARY OF QUALIFICATIONS / SKILLS
Summarize 3-5 skills/experiences that you have that are related to preparation for a social work career.

_____
_____
_____
_____
_____
_____

LETTER OF APPRAISAL FORMS
Three "Letter of Appraisal" forms are required with this application. Please complete the top portion of the appraisal forms and forward to your chosen referees. **Please be advised that referees cannot be related to you.** The referees may either mail or hand deliver the completed appraisal form directly to the Chairperson, Admissions Committee, School of Social Work, Memorial University of Newfoundland or return to applicant in a sealed envelope with the referee's signature across the flap of the envelope to indicate that the envelope has not been previously opened.

"Letter of Appraisal" forms must be received by the **March 1, 2014 deadline** date or your application **will not** be considered. It is your responsibility to ensure that all appraisal forms are received at the School by the application deadline of **March 1, 2014.**

If you have listed relevant volunteer or work experience at least one of the referees should be someone who has directly supervised you. Appraisals may include:

An **academic** referee - an individual who has taught or supervised you at a secondary school or at the university level.
A **professional** referee - an individual who, by virtue of his/her professional position, can comment on your suitability for social work.
A **character** referee - an individual who, through personal association, can comment on your character.

Please indicate below the names of the three referees from whom we should expect to receive forms. Check 'on file' box to indicate if an appraisal form from this person is already on file from the previous year's application and you wish it to be used for this application.

Name _____ ☐ Academic ☐ Professional ☐ Character ☐ On File

Position/Title _____

Name _____ ☐ Academic ☐ Professional ☐ Character ☐ On File

Position/Title _____

Name _____ ☐ Academic ☐ Professional ☐ Character ☐ On File

Position/Title _____

EMPLOYMENT AND/OR VOLUNTEER VERIFICATION FORMS
If you wish to bring forward one or more of your Employment and/or Volunteer Verification forms from the previous year's application, please attach a listing specifying the forms you wish to have brought forward.

SOCIAL WORK ADMISSIONS TEST
All applicants will be required, as part of the application process, to write an on-site, invigilated Social Work Admissions Test at Memorial University or an alternate location approved by the School of Social Work. **The Social Work Admissions Test will be written on Monday, April 7, 2014.** Notification regarding the specific time and location will be forwarded via your assigned@mun.ca account only. If you have not received an e-mail notification of the time and location of the test by **Monday, March 31, 2014,** it is your responsibility to contact the School in order to ensure that your name is added to the test registry.

If you require any special accommodation, please submit a written request outlining your accommodation needs. **Supporting documentation is required.**

Please indicate your site preference for writing the test. If your geographic location prevents you from writing the test in St. John's or Corner Brook, please indicate by selecting Other.

☐ St. John's ☐ Corner Brook ☐ Other **If other, please specify location**: _____

DECLARATION

I certify that this application is a true and complete disclosure of the information requested.

I understand that I will be required, as part of the application process, to write an on-site, invigilated:
Social Work Admissions Test on Monday, April 7, 2014.

I understand that if my mailing address or e-mail address should change it is my responsibility to ensure the School has the up-to-date information.

I understand that I must submit this BSW Application for Admission/Re-Admission form directly to the Registrar's Office by **March 1, 2014.**

I understand that I must submit the Self-Appraisal Form directly to the School of Social Work at the address below by **March 1, 2014.**

I understand that each referee must submit a Letter of Appraisal form directly to the School of Social Work at the address below by **March 1, 2014.**

I understand that I must submit Employment and/or Volunteer Verification Forms directly to the School of Social Work at the address below by **March 1, 2014.**

I understand that any Employment and/or Volunteer Verification forms which do not specify the total number of hours of work/volunteer time will not be considered as part of my application.

I understand that if I apply to both programs I will initially be considered for the Second Degree program and will only be considered for the First Degree program should I be unsuccessul in obtaining a seat in the Second Degree program.

Chairperson, Admissions Committee
School of Social Work
Memorial University of Newfoundland
St. John's, NL Canada A1C 5S7

I understand that **all** documentation must be received or postmarked by **March 1, 2014.**

I understand that if I am not a current student at Memorial and/or have not registered for courses at this university in the three semesters immediately preceding the semester for which this application is being made, I must also complete the general Application for Admission/Re-Admission to the University in addition to this form. This is available at *admissions@mun.ca* or by contacting the Office of the Registrar at (709) 864-4431. Admission to the School of Social Work is conditional upon admission/re-admission to the University.

Signature _____ Date _____

MUN e-mail: _____

Applications and/or documentation received after the deadline **will** result in the application being deemed incomplete and therefore ineligible for consideration.

Memorial University protects your privacy and maintains the confidentiality of your personal information. The information requested on this form is collected under the authority of the Memorial University Act (RSNL) 1990 Chapter M-7) and is required to process your application for admission to the Bachelor of Social Work Program, to determine your eligibility for admission to the program, and for administrative purposes. If you have any questions concerning the collection and use of this personal information, please contact Mary Beth Hutchens at (709) 864-2558.

Appendix 4: School of Social Work BSW Program Applicant Self Appraisal Form

MEMORIAL UNIVERSITY

School of Social Work
Bachelor of Social Work Program

APPLICANT SELF APPRAISAL

RETURN NO LATER THAN MARCH 1, 2014
Faxed and scanned copies will not be accepted

LATE APPRAISALS WILL RESULT IN AN APPLICATION BEING DEEMED INELIGIBLE FOR CONSIDERATION

Name _____ MUN # _____ DATE _____
Last First Middle dd/mm/yy

The Bachelor of Social Work is a full-time program comprised of course work and two internships. The degree qualifies graduates for beginning professional practice in social work settings. The aim of the program is to develop social workers with generically-based skills for working with individuals, families, groups and communities.

Social workers help people improve their lives, relationships and communities. They address problems that contribute to injustice. Social workers deal with a variety of challenges including unemployment, poverty, homelessness, domestic violence, child abuse and oppression. Social workers address these and other challenges through providing direct counselling, advocating on behalf of vulnerable populations, helping communities create resources and working towards the elimination of injustice.

Using the scale: Exceptional = greatly exceeds expectations; High = exceeds expectations;
Average/Acceptable = satisfies expectations; Low = does not satisfy expectations;

Please rate yourself on each of the following, **supporting each rating**, in the space provided below (examples are helpful):

	Exceptional	High	Average/ Acceptable	Low
Reliable/Responsible	☐	☐	☐	☐
Logical Thought / Problem Solving	☐	☐	☐	☐
Capacity to handle stressful situations	☐	☐	☐	☐

Suitability for the Profession:

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Please respond to the questions below **using only the lines provided**. Examples are helpful.

If you were to identify two aspects of your character that you feel make you particularly suited for the social work profession, what would they be?

Briefly identify the social work values and ethics that attract you to the profession and explain your choice.

Briefly explain your motivation for seeking admission to the social work program.

Briefly describe your view of yourself (self image) and level of self-awareness.

Briefly comment on your ability to communicate verbally and in writing.

_____

_____

_____

_____

_____

COMPLETION OF THE ALLOCATION OF SEATS SECTION IS VOLUNTARY.

Allocation of Seats

1. Please be advised that up to three seats per year are available in the Bachelor of Social Work as a First Degree program for applicants of First Nations/Aboriginal ancestry who have met the minimum numeric grade and course requirements for admission to the program. In this regard, if you wish to be considered for one of these seats, please check the box below and **provide documentation** of First Nations/Aboriginal ancestry.

   I wish to self-identify as being of First Nations/Aboriginal ancestry. Yes ☐

2. The School may, at its discretion, give preference to applicants who self-identify as a member of an equity group provided that they have met the minimum numeric grade and course requirements for admission to the program. This includes but is not limited to: physical or mental disability, learning disability, or belonging to a marginalized group. In this regard, please provide in the space below any information that you would like the Admissions Committee to consider in assessing your application. **Supporting documentation is required if you identify a physical, mental or learning disability**.

_____

_____

_____

_____

This form **must be returned by March 1, 2014** to:

Chairperson, Admissions Committee
School of Social Work
Memorial University of Newfoundland
St. John's, NL A1C 5S7

Signature _____ Date _____

Memorial University protects the privacy of individuals and maintains the confidentiality of your personal information. The information requested on this form is collected under the authority of the Memorial University Act (RSNL) 1990 Chapter M-7) and is needed for and will be used for the purpose of assessing the application of the above-named prospective student and for administrative purposes. Questions about this collection and use of personal information may be directed to the Chairperson of the Admissions Committee at (709) 864-2558.

Appendix 5: Detailed Overview of Grading of the Social Work Admissions Test (SWAT)

Grading of SWAT Admission Year 2010

The ratings for the SWAT for 2010 were based on staff, faculty, and current BSW students' assessments of applicants' answers to the three questions asked on the SWAT. Teams of three readers was selected using a randomized process; therefore, all applicants did not have the same readers assessing their SWAT.

Ratings of qualities were based on a scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional). Refer to Appendix 6 for an example of the BSW admission grading rubric for the SWAT for 2010.

The following qualities were assessed:

- Open-mindedness: A demonstrated awareness of cultural, economic, political and social forces; ability to discern between facts and judgments
- Writing skills: Clarity of expression including grammar, spelling, legibility, syntax and sentence structure
- Commitment to Social Justice: Demonstrated awareness of cultural, economic, political and social forces as they relate to particular issues
- Sensitivity and Compassion: A demonstrated awareness of cultural, economic, political and social forces; ability to take and present an argument based on logic and relevance; demonstration of ethics and values congruent with social work
- Knowledge of Social Work as Profession: Demonstration of ethics and values congruent with social work; use of critical analysis

The score was based on the five qualities and was calculated using the following formula:

X= (20% * rating of open-mindedness) + (20% * rating of writing skills) + (20% * rating of commitment to social justice) + (20% * sensitivity and compassion) + (20% * knowledge of social work as profession)

Grading of SWAT Admission Years 2012-2014

In 2012 there were changes to who rated the SWAT test, as well as how the SWAT test was rated. The ratings for the SWAT for admission years 2012-2014 were based only on faculty assessments of the applicants' answers to SWAT questions. Field instructors and students were no longer involved in the rating process. Each question of an applicant's SWAT was read and scored by a different faculty reader. Each reader was assigned to read the same question for each applicant which he or she scored; however, due to the large number of applicants, more than one reader was scoring the same question. The readers were selected through a randomized process. The secretary for undergraduate studies received the scores from the three readers, which were then tabulated for an overall SWAT score for each applicant.

There were also changes in the qualities assessed and a grading rubric was introduced. The rubric was created with the intent of having greater inter-rater reliability and a clearer understanding for readers regarding what was expected in the applicants' responses, as well as allowing for clearer feedback to unsuccessful applicants as to how they could improve their performance on the SWAT.

There were some differences between the grading rubric and qualities assessed on the SWAT between admission years 2012-2014:

Grading of SWAT Admission Year 2012

For admission year 2012, ratings were based on a scale of 0-4 (0=Unacceptable; 2=Fair; 4=Excellent) for each question. Refer to Appendix 7 for an example of the SWAT grading rubric for 2012. The following qualities were assessed:

- Writing skills: Level of writing skills; accuracy of spelling; use of terms and concepts; organization of arguments and ideas
- Theoretical application: Level of discussion of theories; level of understanding of key concepts; use of examples; level of connection between theory and practice
- Analysis: Level of critical analysis; level of connection between theory; practice and life experiences
- Reflection and self-awareness: Level of understanding of self-awareness; level of ability to recognize and articulate how personal experiences influence perception

For admission year 2012, the score of each question for the SWAT was calculated using the following formula:

Questions 1-3: **X** = (25% * rating of writing skills) + (25% * rating of theoretical application) + (25% * rating of analysis) + (25% * rating of reflection and awareness)

For admission year 2012, the total score for the SWAT was based on the three questions and was calculated using the following formula:

X= (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)

Grading of SWAT Admission Year 2013-2014

In 2013-2014, changes were made to the grading rubric, as previous raters believed different qualities were being assessed for question 1 on the SWAT. Ratings were based on a scale of 0-4 (0=Unacceptable; 2=Fair; 4=Excellent). Refer to Appendix 8 and Appendix 9 for an example of the SWAT grading rubrics for 2013-2014.

The following qualities were assessed:

Question 1:

- Writing skills: Level of writing skills; accuracy of spelling; use of terms and concepts; organization of arguments and ideas
- Key concepts: Level of understanding of key concepts; use of examples to illustrate concepts; level of integration and application of appropriate theories
- Ethical considerations: Level of understanding and application of social work code of ethics, anti-oppressive concepts and empowerment
- Reflection and self-awareness: Level of understanding of self-awareness; level of ability to recognize and articulate how personal experiences influence perception

Question 2-3:

- Writing skills: Level of writing skills; accuracy of spelling; use of terms and concepts; organization of arguments and ideas
- Key concepts: Level of understanding of key concepts; use of examples to illustrate concepts; level of integration and application of appropriate theories

- Ethical considerations: Level of understanding and application of social work code of ethics, anti-oppressive concepts and empowerment
- Analysis: Level of critical analysis level of connection between theory, practice and life experiences

For admission years 2013-2014, the scores of each question for the SWAT were calculated using the following formulas:

Question 1: **X** = (25% * rating of writing skills) + (25% * rating of ethical considerations) + (25% * rating of understanding of key concepts) + (25% * rating of reflection and awareness)

Questions 2-3: **X** = (25% * rating of writing skills) + (25% * rating of understanding of key concepts) + (25% * rating of analysis) + (25% * rating of ethical considerations)

For admission years 2013-2014, the score for the SWAT was based on the three questions and was calculated using the following formula:

X= (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)

Appendix 6: School of Social Work BSW Admission Rating Form for Admission Year 2010

MEMORIAL UNIVERSITY

School of Social Work
BSW Admission Rating Form

Applicant (Please Print) _____ MUN ID _____

Rater's Name (Please Print) _____ DATE _____

Please assign a rating based on the following scale:

1= far below expectations
2 = below expectations
3 = meets expectations
4 = above expectations
5 = exceptional

Rate items below using the Social Work Admissions Test:

Open-Mindedness/Flexibility (eg. A demonstrated awareness of cultural, economic, political & social forces; ability to discern between facts & judgments) ☐

Writing Skills (eg. Clarity of expression including grammar, spelling, legibility, syntax & sentence structure) ☐

Commitment to Social Justice (eg. Demonstrated awareness of cultural, economic, political & social forces as they relate to particular issues) Source: Social Work Admissions Test ☐

Sensitivity and Compassion (eg. A demonstrated awareness of cultural, economic, political & social forces; ability to take and present an argument based on logic & relevance; demonstration of ethics & values congruent with social work) ☐

Knowledge of Social Work as Profession (eg. Demonstration of ethics & values congruent with social work; use of critical analysis) ☐

Rate items below using Applicant Self-Appraisal Form and Letter of Appraisal Forms (References):

Motivation (eg. Demonstration of ethics & values congruent with social work, overall presentation of material) ☐

Maturity/Self Awareness (eg. Ability to take & present position based on logic & relevance, ability to discern between facts and judgments, critical analysis & demonstration of ethics & values congruent with social work) ☐

Self-Image (eg. As evidenced in overall presentation of material) ☐

Page 1 of 2

Please assign a rating based on the following scale:

1= far below expectations
2 = below expectations
3 = meets expectations
4 = above expectations
5 = exceptional

Rate items below using Curriculum Vitae, Applicant Self-Appraisal Form and Letter of Appraisal Forms:

1. Diversity/Variety of Work/Volunteer Experience
   Working and or volunteering in a helping capacity which involves relation building, provision of support, education or resources and/or working with community groups to promote social change.

2. Depth of Work/Volunteer Experience
   These experiences are now measured in hours on the applicants curriculum vitae. Involvement that minimally consists of 3 hours per week for a period of at least six months is considered satisfactory.

3. Relevance of Work/Volunteer Experience to Social Work
   Work which involves the use of self, supportive interactions with others, advocacy, serving on community boards (camp counselors, volunteering with community programs, mentoring programs, public awareness work, etc.)

4. Ability to be Responsible/Reliable
   Results oriented

5. Ability to Work with Others
   Evidence of team or group work, supervisory or leadership roles, facilitates interactions among others

6. Ability to Organize Own Work
   Completion of assignment tasks, meets timelines, is able to prioritize

7. Ability to Work Independently
   Confident in ones own abilities, needs little supervision, shows initiative and is comfortable with decision making

Signature of Rater

Date

FOR COMPLETION BY ADMISSION STAFF ONLY

1. Total Points for Social Work Admissions Test
2. Total Points for Work/Volunteer Experience/Appraisal Forms
3. Admissions Average
   (Points accumulated from last 10, required course, and cumulative average /40)
4. Special Circumstances ☐ Yes ☐ No

Total

Page 2 of 2

Appendix 7: School of Social Work BSW Program 2012 SWAT Grading Rubric

2012 Social Work Admissions Test Grading Rubric

Student Name: _____ **Student #:** _____ **Rater:** _____

Criteria	Excellent- 4 points	Good- 3 points	Fair-2 points	Poor-1 point	Unacceptable-0 points	Points
Writing Skills	Excellent writing skills Accurate spelling, outstanding and consistent use of terms and concepts Excellent organization of arguments and ideas	Good writing skills Accurate spelling, good use of terms and concepts Good organization of arguments and ideas	Basic writing skills Inconsistent spelling, use of terms and concepts Basic organization of arguments and ideas	Inadequate writing skills Poor spelling, misuse of terms and concepts Insufficient organization of arguments and ideas	Unacceptable writing skills	
Theoretical Application	In-depth discussion of theories Excellent understanding of key concepts Excellent use of examples to illustrate concepts Sophisticated connections between theory and practice	Good discussion of theories Good understanding of key concepts Good use of examples to illustrate concepts Good connection between theory and practice	Minimal discussion of theories Basic understanding of key concepts Minimal use of examples to illustrate concepts Minimal connection between theory and practice	Poor discussion of theories Little understanding of key concepts Inappropriate use of examples Poor connection between theory, and practice	No discussion of theories No understanding of key concepts No use of examples No connection between theory and practice	
Analysis	Sophisticated level of critical analysis Supports claims by making strong connections among theory, practice and life experiences Considers non-supportive evidence and raises unanswered questions	Good level of critical analysis Supports claims by making good connections among theory, practice and life experiences	Beginning level critical analysis Supports claims by making basic connections among theory, practice and life experiences	Simplistic level of critical analysis Little support for claims	No evidence of critical analysis No support for claims Relies solely on personal opinion and clichés	
Reflection and Self Awareness	Evidence of advanced understanding of self-awareness Outstanding ability to recognize and articulate how personal experiences influence perception	Evidence of satisfactory understanding of self-awareness Good ability to describe how personal experiences influence perception	Evidence of only superficial self-awareness Some ability to describe how personal experiences influence perception	Little evidence of self awareness Superficial ability to describe how personal experiences influence perception	No evidence of self-awareness No ability to describe how personal experiences influence perception	

Appendix 8: School of Social Work BSW Program 2013-2014 SWAT Grading Rubric for Question 1

Social Work Admissions Test Grading Rubric 2013 (Question 1)

Student Name: _____ **Student #:** _____ **Rater:** _____

Criteria	Excellent- 4 points	Good- 3 points	Fair-2 points	Poor-1 point	Unacceptable-0 points	Points
Writing Skills	Excellent writing skills Accurate spelling, outstanding and consistent use of terms and concepts Excellent organization of arguments and ideas	Good writing skills Accurate spelling, good use of terms and concepts Good organization of arguments and ideas	Basic writing skills Inconsistent spelling, basic use of terms and concepts Basic organization of arguments and ideas	Inadequate writing skills Poor spelling, misuse of terms and concepts Insufficient organization of arguments and ideas	Unacceptable writing skills	
Key Concepts	Excellent understanding of key concepts Excellent use of examples to illustrate concepts Excellent integration and application of appropriate theories	Good understanding of key concepts Good use of examples to illustrate concepts Good integration and application of appropriate theories	Basic understanding of key concepts Minimal use of examples to illustrate concepts Minimal integration and application of appropriate theories	Little understanding of key concepts Inappropriate use of examples Poor integration and application of appropriate theories	No understanding of key concepts No use of examples No use of theory or used inappropriate theory	
Ethical Considerations	Excellent understanding and application of social work code of ethics, anti-oppression concepts and empowerment	Good understanding and application of social work code of ethics, anti-oppression concepts and empowerment	Beginning understanding and application of social work code of ethics, anti-oppression concepts and empowerment	Simplistic understanding and application of social work code of ethics, anti-oppression concepts and empowerment	No reference to the social work code of ethics, anti-oppression concepts and empowerment	
Reflection and Self Awareness	Evidence of advanced understanding of self-awareness Outstanding ability to recognize and articulate how personal experiences influence perception	Evidence of satisfactory understanding of self-awareness Good ability to describe how personal experiences influence perception	Evidence of only superficial self-awareness Some ability to describe how personal experiences influence perception	Little evidence of self awareness Superficial ability to describe how personal experiences influence perception	No evidence of self-awareness No ability to describe how personal experiences influence perception	

Appendix 9: School of Social Work BSW Program 2013-2014 SWAT Grading Rubric for Question 2 and 3

Social Work Admissions Test Grading Rubric (2 and 3) 2013

Student Name: _____ **Student #:** _____ **Rater:** _____

Criteria	Excellent- 4 points	Good- 3 points	Fair-2 points	Poor-1 point	Unacceptable-0 points	Points
Writing Skills	Excellent writing skills Accurate spelling, outstanding and consistent use of terms and concepts Excellent organization of arguments and ideas	Good writing skills Accurate spelling, good use of terms and concepts Good organization of arguments and ideas	Basic writing skills Inconsistent spelling, use of terms and concepts Basic organization of arguments and ideas	Inadequate writing skills Poor spelling, misuse of terms and concepts Insufficient organization of arguments and ideas	Unacceptable writing skills	
Key Concepts	Excellent understanding of key concepts Excellent use of examples to illustrate concepts Excellent integration and application of appropriate theories	Good understanding of key concepts Good use of examples to illustrate concepts Good integration and application of appropriate theories	Basic understanding of key concepts Minimal use of examples to illustrate concepts minimal integration and application of appropriate theories	Little understanding of key concepts Inappropriate use of examples Poor integration and application of appropriate theories	No understanding of key concepts No use of examples No use of theory or used inappropriate theories	
Analysis	Sophisticated level of critical analysis Supports claims by making strong connections among theory, practice and life experiences Considers non-supportive evidence and raises unanswered questions	Good level of critical analysis Supports claims by making good connections among theory, practice and life experiences	Beginning level critical analysis Supports claims by making basic connections among theory, practice and life experiences	Simplistic level of critical analysis Little support for claims	No evidence of critical analysis No support for claims Relies solely on personal opinion and clichés	
Ethical Considerations	Excellent understanding and application of social work code of ethics, anti-oppression concepts and empowerment	Good understanding and application of social work code of ethics, anti-oppression concepts and empowerment	Beginning understanding and application of social work code of ethics, anti-oppression concepts and empowerment	Simplistic understanding and application of social work code of ethics, anti-oppression concepts and empowerment	No reference to the social work code of ethics, anti-oppression concepts and empowerment	

Appendix 10: Detailed Overview of Assessment of Suitability and Experience Criteria

Suitability and experience ratings were based on staff's, faculty/field education coordinators', and current BSW students' assessments of qualities relevant to social work as indicated by 1) an application form, 2) references, 3) employment and/or volunteer experience, and 4) applicant's self-appraisal

Materials Assessed To Rate Applicants

1) Application Form

Each year, applicants had to complete an Application for Admission Form. For admission year 2010, applicants provided information pertaining to their post-secondary education history, as well as a curriculum vitae (refer to Appendix 2 for Application for Admission Form for 2010). For admission years 2012-2014, applicants did not have to provide a curriculum vitae and instead provided information pertaining to their post-secondary education history, awards/certificates received, and a summary of 3-5 skills/experiences they possessed that related to preparation for social work (refer to Appendix 3 for Application for Admission Form for 2012-2014).

2) References

The same reference form was used from 2010-2014 (refer to Appendix 14 for the Letter of Appraisal Form). Each applicant submitted three appraisal forms completed by his/her three references. Appraisals may have included a) An academic referee - an individual who taught or supervised the applicant at a secondary school or at the university level; b) A professional referee - an individual who, by virtue of his/her professional position, could comment on the applicant's suitability for social work,

and/or; c) a character referee - an individual who, through personal association, could comment on the applicant's character.

Referees were asked to rate applicants through a number of scaling questions with responses of "low" to "exceptional", or "no opportunity to observe", for a number of characteristics, as well as to provide additional qualitative information to substantiate each rating.

The following qualities of the applicants' past experiences were assessed:

- Reliable/Responsible
- Logical thought/problem solving
- Self awareness and maturity
- Capacity to handle stressful situations
- Openness to feedback/direction
- Communication skills
- Commitment to social justice (believes in a society that is equitable to all and works to eliminate oppression)

The referee also identified aspect(s) of the applicant that would make them suitable for the social work profession. The referee also provided an overall recommendation of the applicant through a scaling question of "not recommended" to "recommended-exceptional."

3) Employment and/or Volunteer Experience Verification Forms

Applicants were able to complete an Employment and/or Volunteer Verification Form for each of their work/volunteer experiences. In 2010, the form required the

applicant to provide only a brief description of duties and the number of hours of work/volunteer time (refer to Appendix 12 for the Employment and/or Volunteer Verification Form for 2010). From 2012-2014, applicants were also required to explain how each work/volunteer experience related to a career in social work (refer to Appendix 13 for the Employment and/or Volunteer Verification Form for 2012-2014). The forms for admission years 2010-2014 also required the signature of a supervisor, which ensured the information described on the form was actually completed.

4) Applicant Self-Appraisal

The same applicant self-appraisal form was used from 2010-2014 (refer to Appendix 14 for the Letter of Appraisal Form). Applicants were asked to rate themselves through a number of scaling questions with responses of "low" to "exceptional" for a number of characteristics, as well as provide additional qualitative information to substantiate each rating.

Applicants had to assess themselves based on the following qualities:

- Reliable/Responsible
- Logical thought/problem solving
- Self awareness and maturity
- Capacity to handle stressful situations

In addition, applicants had to respond to five questions. Refer to Appendix 1 for questions asked to students on the Applicant Self-Appraisal Form.

Assessing Applicants' Suitability and Experience

Applicants' suitability and experience were assessed differently in the 2010 admission years compared to how they were assessed from 2012-2014, and rating forms were used each year to assist raters in their assessment. For 2010, the ratings were based on field instructors', faculty's, and current BSW students' assessments, whereas for 2012-2014, ratings were assigned by field instructors, field education coordinators, and current BSW students (refer to Appendix 6 and Appendix 11 for BSW Admission Rating Forms).

Admission Year 2010

Ratings of suitability were based on assessing an applicant's self-appraisal form and references. The scores were based on a scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional). The following suitability qualities were assessed:

- Motivation: Demonstration of ethics and values congruent with social work; overall presentation of material
- Maturity/Self Awareness: Ability to take and present position based on logic and relevance; ability to discern between facts and judgments; critical analysis and demonstration of ethics and values congruent with social work
- Self-Image: Evidenced in overall presentation of material

The suitability score was based on the three qualities and was calculated using the following formula:

X = (33 1/3% * motivation) + (33 1/3% * maturity/self awareness) + (33 1/3% * self-image)

Ratings of experience were based on assessing an applicant's curriculum vitae, self-appraisal form, and references. The scores were based on a scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional). The following qualities were assessed based on an applicants' experience:

- Diversity/variety of work/volunteer experience: Working and or volunteering in a helping capacity which involves relationship building, provision of support, education or resources and/or working with community groups to promote social change
- Depth of work/volunteer experience: Measured in hours on the applicant's curriculum vitae. Involvement that minimally consists of three hours per week for a period of at least six months was considered satisfactory.
- Relevance of work/volunteer experience to social work: Work which involves the use of self, supportive interactions with others, advocacy, serving on community boards (camp counsellors, volunteering with community programs, mentoring programs, public awareness work, etc.)
- Ability to be responsible/reliable: Results oriented
- Ability to work with others: Evidence of team or group work, supervisory or leadership roles, facilitates interactions among others
- Ability to organize own work: Completes assignment tasks, meets timelines, is able to prioritize
- Ability to work independently: Confident in one's own abilities, needs little supervision, shows initiative and is comfortable with decision making

The experience score was based on the seven qualities and was calculated using the following formula:

X = (14.3% * diversity/variety of work/volunteer experience) + (14.3% * depth of work/volunteer experience) + (14.3% * relevance of work/volunteer experience to social work) + (14.3% * ability to be responsible/reliable) + (14.3% * ability to work with others) + (14.3% * ability to organize own work) + (14.3% * ability to work independently)

Admission Years 2012-2014

Ratings of suitability were based on assessing an applicant's self-appraisal form and references. The scores were based on a scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional). The following suitability qualities were assessed:

- Open-mindedness: A demonstrated awareness of cultural, economic, political and social forces; ability to discern between facts and judgments
- Sensitivity and compassion: A demonstrated awareness of cultural, economic, political and social forces; ability to take and present an argument based on logic and relevance; demonstration of ethics and values congruent with social work
- Knowledge of social work as a profession: Identifies the roles of social work, areas of practice and target populations; in addition, discusses ethics and values of social work
- Self-awareness/self-image: Demonstrates understanding of own personal values and beliefs and how this may affect working with clients; portrays a confident self-image

- Motivation: Interest in social justice/advocacy

The suitability score was based on the five qualities and was calculated using the following formula:

> **X** = (20% * open-mindedness/flexibility) + (20% * sensitivity and compassion) + (20% * knowledge of social work as a profession) + (20% * self-awareness/self-image) + (20% * motivation)

Ratings of experience were based on assessing an applicant's employment and/or volunteer verification forms, self-appraisal form, and references. The scores were based on a scale of 1-5 (1=far below expectations; 3=meets expectations; 5=exceptional). The following qualities were assessed from the applicant's experience:

- Diversity/Variety of work/volunteer experience: Working and/or volunteering in a helping capacity which involves relationship building, provision of support, education or resources and/or working with community groups to promote social change
- Depth of work/experience: This refers to the number of hours and/or periods of time of relevant volunteer and/or work experience
- Relevance of work/volunteer experience to social work: Work which involves the use of self, supportive interactions with others, advocacy, service on community boards (e.g. camp counsellors, volunteering with community programs, mentoring programs, public awareness work, etc.)
- Ability to be responsible/reliable and organize own work: Results oriented; completes assignment tasks, meets time lines, is able to prioritize

- Ability to work either independently or within a team environment: Confident in one's own abilities, needs little supervision, shows initiative and is comfortable with decision making. Evidence of team or group work, supervisory or leadership roles, facilitates interactions among others

The score was based on the five qualities and was calculated using the following formula:

X = (20% * diversity/variety of work/volunteer experience) + (20% * depth of work/volunteer experience) + (20% * relevance of work/volunteer experience to social work) + (20% * ability to be responsible/reliable and organize own work) + (20% * ability to work either independently or within a team environment)

Appendix 11: School of Social Work BSW Admission Rating Form for Admission Year 2012-2014

MEMORIAL UNIVERSITY

School of Social Work
BSW Admission Rating Form
Work/Volunteer Experience/Appraisal Forms

Applicant (Please Print) _____ MUN ID _____

Rater's Name (Please Print) _____ DATE _____

Please assign a rating based on the following scale:

1= far below expectations
2 = below expectations
3 = meets expectations
4 = above expectations
5 = exceptional

Rate items below using Applicant Self-Appraisal Form and Letter of Appraisal Forms (References):

Open-Mindedness/Flexibility (eg. A demonstrated awareness of cultural, economic, political & social forces; ability to discern between facts & judgments) ☐

Sensitivity and Compassion (eg. A demonstrated awareness of cultural, economic, political & social forces; ability to take and present an argument based on logic & relevance; demonstration of ethics & values congruent with social work) ☐

Knowledge of Social Work as Profession (eg. Identifies the roles of social work, areas of practice and target populations. In addition, discusses ethics and values of social work) ☐

Self Awareness/Self-Image (eg. Demonstrates understanding of own personal values and beliefs and how this may affect working with clients. Portrays a confident self-image) ☐

Motivation (eg. Interest in social justice/advocacy) ☐

Rate items below using Employment and/or Volunteer Verification Forms, Applicant Self-Appraisal Form and Letter of Appraisal Forms:

Please see attached Scoring Guide

Diversity/Variety of Work/Volunteer Experience
Working and or volunteering in a helping capacity which involves relationship building, provision of support, education or resources and/or working with community groups to promote social change ☐

Depth of Work/Volunteer Experience
This refers to the number of hours and/or periods of time of relevant volunteer and/or work experience ☐

Page 1 of 2

Please assign a rating based on the following scale:

1= far below expectations
2 = below expectations
3 = meets expectations
4 = above expectations
5 = exceptional

Rate items below using Employment and/or Volunteer Verification Forms, Applicant Self-Appraisal Form and Letter of Appraisal Forms (Cont'd):

Relevance of Work/Volunteer Experience to Social Work
Work which involves the use of self, supportive interactions with others, advocacy, serving on community boards (camp counselors, volunteering with community programs, mentoring programs, public awareness work, etc.)

Ability to be Responsible/Reliable and Organize Own Work
Results oriented; Completion of assignment tasks, meets time lines, is able to prioritize.

Ability to Work Either Independently or Within a Team Environment
Confident in one's own abilities, needs little supervision, shows initiative and is comfortable with decision making. Evidence of team or group work, supervisory or leadership roles, facilitates interactions among others.

Signature of Rater

Date

FOR COMPLETION BY ADMISSION STAFF ONLY

1. Total Points for Social Work Admissions Test
2. Total Points for Work/Volunteer Experience/Appraisal Forms
3. Admissions Average
   (Points accumulated from last 10, required course, and cumulative average /40)
4. Special Circumstances ☐ Yes ☐ No

Total Score

Appendix 12: School of Social Work BSW Employment and/or Volunteer Verification Form for 2010

MEMORIAL UNIVERSITY

School of Social Work
Bachelor of Social Work (Second Degree Applicants Only)

EMPLOYMENT AND/OR VOLUNTEER VERIFICATION FORM

RETURN NO LATER THAN MARCH 1, 2010

LATE VERIFICATION FORMS MAY RESULT IN AN APPLICATION BEING DEEMED INELIGIBLE FOR CONSIDERATION

APPLICANT TO COMPLETE THIS SECTION AND FORWARD TO SUPERVISOR/AGENCY COORDINATOR:

NAME _____ MUN ID _____ E-MAIL _____

ADDRESS: _____ TELEPHONE (H) _____

_____ (C) _____

_____ (W) _____

Thank you for agreeing to provide confirmation of employment/volunteer experience for the above named applicant. Admission to the Bachelor of Social Work as a Second Degree program is limited and competitive. We value your input in helping us to assess applicants. Please be aware that applicants may apply under the Provincial Access to Information and Protection of Privacy Act to access their entire file which will include this form. **Failure to complete and submit this form by the deadline of March 1, 2010 may result in the applicant's application being deemed ineligible for admission.** Verification forms must be returned in a sealed envelope with your signature across the flap of the envelope to indicate that the envelope has not been previously opened. If you have any questions, please contact Mary Beth Hutchens, Chairperson, Undergraduate Admissions, School of Social Work at (709) 737-2558 or mhutchen@mun.ca

The Bachelor of Social Work as a Second Degree is a full-time program comprised of course work and two internships. The degree qualifies graduates for beginning professional practice in social work settings. The aim of the program is to develop social workers with generically-based skills for working with individuals, families, groups and communities.

TO BE COMPLETED BY SUPERVISOR/AGENCY COORDINATOR:

Name of employer/volunteer agency: _____

Number of hours of work/volunteer time: _____

Period of employment/volunteer work: START _____ END _____

Brief description of duties: _____

_____

_____

_____

_____

Name of supervisor/agency coordinator: _____

I confirm that _____ *has completed the stated number of hours and duties described above.*
(Name of Applicant)

_____ _____
Signature of Supervisor/Agency Coordinator Date

_____ _____
Telephone Number E-mail

This form **must be returned by March 1, 2010** to : Chairperson, Admissions Committee, School of Social Work, Memorial University of Newfoundland, St. John's, NL A1C 5S7. Fax: (709) 737-2408. **If faxed, the original must be mailed to the School.**

Memorial University protects the privacy of individuals and maintains the confidentiality of your personal information. The information requested on this form is collected under the authority of the Memorial University Act (RSNL) 1990 Chapter M-7) and is needed for and will be used for the purpose of assessing the application of the bove-named prospective student and for administrative purposes. Questions about this collection and use of personal information may be directed to the Chairperson of the Admissions Committee at (709) 737-2558.

Appendix 13: School of Social Work BSW Employment and/or Volunteer Verification Form for 2012-2014

MEMORIAL UNIVERSITY

School of Social Work
Bachelor of Social Work

EMPLOYMENT AND/OR VOLUNTEER VERIFICATION FORM

RETURN WITH ORIGINAL SIGNATURE OF SUPERVISOR
NO LATER THAN MARCH 1, 2014

LATE VERIFICATION FORMS WILL RESULT IN AN APPLICATION BEING DEEMED INELIGIBLE FOR CONSIDERATION

APPLICANT NAME _____ MUN # _____ MUN E-MAIL _____

The Bachelor of Social Work is a full-time program comprised of course work and two internships. The degree qualifies graduates for beginning professional practice in social work settings. The aim of the program is to develop social workers with generically-based skills for working with individuals, families, groups and communities.

TO BE COMPLETED BY APPLICANT:

Name of employer/volunteer agency: _____

Total Number of hours of work/volunteer time: _____
Please note if the total number of hours of work/volunteer time is not specified, this experience will not be considered as part of your application.

Period of employment/volunteer work: START _____ END _____

Brief description of duties: Please list duties in order of relevance to social work.

_____

_____

_____

_____

How did the above experience influence your decision to study social work?

_____

_____

_____

TO BE COMPLETED BY SUPERVISOR/AGENCY COORDINATOR

Thank you for agreeing to provide confirmation of employment/volunteer experience for the above named applicant.

Name of supervisor/agency coordinator: _____

I confirm that _____ *has completed the stated number of hours and duties described above.*
(Name of Applicant)

Signature of Supervisor/Agency Coordinator _____ Date _____

Telephone Number _____ E-mail _____

This form **must be returned by March 1, 2014** to : Chairperson, Admissions Committee, School of Social Work, Memorial University of Newfoundland, St. John's, NL A1C 5S7. **Faxed copies will not be accepted.**

Memorial University protects the privacy of individuals and maintains the confidentiality of your personal information. The information requested on this form is collected under the authority of the Memorial University Act (RSNL) 1990 Chapter M-7) and is needed for and will be used for the purpose of assessing the application of the above-named prospective student and for administrative purposes. Questions about this collection and use of personal information may be directed to the Chairperson of the Admissions Committee at (709) 864-2558.

Appendix 14: School of Social Work BSW Program Letter of Appraisal Form

MEMORIAL UNIVERSITY

School of Social Work
Bachelor of Social Work Program

LETTER OF APPRAISAL

RETURN NO LATER THAN MARCH 1, 2014
Faxed or scanned copies will not be accepted

LATE APPRAISALS WILL RESULT IN AN APPLICATION BEING DEEMED INELIGIBLE FOR CONSIDERATION

APPLICANT PLEASE COMPLETE THIS SECTION AND FORWARD TO REFEREE:

Name _____ MUN # _____ DATE _____

Thank you for agreeing to provide a reference for the above-named applicant. Admission to the Bachelor of Social Work program is limited and competitive and we value your input in helping us to assess our applicants. While it is not the School's practice to share appraisal information with the applicants, applicants may apply under the Provincial Access to Information and Protection of Privacy Act to access their entire file which will include the appraisal forms. **If you are unable to complete this reference by the deadline of March 1, 2014, this applicant's application will not be considered for admission.** Appraisals must be returned in a sealed envelope with your signature across the flap of the envelope to indicate that the envelope has not been previously opened. If you have any questions, please contact Mary Beth Hutchens, Chairperson, Undergraduate Admissions, School of Social Work at (709) 864-2558 or mhutchen@mun.ca

The Bachelor of Social Work is a full-time program comprised of course work and two internships. The degree qualifies graduates for beginning professional practice in social work settings. The aim of the program is to develop social workers with generically-based skills for working with individuals, families, groups and communities.

Social workers help people improve their lives, relationships and communities. They address problems that contribute to injustice. Social workers deal with a variety of challenges including unemployment, poverty, homelessness, domestic violence, child abuse and oppression. Social workers address these and other challenges through providing direct counselling, advocating on behalf of vulnerable populations, helping communities create resources and working towards the elimination of injustice.

Using the scale: Exceptional = greatly exceeds expectations; High = exceeds expectations; Average/Acceptable = satisfies expectations; Low = does not satisfy expectations;

Please rate the applicant on each of the following, **substantiating each rating**, in the space provided below (examples are helpful). Failure to provide substantiation will negatively impact the applicant's overall admissions score.

	Exceptional	High	Average/ Acceptable	Low	No opportunity to observe
Reliable/Responsible	☐	☐	☐	☐	☐

Page 1 of 3

	Exceptional	High	Average/ Acceptable	Low	No opportunity to observe
Logical Thought / Problem Solving	☐	☐	☐	☐	☐
Self Awareness and Maturity	☐	☐	☐	☐	☐
Capacity to handle stressful situations	☐	☐	☐	☐	☐
Openness to Feedback/Direction	☐	☐	☐	☐	☐
Communication Skills	☐	☐	☐	☐	☐
Commitment to Social Justice (Believes in a society that is equitable to all and works to eliminate oppression)	☐	☐	☐	☐	☐

If you were to identify one aspect of the student that you feel would make them particularly suitable for the social work profession, what would that be?

_____

_____

_____

_____

_____

Overall Recommendation: ☐ Recommended - exceptional ☐ Recommended - high

☐ Recommended - average/acceptable ☐ Not recommended - below expectations

How long have you known the applicant? _____

In what capacity have you known the applicant?

_____

_____

_____

_____

Name (please print) _____ Position Title (if applicable) _____

Employer (if applicable) _____ Telephone Number _____

Email Address _____

This form **must be returned by March 1, 2014** to:
Chairperson, Admissions Committee
School of Social Work
Memorial University of Newfoundland
St. John's, NL
A1C 5S7

Signature _____ Date _____

Memorial University protects the privacy of individuals and maintains the confidentiality of your personal information. The information requested on this form is collected under the authority of the Memorial University Act (RSNL) 1990 Chapter M-7 and is needed for and will be used for the purpose of assessing the application of the above-named prospective student and for administrative purposes. Questions about this collection and use of personal information may be directed to the Chairperson of the Admissions Committee at (709) 864-2558.

Appendix 15: Course Descriptions of BSW Courses

Office of the Registrar
School of Social Work (2014/2015)

11 Course Descriptions

In accordance with Senate's *Policy Regarding Inactive Courses*, the course descriptions for courses which have not been offered in the previous three academic years and which are not scheduled to be offered in the current academic year have been removed from the following listing. For information about any of these inactive courses, please contact the Dean of the School.

All courses of the School are designated by SCWK.

1710 Social Work Philosophy and Practice provides an overview of the historical development, philosophical orientation, basic values, principles and knowledge base, and fields of practice of the profession. The course will examine critical social problems that impact societies with an emphasis on the quest for social justice at local, national and global levels.
CR: the former SCWK 2700

2211 Diverse Theories for Social Work Practice provides an overview of critical and practice theories that explain problems and guide the change process. The course will involve students in a critical analysis of a broad range of theories including: Critical theories such as structural, feminist, Marxist, anti-racist, aboriginal, queer, & anti-oppressive practice; modern theories such as interactional, systems, ecological cognitive & crisis theory/intervention; postmodern theories such as solution focussed and narrative; and Macro practice, social action, and community organization.
CO: SCWK 2320 and 2711
PR: SCWK 1710 or the former SCWK 2700

2320 Social Work Knowledge and Skills for Assessment and Intervention introduces beginning skills for social work practice. The relevance of relationship based approach, a strengths perspective and an anti-oppressive stance will be considered as students acquire biopsychosocial assessment and interviewing skills. Attention is given to self-awareness, professional identity and a wide range of beginning counselling skills with diverse populations and situations such as: Aboriginal people, involuntary clients, suicide risk, domestic violence, clients in crisis and children at risk.
CO: SCWK 2211 and 2711
CR: the former SCWK 3320, the former 3321 and the former 4310
PR: SCWK 1710 or the former SCWK 2700

2321 Social Work Knowledge and Skills for Personal and Social Change addresses knowledge, skills and competencies that enable the social worker to facilitate positive change within the middle and end stages of intervention. Emphasis will be given to a range of current best known practices within the context of clinical and community applications, promotion of social justice, strengths and critical thinking. General practice approaches that may be applied with individuals, families and communities will be emphasized.
CR: the former SCWK 3421
PR: SCWK 2211, 2320 and 2711

2520 Social Work: Critical Analysis of Social and Health Policy engages students in critical analysis of local and national social and health policy development from a social work perspective. The course explores topics that are relevant to direct service provision such as: the influence of historical context on policy, policy development, interactions among federal, provincial and local governments that influence policy and leadership and advocates roles of social workers in program development in a diverse and changing environment.

CR: the former SCWK 2510 and 2710
PR: SCWK 2211, 2320 and 2711 or admission to the second degree program option

2711 Social Justice and Social Work Practice explores human rights from global perspective and examines social responsibility, the nature of oppression and marginalization and strategies to promote social justice and prevent injustice. Reflective practice principles and experiential activities will form the basis for examining use of self and the relevance of social location, and the application of: critical theoretical perspectives, critical empathy and ethical evaluation for anti-oppressive practice at the individual and structural/organizational level.
CO: SCWK 2211 and 2320
PR: SCWK 1710 or the former SCWK 2700

3221 Social Impacts on Human Development addresses how theories, concepts and information related to human development must be considered in the context of social issues and impacts in order to inform social work practice with vulnerable populations. The impact of issues such as violence, addictions, poverty, trauma and oppression are examined as are strengths and resilience of human beings. Strategies to address social impacts on human development are explored.
CO: SCWK 3521 and 3720
CR: the former SCWK 3211 and the former 3220
PR: SCWK 3300 and 3311

3230 Cultural Camp - inactive course

3300 Social Work Internship 1 is a 350 hour supervised field experience that provides students with opportunities to apply social work principles, theories and skills to work with clients and communities. The field experience is designed to develop: professional use of self, beginning ability to implement planned interventions with diverse populations and an appreciation for social justice activities.
CH: 12
CO: SCWK 3311
CR: the former SCWK 4315, 4316, 4300, 4325 and 4326
PR: successful completion of all designated Year 2 courses for the first degree program option; or admission to the second degree program option and successful completion of SCWK 2321, 3720, 4312, 4313, and 4314

3311 Social Work Knowledge and Skills for Integration of Theory and Practice focuses on application of selected models and methods of practice. The course explores links between theory and practice through critical consideration of: the influence of agency and community, the value of theory and knowledge, the role of self awareness, social location and practice skills. Topics to be explored include: documentation, support/resource counselling, advocacy, self care, vicarious trauma, professional identity, community work, interdisciplinary practice, group work, ethics and consultation.
CO: SCWK 3300
CR: the former SCWK 4310 and 4311
PR: successful completion of all designated Year 2 courses for the first degree program option; or admission to the second degree program option

3511 Aboriginal People and Social Policy - inactive course

3521 Social Work Organizational Development for Community Services examines policy development and change in human services organizations and their administration. Management and organizational concepts suitable for the administration of social policies and programs are addressed as are ethical and ideological issues for social workers on human service teams. A focus on beginning skills in administration is included for the social worker within a management and leadership context in human services organizations.
CO: SCWK 3221 and 3720; or SCWK 4302
CR: the former SCWK 3110, the former 3510 and 4111
PR: SCWK 3300 and 3311

3530 Aboriginal Social Development - inactive course

3720 Ethical and Legal Issues in Social Work Practice examines ethical theories, decision - making models and key legislation in a variety of areas including child welfare, youth justice, privacy, health, human rights to resolve dilemmas in practice. Components of legislation and the Social Work Code of Ethics are analysed to determine approaches to practice dilemmas. Consideration and critical analysis of frameworks for decision making will lead to a personal model for practice choices.

CO: SCWK 3221 and 3521; or SCWK 2321, 4312, 4313, and 4314
CR: the former SCWK 5720
PR: SCWK 3300 and 3311 or admission to the second degree program option

4302 Social Work Internship 2 is a 350 hour supervised field experience that provides students with opportunities to apply social work principles, knowledge and skills that demonstrates the capacity for independent practice at micro and macro levels. Emphasis is on developing strong analytical abilities, applying enhanced practice skills, mastering a variety of social work roles, implementing strategies that impact social justice and making professional judgments in increasingly complex situations.

CH: 12
CO: either SCWK 4321, 4322 or 4323 or one of SCWK 4820-4829; or SCWK 3521
CR: the former SCWK 5300, 5301, and 5315-5319
PR: SCWK 4312, 4313, 4314, 4410 and either 4317 or 4620 and successful completion of all designated Year 3 courses or admission to the second degree program option and successful completion of 3300 and 3311

4312 Social Work Knowledge and Skills for Community Development emphasizes theory and practice of community organizing and community development within the context of social justice. Frameworks for community practice are critically analysed through examination of ethical dilemmas, accountability issues, practice skills, leadership and other roles. Urban, rural and cultural differences are considered in relation to their influence on effective community organizing and development work.

CO: SCWK 4313, 4314 and 4410; or SCWK 2321, 3720, 4313 and 4314
CR: the former SCWK 5322
PR: SCWK 3221, 3521 and 3720 or admission to the second degree program option

4313 Social Work Knowledge and Skills for Group and Team Work introduces students to social work methods and skills in group practice and team work. The design and implementation of diverse group types, evaluative models and the parallels between group and team functions are explored. The characteristics and challenges of interdisciplinary team work are considered as well as effective strategies and unique roles that social workers can contribute for effective team collaboration.

CO: SCWK 4312, 4314 and 4410; or SCWK 2321, 3720, 4312 and 4314
CR: the former SCWK 4320
PR: SCWK 3221, 3521 and 3720 or admission to the second degree program option

4314 Social Work Knowledge and Skills for Practice with Families prepares students to offer direct services to families through increasing their knowledge of family functioning and their competence in family assessment and intervention. Critical analysis of models of family intervention and exploration of ethical issues form the basis for application of selected approaches to family work including: structural therapy, solution focussed approach and crisis intervention.

CO: SCWK 4312, 4313 and 4410; or SCWK 2321, 3720, 4312 and 4313
CR: the former SCWK 5325
PR: SCWK 3221, 3521 and 3720 or admission to the second degree program option

4317 Field of Practice: Child Welfare Prevention, Crisis Intervention and Protection examines legislation that protects the rights of children, best practice in child welfare and care and protection of children within a community context. Social work intervention with complex issues such as: family violence, poverty, cultural influences, addictions and mental health impacts are explored through feminist, aboriginal, empowerment and anti-oppressive perspectives.

Continuity of care, permanency planning and the impact of separation are addressed through critical analyse of child welfare programs, and care giving models.

CO: SCWK 4312, 4313, 4314 and 4410
CR: the former SCWK 4614
PR: SCWK 3221, 3521 and 3720

4321 Field of Practice: Social Work in Child Abuse and Protection is aimed at developing knowledge and social work skills necessary for intake, crisis intervention, assessment, family support, removal, community placement, family reunification, and amelioration, within the context of social justice and the best interest of those most vulnerable for maltreatment and oppression. It addresses child-youth neglect, physical abuse, sexual abuse, emotional abuse, exploitation, problems, risks, needs and harm and includes trauma and developmental impacts.

CO: SCWK 4302
CR: the former SCWK 5328
PR: SCWK 4312, 4313, 4314 and 4410

4322 Field of Practice: Social Work in Gerontology reviews aging from a biopsychosocial perspective with an emphasis on the strengths of seniors and the impact of oppression on the lives of the elderly. The course will explore legislation, policies, societal trends and elder abuse, and consider the social work role in developing strategies for healthy aging and service provision for seniors.

CO: SCWK 4302
CR: the former SCWK 4615 and 5615
PR: SCWK 4312, 4313, 4314 and 4410

4323 Field of Practice: Social Work in Addictions is aimed at developing knowledge skills, and beginning competence, necessary for assessment and intervention with populations experiencing problems and risks associated with the use and abuse of chemicals and non-chemical addictions throughout the lifespan. Themes addressed include: the oppression of addictions; social determinants of addictions, the social worker's role in the continuum of care; strengths; the special needs of women, aboriginal, and GLBT populations.

CO: SCWK 4302
CR: the former SCWK 4616
PR: SCWK 4312, 4313, 4314 and 4410

4410 Applied Research and Evaluation for Social Work Practice teaches theories, concepts and methods of systematic inquiry and its relationship to professional social work judgment and action. The contribution of applied research to social justice, community based inquiry and accountability and evidence based practice is emphasized. Topics to be explored include: quantitative, qualitative, action and evaluative approaches to systematic inquiry for social work practice; ethical considerations in social work research.

CO: SCWK 4312, 4313 and 4314; or SCWK 2211, 2320, 2520, and 2711
CR: the former SCWK 4420 and 4421
PR: SCWK 3221, 3521 and 3720 or admission to the second degree program option

4620 Field of Practice: Social Work in Interdisciplinary Mental Health and Health Services provides an overview of mental health and illness, the impact on people and communities and social work interventions within an interdisciplinary community context. The oppression of illness, disability and mental health problems across the lifespan is considered as well as the role of social work in the continuum of care. Topics include: mental health, health, mental illness, disability, social determinants of health, social movements and advocacy.

CO: SCWK 4312, 4313, 4314 and 4410
CR: the former SCWK 4610, 5610 and 5613
PR: SCWK 3221, 3521 and 3720

4820-4829 Selected Topics in Social Work may be offered by the School. Students should consult the School for selected topics being offered in a given semester.

CO: SCWK 4302
PR: SCWK 4312, 4313, 4314 and 4410

AR = Attendance requirement; CH = Credit hours are 3 unless otherwise noted; CO = Co-requisite(s); CR = Credit can be retained for only one course from the set(s) consisting of the course being described and the course(s) listed; LC = Lecture hours per week are 3 unless otherwise noted; LH = Laboratory hours per week; OR = Other requirements of the course such as tutorials, practical sessions, or seminars; PR = Prerequisite(s); UL = Usage limitation(s).

Appendix 16: ICEHR Ethics Approval

MEMORIAL UNIVERSITY

Interdisciplinary Committee on Ethics in Human Research (ICEHR)

St. John's, NL Canada A1C 5S7
Tel: 709 864-2561 icehr@mun.ca
www.mun.ca/research/ethics/humans/icehr

ICEHR Number:	**20162408-SW**
Approval Period:	February 19, 2016 – February 28, 2017
Funding Source:	
Responsible Faculty:	Dr. Stephen Ellenbogen School of Social Work
Title of Project:	*Effectiveness of admission criteria in predicting student academic performance in a Bachelor of Social Work Program*

February 19, 2016

Mrs. Lynsey Soper
School of Social Work
Memorial University of Newfoundland

Dear Mrs. Soper:

Thank you for your submission to the Interdisciplinary Committee on Ethics in Human Research (ICEHR) seeking ethical clearance for the above-named research project.

The Committee has reviewed the proposal and appreciates the care and diligence with which you have prepared your application. We agree that the proposed project is consistent with the guidelines of the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* (TCPS2). *Full ethics clearance* is granted for one year from the date of this letter. ICEHR approval applies to the ethical acceptability of the research, as per Article 6.3 of the *TCPS2* (2014). Researchers are responsible for adherence to any other relevant University policies and/or funded or non-funded agreements that may be associated with the project.

If you wish to make changes during the project, which may raise ethical concerns, please submit an amendment request with a description of these changes for the Committee's consideration. The *TCPS2* requires that you submit an annual update to ICEHR before February 28, 2017. If you plan to continue the project, you need to request renewal of your ethics clearance, and include a brief summary on the progress of your research. When the project no longer requires contact with human participants, is completed and/or terminated, you need to provide the annual update with a final brief summary, and your file will be closed.

Annual updates and amendment requests can be submitted from your Memorial University Researcher Portal account. We wish you success with your research.

Yours sincerely,

Russell J. Adams, Ph.D.
Chair, Interdisciplinary Committee on
Ethics in Human Research
Professor of Psychology and Pediatrics
Faculties of Science and Medicine

RA/th

copy: Supervisor – Dr. Stephen Ellenbogen, School of Social Work

Appendix 21: Results of Independent Samples T-Tests of Suitability and Experience Criteria between the First and Second Degree BSW Programs

	Degree Program				
	First Degree	Second Degree			
	M (*SD*)	*M* (*SD*)	95% CI for Mean Difference	*t*	*df*
Suitability Ratings by Field Instructors for 2010[a]	35.45 (3.97)	35.41 (4.12)	-2.6, 2.67	.03	65
Suitability Ratings by Faculty for 2010[a]	36.5 (3.78)	33.73 (7.36)	-.21, 5.75	1.86	65
Suitability Ratings by Students for 2010[a]	35.26 (3.86)	35.91 (4.76)	-3.29, 1.99	-.49	65
Experience Ratings by Field Instructors for 2010[b]	18.48 (2.61)	18.86 (2.96)	-1.45, .69	-.7	191
Experience Ratings by Faculty for 2010[b]	17.85 (2.62)	18.22 (2.59)	-1.75, 1.02	-.52	126
Experience Ratings by Students for 2010[b]	18.64 (2.74)	19.59 (2.75)	-2.07, .17	-1.68	190
Suitability Ratings by Field Instructors for 2012-2014[c]	18.48 (2.61)	18.86 (2.96)	-1.45, .69	-.7	191
Suitability Ratings by Field Education Coordinators for 2012-2014[c]	17.85 (2.63)	18.22 (2.59)	-1.75, 1.02	-.52	126
Suitability Ratings by Students for 2012-2014[c]	18.64 (2.74)	19.59 (2.75)	-2.07, .17	-1.68	190
Experience Ratings by Field Instructors for 2012-2014[d]	18.88 (3.25)	19.8 (3.32)	-2.23, -2.29	-1.38	191
Experience Ratings by Field Education Coordinators for 2012-2014[d]	19.19 (3.16)	19.09 (3.08)	-1.57, 1.76	.12	126
Experience Ratings by Students for 2012-2014[d]	19.35 (2.86)	19.85 (2.53)	-1.65, .66	-.85	190

Notes. [a] For 2010, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).
[b] For 2010, experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[c] For 2012-2014, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[d] For 2012-2014, experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).

Appendix 17: Descriptive Statistics of Social Work Admission Test (SWAT) Scores for 2012-2014

		Admission Year				
		First Degree			Second Degree	
SWAT Question		**2012 (*n*=56)**	**2013 (*n*=53)**	**2014 (*n*=56)**	**2013 (*n*=13)**	**2014 (*n*=14)**
Question 1	**Possible Score Range:**	0 - 16				
	Mean (*SD*)	10.13 (2.40)	9.33 (2.99)	11.35 (2.09)	6.54 (4.59)	12.29 (1.44)
	Lowest Score Given	5	3	6	0	9
	Highest Score Given	15	16	16	15	14
	Range	10	13	10	15	5
	Quartiles					
	25th	8.3	7	10	2.5	11.0
	50th	10.5	10	11	6	12.5
	75th	11.8	12	12	10.5	13.3
Question 2	**Possible Score Range:**	0 -16				
	Mean (*SD*)	9.62 (2.75)	9.02 (2.75)	9.88 (2.33)	10.89 (2.06)	12.04 (2.03)
	Lowest Score Given	3	4	5	7	9
	Highest Score Given	16	15	15	14.5	15
	Range	13	11	10	7.5	6
	Quartiles					
	25th	8	7	8	10	10
	50th	9.3	9	10	11	12.3
	75th	11.2	10.5	11.4	12.3	14

Appendix 17 continued

		Admission Year				
		First Degree			Second Degree	
SWAT Question		**2012 (*n*=56)**	**2013 (*n*=53)**	**2014 (*n*=56)**	**2013 (*n*=13)**	**2014 (*n*=14)**
Question 3	**Possible Score Range:**	0 - 16				
	Mean (*SD*)	8.98 (2.78)	6.62 (3.17)	6.38 (2.90)	9.19 (2.19)	6.18 (1.50)
	Lowest Score Given	4	1	0	4	4
	Highest Score Given	15.5	15	13.5	12	9
	Range	11.5	14	13.5	8	5
	Quartiles					
	25th	7.1	4.5	5	8	5
	50th	8.8	6	6	10	6.3
	75th	11	8	8	11	7
Total SWAT Score[a]	**Possible Score Range:**	0 - 48				
	Mean (*SD*)	28.73 (4.68)	24.96	27.61 (4.47)	26.62 (4.03)	30.5 (3.88)
	Lowest Score Given	18.2	12	18.0	21.5	23
	Highest Score Given	42.3	39	39.5	34.5	36
	Range	24	27	21.5	13	13
	Quartiles					
	25th	25	20.5	24.6	24	27.9
	50th	28.3	25.5	27.3	25	31.5
	75th	31.3	29.0	31	29.3	34

Note. Significant difference in *n* for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program only admitted 15.
[a] Total SWAT Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)

Appendix 18: Correlations Between Social Work Admission Test Scores and Academic Performance in BSW Program

		Academic Performance in BSW Program						
		First Degree Admission Year (*n*)				**Second Degree Admission Year (*n*)**		
SWAT Question		**2012**	**2013**	**2014**	**Overall**	**2013 (*n*=13)**	**2014**	**Overall**
Question 1	2000-Level Average[a] (*n*)	.199 (56)	.107 (52)	.117 (54)	.130 (162)	-.139	.186 (14)	.069 (27)
	3000-Level Average[b] (*n*)	.177 (55)	.248 (47)	.179 (46)	.254** (148)	-.079	.482 (13)	.355 (26)
	4000-Level Average[c] (*n*)	.113 (55)	.205 (44)	-[f]	.181 (99)	-.092	.095 (14)	.049 (27)
	Overall Average[d] (*n*)	.176 (56)	.168 (52)	.161 (54)	.161* (162)	-.115	.099 (14)	.135 (27)
Question 2	2000-Level Average[a] (*n*)	-.152 (56)	.307* (52)	-.088 (54)	.090 (162)	.387	-.032 (14)	.212 (27)
	3000-Level Average[b] (*n*)	.124 (55)	.293* (47)	-.111 (46)	.154 (148)	.126	.311 (13)	.296 (26)
	4000-Level Average[c] (*n*)	-.094 (55)	.266 (44)	-[f]	.082 (99)	.046	.011 (14)	.049 (27)
	Overall Average[d] (*n*)	-.067 (56)	.360** (52)	-.142 (54)	.143 (162)	.207	-.011 (14)	.144 (27)
Question 3	2000-Level Average[a] (*n*)	.175 (56)	.147 (52)	.084 (54)	.168* (162)	.385	-.040 (14)	.052 (27)
	3000-Level Average[b] (*n*)	.292* (55)	-.109 (47)	.237 (46)	.081 (148)	.140	.142 (13)	-.245 (26)

Appendix 18 continued

		Academic Performance in BSW Program						
		First Degree Admission Year (*n*)				Second Degree Admission Year (*n*)		
SWAT Question		**2012**	**2013**	**2014**	**Overall**	**2013 (*n*=13)**	**2014**	**Overall**
Question 3	4000-Level Average[c] (*n*)	.217 (55)	.225 (44)	-[f]	.151 (99)	.261	-.037 (14)	.007 (27)
	Overall Average[d] (*n*)	.263 (56)	.123 (52)	.121 (54)	.206** (162)	.282	-.037 (14)	-.069 (27)
Total SWAT Score[e]	2000-Level Average[a] (*n*)	.116 (56)	.293* (52)	.064 (54)	.217** (162)	.249	.037 (14)	.200 (27)
	3000-Level Average[b] (*n*)	.337* (55)	.227 (47)	.183 (46)	.263** (148)	.051	.402 (13)	.371 (26)
	4000-Level Average[c] (*n*)	.131 (55)	.225 (44)	-[f]	.228** (99)	.061	.027 (14)	.078 (27)
	Overall Average[d] (*n*)	.207 (56)	.339* (52)	.080 (54)	.284** (162)	.129	.017 (14)	.168 (27)

Note. * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in sample sizes for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program only admitted 15.
[a] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[b] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[c] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[d] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[e] Total SWAT Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)
[f] Students had not completed fourth year courses at time data was collected.

Appendix 19: Correlations Between Social Work Admission Test in 2012-2014 and Academic Performance in Pedagogical Areas of BSW Program

		Academic Performance in BSW Program						
		First Degree Admission Year (*n*)				Second Degree Admission Year (*n*)		
SWAT Question	**BSW Pedagogical Area[a]**	**2012**	**2013**	**2014**	**Overall**	**2013**	**2014**	**Overall**
Question 1	**Theoretical Courses**	.193 (56)	.183 (52)	.181 (54)	.163* (162)	-.027 (13)	.395 (14)	.230 (27)
	Practical Courses	.123 (56)	.173 (52)	.118 (54)	.136 (162)	-.210 (13)	.290 (14)	.151 (27)
	Professional Identity Course	.132 (55)	.189 (44)	-[c]	.166 (99)	-.138 (13)	.343 (13)	.306 (26)
	Research Course	.150 (55)	.045 (44)	-[c]	.107 (99)	.203 (13)	.002 (14)	.209 (27)
	Social Administration and Policy Courses	.167 (55)	.197 (49)	.061 (51)	-.045 (155)	-.224 (13)	.135 (14)	-.299 (27)
	Field Integration Course	.171 (55)	.224 (47)	.179 (46)	.284** (148)	-.052 (13)	.492 (13)	.297 (26)
Question 2	**Theoretical Courses**	-.155 (56)	.406** (52)	-.107 (54)	.130 (162)	.261 (13)	.117 (14)	.248 (27)
	Practical Courses	-.126 (56)	.335* (52)	-.122 (54)	.114 (162)	.098 (13)	.085 (14)	.167 (27)
	Professional Identity Course	.097 (55)	.002 (44)	-[c]	.062 (99)	.308 (13)	.131 (13)	.313 (26)
	Research Course	.002 (55)	.183(44)	-[c]	.101 (99)	.092 (13)	.159 (14)	.172 (27)
	Social Administration and Policy Courses	.178 (55)	.191 (49)	.011 (51)	.062 (155)	.445 (13)	-.019 (14)	.069 (27)
	Field Integration Course	.018 (55)	.203 (47)	.183 (46)	.100 (148)	-.001 (13)	.393 (13)	.215 (26)

Appendix 19 continued

		Academic Performance in BSW Program						
		First Degree Admission Year (*n*)				Second Degree Admission Year (*n*)		
SWAT Question	**BSW Pedagogical Area[a]**	**2012**	**2013**	**2014**	**Overall**	**2013**	**2014**	**Overall**
Question 3	**Theoretical Courses**	.124 (56)	.060 (52)	.131 (54)	.145 (162)	.264 (13)	.131 (14)	-.023 (27)
	Practical Courses	.246 (56)	.137 (52)	.106 (54)	.228** (162)	.408 (13)	.029 (14)	-.019 (27)
	Professional Identity Course	.300* (55)	-.208 (44)	-[c]	.111 (99)	.255 (13)	-.141 (13)	-.255 (26)
	Research Course	.118 (55)	-.003 (44)	-[c]	.117 (99)	.009 (13)	.115 (14)	-.072 (27)
	Social Administration and Policy Courses	.303 (55)	-.092 (49)	.018 (51)	.222** (155)	.166 (13)	-.147 (14)	.233 (27)
	Field Integration Course	.183 (55)	-.049 (47)	.237 (46)	.091 (148)	.152 (13)	.344 (13)	-.142 (26)
Total SWAT Score[b]	**Theoretical Courses**	.082 (56)	.333* (52)	.115 (54)	.240** (162)	.246 (13)	.258 (14)	.339 (27)
	Practical Courses	.135 (56)	.337* (52)	.062 (54)	.270** (162)	.034 (13)	.164 (14)	.222 (27)
	Professional Identity Course	.302* (55)	-.013 (44)	-[c]	.185 (99)	.140 (13)	.139 (13)	.323 (26)
	Research Course	.148 (55)	.115 (44)	-[c]	.179 (99)	.284 (13)	.128 (14)	.254 (27)
	Social Administration and Policy Courses	.370 (55)	.149 (49)	.044 (51)	.148 (155)	.063 (13)	-.017 (14)	-.141 (27)
	Field Integration Course	.206 (55)	.202 (47)	.183 (46)	.258** (148)	.023 (13)	.531 (13)	.330 (26)

Note. * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Significant difference in sample sizes for the First and Second Degree programs as the First Degree program admitted 60 students each year whereas Second Degree program only admitted 15.
[a] Refer to Chapter 4 on page 48 of thesis for description of courses completed in each pedagogical area.
[b] Total SWAT Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)
[c] Students had not completed courses at time data was collected.

Appendix 20: Descriptive Statistics of Suitability and Experience Ratings for Admission Years 2010-2014 for First and Second Degree BSW Program

			Admission Year						
			First Degree Program				Second Degree Program		
Items Rated	**Raters**		2010 (*n*=56)	2012 (*n*=56)	2013 (*n*=53)	2014 (*n*=56)	2010 (*n*=11)	2013 (*n*=13)	2014 (*n*=14)
Suitability		**Possible Score Range:**	0-15	0-25			0-15	0-25	
	Field Instructors	**Mean (*SD*)**	10.71 (1.3)	17.67 (2.54)	18.28 (2.0)	19.46 (2.9)	10.5 (1.23)	19.23 (2.6)	19 (2.86)
		Lowest Score Given	7	10	12.5	11.5	9	15.5	15
		Highest Score Given	13.5	25	21.5	25	12.5	24	25
		Range	6.5	15.0	9	13.5	3.5	8.5	10
		Quartiles							
		25th, 50th, 75th	9.6,11,11.5	16,17.5,19	17,18.5,20	17.5,19.5,21.4	9.5,10.5,12	16.75,19,21.3	16.9,18.3,21.1
	Faculty / Field Education Coordinator[f]	**Mean (*SD*)**	10.9 (1.37)	17.41 (2.81)	-	18.29 (2.4)	10 (2.53)	-	18.68 (2.3)
		Lowest Score Given	8.5	11	-	15	7	-	14
		Highest Score Given	13.5	25	-	24.5	15	-	22.5
		Range	5	14	-	9.5	8	-	8.5
		Quartiles							
		25th, 50th, 75th	9.6,11,12	16,17,19	-	17,18,20	8,9,11	-	17,19,20
	Students	**Mean (*SD*)**	10.65 (1.26)	18.47 (2.54)	18.75 (2.78)	18.71 (2.53)	10.4 (1.73)	20.41 (2.48)	19.14 (2.84)
		Lowest Score Given	7.5	12.5	12	12	8	16	13.5
		Highest Score Given	13.5	25	24	23.5	13.5	24	23.0
		Range	6	12.5	12	11.5	5.5	8	9.5
		Quartiles							
		25th, 50th, 75th	10,10.5,11.5	16,18.75,20.5	16.5,19,20.5	17,18.8,20.5	9,10,12	18.5,20.5,22.4	17.5,19,21.3

Appendix 20 continued

			Admission Year						
			First Degree Program					Second Degree Program	
Items Rated	**Raters**		2010 (*n*=56)	2012 (*n*=56)	2013 (*n*=53)	2014 (*n*=56)	2010 (*n*=11)	2013 (*n*=13)	2014 (*n*=14)
Experience		**Possible Score Range:**	0-35	0-25			0-35	0-25	
	Field Instructors	**Mean (*SD*)**	24.7 (3.07)	18.23 (3.2)	18.14 (2.95)	20.24 (3.12)	24.86 (3.1)	20.92 (2.83)	19.29 (3.14)
		Lowest Score Given	19.5	9	11	8	19.5	16	13.5
		Highest Score Given	33	25	23.5	25	28.5	25	25
		Range	13.5	16	12.5	17	9	9	11.5
		Quartiles							
		25th, 50th, 75th	22,24,27	16,18,20	16,19,20.5	18.5,20,22.9	21.5,25.5,28	18.75,20.5,23.5	17.5,19.5,21
	Faculty / Field Education Coordinator[f]	**Mean (*SD*)**	25.55 (2.79)	18.2 (3.13)	-	20.18 (2.88)	23.72 (5.16)	-	19.46(2.8)
		Lowest Score Given	18	12	-	11.5	17	-	16
		Highest Score Given	31.5	25	-	24.0	34	-	24
		Range	13.5	13	-	12.5	17	-	8
		Quartiles							
		25th, 50th, 75th	23.1,26,27.5	16,18,20	-	18.5, 21, 22.9	20,24,26	-	17.4,18.3,22.6
	Students	**Mean (*SD*)**	24.6 (2.89)	18.2 (3.13)	19.02 (3.0)	20.33 (2.7)	25.5 (3.14)	21.46 (1.3)	18.75 (2.54)
		Lowest Score Given	16.5	12.5	13	11.5	20	19.5	14
		Highest Score Given	32.5	23.5	24.5	24.5	30	24.5	22.5

Appendix 20 continued

			Admission Year						
			First Degree Program				Second Degree Program		
Items Rated	**Raters**		2010 (*n*=56)	2012 (*n*=56)	2013 (*n*=53)	2014 (*n*=56)	2010 (*n*=11)	2013 (*n*=13)	2014 (*n*=14)
Experience	**Students**	**Range**	16	11	11.5	13	10	5	8.5
		Quartiles							
		25th, 50th, 75th	23,25,26	16.5,19.5,20.5	17,19,21.3	19,21,22	23,25.5,28	20.6,21.5,22.3	17.4,18.8,20.5
Total[e]		**Possible Score Range:**	0-50	0-50			0-50	0-50	
	Field Instructors	**Mean (*SD*)**	35.45 (3.97)	35.9 (5.03)	35.42 (4.49)	39.7 (5.7)	35.41(4.13)	40.15 (5.1)	38.29 (5.08)
		Lowest Score Given	29	23	23.5	23	29	32	30
		Highest Score Given	45	50	43.5	50	41	47	50
		Range	16	27	20	27	12	15	20
		Quartiles							
		25th, 50th, 75th	32.5,35,38.5	33.1, 35.3, 38.8	32.5,37,39.5	35.6,40,44	31,35.5,39	36.5,39,45.8	35.6,38,40.6
	Faculty / Field Education Coordinator[f]	**Mean (*SD*)**	36.5 (3.78)	35.6 (5.5)	-	38.5 (4.77)	33.72 (7.36)	-	38.14 (4.6)
		Lowest Score Given	29.5	23	-	26.5	24	-	31
		Highest Score Given	45	50	-	48.5	49	-	46.5
		Range	15.5	27	-	22	25	-	15.5
		Quartiles							
		25th, 50th, 75th	33,36.8,39.4	32.3, 35, 38.8	-	35.6,39,42	28,33,35	-	34.8,37.5,41.9
	Students	**Mean (*SD*)**	35.26 (3.86)	37.2 (5.2)	37.76 (5.4)	39.04 (4.56)	35.9 (4.76)	41.88 (3.4)	37.89 (4.42)

Appendix 20 continued

			Admission Year						
			First Degree Program				Second Degree Program		
Items Rated	**Raters**		2010 (*n*=56)	2012 (*n*=56)	2013 (*n*=53)	2014 (*n*=56)	2010 (*n*=11)	2013 (*n*=13)	2014 (*n*=14)
Total[e]	**Students**	**Lowest Score Given**	24.5	25	26	24.5	28	36.5	30.5
		Highest Score Given	44.5	47	48	47.5	43	48.5	45
		Range	20	22	22	23	15	12	14.5
		Quartiles							
		25th, 50th, 75th	33.1,35.3,37.9	33, 37.5, 41	33.8,38.5,41.8	36.6,39.5,42.9	32,36.5,40	38.3,42.8,43.9	34.5,38.3,41.6

Notes. [a] For 2012-2014, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).

[b] For 2012-2014, experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).

[c] For 2010, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula:
X = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).

[d] For 2010, experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).

[c] Total = suitability ratings + experience ratings

[f] Faculty rated suitability and experience criteria in 2010, and Field Education Coordinators rated suitability and experience criteria 2012-2014.

Appendix 22: Correlations Between Suitability and Experience Criteria and Academic Performance for the First Degree Program

		Academic Performance in BSW Program											
		Field Instructor Rater				Faculty/Field Education Coordinator Rater[l]				Student Rater			
Admission Year	Items Rated	2000-Level Average[f] (*n*)	3000-Level Average[g] (*n*)	4000-Level Average[h] (*n*)	Overall Average[i] (*n*)	2000-Level Average[f] (*n*)	3000-Level Average[g] (*n*)	4000-Level Average[h] (*n*)	Overall Average[i] (*n*)	2000-Level Average[f] (*n*)	3000-Level Average[g] (*n*)	4000-Level Average[h] (*n*)	Overall Average[i] (*n*)
2010	**Suitability[a]**	.296* (56)	.157 (55)	.033 (54)	.309* (56)	.166 (56)	.298* (55)	.183 (54)	.230 (56)	.246 (56)	-.031 (55)	-.014 (54)	.195 (56)
	Experience[b]	-.030 (56)	-.044 (55)	-.069 (54)	.003 (56)	.081 (56)	.218 (55)	-.066 (54)	.132 (56)	.159 (56)	.010 (55)	-.046 (54)	.114 (56)
	Total[e]	.074 (56)	.014 (55)	-.044 (54)	.104 (56)	.120 (56)	.269* (55)	.018 (54)	.181 (54)	.200 (56)	-.002 (55)	-.040 (54)	.150 (56)
2012	**Suitability[c]**	-.009 (56)	.022 (55)	-.043 (55)	-.016 (56)	.308* (56)	.179 (55)	.097 (55)	.219 (56)	.359** (56)	.277* (55)	.336* (55)	.382** (56)
	Experience[d]	.155 (56)	-.014 (55)	-.076 (55)	.037 (56)	.234 (56)	-.014 (55)	-.029 (55)	.111 (56)	.260 (56)	.153 (55)	.213 (55)	.237 (56)
	Total[e]	.094 (56)	.002 (55)	-.070 (55)	.016 (56)	.289* (56)	.083 (55)	.033 (55)	.174 (56)	.334* (56)	.234 (55)	.297* (55)	.345** (56)
2013	**Suitability[c]**	.217 (52)	.019 (47)	.336* (44)	.039 (52)	-[j]	-[j]	-[j]	-[j]	.107 (52)	.106 (47)	.028 (44)	.086 (52)
	Experience[d]	.092 (52)	-.002 (47)	.132 (44)	.036 (52)	-[j]	-[j]	-[j]	-[j]	-.023 (52)	.143 (47)	.158 (44)	-.003 (52)
	Total[e]	.117 (52)	.007 (47)	.235 (44)	.041 (52)	-[j]	-[j]	-[j]	-[j]	.044 (52)	.131 (47)	.099 (44)	.044 (52)
2014	**Suitability[c]**	-.078 (54)	.217 (46)	-[k]	.037 (54)	.106 (54)	.176 (46)	-[k]	.108 (54)	.148 (54)	.058 (46)	-[k]	.147 (54)
	Experience[d]	-.112 (54)	-.008 (46)	-[k]	-.063 (54)	-.002 (54)	.046 (46)	-[k]	.021 (54)	.009 (54)	-.010 (46)	-[k]	.097 (54)
	Total[e]	-.102 (54)	.104 (46)	-[k]	-.016 (54)	.051 (54)	.115 (46)	-[k]	.066 (54)	.085 (54)	.026 (46)	-[k]	.137 (54)
Overall 2012-2014	**Suitability[c]**	.000 (162)	.102 (148)	.081 (99)	-.013 (162)	.187 (110)	.180 (101)	.097 (55)	.107 (110)	.173* (162)	.118 (148)	.171 (99)	.143 (162)
	Experience[d]	.040 (162)	.035 (148	.013 (99)	-.006 (162)	.071 (110)	.040 (101)	-.029 (55)	-.025 (110)	.039 (162)	.119 (148)	.163 (99)	.044 (162)
	Total[e]	.024 (162)	.071 (148)	.048 (99)	-.010 (162)	.134 (110)	.112 (101)	.033 (55)	.038 (110)	.114 (162)	.130 (148)	.177 (99)	.101 (162)

Appendix 22 continued

Notes: * Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
[a] For 2010, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).
[b] For 2010, experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[c] For 2012-2014, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[d] For 2012-2014, experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).
[e] Total = Suitability ratings + Experience ratings
[f] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[g] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[h] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[i] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[j] Data not available for field education coordinator ratings for 2013.
[k] Data not available as students had not yet completed course work when data was collected.
[l] In 2010, suitability and experience ratings were rated by faculty. In 2012-2014, suitability and experience ratings were rated by field education coordinators.

Appendix 23: Correlations Between Suitability and Experience Criteria and Academic Performance for the Second Degree Program

		Academic Performance in BSW Program											
		Field Instructor Rater				Faculty/Field Education Coordinator Rater[l]				Student Rater			
Admission Year		2000-Level Average[f] (*n*)	3000-Level Average[g] (*n*)	4000-Level Average[h] (*n*)	Overall Average[i] (*n*)	2000-Level Average[f] (*n*)	3000-Level Average[g] (*n*)	4000-Level Average[h] (*n*)	Overall Average[i] (*n*)	2000-Level Average[f] (*n*)	3000-Level Average[g] (*n*)	4000-Level Average[h] (*n*)	Overall Average[i] (*n*)
2010 (*n*=10)	**Suitability[a]**	.188	.285	.281	.306	.472	.552	.514	.621	.899**	.566	.784**	.916**
	Experience[b]	.348	.588	.303	.488	.702*	.773*	.598	.829**	.746*	.667*	.714*	.861**
	Total[e]	.32	.531	.312	.461	.649*	.726*	.593	.789**	.816**	.644*	.754*	.898**
2013	**Suitability[c]**	-.053 (13)	.199 (13)	.275 (13)	.164 (13)	-	-	-	-	.039 (12)	.119 (12)	-.097 (12)	.043 (12)
	Experience[d]	-.214 (13)	.164 (13)	.159 (13)	.055 (13)	-	-	-	-	.281 (12)	.272 (12)	.367 (12)	.353 (12)
	Total[e]	-.146 (13)	.193 (13)	.228 (13)	.114 (13)	-	-	-	-	.136 (12)	.191 (12)	.070 (12)	.167 (12)
2014	**Suitability[c]**	.565* (14)	.302 (13)	.385 (14)	.439 (14)	.394 (14)	.327 (13)	.225 (14)	.225 (14)	.158 (14)	.281 (13)	-.069 (14)	.090 (14)
	Experience[d]	.559* (14)	.186 (13)	.523 (14)	.493 (14)	.515 (14)	.081 (13)	.446 (14)	.379 (14)	.624* (14)	.019 (13)	.571* (14)	.559* (14)
	Total[e]	.664** (14)	.289 (13)	.540* (14)	.552* (14)	.506 (14)	.208 (13)	.381 (14)	.340 (14)	.461 (14)	.200 (13)	.285 (14)	.380 (14)
Overall 2013-2014	**Suitability[c]**	.292 (28)	.192 (27)	.281 (28)	.288 (28)	.455 (16)	.376 (15)	.206 (16)	.268 (16)	.111 (27)	.065 (26)	-.086 (27)	.035 (27)
	Experience[d]	.185 (28)	.033 (27)	.299 (28)	.221 (28)	.474 (16)	.102 (15)	.317 (16)	.301 (16)	.367 (27)	-.155 (26)	.391* (27)	.303 (27)
	Total[e]	.259 (28)	.120 (27)	.320 (28)	.278 (28)	.500 (16)	.241 (15)	.286 (16)	.307 (16)	.270 (27)	-.038 (26)	.165 (27)	.189 (27)

Appendix 23 continued

Notes: * Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
[a] For 2010, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).
[b] For 2010, experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[c] For 2013-2014, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[d] For 2013-2014, experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).
[e] Total = Suitability ratings + Experience ratings
[f] 2000-level courses are typically taken in the first year after acceptance in the First Degree program. Prior to admission, students complete pre-requisite courses and apply to the BSW program.
[g] 3000-level courses are typically taken in the second year after acceptance in the First Degree program.
[h] 4000-level courses are typically taken in the third year after acceptance in the First Degree program.
[i] Overall average is defined as student's average in completed 2000-, 3000-, and 4000-level social work courses.
[j] Data not available for field education coordinator ratings for 2013.
[l] In 2010, suitability and experience ratings were rated by faculty. In 2013-2014, suitability and experience ratings were rated by field education coordinators.

Appendix 24: Correlations Between Suitability and Experience Criteria and Academic Performance by Pedagogical Areas of First Degree BSW Program

		Academic Performance in BSW Program by Pedagogical Area																	
		Field Instructor Rater						Faculty/Field Education Coordinator Rater[g]						Student Rater					
Admission Year		Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration
2010	Suitability[a]	.309* (56)	.101 (55)	.008 (54)	-.002 (54)	.075 (55)	.000 (55)	.242 (56)	.265 (55)	.034 (54)	.029 (54)	.297* (55)	.342* (55)	.142 (56)	.011 (55)	-.136 (54)	-.057 (54)	-.015 (55)	-.192 (55)
	Experience[b]	.041 (56)	-.091 (55)	-.087 (54)	-.001 (54)	-.088 (55)	-.080 (55)	.168 (56)	.061 (55)	-.041 (54)	-.079 (54)	.131 (55)	.273* (55)	.089 (56)	.019 (55)	-.120 (54)	.050 (54)	-.120 (55)	-.093 (55)
	Total[e]	.133 (56)	-.040 (55)	-.066 (54)	-.001 (54)	-.046 (55)	-.063 (55)	.212 (56)	.141 (55)	-.018 (54)	-.048 (54)	.204 (55)	.325* (55)	.113 (56)	.018 (55)	-.134 (54)	.020 (54)	-.096 (55)	-.132 (55
2012	Suitability[c]	-.047 (56)	-.005 (56)	.002 (55)	-.185 (55)	.035 (55)	.040 (55)	.183 (56)	.259 (56)	.173 (55)	-.014 (55)	.136 (55)	.206 (55)	.257 (56)	.390** (55)	.390** (55)	.195 (55)	.208 (55)	.136 (55)
	Experience[d]	.058 (56)	.069 (56)	-.006 (55)	-.152 (55)	.029 (55)	.066 (55)	.167 (56)	.168 (56)	-.012 (55)	-.132 (55)	-.062 (55)	.125 (55)	.167 (56)	.275* (56)	.307* (55)	.100 (55)	.094 (55)	.086 (55)
	Total[e]	.013 (56)	.041 (56)	-.003 (55)	-.190 (55)	.036 (55)	.063 (55)	.188 (56)	.226 (56)	.081 (55)	-.082 (55)	.034 (55)	.176 (55)	.229 (56)	.359** (56)	.376** (55)	.160 (55)	.165 (55)	.120 (55)
2013	Suitability[c]	.059 (52)	.105 (52)	.248 (44)	.336* (44)	.115 (49)	.102 (47)	-[f]	-[f]	-[f]	-[f]	-[f]	-[f]	.107 (52)	.121 (52)	-.065 (44)	-.126 (44)	.083 (49)	.147 (47)
	Experience[d]	.162 (52)	.126 (52)	.188 (44)	.096 (44)	-.135 (49)	.095 (47)	-[f]	-[f]	-[f]	-[f]	-[f]	-[f]	.045 (52)	.042 (52)	.030 (44)	-.101 (44)	.100 (49)	.194 (47)
	Total[e]	.132 (52)	.129 (52)	.231 (44)	.211 (44)	-.033 (49)	.107 (47)	-[f]	-[f]	-[f]	-[f]	-[f]	-[f]	.080 (52)	.086 (52)	-.017 (44)	-.120 (44)	.097 (49)	.180 (47)
2014	Suitability[c]	.030 (54)	.016 (54)	-[h]	-[h]	-.132 (51)	.217 (46)	.215 (54)	.120 (54)	-[h]	-[h]	-.028 (51)	.176 (46)	.083 (54)	.242 (54)	-[h]	-[h]	-.054 (51)	.058 (46)
	Experience[d]	-.080 (54)	-.015 (54)	-[h]	-[h]	-.141 (51)	-.008 (46)	.025 (54)	.087 (54)	-[h]	-[h]	-.123 (51)	.046 (46)	.007 (54)	.123 (54)	-[h]	-[h]	-.116 (51)	-.010 (46)
	Total[e]	-.030 (54)	.000 (54)	-[h]	-[h]	-.146 (51)	.104 (46)	.122 (54)	.112 (54)	-[h]	-[h]	-.088 (51)	.115 (46)	.049 (54)	.204 (54)	-[h]	-[h]	-.099 (51)	.026 (46)

Appendix 24 continued

		Academic Performance in BSW Program by Pedagogical Area																	
		Field Instructor Rater						Field Education Coordinator Rater						Student Rater					
Admission Year		Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration
Overall 2012-2014	Suitability[c]	-.106 (162)	-.012 (162)	.070 (99)	.029 (99)	-.183* (155)	.144 (148)	.152 (110)	.112 (110)	.173 (55)	-.014 (55)	-.055 (106)	.211* (101)	.123 (162)	.182* (162)	.196 (99)	.009 (99)	.068 (155)	.099 (148)
	Experience[d]	.032 (162)	.033 (162)	.064 (99)	-.028 (99)	-.231** (155)	.126 (148)	.015 (110)	.002 (110)	-.012 (55)	-.132 (55)	-.250** (106)	.132 (101)	.029 (162)	.063 (162)	.172 (99)	-.032 (99)	-.116 (155)	.149 (148)
	Total[e]	.012 (162)	.014 (162)	.075 (99)	-.004 (99)	-.229** (155)	.147 (148)	.083 (110)	.056 (110)	.081 (55)	-.082 (55)	-.175 (106)	.182 (101)	.082 (162)	.133 (162)	.196 (99)	-.012 (99)	-.028 (155)	.137 (148)

Notes: * Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
[a] For 2010, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).
[b] For 2010, experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[c] For 2012-2014, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[d] For 2012-2014, experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).
[e] Total = Suitability ratings + Experience ratings
[f] Data not available for field education coordinator ratings for 2013.
[g] In 2010, suitability and experience ratings were rated by faculty. In 2012-2014, suitability and experience ratings were rated by field education coordinators.
[h] Data not available as students had not yet completed course work when data was collected.

Appendix 25: Correlations Between Suitability and Experience Criteria and Academic Performance by Pedagogical Areas of Second Degree BSW Program

		Academic Performance in BSW Program by Pedagogical Area																	
		Field Instructor Rater						Faculty / Field Education Coordinator Rater[g]						Student Rater					
Admission Year		Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration	Theoretical	Practical	Professional Identity	Research	Social Administration and Policy	Field Integration
2010 (*n*=10)	Suitability[a]	.307	.275	.354	.105	.034	.12	.434	.387	.605	.352	.574	-.14	.723*	.941**	.472	.498	.578	.234
	Experience[b]	.476	.497	.419	-.086	.369	.426	.584	.7*	.684*	.413	.616	.222	.582	.890**	.546	.325	.547	.315
	Total[e]	.451	.458	.422	-.035	.292	.36	.554	.617	.684*	.408	.626	.101	.644*	.926**	.53	.394	.569	.292
2013	Suitability[c]	.067 (13)	.159 (13)	.205 (13)	.147 (13)	.134 (13)	.056 (13)	-[f]	-[f]	-[f]	-[f]	-[f]	-[f]	.138 (12)	.039 (12)	-.020 (12)	.091 (12)	-.076 (12)	.149 (12)
	Experience[d]	-.035 (13)	.049 (13)	.034 (13)	.089 (13)	.080 (13)	.080 (13)	-[f]	-[f]	-[f]	-[f]	-[f]	-[f]	.252 (12)	.250 (12)	.254 (12)	.479 (12)	.413 (12)	.113 (12)
	Total[e]	.014 (13)	.108 (13)	.123 (13)	.124 (13)	.113 (13)	.073 (13)	-[f]	-[f]	-[f]	-[f]	-[f]	-[f]	.197 (12)	.124 (12)	.083 (12)	.249 (12)	.103 (12)	.151 (12)
2014	Suitability[c]	.446 (14)	.369 (14)	.408 (13)	.395 (14)	.740** (14)	.149 (13)	.333 (14)	.431 (14)	.328 (13)	.111 (14)	.389 (14)	.256 (13)	.099 (14)	.001 (14)	.232 (13)	-.020 (14)	.245 (14)	.260 (13)
	Experience[d]	.523 (14)	.578* (14)	-.012 (13)	.572* (14)	.468 (14)	.308 (13)	.508 (14)	.540* (14)	-.003 (13)	.426 (14)	.303 (14)	.133 (13)	.509 (14)	.517 (14)	-.006 (13)	.615* (14)	.482 (14)	.035 (13)
	Total[e]	.575* (14)	.566* (14)	.229 (13)	.577* (14)	.706** (14)	.276 (13)	.472 (14)	.540* (14)	.158 (13)	.312 (14)	.376 (14)	.204 (13)	.357 (14)	.299 (14)	.154 (13)	.342 (14)	.436 (14)	.195 (13)
Overall 2013-2014	Suitability[c]	.228 (28)	.270 (28)	.319 (27)	.289 (28)	.281 (28)	.065 (27)	.342 (16)	.470 (16)	.475 (15)	.213 (16)	.067 (16)	.303 (15)	.062 (27)	-.007 (27)	.059 (26)	.019 (27)	.114 (27)	.074 (26)
	Experience[d]	.164 (28)	.257 (28)	.003 (27)	.312 (28)	.204 (28)	.031 (27)	.381 (16)	.449 (16)	.165 (15)	.371 (16)	.005 (16)	.096 (15)	.215 (27)	.240 (27)	-.086 (26)	.414* (27)	.427* (27)	-.146 (26)
	Total[e]	.214 (27)	.289 (28)	.169 (27)	.331 (28)	.265 (28)	.052 (27)	.390 (16)	.492 (16)	.325 (15)	.320 (16)	.036 (16)	.202 (15)	.156 (27)	.128 (27)	-.007 (26)	.241 (27)	.305 (27)	-.029 (26)

Appendix 25 continued

Notes: * Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
[a] For 2010, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * motivation) + (10% * maturity/self awareness) + (10% * self-image).
[b] For 2010, experience ratings consisted of raters assessing each applicant's curriculum vitae, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable) + (10% * ability to work with others) + (10% * ability to organize own work) + (10% * ability to work independently).
[c] For 2013-2014, suitability ratings consisted of raters assessing each applicant's self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[d] For 2013-2014, experience ratings consisted of raters assessing each applicant's employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).
[e] Total = Suitability ratings + Experience ratings
[f] Data not available for field education coordinator ratings for 2013.
[g] In 2010, suitability and experience ratings were rated by faculty. In 2013-2014, suitability and experience ratings were rated by field education coordinators.

Appendix 26: Results of T-Tests and Descriptive Statistics of Admission Criteria of Struggling Students and Non-Struggling Students in the First Degree BSW Program for 2012-2014

	Group					
	Struggling Students[j]		Non-Struggling Students[k]			
	n	*M* (*SD*)	*n*	*M* (*SD*)	95% CI for Mean Difference	*t*
Academic Criteria						
Required Courses[a]	14	73.71 (5.24)	154	77.40 (5.17)	-6.54, -.84	-2.56**
Cumulative Average	14	70.74 (7.21)	154	73.63 (6.67)	-6.6, .80	-1.55
Last Ten/Twenty Courses Taken[b]	14	72.65 (5.78)	154	75.31 (6.07)	-5.99, .67	-1.58
Introductory Social Work Course[c]	47	72.06 (3.89)	286	75.88 (5.48)	-6.94, -2.62	-4.36**
Composite Grade for Admissions[d]	43	75.33 (6.18)	255	80.11 (6.73)	-5.12, -2.52	-5.85**
SWAT						
SWAT Z-Score[e]	33	-.20 (.90)	132	.05 (1.01)	-.63, .13	-1.30
Non-Academic Criteria						
Suitability Ratings by Field Instructors[f]	33	18.56 (2.74)	132	18.45 (2.59)	-.9, 1.11	.208
Suitability Ratings by Field Education Coordinators[f]	19	17.39 (2.9)	93	17.95 (2.57)	-1.86, .76	-.83
Suitability Ratings by Students[f]	33	17.76 (2.43)	132	18.86 (2.77)	-2.14, -.06	-2.09*
Experience Ratings by Field Instructors[g]	33	18.74 (3.54)	132	18.97 (3.25)	-1.43, 1.07	-.28
Experience Ratings by Field Education Coordinators[g]	19	18.97 (3.25)	93	19.24 (3.16)	-1.84, 1.32	-.33
Experience Ratings by Students[g]	33	19.15 (2.86)	132	19.41 (2.88)	-1.36, .85	-.45
Total of Suitability and Experience Ratings by Field Instructors[h]	33	37.3 (5.9)	132	37.38 (5.23)	-.07, 1.05	-.07

Appendix 26 continued

	Struggling Students[i]		Non-Struggling Students[j]			
	n	*M* (*SD*)	*n*	*M* (*SD*)	95% CI for Mean Difference	*t*
Total of Suitability and Experience Ratings by Field Education Coordinators[h]	19	36.37 (5.75)	93	37.18 (5.28)	-.81, 1.35	-.6
Total of Suitability and Experience Ratings by Students[h]	33	36.91 (4.94)	132	38.27 (5.15)	-1.36, .99	-1.36

Notes. * Significant at the 0.05 level (2-tailed).
** Significant at the 0.01 level (2-tailed).
[a] Required courses for the First Degree program include 1 introductory social work course, 1 introductory sociology course, 2 introductory psychology courses, 2 introductory English courses, and 4 non-social work elective courses
Required courses for the Second Degree program include 1 introductory social work course, 2 sociology courses, 2 developmental psychology courses, 2 introductory English courses, and 3 non-social work elective courses.
[b] Based on 10 courses for First Degree Program and 20 courses for Second Degree Program.
[c] Students are required to take a 3 credit hour introductory social work course before applying to the BSW program.
[d] Composite grade for admission derived by the following formula: **X** = (37.5% * average of applicant's last ten/twenty courses) + (37.5% * average of applicant's required courses) + (25% * cumulative average).
[e] Total SWAT Score = (33 1/3% * question 1) + (33 1/3% * question 2) + (33 1/3% * question 3)
[f] For 2012-2014, raters assessed each applicant's suitability self-appraisal and references using the following formula: **X** = (10% * open-mindedness/flexibility) + (10% * sensitivity and compassion) + (10% * knowledge of social work as a profession) + (10% * self-awareness/self-image) + (10% * motivation).
[g] For 2012-2014, raters assessed each applicant's past experience based on their employment and/or volunteer verification forms, self-appraisal, and references using the following formula: **X** = (10% * diversity/variety of work/volunteer experience) + (10% * depth of work/volunteer experience) + (10% * relevance of work/volunteer experience to social work) + (10% * ability to be responsible/reliable and organize own work) + (10% * ability to work either independently or within a team environment).
[h] Total = Suitability ratings + Experience Ratings
[i] Struggling students are defined as students who failed a BSW course (i.e. received a grade less than 65%), or students who received a grade less than 70% in two or more BSW courses.
[j] Non-struggling students are defined as students who did not fail any BSW courses (i.e. received a grade less than 65%) and did not receive a grade less than 70% in two or more BSW courses.

Appendix 27: MUN BSW Programs Suitability for the Profession Policy and Procedures

Memorial University
School of Social Work

Bachelor of Social Work Programs
Suitability for the Profession Policy and Procedures[1]

Policy Preamble

This policy is designed to increase awareness of the qualities that are associated with suitability for the social work profession and to assist in evaluating student suitability for social work practice. The criteria presented below evolved from the Canadian Association of Social Workers (CASW) *Code of Ethics*. Statements from the Code have been developed into professional behaviours and qualities that align with the Canadian Association of Social Work Educators (CASWE) *Standards for Accreditation: Core Learning Objectives for Students* and are expected to be demonstrated during classroom participation, through written assignments, in presentations, practicum placements, and other contexts where professional behaviour and qualities are expected from students.

Suitability for the Profession Policy Statement

Students in the BSW Programs of the School of Social Work are expected to demonstrate professional behaviours and qualities that are consistent with the CASW Code of Ethics as reflected in the Suitability Criteria. These criteria are applicable between students, and between students and all members of the School of Social Work and/or the social work community, while in the classroom, during school activities/projects, in assignments, during practicum placements, and all other contexts where professional behaviour and qualities are expected from students.

Suitability Criteria

1/ Respect for the Inherent Dignity and Worth of Persons

1.1 Hears and considers viewpoints different from one's own
1.2 Assesses one's impact on others
1.3 Understands the importance of promoting self-determination
1.4 Encourages sharing of differing opinions
1.5 Treats people with respect, honesty, courtesy, fairness and good faith
1.6 Responds with attitudes, beliefs, behaviours, that accord dignity and worth

2/ Pursuit of Social Justice

2.1 Demonstrates willingness to advocate for social development and work against oppression
2.2 Shows initiative in efforts that advance social and economic justice
2.3 Demonstrates an appreciation and understanding of micro and macro systems

[1] This document draws significantly upon the School of Social Work, McMaster University *Suitability for the Profession Policy* (2013). Previous work to this document (initially titled *Suitability for the Profession Guideline and Implementation Process*) is credited to Mary Beth Hutchens and Dr. Ken Barter (May 2014), and Dr. Michelle Sullivan (May 2015), School of Social Work, Memorial University.

Policy and Procedures approved by the School of Social Work Academic Council: May 25, 2016

2.4 Articulates concerns of individuals, families, groups, and communities
2.5 Understands social planning, social policy and legislative development as sources and processes of both change/resistance and oppression/exploitation

3/ Service to Humanity

3.1 Places needs of others before own self-interest
3.2 Understands the harm of discrimination and oppression
3.3 Understands, appreciates and employs the principles of anti-oppressive practice
3.4 Uses power and authority in disciplined and responsible ways
3.5 Understands and practices knowledge and skills that assist in the management and resolution of conflicts

4/ Integrity in Professional Practice

4.1 Makes practice decisions that are consistently guided by research, practice theory, and knowledge
4.2 Regularly identifies gaps and limitations in knowledge and skill
4.3 Seeks feedback on performance, tries new approaches, accepts challenges, takes risks, regarding self-awareness and use of professional self
4.4 Demonstrates capacity for personal change
4.5 Takes responsibility for own decisions
4.6 Establishes clear and appropriate boundaries in professional relationships
4.7 Demonstrates and promotes the qualities of honesty, reliability, impartiality and diligence
4.8 Demonstrates the ability to identify one's own contribution to problems and oppression

5/ Confidentiality

5.1 Respects the importance of trust and confidence placed in the professional relationship by clients and the public
5.2 Respects privacy and holds in confidence all material obtained in professional activities
5.3 Treats people in a manner that respects their right to privacy and freedom from harassment/abuse
5.4 Understands limits to confidentiality and clearly communicates these to others in compliance with legal requirements and organizational policies/procedures

6/ Competent Application of Knowledge and Skills for Professional Practice

6.1 Identifies and discloses to relevant others any issues that can affect competence (e.g., to professor, someone in placement, student services coordinator)
6.2 Initiates/develops/maintains relationships that are purposeful, disciplined, self-aware and relevant to practice endeavors
6.3 Communicates professionally both orally and in writing
6.4 Demonstrates the ability to evaluate outcomes of actions
6.5 Uses knowledge to guide efforts
6.6 Is punctual, dependable and responsible in all tasks and efforts
6.7 Demonstrates the ability to make appropriate and focused responses
6.8 Demonstrates self-direction and responsibility for one's own learning
6.9 Demonstrates critical thinking skills within the context of social work practice
6.10 Able to challenge the status quo and to strive for innovation in practice
6.11 Understands the importance of reflexive and reflective practice

(Suitability for the Profession Policy was initially approved by Academic Council, April 25, 2007)

Policy and Procedures approved by the School of Social Work Academic Council: May 25, 2016

Procedures[2]

The *Suitability for the Profession Policy*, along with the CASW *Code of Ethics*, provides the framework for determining whether alleged behaviour of a MUN BSW student constitutes unprofessional conduct or professional unsuitability. The alleged behaviour(s) can occur within one academic term or practicum or across two or more academic terms and/or practica. The enactment of this policy will require **consideration of the fact that students are learning in a social work education degree program designed to qualify the graduate for professional practice in social work.**

Concerns about a student can be actioned using this policy and procedures document by academic staff members (faculty and field education coordinators), instructors, professional services staff, field instructors, and other students. Concerns identified during a practicum will usually be discussed first between the field instructor and the student. Further meetings will usually include the field education coordinator. Students who identify concerns about a peer can discuss the concerns with a faculty member, field education coordinator, field instructor or student services coordinator who, depending upon her/his assessment of the complaint, shall request a meeting with the identified student.

Unprofessional conduct by students is not condoned, yet may regrettably occur as students are learning to become social workers. **Professional unsuitability** refers to a more serious and/or ongoing pattern of unprofessional conduct. Student behaviour may also be subject to review under the Memorial University *Student Code of Conduct* .

Deciding the level of concern for a student's conduct determines which procedure to follow: The *Procedures for Unprofessional Conduct* **or** the *Procedures for Professional Unsuitability*

Whatever the level of concern, when an allegation has been made against a student but where reasonable efforts to contact the student are unsuccessful, the School of Social Work reserves the right to implement action according to the relevant procedures for alleged unprofessional conduct or alleged professional unsuitability.

A. Unprofessional Conduct

Situations in which students will be assessed for alleged unprofessional conduct may include but are not limited to any one or a number of the following:

a) Repeatedly submitting assignments beyond the deadline date without prior approval of the instructor
b) Behaving in a manner which negatively impacts the learning environment (e.g., texting, sidebar conversations, and disrespectful communication with students, school members and/or the social work community)
c) Engaging in inappropriate and/or disrespectful behaviours and/or conversation with School of Social Work members and/or the social work community.

[2] Content for this section has been extrapolated and modified from Section 6.11 Academic Misconduct, MUN University Regulations 2015/2016.

When Unprofessional Conduct has Allegedly Occurred

Procedures for Faculty/Instructors/Professional Services Staff
The faculty/instructor/staff will meet with the student privately to discuss the alleged unprofessional conduct. Meetings will be held in person, or at a distance using telephone or other interactive technologies. More than one meeting may be needed. The intent of the meeting(s) is to determine if unprofessional conduct has occurred and, if so, to then decide together an appropriate plan of action to resolve the issue.

The identified action plan may include but is not limited to:

a) a referral for the student to meet with the Student Services Coordinator and/or seek out other identified university resources
b) consultation by the faculty/instructor/staff with the Student Services Coordinator

Once the action plan has been initiated:

a) A follow-up meeting of the faculty/instructor/staff may occur with the student to determine the progress of the action plan.
b) The faculty/instructor/staff may a) provide the student with a written summary of the meeting(s) they have together and b) keep a copy for the instructor's record until the grade appeals period has passed for the semester (See the current MUN Diary for dates).

When the unprofessional conduct is more serious, the issue is not resolved, or one party is dissatisfied with the resolution:

The faculty/instructor/staff will report the matter in writing without delay to the Associate Dean of Undergraduate Programs. **Anonymous reports will not be considered.**

Procedures for the Associate Dean of Undergraduate Programs
The Associate Dean:

1. will arrange a follow-up meeting with the student, which may include the faculty/instructor/staff and/or other support persons as appropriate, to become familiar with the concern and gather information to determine next steps
2. may require the student to provide relevant documentation
3. will develop a plan in collaboration with the student and the Student Services Coordinator
4. may initiate a case conference to develop an action plan to address the concern
5. will determine if the unprofessional conduct meets the criteria for unsuitability for the profession
6. will present a decision and/or revised plan to the student which may include conditions for continuance, a formal review, withdrawal, and/or readmission
7. will provide a letter to the student documenting the decision and/or detailed action plan.
8. will place a copy of the letter on the student's file.
9. will continue to monitor the student's progress to oversee that suitable supports are provided and appropriate outcomes are actualized

B. Unsuitability for the Social Work Profession[3]

Situations in which students will be assessed for alleged unsuitability include, but are not limited to any one or a number of the following:

a) Concealment or distortion or submission of false information on the Admission Application Package to the School of Social Work (see the MUN Calendar under General Academic Regulations (Undergraduate) Academic Misconduct: Academic Offences)
b) Harassment or any threat, intimidation, or attempt to harm another person;
c) Persistent and/or serious unsuitable/unethical behaviour which interferes with the ability to function within a professional context including but not limited to any one or a number of the following:
    - Evidence that a student cannot effectively exercise judgement or function in a professional context
    - Evidence of repeated and/or persistent examples of unprofessional conduct following the development and implementation of a previous action plan
    - Evidence of persistent and/or serious inability to form professional relationships
    - Evidence of discriminatory behaviour and persistent lack of reflexivity about behaviour or lack of effort to change behaviour identified as discriminatory
    - Persistent abuse or misuse of substances that interferes with the ability to function within a profession context
    - Criminal behaviour (a conviction for crimes such as physical assault, sexual assault, drug trafficking, for which a pardon has not been received)
    - Persistent and/or serious conduct that contravenes the policies of the university or of a practicum setting which cannot be resolved through negotiation or reassignment.

When Unsuitability for the Profession has Allegedly Occurred

Procedures for Faculty/Instructors/Professional Services Staff

A faculty/instructor/staff will submit the allegation in writing, along with any pertinent documentation, to the Associate Dean of Undergraduate Programs. **Anonymous reports will not be considered.**

Procedures for the Associate Dean of Undergraduate Programs

1. Within one week of receipt of the written allegation, the Associate Dean will notify the student in writing of the nature of the allegation against her or him. The letter will be sent by registered mail to the last known mailing address of the student as noted on the student's file at the School of Social Work and to the official University email address of the student.
2. The Associate Dean will appoint an impartial third party investigator who will interview separately the complainant, the student, and relevant witnesses. Prior to the interview with the investigator taking place, a party to the investigation may request the Associate Dean appoint an alternative investigator if she/he has reason to doubt the impartiality of the original investigator. Onus to present evidence supporting an allegation that the assigned investigator lacks required impartiality rests with the party making the allegation. If the Associate Dean determines that, on the balance of probabilities, the

[3] These procedures were approved by the UGSC on May 20, 2015 with slight edits that were completed May 21, 2015. The current document retains the previous content.

allegation of impartiality is supported by the evidence presented, a different investigator shall be appointed. This may necessitate that the timelines for the investigation be extended.

The Investigative Process of the Allegation of Professional Unsuitability

3. At all interviews with the investigator, the complainant, the student, and relevant witnesses all have the right to be accompanied by another person, including, without limitation, a representative from the Memorial University student union, another student, an international student advisor, a faculty advisor, or a member of the faculty or staff of the University.
4. Meetings and interviews with the investigator will be held in person, or at a distance using telephone or other interactive technologies.
5. Upon completion of the interviews, the investigator will submit simultaneously a written report of the findings to the Associate Dean and the student. Normally, the report will be submitted within four weeks of the appointment of the investigator.
6. The student may, within two weeks of receipt of the report, respond to the report in writing to the Associate Dean. At that time the Associate Dean will consider the report and any responses received from the student or witnesses and make a determination as to whether there are grounds to proceed with a hearing with the Undergraduate Studies Committee (UGSC) and the student.
7. If it is determined at that time that the evidence does not warrant further action, the allegation will be dismissed and the student and the complainant will be notified.

When the Allegation of Professional Unsuitability Warrants Further Action

If the Associate Dean determines that, based on the investigator's report, a hearing is warranted with the UGSC and the student, then the Chair of the UGSC will set a date for a hearing[4]:

8. The Chair of the UGSC will notify the student in writing of the date that the hearing will be held, which will normally be four weeks after the student has been notified.
   - The notification will be sent by registered mail to the last known mailing address of the student as noted on the student's file at the School of Social Work and to the official University email address of the student.

The notification letter to the student about the hearing will include the following information:

- The associated time lines and procedures for resolution as outlined in this document.
- The student may consult advisors or facilitators. Such advisors may include, without limitation, a representative from the Memorial University student union, another student, an international student advisor, a faculty advisor, or a member of the faculty or staff of the University.
- If the student wishes to respond to the investigator's report, s/he will submit a written response to the Chairperson of the Undergraduate Studies Committee, including any supporting documentation that s/he feels is pertinent to his/her case. This written response will normally be received **no later than two weeks** after the student's official receipt of the notification letter.

[4] Any member of the Undergraduate Studies Committee who brings forth an allegation under this procedure, who is a witness in the process or is otherwise in a potential conflict of interest, will remove her/himself from deliberations of the accusation

- The student has the right to appear at the hearing to present her/his case. The student may be accompanied by another person to assist them with her/his presentation including, without limitation, a representative from the Memorial University student union, another student, an international student advisor, a faculty advisor, or a member of the faculty or staff of the University. Normally, however, the presentation of the student's case rests with the student and this may be done either in person or in writing.

Along with the notification letter about the hearing the student will be sent the following materials:

- The written allegation against the student, and any evidence compiled during the investigation
- A copy of pertinent documents:
  - The *Suitability for the Profession Policy and Procedures* of the School of Social Work and/or the Memorial University *Student Code of Conduct*
  - The pertinent calendar regulations from the current MUN Calendar
  - The Canadian Association of Social Workers (CASW) *Code of Ethics*.

9. **One week prior to the hearing**, the student will notify the Chairperson of the UGSC in writing of her/his intention to attend the meeting. If the student chooses to bring a support person, the student must inform the Chairperson of the person's identity and professional role (if applicable). The Committee reserves the right to be assisted in the hearing process by members of the faculty or staff of the university.

The Hearing

10. Determination of hearing process rests with the UGSC, but in the absence of extenuating circumstances, the UGSC will normally hear first from the investigator, and then from the student. The UGSC may ask questions of each during their respective presentations, and of either or both after the completion of these presentations. Once all evidence from the investigator and the student has been heard, the UGSC will deliberate in camera. In considering the allegation and the presented evidence, the UGSC will examine the areas in which the student has allegedly demonstrated unsuitability for the social work profession according to the *Suitability for the Profession Policy and Procedures.*
    a. The UGSC will first reach a determination as to whether the allegation of professional unsuitability is sustained.
    b. If there is a finding of professional unsuitability, the UGSC will then determine any penalties and/or conditions that may be imposed or other actions to be taken.
    c. The UGSC shall make available to the student its decision in writing with reasons.

Penalties and/or Conditions

The range of penalties and/or conditions that may be imposed will be determined in relation to the severity of the allegation, any previous unprofessional conduct by the student, and/or the potential benefit to the student in assisting her/him to meet the standards of professional practice. These may include:

i. Continuing the student in the program with **Clear Promotion** (See the current MUN Calendar for criteria for Clear Promotion). This outcome applies in circumstances where the concern has been addressed, and no further action is deemed necessary.
   Probationary Promotion with or without conditions attached (See the current MUN Calendar for criteria for Probationary Promotion). Any conditions will be determined by

the Committee. Failure by the student to successfully complete any conditions imposed may result in promotion being denied.

ii. **Promotion Denied** from the program (See the current MUN Calendar for criteria for Probationary Promotion). In this instance, the duration of the withdrawal and any conditions will be determined by the Committee. Failure to successfully complete any conditions imposed may result in permanent withdrawal.

iii. **Permanent withdrawal** from the program. In this instance the student will not be eligible for future readmission or admission to the BSW programs at Memorial University.

The UGSC may also consider and order other actions or means of resolution including, but not limited to, requiring that the student provide a written apology; requiring that the student research and write an essay pertaining to the issue or behaviour; referral to counseling; and any other remedy as deemed appropriate by the UGSC.

11. The decision of the Committee, with reasons, will be communicated to the student in writing by registered mail to the last known mailing address of the student as noted on the student's file at the School of Social Work and to the official University email address of the student, normally within one week of the hearing and will include information on the avenue of appeal that may be taken, if applicable.

Disposition of Documents

When the Allegation of Unsuitability for the Profession is Not Sustained
In cases where the allegation is not sustained, the documentation associated with the allegation will be destroyed.

When the Allegation of Unsuitability for the Profession is Sustained
All documentation concerning the case will be retained in the School of Social Work student file until the student successfully completes the penalty(ies) and/or condition(s) determined by the UGSC and, when applicable, successfully completes her/his program of study (see the MUN Calendar under General Academic Regulations (Undergraduate) Academic Misconduct: Disposition of Documentation) .