EAST CENTRAL UNIVERSITY

ASSESSMENT OF ACADEMIC ACHIEVEMENT

ASSESSMENT PLAN
ASSESSMENT OF MAJOR
CALENDAR YEAR 2010

SOCIAL WORK

Bachelor of Social Work Degree

Prepared Spring 2011
Program Description

The Social Work Program contributes to the overall mission of East Central University and the mission of the College of Liberal Arts and Social Sciences by offering a Bachelor of Social Work degree. The mission of the Program is to educate students for competent generalist social work practice in a rapidly changing and diverse society, and are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people. Consistent with the mission of the College of Liberal Arts and Social Sciences, the Program prepares students to be: “informed, responsible citizens; and catalysts for change, thus contributing to the creation of a just and humane society.” Graduates are expected to demonstrate practice behaviors, which includes the knowledge, values, and skills for generalist social work practice at the beginning professional level. Generalist social workers advocate for human rights and economic justice for all human beings. Stakeholders of the Program for outcome assessment purposes are currently enrolled students, alumni, employers of the Program’s graduates, agency field instructors, and program faculty. All stakeholder groups contribute data utilized during assessment.

The Social Work Program, within the Department of Human Resources and the College of Liberal Arts and Social Sciences, “works to promote knowledge, to encourage academic and intellectual inquiry, to create a culture of success, and to foster the growth of creative enterprise among faculty, students, and the community by emphasizing quality teaching, service learning, rigorous scholarship, creative artistry, and civic involvement, both public and professional” (Mission Statement - College of Liberal Arts and Social Sciences, 2006)

The Social Work Program is nationally accredited by the Council on Social Work Education (CSWE), which supports “academic excellence by establishing thresholds for professional competence” (Educational Policy and Accreditation Standards, 2008). Ten core competencies for generalist practice are specified by the Council: identify as a professional social worker and conduct oneself accordingly; apply social work ethical principles to guide professional practice; apply critical thinking to inform and communicate professional judgments; engage diversity and difference in practice; advance human rights and social and economic justice; engage in research-informed practice and practice-informed research; apply knowledge of human behavior and the social environment; engage in policy practice to advance social and economic well-being and to deliver effective social work services; respond to contexts that shape practice; and engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. These ten competencies and resulting practice behaviors are utilized with intentionality by the Program to operationalize the curriculum and assessment methods. The Program’s accreditation was reaffirmed for the full eight-year cycle ending June 2011. Reaffirmation of accreditation means that the Program meets the Educational Policy and Accreditation Standards established by the Council on Social Work Education.
An extensive two-year self-study process by the Program culminated in July 2010 with the completion of its self-study document and submission to the Council on Social Work Education Commission on Accreditation. A site visit by the Council occurred in February 2011; the Program will be notified in June 2011 as to the reaffirmation of its accreditation status.

Instructional formats utilized by the Program include didactic; experiential; group projects; ITV; Wimba; technology-enhanced, blended, and on-line course delivery; and field education. Writing, competency-based assignments, research, and interpersonal skill development; and technology-enhanced teaching methods are incorporated across the social work curriculum.

Ongoing assessment activities have the primary purpose of ascertaining degree of success in meeting program goals and objectives, and ultimately the mission of the College and the University. Identification of program strengths and needs through the assessment process is vital to a dynamic and quality education program. Areas of need identified may lead to changes in course objectives and/or emphasis in the explicit curriculum content, revised assignments, supportive content through guest speakers and/or technology-based resources. If method of course delivery is identified for revision, this will be addressed through faculty consultation; mentoring; re-assessment and revision of assignments and/or focus. Program changes made as a result of input from stakeholder groups will be communicated to these groups through meetings; written communication; and postings on the Social Work Web page. Annual student forums are conducted to inform students of assessment findings and to provide an opportunity for both formal and informal student input into the Program’s explicit and the implicit curriculum, and its overall Program delivery.

**Major Program Goal:**

Provide a curriculum which prepares graduates for baccalaureate generalist practice with individuals, families, groups, organizations, and communities, which includes practice in rural settings.

**Student Outcome 1:**

Students will be able to apply the knowledge, values, and skills of generalist practice with individuals, families, groups, organizations, and communities

**Criterion 1 for Student Outcome 1:**

Student performance on a nationally normed social work achievement test

**Instrument 1 for Criterion 1:**

*Area Concentration Achievement Test for Social Work- Curriculum A* (PCAT, Inc. Clarksville, TN). *ACAT* results reflect the integration of the curriculum components of the social work major, providing for individual, programmatic and curricular evaluation. Content areas evaluated are: diversity; populations at-risk; social and economic justice; values and ethics; policy and services; social work practice; human behavior in the social environment; and research methods. The test provides both aggregate and individual student data, which includes overall performance and data for specific knowledge components.
**Area Concentration Achievement Test (ACAT)**

Scores of ECU Social Work Graduating Seniors*

<table>
<thead>
<tr>
<th>Academic Year/Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>16</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>19</td>
<td>15</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>20</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>7</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>14</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>8</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>21</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>151</td>
<td>78</td>
<td>52</td>
</tr>
</tbody>
</table>

*Internship students (last semester in the Program) take the ACAT. Students began taking the test on-line Fall 2009.

**The overall performance score reflects comparison with other examinees taking the ACAT in this discipline with the same number of content areas. Content areas are diversity; populations at-risk; social and economic justice; values and ethics; policy and services; social work practice; human behavior in social environment; and research methods (these content areas coincide with areas specified by CSWE for foundation curriculum for baccalaureate social work education programs).

***Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.

**ACAT Content Area 1 - Diversity**

<table>
<thead>
<tr>
<th>Academic Year/Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>43</td>
<td>13</td>
<td>30</td>
</tr>
</tbody>
</table>

* Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.
### ACAT Content Area 2 - Populations-at-Risk

<table>
<thead>
<tr>
<th>Academic Year/ Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>17</td>
<td>52</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>21</td>
<td>49</td>
</tr>
</tbody>
</table>

*Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.

### ACAT Content Area 3 - Social and Economic Justice

<table>
<thead>
<tr>
<th>Academic Year/ Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>17</td>
<td>40</td>
</tr>
</tbody>
</table>

*Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.

### ACAT Content Area 4 - Values and Ethics

<table>
<thead>
<tr>
<th>Academic Year/ Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>21</td>
<td>64</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>27</td>
<td>63</td>
</tr>
</tbody>
</table>

*Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.
### ACAT Content Area 5 - Policy & Services

<table>
<thead>
<tr>
<th>Academic Year/Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>20</td>
<td>53</td>
</tr>
</tbody>
</table>

*Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.

### ACAT Content Area 6 - Social Work Practice

<table>
<thead>
<tr>
<th>Academic Year/Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>21</td>
<td>64</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>26</td>
<td>60</td>
</tr>
</tbody>
</table>

*Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.

### ACAT Content Area 7 - Human Behavior in Social Environment

<table>
<thead>
<tr>
<th>Academic Year/Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

*Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.
### ACAT Content Area 8 - Research Methods

<table>
<thead>
<tr>
<th>Academic Year/Semester</th>
<th>Students Tested</th>
<th>Students Scoring At or Above Fiftieth Percentile</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>33</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

* Unlike a classroom examination, the ACAT and its content areas are calibrated so that the average student will achieve a raw score between 49% and 64%. This is done in order to make it equally possible for students to score above and below the average.

**Performance Goals:**

Fifty percent of the student interns tested will score at or above the fiftieth percentile and the average percentile score for the students’ overall performance score will equal or exceed the fiftieth percentile. Fifty percent of the student interns tested will score at or above the fiftieth percentile and the average percentile score for the students’ performance in each content area will equal or exceed the fiftieth percentile.

**Judgements:**

Performance goals were not met for 2010. Fifty percent of the student interns tested did not score at or above the fiftieth percentile and the average percentile score for the students’ overall performance score was not equal to or exceeded the fiftieth percentile—28 percent of students scored at or above the fiftieth percentile in 2010 and the average overall percentile score for the students was 38. These are exceedingly low scores, as compared to the average overall percentile score over the past five years of 51.38. A trend with these low scores and low number of students scoring at or above the fiftieth percentile began in Fall 2009. In 2010, of the eight content areas included in the test, the only areas in which the average percentile score is at or above 50 percent is Values and Ethics (63 percent), and Policy and Services (53 percent). The performance goal was not met in five of the eight ACAT content areas: Diversity; Populations-at-risk; Social and Economic Justice; Human Behavior in Social Environment; and Research Methods. All of these content areas are taught developmentally across the Program’s explicit curriculum. In the Social Work Practice content area, an average of 52 percent of students scored at or above the fiftieth percentile, but only 46.5 percent have an average percentile score at or above the fiftieth percentile. These scores are of concern to the faculty, however, with the significant changes in the curriculum that occurred during 2010, these scores may be reflective of the newly implemented curriculum and faculty’s experience teaching from a competency-based approach. Strengthening of student competency in the content areas identified above is something the faculty will address in 2011-2012 in evaluating teaching methods, assignments, and exams. There is a strong possibility that the ACAT will not be used utilized in the future, but this is an area that will continue to be explored. Social work education, nationwide, has moved its focus from content to competency. The ACAT, unless revised, may not provide useful data for future assessment of student competency in the...
Program’s explicit curriculum. Additionally, the Program needs to explore student incentives related to the ACAT, since scores achieved do not impact on the students’ grade or their graduation from the Program. The student’s motivation-level to perform well on the test may also be a factor in low scores.

Criterion 2 for Student Outcome 1:

Employers’ evaluation of graduates’ knowledge and skill base.

Instrument 1 for Criterion 2:


<table>
<thead>
<tr>
<th>EMPLOYERS’ EVALUATION OF GRADUATES’ KNOWLEDGE BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>Number of Surveys</td>
</tr>
<tr>
<td>Mean of Ratings</td>
</tr>
</tbody>
</table>

Responses are scaled:
5 = Far Above Average; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Far Below Average

*Survey Item:
1. Display knowledge necessary for understanding client needs and problems.
5. Respect for and understanding of human diversity.
6. Knowledge about and use of community resources.
10. Demonstrate competency in use of professional language in oral communication.
11. Demonstrate competency in use of professional language in written communication.

Performance Goals:

Graduates shall obtain a mean score response of 4.00 (above average) or better (far above average) on items related to knowledge base.

Judgements:

Performance goal was reached. Ratings of employers surveyed in 2009 for graduates from 2004-2008 shows higher ratings of student knowledge base in all areas. Knowledge-guided practice is an emphasis across the curriculum, which is reflected in employer evaluations. The next employer survey instrument, which will be revised to include program competencies, will be administered in 2013 through Survey Monkey in an attempt to increase employer response rate.
Student Outcome 2:

Students will evidence their ability to apply the knowledge and skills of social work within the structure of organizations and service delivery systems.

Criterion 1 for Student Outcome 2:

Student performance within their educationally-directed and supervised agency internship experience (448 clock-hours in their senior year; last semester before graduating).

Instrument for Criterion 1: The evaluation instrument was revised Spring 2010, therefore, two tables are presented to reflect the revisions and changes in the evaluation methodology for assessing student competency in the Program’s adopted competencies and resulting practice behaviors.

<table>
<thead>
<tr>
<th>FIELD INSTRUCTORS’ FINAL EVALUATION OF INTERNSHIP PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Items</td>
</tr>
<tr>
<td>Utilization of Knowledge</td>
</tr>
<tr>
<td>Communication Skills</td>
</tr>
<tr>
<td>Interviewing and Relationship Skills</td>
</tr>
<tr>
<td>Assessment Skills</td>
</tr>
<tr>
<td>Problem-Solving Skills</td>
</tr>
<tr>
<td>Evaluation/Termination</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
<tr>
<td>Agency Functioning</td>
</tr>
<tr>
<td>Use of Field Instruction</td>
</tr>
<tr>
<td>Understand/Sensitivity to Human Diversity*</td>
</tr>
<tr>
<td>Number of Interns</td>
</tr>
</tbody>
</table>

Mean of Ratings 4.40 4.33 4.32 4.41

Rating responses are scaled: 5=Excellent; 4=Competent; 3=Adequate; 2=Needs to Improve; 1=Unsatisfactory
*1 item each from 5 areas in the evaluation instrument constitute this evaluative area
FIELD INSTRUCTORS’ FINAL EVALUATION OF INTERNSHIP PERFORMANCE*

<table>
<thead>
<tr>
<th>Competencies for Generalist Practice</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker</td>
<td>4.44</td>
</tr>
<tr>
<td>Apply social work ethical principles</td>
<td>4.18</td>
</tr>
<tr>
<td>Apply critical thinking to inform judgments</td>
<td>4.28</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>4.32</td>
</tr>
<tr>
<td>Advance human rights &amp; social justice</td>
<td>3.96</td>
</tr>
<tr>
<td>Engage in research informed practice</td>
<td>4.21</td>
</tr>
<tr>
<td>Apply knowledge of human behav/soc env</td>
<td>4.30</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>4.20</td>
</tr>
<tr>
<td>Respond to contexts that shape practice</td>
<td>4.46</td>
</tr>
<tr>
<td>Engage, assess, intervene, and evaluate</td>
<td>4.17</td>
</tr>
<tr>
<td><strong>Number of Interns</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Mean of Ratings</strong></td>
<td>4.37</td>
</tr>
</tbody>
</table>

Rating responses are scaled: 5=Exceeds Expectations; 4=Meets Expectations; 3=Minimally Meets Expectations; 2=Needs Improvement; 1=Unacceptable

*A new Evaluation of Internship was adopted Spring 2010 to comply with the 2008 Educational Policy and Accreditation Standards, therefore, results from this evaluation cannot be compared with evaluations by field instructors for the past five years to assess trends based on comparative data.

Performance Goals:

- Mean ratings for knowledge and skill categories of evaluation will be 3.00 (adequate) or higher (competent or excellent) for all interns (prior to 2010).

- While there is broadly some overlap in evaluative areas for the internship prior to 2010, the areas are not comparable for the purposes of this Assessment Report. To reflect changes in the internship evaluation instrument, beginning Spring 2010, mean rating of all student interns for the Program’s ten adopted competencies will be 3.75 or higher.

Judgement:

- Performance goals were reached for 2010. Agency field instructors rate all interns’ performance at or above 3.75 on the ten competency areas on which they are evaluated. Reaching this goal positively reflects interns’ competence at the beginning professional level for generalist practice within an agency/organizational setting. Interns are clearly connecting classroom and field in their internship.
Criterion 2 for Student Outcome 2:

Student performance on Integrative Paper. The Integrative Paper, completed in the Social Work Program capstone course, Integrative Seminar in Social Work, was designed to evaluate student’s integration and application of curriculum content within their agency-based internship. In Spring 2010 the Integrative Paper was revised to reflect the Program’s curriculum shift from content-based to competency-based. The Integrative Paper became one of the Program’s global measures of students’ competency in specified areas of the curriculum to demonstrates their knowledge, values, and skills for generalist social work practice.

Instrument for Criterion 2:

Performance on Integrative Paper - capstone course assignment. (Ratings for Integrative Paper). The instrument was revised Spring 2010, with evaluative areas and ratings reflected in a second table below.

<table>
<thead>
<tr>
<th>SOCIAL WORK PROGRAM RATINGS FOR INTEGRATIVE PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Items</td>
</tr>
<tr>
<td>Use of Generalist Model</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Integration of Knowledge</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Social Welfare Policy*</td>
</tr>
<tr>
<td>Research/Evaluation*</td>
</tr>
<tr>
<td>Overall Performance</td>
</tr>
<tr>
<td>Number of Reports</td>
</tr>
<tr>
<td>Mean of Ratings</td>
</tr>
</tbody>
</table>

Ratings are scaled: 5=Excellent; 4=Very Good; 3=Satisfactory; 2=Unsatisfactory; 1=Very Poor

*New Data Reported Beginning 2006 (data available for the past 5 years, but not reported)
# SOCIAL WORK PROGRAM RATINGS FOR INTEGRATIVE PAPER*

<table>
<thead>
<tr>
<th>Content Items</th>
<th>2010</th>
<th></th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice/HBSE</td>
<td>4.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Practice</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Practice</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>3.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Reports</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mean of Ratings</strong></td>
<td>3.60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratings are scaled: 5=Excellent; 4=Good; 3=Acceptable; 2-0=Unacceptable

*The Program’s revised *Integrative Paper* does not produce all of the same data as the previous instrument, therefore, comparison of data over a five-year period is not possible. The data, however, reflects some consistency with student performance on the *Paper* in past semesters.

**Performance Goals:**

The mean rating in each content area of the *Integrative Paper* should meet or exceed 3.00 (satisfactory).

**Judgement:**

Performance goals were reached. The mean rating for *Overall Performance* of 3.60 is above the performance goal of 3.0. The Program’s 2010 revision of the *Paper* and utilization of a more refined grading rubric for the *Paper*, we believe, has provided for more consistency in evaluation of the student’s papers and a more accurate assessment of their competency. We feel more confident in the reliability of the results produced by the Integrative Paper as a global measure of student competence. The *Integrative Paper* provides the Program a measure of the student intern’s connection between classroom and field–their ability to apply learning from the classroom to a case study.

**Criterion 3 for Student Outcome 2:**

Employers’ evaluation of graduates’ skill areas.

**Instrument for Criterion 3:**

*Employer Survey* (Appendix A)
### ECU Social Work Program
#### Employers’ Evaluation of Graduates’ Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.03</td>
<td>4.00</td>
<td>4.07</td>
<td>4.10</td>
<td>4.10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4.11</td>
<td>4.02</td>
<td>4.18</td>
<td>4.20</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>4.10</td>
<td>4.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3.89</td>
<td>3.73</td>
<td>4.00</td>
<td>4.20</td>
<td>4.20</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4.09</td>
<td>3.93</td>
<td>4.11</td>
<td>4.10</td>
<td>4.80</td>
<td></td>
</tr>
</tbody>
</table>

**Number of Surveys**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35</td>
<td>21</td>
<td>28</td>
<td>22</td>
<td>17</td>
</tr>
</tbody>
</table>

**Mean of Ratings**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.07</td>
<td>3.98</td>
<td>4.09</td>
<td>4.14</td>
<td>4.38</td>
</tr>
</tbody>
</table>

*Survey Items:
4. Competent use of social work skills which lead to problem solving.
7. Develop appropriate relationships with clients.
8. Demonstrate ability to work with other professionals and staff external to the agency.
9. Demonstrate ability to comprehend and implement policies and procedures.
14. Work as an effective team member, showing respect for colleagues and other disciplines.

**Performance Goals:**

Graduates shall obtain a mean score response of 4.00 (above average) or better (excellent) on items related to skill areas.

**Judgement:**

Performance goals were reached. Ratings for all skills evaluated reflects consistency in employer ratings of graduates by employers since 2004. Ratings of 2004-2008 graduates are all in the “above average” range. Ability to work with others and as a team member received the highest ratings by employers. Skills-oriented practice, experiential learning exercises, assignments, and field education provide students the opportunity to further develop skills and to apply them prior to professional practice after graduation.

**Student Outcome 3:**

Perform satisfactorily as beginning level professional social workers within human service agencies and organizations which make up the service delivery system.

**Criterion 1 for Student Outcome 3:**

Employed graduates’ evaluation of their preparation for entry into social work practice.

**Instrument 1 for Criterion 1:**

*Social Work Alumni Survey* (Appendix B) Revised 2010 to reflect competency-based Program.
## ECU Bachelor of Social Work Alumni Survey

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Overall Educational Preparedness</td>
<td>4.50</td>
<td>4.68</td>
<td>4.29</td>
<td>4.67</td>
</tr>
<tr>
<td>12-22. Usefulness of Social Work Values</td>
<td>4.80</td>
<td>4.90</td>
<td>4.80</td>
<td>4.60</td>
</tr>
<tr>
<td>23-41. Usefulness of Social Work Knowledge</td>
<td>4.54</td>
<td>4.73</td>
<td>4.59</td>
<td>4.37</td>
</tr>
<tr>
<td>63. Satisfaction with Degree</td>
<td>4.44</td>
<td>4.55</td>
<td>4.50</td>
<td>4.25</td>
</tr>
<tr>
<td>97. Usefulness of Advisement</td>
<td>4.30</td>
<td>4.82</td>
<td>4.50</td>
<td>4.67</td>
</tr>
<tr>
<td>98. Quality of Instruction</td>
<td>4.44</td>
<td>4.91</td>
<td>4.50</td>
<td>4.92</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>10</td>
<td>11</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td><strong>Mean of Ratings</strong></td>
<td><strong>4.52</strong></td>
<td><strong>4.77</strong></td>
<td><strong>4.55</strong></td>
<td><strong>4.55</strong></td>
</tr>
</tbody>
</table>

Responses are scaled:

- **Item 11:** 5=Very Well Prepared; 4=Well Prepared; 3=Neutral; 2=Poorly Prepared; 1=Very Poorly Prepared
- **Items 12-22; 23-41; 42-62:** 5=Very Useful; 4=Somewhat Useful; 3=Neutral; 2=Somewhat Useless; 1=Very Useless
- **Item 63:** 5=Very Satisfied; 4=Satisfied; 3=Neutral; 2=Unsatisfied; 1=Very Unsatisfied
- **Item 97:** 5=Very Helpful; 4=Helpful; 3=Neutral; 2=Not Very Helpful; 1=Not Helpful
- **Item 98:** 5=Superior; 4=Good; 3=Average; 2=Below Average; 1=Inferior

### 2010 Social Work Alumni Survey (revised)*

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Quality of Instruction</td>
<td>4.50</td>
</tr>
<tr>
<td>28. Satisfaction with Degree</td>
<td>4.40</td>
</tr>
<tr>
<td>29. Overall Educational Preparedness</td>
<td>4.90</td>
</tr>
<tr>
<td>30. Usefulness of Social Work Advisement</td>
<td>4.80</td>
</tr>
<tr>
<td>32. Quality of Classroom Instruction</td>
<td>4.80</td>
</tr>
<tr>
<td>34. Overall Internship Experience</td>
<td>4.10</td>
</tr>
<tr>
<td>39. Professional Development in Program</td>
<td>4.60</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>8</td>
</tr>
<tr>
<td><strong>Mean of Ratings</strong></td>
<td><strong>4.59</strong></td>
</tr>
</tbody>
</table>

Rating Scale: 5=Very Satisfied; 4=Satisfied; 3=Neither Satisfied or Dissatisfied; 2=Dissatisfied; 1=Very Dissatisfied
Performance Goal

Alumni of the Social Work Program shall rate their educational experience and preparation for practice with a mean rating on survey items of 4.00 or better. The Program’s Alumni Survey was revised in 2010, therefore, difference in areas rated is reflected. Some overlap exists in evaluative areas, but not in totality, therefore, no comparison of data will be made for this report. A 4.00 or better rating by alumni of the Program’s implicit curriculum (context of the students’ educational experience) was retained as the performance goal.

Judgement:

Performance goals were reached. Ratings by all respondents in all areas identified for assessment reflect well-prepared entry-level generalist social work practitioners, who are satisfied with their degree, overall educational preparation, and the quality of their instruction and advisement in the Social Work Program. The 2010 mean ratings may be potentially skewed due to the low sample size (8 of 21 potential respondents). However, overall, ratings remain high and are within Performance Goals of the Program.

Criterion 2 for Student Outcome 3:

Employers’ assessment of social work graduates’ overall preparation for professional social work practice.

Instrument for Criterion 2:

Employer Survey (Appendix A)

<table>
<thead>
<tr>
<th>EMPLOYERS’ EVALUATION OF GRADUATES’ PREPAREDNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Preparedness</td>
</tr>
<tr>
<td>Compared to Graduates of Other Universities*</td>
</tr>
<tr>
<td>Number of Surveys</td>
</tr>
<tr>
<td>Mean of Responses</td>
</tr>
</tbody>
</table>

Responses are scaled: Overall Preparedness: 5 = Far Above Average; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Far Below Average

*Item removed from Survey (no useful data derived from item)

Performance Goal:

Graduates shall obtain a mean score response of 4.00 (Above Average) or better (Far Above Average).

Judgement:
Performance goal was reached. Employers’ rating of graduates’ preparedness are slightly lower than in 2005. Employers’ rating in this area is significant to the Program’s confirmation that employed graduates (2004-2008) possess needed knowledge, values and skills for professional social work practice in social services agencies and organizations.

Summary of 2010 Social Work Assessment Plan/Report

Program Changes Resulting from the Assessment Process

2010 was a transition year for the Social Work Program and its full implementation of the revised (2008) *Educational Policy and Accreditation Standards* of the Council on Social Work Education. Significant changes in the curriculum occurred, moving it from a content-based curriculum to a competency-based curriculum, with the implementation of 10 core competencies and 41 resulting practice behaviors, developmentally, across the curriculum. This has not been an easy task since a content-based social work curriculum has existed in the Program since its initial accreditation by the Council on Social Work Education in 1984. All course content, course syllabi, course assignments and measures of assessment have been reviewed, revised, and implemented. The Program is now in the process of further refinement of syllabi, assignments, and grading rubrics for the purpose of assessment. This Assessment Plan/Report reflects the Program’s transition and some data reported is not comparable across five years. Assessment instruments are being evaluated and it is not certain at this point as to whether the ACAT will be retained as a measure of student’s knowledge based on Program’s revised implicit curriculum. Other standardized instruments are being explored that may be more reliable and valid measures of the Program’s competency-based developmental curriculum and student competency.

With the Program’s recent implementation of a new curriculum design and measures of competence across the implicit curriculum, it is difficult at this point, to identify trends in data in order to implement changes or revisions in the Program. We feel that it will be at least two years before the Program will have useful data for implementation of curricular or programmatic changes. Program faculty are fully invested in the Program and its success in educating competent generalist social work practitioners as is guided by the Educational Policy and Accreditation Standards of the Council on Social Work Education, therefore, ongoing and planned assessment will occur over the next year. As a result of ongoing assessment, changes in assignments and grading rubrics will be implemented in fall 2010, to contribute to more confident assessment of the Program’s student practice behaviors across the curriculum.

Stakeholders are informed of assessment data through clearly established avenues of dissemination. A Social Work Student Forum is held annually in the spring semester for both campus and distance site social work majors. The Forum also provides students with an opportunity to provide feedback and input into the Program, its curriculum, and course delivery methods. Student attendance at the forum, while not large, seems to be well-received by students. Additionally, outcome data is disseminated to the Program’s Advisory Committee in the fall and spring semesters each year. Advisory Committee members, too, have the opportunity at these bi-annual meetings to provide feedback and input into the Program, its explicit and implicit
Student intern ratings by field instructors and their performance on the Program’s *Integrative Paper* reflect students who are performing at a competent level. Alumni Surveys, although a 38% response rate, reflects students who are very satisfied with their choice of social work as a career, their degree, and their experience within the social work education program at East Central University. Employer surveys reflect well-prepared graduates who perform effectively in their work as social workers within an agency setting. These are important measures of the quality of the Social Work education program.

*ACAT* scores, overall, did not meet performance goals for 2010 and are of some concern. Only two content areas, Values and Policy and Services, met performance goals. The transition of the students in their educational process from a content-based curriculum to a competency-based curriculum may account for fewer areas where at least 50% of students scored at or above the fiftieth percentile. Because of the developmental approach to teaching content across the curriculum, it is expected that students are well-grounded in all of the curriculum areas reflected in the *ACAT*. The continued use of the *ACAT* as a measurement of student learning is being reassessed in view of changes in the curriculum and content reflecting specific competencies and resulting practice behaviors. Student knowledge, as reflected by *ACAT* scores is of concern since knowledge is the foundation for professional social work practice, and is a primary measure of the quality of a student’s education.

Finally, meeting curriculum and program standards as set forth by the Council on Social Work Education’s Commission on Accreditation, are guiding forces in the implementation of the Program. Faculty, on a planned and consistent basis, monitors the curriculum, evaluation/assessment data, and makes timely changes as are indicated through its formal assessment process. Faculty members are effectively utilizing technology in instructional methods, and have been open to offering courses in a variety of formats so as to address student needs and wants. During 2010, two courses were blended and implemented to meet the needs of students at distance sites traveling long distances to campus. More adult learning strategies are being implemented in teaching courses, especially at distance sites; blending courses and implementing more “hands-on” and interactive learning experiences is also occurring to engage students more fully in their development of competence. These programmatic changes have been made as a direct result of student input.
### Mission Statement

The Social Work Program contributes to the overall mission of ECU by offering a Bachelor of Social Work degree. The Social Work Program is nationally accredited by the Council on Social Work Education (CSWE). Graduates are expected to possess knowledge, values, and skills for entry to generalist social work practice at the beginning professional level.

### Goal Statements

The Social Work Program goal is to prepare students to enter generalist social work practice at the beginning professional level following graduation.

### Student Outcomes

1. Demonstrate an understanding of the common body of knowledge associated with bachelor's level generalist social work practice. Content areas for assessment are: diversity; populations at risk; social and economic justice; values and ethics; policy & services; social work practice; human behavior in social environment (HBSE); and research methods.

2. Demonstrate the ability to apply the knowledge and skills of social work in a practice setting.

3. Perform satisfactorily as beginning level generalist professional social work employees within the various human service agencies which commonly employ social workers.

### Criteria & Performance Goals

1a. Student performance on nationally normed social work achievement test (ACAT). 50% will score at or above the 50th percentile.

1b. Employers’ evaluation of graduates’ knowledge base. A mean rating of 4.00 or higher will be obtained.

2a. Student performance during internship (448 hours). All interns will achieve a rating of 3.75 or higher.

2b. Student performance on Integrative Paper to measure students’ integration and application of curriculum content to practice/practice situations. Mean ratings in each content area will be 3.00 or higher.

2c. Employers’ evaluation of graduates’ skills. Mean ratings will be 4.00 or higher.

3a. Employed graduates’ evaluation of their preparation for entry into social work practice. Mean ratings will be 4.00 or higher.

3b. Employer evaluation of social work graduates’ preparation for professional social work practice. Mean score responses will be 4.00 or higher.

### Assessment Results

1a. 14 of 43 students tested (33%) scored, overall, at or above the 50th percentile. Scores on 5 content areas - diversity (36%), social & econ justice (42%), Research (32%), popul-at-risk(44%), & HBSE (31%) did not meet performance goals.

1b. Employers’ rating of graduates’ knowledge base is 4.26.

2a. Field Instructors’ average rating for intern performance was 4.47 (meets expect.)

2b. Average rating for Integrative Paper was 3.60 (acceptable to good).

2c. Employers’ rating of graduate skills is 4.38

3a. Employed graduates’ mean rating for satisfaction with preparation for practice was 4.68.

3b. Employers’ rating of overall preparedness for practice is 4.20

### Use of Results

1a. Program will continue to assess the usefulness of the ACAT for assessment of student knowledge within a competency-based education program. Other instruments will be explored.

1b. No action taken. Ratings are above average. Next survey in 2013.

2a. No action taken. The curriculum is preparing students well for beginning-level practice. Performance goal has been exceeded.

2b. Students’ integration of knowledge, values, and skills will continue to be monitored across curriculum and Integrative Seminar to improve performance ratings, although performance is acceptable.

2c. Continued use of skill-building opportunities in class experiences, assignments and field. Next survey in 2013


3b. Continue to prepare students who are evaluated by employers as above average in preparation. Next survey in 2013.
APPENDIX A

BACHELOR OF SOCIAL WORK DEGREE

EMPLOYER SURVEY
Rate each item below using this scale to assess Program graduates as professionals within your agency:

5          4                    3              2               1
Far Above Average          Above Average                 Average        Below Average           Far Below Average

1.    Display knowledge necessary for assessing and understanding client needs and problems.
2.    Display social work values (respect clients, maintain confidentiality, etc.).
3.    Ethical practice (adheres to the NASW Code of Ethics and other ethical guidelines of the agency).
4.    Competent use of social work skills, which lead to problem solving.
5.    Respect for and understanding of human diversity (culture, gender, race, socioeconomic status, religion, physical abilities, sexual orientation, etc.).
6.    Knowledge about and use of community resources, which includes both formal and informal resources.
7.    Develop appropriate professional relationships with clients.
8.    Demonstrate ability to work cooperatively with other professionals and staff external to the agency.
9.    Demonstrate ability to comprehend and implement agency policies and procedures.
10.   Demonstrate competency in use of professional language in oral communications.
11.   Demonstrate competency in use of professional language in written communications.
12.   Demonstrate competency in use of technology (e.g., computer, software programs, PowerPoint, internet).
13.   Demonstrate appropriate use of professional judgement and decision-making.
14.   Work as an effective team member, showing respect for colleagues and other disciplines.
15.   Makes appropriate use of supervision.
16.   Demonstrate organizational skills (e.g., prompt execution of duties and assignments).
17.   Overall assessment of preparation for professional social work practice.

(OVER)
How do you rate the preparation of East Central University social work graduates for employment as professional social workers? Please circle your choice below:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well Prepared</td>
<td>Basically Prepared</td>
<td>Not Well Prepared</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please identify the strengths and needs, if any, in the preparation of East Central social work graduates for positions in your organization or agency.

___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________

Please identify your agency type with a check (✓) in the space provided:

Public-Governmental Agency  
Private-Non-Profit Agency  
Private-For-Profit Agency  
Private-Non-Profit Sectarian Agency  

Any Additional Comments:

THANK YOU
APPENDIX B

BACHELOR OF SOCIAL WORK DEGREE

ALUMNI SURVEY (2010 and 2011 Revised)
EAST CENTRAL UNIVERSITY

2010 Bachelor of Social Work Degree Alumni Survey
(Spring 2009 And Fall 2009 Graduates)

Background Information

Directions: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it.

1. _____ Year you graduated with BSW degree

2. _____ Your age

3. _____ Your gender
   (1) Female
   (2) Male

4. _____ Your ethnicity
   (1) African Descent/Black (non Hispanic/Latino/a)
   (2) Asian or Pacific Islander
   (3) European/Caucasian (non Hispanic/Latino/a)
   (4) Chicano/Mexican
   (5) Native American (Indian, Alaskan, Hawaiian)
   (6) Puerto Rican
   (7) Other Hispanic/Latino/a
   (8) Other/Multi-racial (specify)_____________________

Educational Activities

Please write on the line provided the number which corresponds with your response.

5. _____ Are you currently pursuing another degree?
   (1) Yes
   (2) No

6. _____ What degree(s) are you pursuing?
   (1) Other Bachelors(specify)______________ (4) Professional (specify) _____________
   (2) MSW
   (3) Other Masters(specify)______________ (5) None

7. _____ If you are not currently pursuing another degree, have you applied for admission to a MSW program?
   (1) Yes
   (2) No

8. _____ If “Yes” to #7 above, were you admitted?
   (1) Yes
   (2) No

9. _____ If not admitted to a MSW Program to which you applied, do you know why?
   (1) Yes (please specify why)_____________________
   (2) No
10. ____ If you are pursuing a MSW, in general, how well do you feel the BSW prepared you for this education?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poorly Prepared</td>
<td>Neutral</td>
<td>Very Well Prepared</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. ____ What is your overall rating of your bachelor's level educational preparation at ECU (including general education courses, electives, etc.)?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poorly Prepared</td>
<td>Neutral</td>
<td>Very Well Prepared</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluations of BSW Program**

**Directions:** Below is a selected list of values, knowledge bases and skills that were included in the BSW curriculum. Using the following scale, indicate how useful the values, knowledge bases, and skills are to you in your practice. Please write the number on the line.

5 Very useful  
4 Somewhat useful  
3 Neutral  
2 Somewhat useless  
1 Very useless

**Values**

12. ____ Respecting the dignity and worth of clients  
13. ____ Upholding confidentiality  
14. ____ Respecting client self-determination  
15. ____ Treating clients in a nonjudgmental manner  
16. ____ Respect for cultural and human diversity  
17. ____ Individualizing clients  
18. ____ Respecting social work colleagues  
19. ____ Respecting colleagues from other disciplines  
20. ____ Promoting social and economic justice  
21. ____ Practicing within areas of competence  
22. ____ Commitment to professional development

**Knowledge base:**

23. ____ Human and cultural diversity  
24. ____ The forms and mechanisms of oppression and discrimination  
25. ____ Theories and policy in advancing social and economic justice  
26. ____ The history of social work and the social welfare system  
27. ____ Social work as a profession  
28. ____ Theories about the bio-psycho-social development of individuals  
29. ____ Theories about family development and functioning  
30. ____ Theories about group dynamics
31. Theories about organizational development and functioning
32. Theories about community development and organization
33. Social systems theory/Ecological perspective
34. Strengths perspective
35. Research/outcome-based practice
36. Social policy analysis
37. Social welfare policies
38. Problem-solving process
39. *NASW Code of Ethics*
40. Generalist practice
41. Research methods

Skills:

42. Implementing interventions that are sensitive to diverse populations
43. Professional use of self in ethical practice
44. Implementing interventions with various sizes and types of client systems
45. Assessment, using bio-psycho-social theories of human development
46. Analyzing the impact of social policies on client systems and society
47. Influencing implementation of organizational policies
48. Evaluating research studies
49. Implementing empirically based interventions
50. Evaluating practice effectiveness/efficiency
51. Using communication and interviewing skills that are sensitive to diversity and different abilities
52. Functioning within organizational structures
53. Through use of advocacy, seeking organizational change
54. Case management
55. Relationship building
56. Teamwork
57. Utilizing technology in practice
58. Implementing a range of social work roles
59. Collecting and assessing data (information)
60. Empathy skills
61. Planning for service delivery
62. Evaluating program outcomes with supervision
63. _____ In general, how satisfied are you with your social work degree?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Unsatisfied</td>
<td>Neutral</td>
<td></td>
<td>Very Satisfied</td>
<td></td>
</tr>
</tbody>
</table>

64. _____ If you had the opportunity to do it again, would you choose social work as an undergraduate major?

   (1) Yes
   (2) No -- If no, why? (Circle the single most appropriate response.)

   1. The pay and benefits are too low.
   2. Jobs are too scarce for BSWs where I live.
   3. I'm disillusioned with social work as a profession.
   4. I dislike what clients expect me to do.
   5. I am just not a good fit for social work
   6. Other (specify) _______________________________________

**Professional Activities**

65. In which of the following professional development activities have you or are you participating?

*Please check (✓) all that apply.*

- [ ] NASW Membership
- [ ] Attend professional conference, workshop, seminar
- [ ] Read social work journals
- [ ] Member of a social agency board
- [ ] Involved in a community service organization
- [ ] Involved in community political activities
- [ ] Volunteer work for a social service organization/agency
- [ ] Working on social work licensure
- [ ] Other (specify) _______________________________________

**Employment**

*Please write the number of your response on the line.*

66. _____ Are you currently employed in a social work position?

   (1) Yes (Please skip to **Your first social work position - item #72**)
   (2) No (Please answer item #s 68-71)

67. If you are not employed in a social work position, what is your present position?

   ______________________________________

   ______________________________________
Please write the number of your response on the line provided.

68. ___ If you are not employed in social work, why?
   (1) Have not been able to find social work employment
   (2) In graduate school, about to enter, or in another educational program
   (3) Health, family or other personal reasons
   (4) Employed in another field by choice
   (5) Other (specify) __________________________

69. ___ Do you intend to seek social work employment in the future?
   (1) Yes (If "Yes", please skip the next question)
   (2) No (If "No", please answer question #70)

70. ___ Which of the following most accurately describes the reason you do not plan to pursue social work employment in the future?
   (1) Jobs are too scarce for BSWs where I live
   (2) The pay and financial benefits are too low
   (3) I'm disillusioned with social work as a profession
   (4) I dislike the work social workers do
   (5) I am not a good fit for social work
   (6) Other (specify) __________________________

71. ___ Have you ever held a social work position?
   (1) Yes
   (2) No

Your First Social Work Position

72. ___ In general, how well did your undergraduate education prepare you for an entry level position in social work?
   1                        2                        3                        4             5
   Very Poorly                                  Neutral       Very Well
   Prepared

Your Social Work Field of Practice

Please answer the following questions referring to your present social work position. If you are not now employed in a social work position, please answer these questions thinking about your last social work position. Please indicate the following field in which you are currently working. Please check (√ ).

73. ___ Income Maintenance/Public Welfare
74. ___ Corrections/Criminal Justice
75. ___ Youth Services
76. ___ Occupational or Industrial Social Work
77. ___ Family Service
78. ___ Child Welfare
79. ___ Mental Health and Illness
80. ___ Aging/Gerontological Social Work
81. ___ Alcohol and Substance Abuse
82. ___ Disabilities (Physical, mental, and developmental disabilities)
83.  Medical and Health Care
84.  Community/Neighborhood Work (community organization, community planning)
85.  Schools
86.  Hospice
87.  Domestic/Intimate Partner Violence Services
88.  Other (specify) __________________________________________

Please write the number of your response on the line.

89.  Number of months you have been employed in your present social work position

90.  What is the type of organization in which you are currently employed? Please check (✓).

(1)  Public/Federal Government - Military
(2)  Public/Federal Government - non-Military
(3)  Public/State Government
(4)  Private, non-profit, faith-based
(5)  Private, non-profit
(6)  Private, for-profit
(7)  Public/County, Municipal, or Town Government
(8)  Other __________________________ (Specify)

91.  Is your position full- or part-time?

(1)  Full-time
(2)  Part-time (If part-time, how many hours a week do you work? ________________

92.  What is your current gross annual income? __________________________

YOUR EDUCATIONAL EXPERIENCE:

Technology and Enhancement of Learning in Social Work Courses
(Technology is defined as use of: word processing; e-mail; WebCT tools; Powerpoints)

On the following scale, rate your assessment of the use of technology in your courses

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither Agree or Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

93.  Use of WebCT in my social work courses enhanced my overall learning experience and comprehension of course content, and achievement of course objectives.

94.  Use of Power Point in my social work courses enhanced my learning and comprehension of course content, and achievement of course objectives.

95.  Use of WebCT-based discussions increased my learning and critical thinking skills in my social work courses.

96.  Overall, use of a range of technology-based instructional methods in my social work courses increased my learning and achievement of course learning objectives.
Social Work Program

97. _____ How helpful was advisement in the Social Work Program?

1               2 3 4        5
Not Helpful                         Neutral                       Very Helpful

Comments:

98. ______ In general, how would you rate the quality of instruction within the Social Work Program?

1    2 3 4           5
Inferior          Average                                 Superior

99. Please use the following space for any additional comments you have relating to this questionnaire or the Social Work Program:

Thank you for completing this questionnaire!
PLEASE RETURN YOUR SURVEY IN THE ENCLOSED PRE-PAID POSTAGE ENVELOPE

Survey Adapted from Baccalaureate Program Directors Outcome Instrument

The Baccalaureate Program Directors Outcome Instrument is the result of a cooperative effort of several programs to develop an instrument useful for surveying alumni and gathering data which could be used for comparative purposes.

CURRENT EMPLOYER INFORMATION

Optional: Please list your current employer and your employer’s address below:
(An Employer Survey will be conducted in 2009, therefore, this information will be very helpful at that time.)

________________________________________________
________________________________________________
________________________________________________
________________________________________________

The employer information will be compiled separate from the survey instrument itself, so as to protect your confidentiality. Surveys will not be reviewed with the information provided by employers.
Demographic Information

Instructions: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it.

1. _____ Year you graduated with your BSW degree

2. _____ Age

3. _____ Gender
   (1) Female
   (2) Male

4. _____ Racial/ethnic identification
   (1) White (non-hispanic
      (2) African American/Other Black
      (2) Chicano/Mexican American
      (3) Puerto Rican
      (4) Other Latino/Hispanic
      (5) American Indian/Native American
      (6) Asian American/Other Asian
      (7) Pacific Islander
      (8) Other
      (5) Multi Race/Ethnicity

Evaluation of BSW Program Explicit Curriculum (the formal educational structure)

Instructions: Below is a list of the Program’s adopted competencies which are developmentally taught across the explicit curriculum. Using the following scale, indicate how you would rate your present competence in these areas. Write the number on the line provided that represents your evaluation of competency.

5     Very Competent
4     Competent
3     Minimally Competent
2     Somewhat Incompetent
1     Incompetent

Competencies:

5. _____ Identification as a professional social worker and conducts self accordingly

6. _____ Applies social work ethical principles to guide professional practice

7. _____ Applies Critical thinking to inform and communicate professional judgments

8. _____ Engages diversity and difference in practice

9. _____ Advances human rights and social and economic justice

10. _____ Engages in research-informed practice and practice-informed research
11. Applies knowledge of human behavior and the social environment

12. Engages in policy practice to advance social and economic well-being and to deliver effective social work services

13. Responds to contexts that shape practice

14. Engages, assesses, intervenes, and evaluates with individuals, families, groups

organizations, and communities

Additional Comments:

Evaluation of Social Work Program Implicit Curriculum (educational environment)

Rate your satisfaction using the following scale:

5  Very Satisfied
4  Satisfied
3  Neither Satisfied or Dissatisfied
2  Dissatisfied
1  Very Dissatisfied

How satisfied are you with:

15. your social work degree?

16. your educational experience in the Social Work Program?

17. the advisement you received in the Social Work Program?

18. the quality of instruction within the Social Work Program?

19. the faculty’s respect for and affirmation of diverse and different persons?

20. the commitment of the faculty to your professional development?

21. the professional role modeling provided by faculty?

22. the Program’s admission process?

23. the openness of the Program to your input about policies and procedures?
Employment

Please write the number of your response on the line.

24. _____ Are you currently employed in a social work position?

(1) Yes
(2) No

25. If you are not employed in a social work position, what are you doing?

_________________________________________________________________________

26. _____ Do you intend to seek social work employment in the future?

(1) Yes
(2) No

27. _____ If you have had social work employment, how well did your undergraduate education prepare you for an entry level position?

5 Very Well Prepared
4 Well Prepared
3 Neither Well Prepared or Unprepared
2 Unprepared
1 Very unprepared

Additional Comments:

Thank you for completing this Survey!
PLEASE RETURN YOUR SURVEY IN THE ENCLOSED PRE-PAID POSTAGE ENVELOPE

CURRENT EMPLOYER INFORMATION

Optional: Please list your current employer and your employer’s address below:
(An Employer Survey will be conducted in 2012, therefore, this information will be very helpful at that time.)
The employer information will be compiled separate from the survey instrument itself, so as to protect your confidentiality. Surveys will not be reviewed with the information provided by employers.