

BSW Program Progress Report, 2012-2013

BSW Exit Survey: Assessment Findings and Discussion

The data collected through the BSW exit survey was saved in an excel file and imported into SPSS. Due to the level of measurement of the data and the relatively small sample size, the majority of the analysis is in the form of descriptive statistics with some means comparison by race. There were only two part-time students and no males in this graduating class, so comparisons by enrollment status or gender were not possible. Qualitative responses were organized by theme and utilized to further inform the quantitative rankings.

Demographic Information: Thirty-one graduating seniors in the BSW program completed the Exit Survey in late April 2012. All of the respondents were female and 29 were enrolled full-time in the program. There were only 2 part-time students. The students were fairly evenly divided by race, with 14 (45.2%) identifying as African American and 16 (51.6%) identifying as Caucasian. One respondent did not report her race. The age of the respondents ranged from 21 to 51 years, with a mean age of 27.62 (SD=8.095). The BSW program does not require a minor, substituting 12 hours of upper level related field electives and additional upper level classes in Psychology and Rhetoric, so only three respondents reported completion of a minor, with one each in Psychology, Sociology and Political Science. The great majority of these students (77.4%) transferred into UALR with some college credit (n=10, 32.3%) or with an AA, AS, or AAT degree (n=14; 45.2%). Only seven respondents were native UALR students. With regard to employment, 14 (45%) of the students reported working while in the BSW program. These students worked an average of 16.86 hours per week (SD=14.927), ranging from 10 to 40 hours a week.

Evaluation of the Program Prior to Admittance: Students seemed satisfied overall with the information they received prior to entering the BSW program, with a mean level of satisfaction with the adequacy of information received at 5.27 (SD=1.574) and a mean level of satisfaction with the adequacy of the application process at 6.03 (SD = .964). Similarly, students' mean rankings on a scale of 1 (very poor) to 7 (excellent) of the BSW new student orientation (mean=5.40, SD=1.192) and of the information received at orientation (mean=5.73, SD=1.143) were also positive. Students noted that "getting the information about the program," "clear directions" and "outline of classes," and "meeting professors" were very positive. Other students noted a desire for more written information, "time to process," and "more details about the stress level of the program and real stories from students" in order to improve the pre-and orientation process.

Evaluation of Faculty: Table 1 (below) shows the results for the questions addressing BSW faculty issues. Again, mean scores on these questions were satisfactory overall, with a couple of areas that require closer inspection. While the mean rankings on the faculty variables ranged from 5.29 to 6.03, 5 students (16%) noted that they were not comfortable contacting faculty when they had a problem or issue to be addressed. Similarly, 4 (12.9%) students ranked their comfort level in contacting administrators with a problem at a 4 or lower on the 7 point scale. While these are not large numbers of students, in a program of this size, we want to make sure all students are comfortable asking for assistance when they need it. Faculty should be approachable and accessible to students.

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The narrative data mirrored the quantitative results. Faculty were described overall as “approachable and willing to go out of their way to help students,” “supportive,” “very understanding of things outside of the BSW program,” and “excellent.” Some students, however, expressed concern with specific faculty members, noting they appeared “judgmental” or “unwilling to help students.” One student noted that she would “take a failing grade before she would approach [a particular faculty member] for help.” These comments are obviously a concern, although it may be that personality differences are at play here. This is an area in which the Program Coordinator must play a more active role, ensuring that students are comfortable approaching faculty and administrators when they are in need of assistance.

Table 1: Rankings on Faculty Questions

	N	Mean (SD)	Median	Empirical Range
How effective were School of Social Work faculty as teachers?	31	5.74 (.965)	6.00	3-7
How effective were School of Social Work adjunct faculty as teachers?	31	5.74 (1.125)	6.0	3-7
How accessible were faculty members for consultation?	31	6.03 (.983)	6.00	4-7
How effective were faculty in providing a friendly and supportive learning environment?	31	5.61 (1.174)	6.00	3-7
To what degree did you see faculty as being approachable?	31	5.90 (.944)	6.00	3-7
How effective were faculty in treating you with respect?	31	5.77 (1.146)	6.00	3-7
If you had a problem or concern about the BSW program how comfortable did you feel in contacting classroom faculty?	31	5.29 (1.987)	6.00	1-7
If you had a problem or concern about the BSW program how comfortable did you feel in contacting administrative and support staff?	31	5.45 (1.670)	6.00	1-7
To what degree did you feel treated with respect by BSW administration and support staff?	31	6.00 (1.183)	6.00	2-7

Evaluation of Student Organizations: While students reported a relatively high level of awareness of student organizations within the School of Social Work (mean=5.93, SD=1.258), they had a lower mean level of involvement with these organizations (mean=4.20, SD=2.140). Students also ranked the BSW Student Organization (BSWSO) lower in terms of the helpfulness of the organization (mean=4.93, SD=1.874). Based on the narrative data, students who were involved in the BSWSO found the organization and the service opportunities offered “a good way to get involved in the program and also the community.” Negative comments about the organization focused primarily on the divide between day and night students. Students noted both that they could not join the BSWSO because “because the meetings were not held at a convenient time for the working students” and that there needs to be “a balance between day and night representatives.” This information is not surprising as the student organizations in the School of Social Work have traditionally struggled to keep students actively involved, with the true work of the organization falling to a few dedicated members.

Evaluation of Field Education: While the BSW program evaluates students on their mastery of social work competencies each semester and has students evaluate their field placements, it is helpful to see the students’ assessment of field education in the BSW program. Students noted a

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high level of satisfaction with both the supervision received through their field instructors (BSW faculty, mean=6.32, SD=1.423) and through agency supervision (mean=6.03, SD = 1.752). Median and mode on these variables were both scored at 7.00. Students ranked the degree of clear and consistent messages regarding expectations from their internship instructors (BSW faculty: mean=6.19, SD=1.797) as slightly higher than the clarity of messages provided by the field (agency) supervisors (mean=5.87, SD=1.628), but both rankings were very satisfactory. Students ranked the adequacy of learning opportunities in their BSW field placements very positively (mean=6.29, SD=1.189) as well. In general, students saw the theories and practice models taught in the BSW program with regard to field work with individuals, families, and groups (mean=5.87, SD= 1.522) and with organizations (mean=5.61, SD=1.667) as relevant as well.

Positive experiences with field education as indicated in the narrative data centered around the students' experience with their field agencies and supportive field supervisors. One student noted that she "gained a lot of experience and learned a lot. My internship experience made me more confident in social work and it also made me comfortable." Others referred to the ability to "appl[y] knowledge to practice" and to gain real world experience. Students who had suggestions for improvement focused on the lack of consistency in terms of expectations and structure among different sections of the field seminar class, a class required by all students while participating in an internship. Others requested more specific "information about how to identify an ethical dilemma" and field agencies that "actually [do] practice social work theories, [using an] evidence base and GIM."

Table 2: Issues of Diversity

<i>How adequate was the BSW program in welcoming diversity, including:</i>	N	Mean (SD)	Median	Empirical Range
Race and ethnicity	31	6.23 (1.309)	7.00	2-7
Sexual orientation	31	6.42 (1.259)	7.00	1-7
Age	31	6.26 (1.390)	7.00	1-7
SES	31	6.06 (1.569)	7.00	1-7
Disability	31	5.81 (1.558)	6.00	2-7
<i>To what degree did you feel comfortable in speaking about issues related to:</i>				
Sexuality	31	5.48 (1.749)	7.00	1-7
Race and ethnicity	31	5.52 (1.913)	7.00	1-7
Religion	31	5.26 (1.999)	7.00	1-7

Evaluation of Diversity Issues: Students also rated the BSW program on adequacy in welcoming diversity and how comfortable students felt in talking about issues of diversity in a number of areas (see Table 2 above). Generally, students ranked the BSW program highly in terms of welcoming diversity with mean rankings ranging from a low of 5.81 (disability) to 6.42 (sexual

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orientation). It is interesting to note that while students ranked the degree to which the BSW program encouraged open discussion about issues of difference at a high level (mean=6.00, SD=1.528), students' mean levels of comfort in discussing these issues were consistently lower, with mean rankings ranging from 5.26 (religion) to 5.52 (race). Students noted feeling a relatively low level of pressure to "fit in" while in the BSW program (mean=3.23, SD=2.459). They also felt, on average, that they were treated with respect by their fellow students (mean=6.13, SD 1.335). While the degree to which the BSW program demonstrated a commitment to social justice was ranked at a mean score of 5.90 (SD=1.446), this is a primary focus of the BSW program and we should strive for students to see a very strong commitment in this area, rather than just an acceptable one.

Qualitative data on diversity issues indicated students have very different perceptions of the program's approach to diversity. The BSW program offers one course specific to diversity, and students noted that this class "was extremely valuable to educational experience." Additionally, several students stated that there were "lots of diversity related classes" and that "there were events all the time dealing with diversity issues, you just had to have time to attend." Students also commented about the approach to diversity within the BSW program, stating "[w]e were kept very informed on diversity issues including discrimination and oppression" and "[s]tudents and faculty were very respectful and open in terms of diversity." Students also had a number of suggestions for improvement of the approach to diversity in the program. Some stated that "the program should do more to respect students" by recognizing life challenges the students face and by being mindful that extra assignments to promote diversity may actually end up costing students money that they do not have to spend (e.g., participation in local conferences). One student expressed concern that she felt she had to "keep religious comments to [her]self at times due to negative comment[s] from fellow classmates."

Evaluation of Advising: Students rated their overall advising experience in the BSW program at a mean level of 6.10 (SD=1.535; median=7.00) on a scale from *very poor* (1) to *very good* (7). This is particularly positive as this group of students experienced both individual advising and group advising as faculty attempted to address an overload of pre-majors in advising in addition to students enrolled in the BSW program. Students were slightly less positive about how well the advising system in the BSW program was explained (mean=5.77, SD= 1.564; median=6.00) and their level of satisfaction with the registration process (mean=5.81, SD=1.424; median=6.00). Student ratings of their interaction with advisors was positive overall as well. Students rated their comfort level in contacting advisors at a mean level of 6.29 (SD=1.395; median=7.00), availability of advisors at a mean level of 6.13 (SD=1.455; median=7.00), and helpfulness of advisor at a mean level of 5.84 (SD=1.695; median= 7.00). Respondents also scored themselves as active participants in the advising process to a great extent (mean=6.39, SD=.919). Again, with group advising and shifting of faculty advisors due to longer-term illness, it is good to know that students seemed to get what they needed from the advising process.

Students who had a positive experience with advising focused on the availability and flexibility of their advisors. The areas for improvement highlighted in the qualitative data centered around the registration process, which was viewed as a "hassle" each semester.

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UALR Services and Safety: Students were also asked to rate the usefulness of certain campus resources and general safety on campus. On average, students rated the UALR library as very adequate (mean=6.19, SD=1.078), the UALR email system as very useful (mean=6.55, SD=.768), and Blackboard as useful, but not as highly rated as the other services (mean=5.97, SD=1.224). The BSW program has started to offer more on-line classes in the last two years and most, but not all, classes utilize Blackboard to some extent. Safety on campus was one of the lowest ranked issues, with a mean score of 4.52 (SD=1.860; median=5.00) on a scale of *not at all safe* (1) to *very safe* (7). This is consistent with other recent campus surveys and focus groups.

Qualitative data focused primarily on campus safety issues. Students noted that while they “appreciate the trolley and all of the emergency phones on campus,” there is a need for “better lighting,” “closer parking,” and “increased police presence.”

Courses and Class Schedule: The BSW program offers two sections of each course. One section is offered in the day and one either in the evening or on-line. Students rated their satisfaction with course offerings in the BSW program in terms of days and times as moderate (mean=5.13, SD=1.522). When asked about on-line courses, only 1 student responded that she had never taken an on-line course. The remaining students rated their satisfaction with the resources for on-line courses in the BSW program on average as adequate (mean=5.47, SD=1.358). Student comments in this area called for more on-line courses, more instructors, and greater availability of course offerings in the regular year and in summer semesters. Students also expressed appreciation for “day and a night or on-line section [of classes]” stating that this allowed students “to continue working and support myself throughout the program.”

Overall Strengths and Growth areas of the BSW Program: While students rated the BSW program as rigorous overall in regard to degree of challenge and difficulty (mean=6.03, SD=1.217), they were slightly less certain of how well the BSW program prepared them for social work practice (mean=5.87, SD=1.258). Overall, after having considered and rated many detailed aspects of the BSW program, the mean overall rating of the program by students was 5.68 (SD=1.301). This is acceptable, but we would like this to be higher in the coming years.

Students identified a number of areas of strengths in the BSW program, most of which included the faculty as a primary area of strength. One student noted that she felt “the instructors cared for the well-being of their students.” Others said that “Faculty, [s]tudent support and classes are relevant” and that “faculty and the courses” were strengths of the program. Some students listed strengths associated with the internship experience, such as the “Learning contract, supportive faculty, and flexible class times” and “Requiring an internship (experiences), wide range of theories.” Another identified a core strength of the program as the faculty and “positive, healthy learning environments.”

Areas of improvement identified by graduating students were varied, but reflected information presented in other areas of assessment as well. Some students called for a more well-rounded approach from faculty, noting that faculty tend to focus on their area of expertise regardless of the class being taught. Others requested instructors with “more practice experience” or “training” and “more direct practice experience-ex: food stamp applications, Medicaid/Medicare Knowledge.” The call for consistency in the seminar courses was repeated here, noting that

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instructors should “make the expectations for seminar clear, and make the seminar instructors more fair across the board on their grading.” Other comments stated that “classes are boring,” the “registration process” should be improved, and that some of the adjunct instructors should be more flexible.

Means Comparison

As noted earlier, there were only two part-time students and no males in this graduating class, so comparisons by enrollment status or gender were not possible. Because this student population is fairly diverse in terms of African Americans (n=14, 45.2%) and Caucasians (n=16, 51.6%)¹, a means comparison by race was conducted to see if there were differences in the program ratings of students of different races.

There were nine questions in which the mean responses of students showed a significant difference by race. In each of these comparisons, African American students’ mean ratings of the issue were less positive than Caucasian students’ ratings. The mean scores and t-test results are presented in Table 3.

Table 3: Means Comparison by Race

	Mean (SD) for African American students	Mean (SD) for Caucasian students	t-test results
How satisfied were you with the application process?	5.54 (1.127)	6.44 (.629)	t(27)=-2.719, p=.011
How effective were School of Social Work faculty as teachers?	5.21 (.975)	6.19 (.750)	t(27)=-3.086, p=.005
How successful was the BSW program in welcoming diversity, including race & ethnicity?	5.64 (1.692)	6.69 (.602)	t(27)=-2.313, p=.044
How effective were faculty in treating you with respect?	5.29 (1.437)	6.19 (.655)	t(17.65)=-2.159, p=.045
To what degree were you aware of student organizations in the School of Social Work?	5.36 (1.443)	6.40 (.828)	t(27)=-2.403, p=.023
To what degree were the BSWSO student representatives helpful in their role?	4.14 (1.705)	5.93 (1.335)	t(27)=-3.163, p=.004
What degree did the BSW program encourage open discussion about issues of difference?	5.14 (1.916)	6.69 (.479)	t(14.42)=-2.938, p=.011
To what degree did you feel treated with respect by fellow students in the BSW program?	5.50 (1.743)	6.63 (.500)	t(14.88)=-2.332, p=.034
To what degree did the BW program demonstrate a commitment to social justice?	5.29 (1.898)	6.44 (.629)	t(15.99)=-2.168, p=.046

It is good to note that, with the exception of the rating of the helpfulness of BSW Student Organization officers (mean for African American students = 4.14, mean for Caucasian students

¹ One student did not respond to this question.

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= 5.93), all of the mean ratings for either group averaged 5 or more on the 7 point scale. It is important to acknowledge, however, that at least in some areas, African American students have a less positive perspective on the BSW program than do Caucasian students. This may point to underlying issues of openness, or a lack thereof, in the program, which is certainly an area that needs further exploration so that it may be addressed.

Conclusions and Stakeholder Involvement

Students were the primary stakeholder group involved with this assessment. The BSW Exit Survey was piloted with the BSW graduating class of spring 2012. This survey assessed most aspects of the BSW program, collecting much more information than in years past, which will allow the BSW Program Coordinator and BSW faculty to have a better sense of student perspectives on the program. This survey, in conjunction with other assessment tools already in use (e.g., self-efficacy and field evaluation assessments, which assess 10 social work competencies and 41 practice behaviors; BSW advising survey; course evaluations), present a fairly comprehensive view of students' abilities and perspectives on learning in the program.

Overall, the results of this exit survey are positive, indicating that students' educational needs are being met by the BSW program. There are, however, based particularly on the narrative data and the differences in mean perceptions of students by race, several areas which faculty need to address. Some of these were identified in the discussion of results above. As a faculty, we need to make sure we are addressing the needs of all of our students, recognizing that a diverse population in terms of race and ethnicity, as well as SES, ability, and background, will have various needs. Our students are primarily non-traditional. Many of them work and/or have families to care for while going to school. Many have health issues that interfere with classes and schoolwork. As faculty in the BSW program, we are aware of this and we do have systems in place to trouble shoot when a student starts to falter. One area in which we can improve is to make sure students are aware of these systems and comfortable in their ability to approach faculty for assistance. This may require increased communication from advisors. This is one place in which we are already improving, now that we have a dedicated pre-major advisor. This has greatly reduced the advising loads of the BSW faculty members, who can now better attend to the students who are active in the program.

Course scheduling and registration are areas in which the BSW program faculty are constantly attempting to make improvements. There has been an apparent shift in the numbers of students requesting day classes in the last couple of years. These students are fairly resistant to taking classes in the evenings due to family demands. At the same time, there is a small but important group of students who work full-time and can only take classes at night or on-line. The BSW program is only able to offer two sections of each required course, and so we will continue to talk with students to create a course schedule that assures all students have access to the classes they need in order to graduate. In the last several years, we have worked closely with Records and Registration in an attempt to head off registration problems with pre-requisite errors especially. The process has improved, but is not yet up to par. We will continue to work on this in an effort to better serve students as well.

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Because so many of our students have classes with adjunct or community faculty, we will continue to work to make sure these classes are consistent in terms of content and grading. Each content area has a full-time BSW faculty as the lead instructor and we work closely with adjunct instructors by sharing materials and other teaching tools. The field seminar course is also an area in which we will continue to focus. That syllabus will be revised once again this summer in conjunction with a practice committee made up of faculty and social work community members in an attempt to address some ongoing concerns with grading and requirements.

Based on this analysis, some adjustments will be made to the BSW Exit Survey this spring as well. A number of the questions will be revised to be more measurable. Our students tend to identify as “day” or “night” students, and the measure of full-time vs. part-time did not get at this distinction, so we will add a measure of this as well. It is likely that we will see some clear differences in the perspectives of day/night students in terms of program perceptions and need. Identifying these differences will enable us to better address the needs of our BSW student population.

Appendix A: Curriculum Assessment Map

BSW Practice Behavior and Course Content Matrix

Competency:	Practice Behavior:	Courses :	Emphasis	Assessed
Competency 1: Identify as a professional social worker and conduct one's self accordingly.	1.1. Advocate for client access to the services of social work	Practice II	Extensive	Exercise 1 / Quiz 1
		Policy Practice	Somewhat	Readings, Final exam, Assignment 9
		Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs / Process Recordings (PR)
		Field Experience I/II	Extensive	Portfolio - Bi-Weekly logs / PR; Field evaluation; Self efficacy scale
	1.2 Practice personal reflection and self-correction to assure continual professional development	Social Work and Diversity	Extensive	Values ID & Impact paper; Reaction paper
		Policy I	Somewhat	Panel discussion groups
	Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs / PR	
	Field Experience I/II	Extensive	Portfolio / Field evaluation; Self-efficacy scale	

Appendix A: Curriculum Assessment Map

<p>Competency 1: Identify as a professional social worker and conduct one's self accordingly. (continued)</p>	<p>1.3 Attend to professional roles and boundaries</p>	<p>Introduction to Social Work</p>	<p>Extensive</p>	<p>Volunteer Experience</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments/ Field evaluation; Self-efficacy scale</p>
	<p>1.4 Demonstrate professional demeanor in behavior, appearance, and communication</p>	<p>Introduction to Social Work</p>	<p>Extensive</p>	<p>Volunteer Experience</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments/Field evaluation; Self-efficacy scale</p>
	<p>1.5 Engage in career-long learning</p>	<p>Policy I Practice II</p>	<p>Somewhat Somewhat</p>	<p>Analytic paper Quiz 2</p>
		<p>Research</p>	<p>Extensive</p>	<p>Critical thinking exercises, Exams</p>
<p>Field Seminar I/II</p>		<p>Somewhat</p>	<p>Portfolio - agency assessment/Community assessment/ Integrative paper</p>	
<p>Field Experience I/II</p>		<p>Extensive</p>	<p>Portfolio - agency assessment/Community assessment/ Integrative paper/ Field evaluation; Self-efficacy scale</p>	
<p>1.6 Use supervision and consultation</p>	<p>Practice II</p>	<p>Extensive</p>	<p>Exercise 2</p>	
	<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Process recordings</p>	
	<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Process recordings / Field evaluation; Self-efficacy scale</p>	

Appendix A: Curriculum Assessment Map

<p>Competency 2: Apply social work ethical principles to guide professional practice.</p>	<p>2.1 Recognize and manage personal values in a way that allows professional values to guide practice.</p>	Introduction to Social Work	Somewhat	Values & ethics papers, Values and Impact paper
		Policy I	Somewhat	Analytic paper
		Policy II	Somewhat	Policy debates; advocacy project
		HBSE I	Extensive	Critical thinking exercises, Exams
		HBSE II	Extensive	CTE, Exams, Discussion
		Statistics	Somewhat	IRB Training Exams
		Social Work and Diversity	Extensive	Values id & impact paper
	Field Seminar I/II	Extensive	Portfolio - Process recordings	
	Field Experience I/II	Extensive	Portfolio - Process recordings / Field evaluation; Self-efficacy scale	
	<p>2.2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/Int'l Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p>	Social Work and Diversity	Extensive	Values paper
		Policy I	Extensive	Analytic paper; panel discussions
		HBSE I	Extensive	Critical thinking exercises, Exams
		HBSE II	Somewhat	CTE, Exams, Quizzes, Homework, Discussion
		Statistics	Somewhat	IRB Training Article Critique Exams
Practice III		Somewhat	Final paper	
Research		Extensive	Exams; Assigned review of readings.	
Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs / PR / Evals		

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<p>Competency 2: Apply social work ethical principles to guide professional practice. (cont.)</p>		Field Experience I/II	Extensive	Portfolio - Bi-Weekly logs / PR / Evals / Field evaluation; Self-efficacy scale
	2.3 Tolerate ambiguity in resolving ethical conflicts	Practice II	Extensive	Exercise 2 / Quiz 2
		Policy Practice Practice III	Somewhat Somewhat	Readings; Final exam; Assignments 7 & 10 Final paper
		Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs/PR/Evals/supervision
		Field Experience I/II	Extensive	Portfolio - Bi-Weekly logs/PR/Evals/supervision /Field evaluation; Self-efficacy scale
	2.4 Apply strategies of ethical reasoning to arrive at principled decisions	HBSE I	Extensive	IRB training, quizzes, homework, CTE & Exams
HBSE II		Somewhat	CTE, Exams, Discussion Exams	
Statistics		Somewhat		
Policy Practice Practice I		Somewhat Extensive	Readings, Final exam, Assignment 10. Test 1	
Practice II		Extensive	Exercise 1 / Quiz 1	
Practice III		Extensive	Final paper	
	Field Seminar I/II	Extensive	Portfolio Bi-Weekly logs/PR/Evals/supervision	
	Field Experience I/II	Extensive	Portfolio Bi-Weekly logs/PR/Evals/supervision / Field evaluation; Self-efficacy scale	

Appendix A: Curriculum Assessment Map

<p>Competency 3: Apply critical thinking to inform and communicate professional judgments.</p>	<p>3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</p>	Policy I	Extensive	Group panel discussions; Quizzes
		Policy II	Extensive	Policy analysis; debates
		Practice III	Extensive	Agency problem paper, organizational assessment, final paper
		Policy Practice	Somewhat	Readings, Midterm exam, Assignment 5.
		Research	Extensive	Literature reviews, Exam, Assignment 3.
		HBSE I	Somewhat	Group presentation, Analytic Reaction Paper, Social History Assessment Paper
		HBSE II	Extensive	Ecomap, CTE, Family Assessment
		Field Seminar I/II	Extensive	Portfolio-agency assess./Community assessment/ Integrative paper
	Field Experience I/II	Extensive	Portfolio-agency assess./Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale	
	<p>3.2 Analyze models of assessment, prevention, intervention and evaluation</p>	Policy I	Extensive	Panel discussions; Analytical reaction paper; quizzes
		Policy II	Somewhat	Policy analysis
		Practice II	Somewhat	Exercise 2 / Quiz 2
		Practice III	Extensive	Final paper
		Policy Practice	Extensive	Readings, Midterm exam, Assignment 5. Group presentation, Analytic reaction, Social history
HBSE I		Somewhat		

Appendix A: Curriculum Assessment Map

<p>Competency 3: Apply critical thinking to inform and communicate professional judgments. (cont.)</p>	<p>3.2 Analyze models of assessment, prevention, intervention and evaluation (continued)</p>	<p>HBSE II</p> <p>Field Seminar I/II</p> <p>Field Experience I/II</p>	<p>Extensive</p> <p>Extensive</p> <p>Extensive</p>	<p>Family Assessment , Ecomap, CTE, Exams</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
	<p>3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</p>	<p>Policy I</p> <p>HBSE I</p> <p>HBSE II</p> <p>Policy Practice</p> <p>Practice II</p> <p>Research</p> <p>Field Seminar I/II</p> <p>Field Experience I/II</p>	<p>Extensive</p> <p>Somewhat</p> <p>Somewhat</p> <p>Somewhat</p> <p>Extensive</p> <p>Somewhat</p> <p>Extensive</p> <p>Extensive</p>	<p>Panel Discussions</p> <p>Analytic reaction paper, social history assessment paper, Group Presentation</p> <p>Family Assessment , Ecomap</p> <p>Written assignments</p> <p>Family / Group papers</p> <p>Written assignments</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>

Appendix A: Curriculum Assessment Map

<p>Competency 4: Engage diversity and difference in practice.</p>	<p>4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p>	<p>Social Work and Diversity Policy I</p>	<p>Extensive Somewhat</p>	<p>KAS papers; in class discussions Quizzes, Analytic paper</p>
		<p>Policy II</p>	<p>Somewhat</p>	<p>Quizzes, Advocacy project</p>
		<p>Policy Practice</p>	<p>Somewhat</p>	<p>Readings, Questions on midterm exam, assignments 1 - 2.</p>
		<p>HBSE I</p>	<p>Extensive</p>	<p>Analytic reaction paper, social history paper, group presentations, exams</p>
		<p>HBSE II Practice II</p>	<p>Somewhat Somewhat</p>	<p>Exams, CTE, Family Assessment & Ecomap Exercise 2 / Quiz 2</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio-Community assessment/ Integrative paper</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio-Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
		<p>Social Work and Diversity Policy I</p>	<p>Extensive Somewhat</p>	<p>KAS paper Analytical reaction paper; quizzes</p>
		<p>Policy II Practice II</p>	<p>Little Extensive</p>	<p>Advocacy project Exercise 2 / Quiz 2</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - process recordings / supervision Portfolio - process recordings / supervision / Field evaluation; Self-efficacy scale</p>
<p>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>	<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Extensive</p>	
	<p>Social Work and Diversity Practice II</p>	<p>Extensive Somewhat</p>	<p>KAS Paper Exercise 2</p>	
	<p>Practice III</p>	<p>Somewhat</p>	<p>Termination paper & final paper</p>	
	<p>Policy Practice</p>	<p>Somewhat</p>	<p>Readings, midterm exam, Assignment 1.</p>	
	<p>Policy I</p>	<p>Somewhat</p>	<p>Panel discussions</p>	
<p>4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences</p>	<p>HBSE I</p>	<p>Somewhat</p>	<p>Analytic Reaction Paper, CTE, Group</p>	

Appendix A: Curriculum Assessment Map

<p>Competency 4: Engage diversity and difference in practice (cont.)</p>		HBSE II	Extensive	Presentation, Social History, Exams Exams, Social History, Ecomaps Portfolio - Ind. Assessment/Process Recording/Supervision Portfolio - Ind. Assess/Process Recording/Supervision / Field evaluation; Self-efficacy scale
		Field Seminar I/II	Extensive	
	Field Experience I/II	Extensive		
	4.4 View themselves as learners and engage those with whom they work as informants.	Policy I	Extensive	Panel discussions Group Presentation, Analytic Reaction Paper, CTE, Social History, Exams Ecomap, Family Assessment Survey training, homeless count & survey Portfolio - Ind. Assess/Process Recording/Supervision Portfolio - Ind. Assessment/Process Recording/ Supervision / Field evaluation; Self-efficacy scale
		HBSE I	Somewhat	
		HBSE II	Somewhat	
		Statistics	Somewhat	
		Field Seminar I/II	Extensive	
		Field Experience I/II	Extensive	

Appendix A: Curriculum Assessment Map

<p>Competency 5: Advance human rights and social and economic justice.</p>	<p>5.1 Understand the forms and mechanisms of oppression and discrimination</p>	<p>Introduction to Social Work Social Work and Diversity</p>	<p>Somewhat Extensive</p>	<p>Exams, class discussions KAS paper Analytic paper; group panel discussions, quizzes Quizzes; debates</p>
		<p>Policy I Policy II</p>	<p>Extensive Extensive</p>	<p>Analytic reaction paper, Critical thinking exercises, Social history assessment, exam CTE, Ecomap, exams, Social history assessment, Exam Exercise 2, Quiz 2</p>
		<p>HBSE I</p>	<p>Extensive</p>	<p>Portfolio - Community assessment/ Integrative paper</p>
		<p>HBSE II Practice II</p>	<p>Somewhat Somewhat</p>	<p>Portfolio - Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	
		<p>Field Experience I/II</p>	<p>Extensive</p>	
		<p>Policy I</p>	<p>Somewhat</p>	<p>Panel discussions</p>
		<p>Policy II</p>	<p>Extensive</p>	<p>Advocacy project; debates</p>
		<p>Policy Practice Practice II</p>	<p>Extensive Somewhat</p>	<p>Readings, Midterm exam, Assignments 1 & 2. Exercise 2</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Community assessment/ Integrative paper</p>
<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Field evaluation; Self-efficacy scale</p>		
<p>5.2 Advocate for human rights and social and economic justice</p>	<p>Policy I</p>	<p>Somewhat</p>	<p>Panel discussions</p>	
<p>Policy II</p>	<p>Extensive</p>	<p>Advocacy project; debates</p>		
<p>Policy Practice Practice II</p>	<p>Extensive Somewhat</p>	<p>Readings, Midterm exam, Assignments 1 & 2. Exercise 2</p>		
<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Community assessment/ Integrative paper</p>		
<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Field evaluation; Self-efficacy scale</p>		

Appendix A: Curriculum Assessment Map

	5.3 Engage in practices that advance social and economic justice	Policy I	Somewhat	Analytical reaction paper; panel discussions
		Policy II	Extensive	Advocacy assignment; policy debates
		Policy Practice	Extensive	Readings, final exam, Assignment 3-9, Policy advocacy action plan.
		Field Seminar I/II	Extensive	Portfolio - Bi-weekly logs/process recordings /supervision
		Field Experience I/II	Extensive	Portfolio - Bi-weekly logs/process recordings/supervision / Field evaluation; Self-efficacy scale

Appendix A: Curriculum Assessment Map

<p>Competency 6: Engage in research-informed practice and practice-informed research.</p>	<p>6.1 Use practice experience to inform scientific inquiry</p>	Policy I	Somewhat	Analytic paper
		Policy II	Somewhat	Debates, research paper
		Research Methods	Somewhat	Assignment 2
		Field Seminar I/II	Extensive	Portfolio -Community assessment/ Integrative paper
		Field Experience I/II	Extensive	Portfolio - Community assessment/ Integrative paper/ Field evaluation; Self-efficacy scale
	<p>6.2 Use research evidence to inform practice</p>	Policy I	Extensive	Analytic paper, quizzes
		Policy II	Somewhat	Debates
		Practice III	Somewhat	Final paper
		Statistics	Extensive	Chapter reflections, Quizzes, Homework
		Research Methods	Extensive	Research Design Narrative, Assignment 6
Field Seminar I/II	Somewhat	Portfolio - community assessment/Integrative paper		
Field Experience I/II	Somewhat	Portfolio -Community assessment/ Integrative paper/ Field evaluation; Self-efficacy scale		

Appendix A: Curriculum Assessment Map

<p>Competency 7: Apply knowledge of human behavior and the social environment.</p>	<p>7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p>	<p>Policy II</p>	<p>Somewhat</p>	<p>Policy analysis; debates</p>
		<p>HBSE I</p>	<p>Extensive</p>	<p>CTE, Group presentations, Exams</p>
		<p>HBSE II</p>	<p>Extensive</p>	<p>Ecomaps, Family Assessment</p>
		<p>Practice II</p>	<p>Extensive</p>	<p>Case plan exercise 3 - 4, Group / Family Assessment</p>
		<p>Practice III</p>	<p>Extensive</p>	<p>Organizational assessment, final paper</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind. & Agency Assessment, Integrative paper</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind. Assess/Process Recordings/Supervision / Field evaluation; Self-efficacy scale</p>
	<p>7.2 Critique and apply knowledge to understand person and environment.</p>	<p>HBSE I</p>	<p>Extensive</p>	<p>Ecomaps, Family Assessment</p>
		<p>HBSE II</p>	<p>Extensive</p>	<p>Group Presentation, Social History</p>
		<p>Policy II</p>	<p>Somewhat</p>	<p>Quizzes, research paper, debates</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind. & community assessment</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind & community assessment / Field evaluation; Self-efficacy scale</p>

Appendix A: Curriculum Assessment Map

<p>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	<p>8.1 Analyze, formulate, and advocate for policies that advance social well-being.</p>	Policy I	Extensive	<p>Group panel discussions Policy Analysis; advocacy project, debates Midterm & final exams. Assignments 3 - 8. Portfolio - agency & community assessment Portfolio - agency & community assessment / Field evaluation; Self-efficacy scale</p>
		Policy II	Extensive	
		Policy Practice Field Seminar I/II	Extensive Somewhat	
		Field Experience I/II	Extensive	
<p>8.2 Collaborate with colleagues and clients for effective policy action.</p>	<p>8.2 Collaborate with colleagues and clients for effective policy action.</p>	Policy II	Extensive	<p>Advocacy project; debates Readings, Final exam, assignment 9, Policy Advocacy Action Plan. Portfolio - bi-weekly logs / supervision Portfolio - bi-weekly logs / supervision / Field evaluation; Self-efficacy scale</p>
		Policy Practice Field Seminar I/II	Extensive Somewhat	
		Field Experience I/II	Extensive	

Appendix A: Curriculum Assessment Map

Competency 9: Respond to contexts that shape practice.	9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Introduction to Social Work Policy II Practice III Research Field Seminar I/II Field Experience I/II	Somewhat Somewhat Somewhat Extensive Extensive Extensive	Exams, volunteer experience Advocacy project Class discussion Exams on chapters 11 & 12. Portfolio - process recordings / supervision Portfolio - process recordings / supervision / Field evaluation; Self-efficacy scale
	9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Policy I Policy II Policy Practice Practice III Field Seminar I/II Field Experience I/II	Somewhat Extensive Somewhat Extensive Extensive Extensive	Discussion groups Policy debates; advocacy project Exams Agency problem paper Portfolio - agency & community assessment/ integrative paper Portfolio - agency & community assessment/ integrative paper / Field evaluation; Self-efficacy scale

Appendix A: Curriculum Assessment Map

<p>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. 10a. Engagement 10b. Assessment 10c. Intervention 10d. Evaluation</p>	<p>10a.1 Substantively & effectively prepare for action with individuals, families, groups, organizations, and communities</p>	Practice I	Extensive	Individual Assessment	
		Practice II	Extensive	Case plan / Group	
		Practice III	Extensive	Family papers	
		Field Seminar I/II	Somewhat	Final paper	
		Field Experience I/II	Extensive	Portfolio - process recordings / integrative paper	
	<p>10.a.2 Use empathy and other interpersonal skills.</p>	<p>Practice I</p> <p>Practice II</p>	Field Seminar I/II	Somewhat	Portfolio - process recordings / integrative paper / Field evaluation; Self-efficacy scale
			Field Experience I/II	Extensive	Portfolio - process recordings / integrative paper / Field evaluation; Self-efficacy scale
		<p>10.a.3 Develop mutually agreed-upon focus of work & desired outcomes.</p>	Practice I	Extensive	Test 1
			Practice II	Extensive	Quiz 1 / Exercise 1
	<p>10.a.2 Use empathy and other interpersonal skills.</p>	Field Seminar I/II	Somewhat	Portfolio - process recordings / supervision	
		Field Experience I/II	Extensive	Portfolio - process recordings / supervision / Field evaluation; Self-efficacy scale	
		Practice I	Extensive	Quiz 2	
	<p>10.a.3 Develop mutually agreed-upon focus of work & desired outcomes.</p>	Practice II	Extensive	Quiz 1 / Exercise 1	
		Field Seminar I/II	Somewhat	Portfolio - Learning contract / supervision	
		Field Experience I/II	Extensive	Portfolio - Learning contract / supervision / Field evaluation; Self-efficacy scale	
		<p>10.b.1 Collect, organize and interpret client data.</p>	Practice I	Extensive	Individual Assessment
Practice II	Somewhat		In class exercises		
Research	Somewhat		Exam over chapter 9, Assignment 5.		
Field Seminar I/II	Somewhat		Portfolio - Individual Assessment / Integrative paper		
Field Experience I/II	Extensive		Portfolio - Individual Assessment/Integrative paper / Field evaluation; Self-efficacy scale		

Appendix A: Curriculum Assessment Map

<p>Competency 10: (continued) . 10b. Assessment 10c. Intervention 10d. Evaluation</p>	<p>10.b.2 Assess client strengths and limitations</p>	<p>Practice I Practice II Research Field Seminar I/II Field Experience I/II</p>	<p>Extensive Extensive Somewhat Somewhat Extensive</p>	<p>Quiz 1 Exercise 1 / Quiz 1 Exam over Chapters 7 - 10 Portfolio Portfolio / Field evaluation; Self-efficacy scale</p>
	<p>10.a.3: Develop mutually agreed-upon intervention goals and objectives.</p>	<p>Practice I Practice II Field Seminar I/II Field Experience I/II</p>	<p>Extensive Extensive Extensive Extensive</p>	<p>Quiz 2 Quiz 1 Portfolio - Learning Contract / bi-weekly logs Portfolio / Field evaluation; Self-efficacy scale</p>
	<p>10.c.4 Select appropriate intervention strategies</p>	<p>Practice I Practice II Field Seminar I/II Field Experience I/II</p>	<p>Extensive Extensive Extensive Extensive</p>	<p>Quiz 2 Quiz 1 / Exercise 1 Portfolio Portfolio/Field evaluation; Self-efficacy scale</p>
	<p>10.c.1 Initiate actions to achieve organizational goals.</p>	<p>Practice III Field Seminar I/II Field Experience I/II</p>	<p>Extensive Extensive Extensive</p>	<p>Agency problem paper Portfolio - Agency assessment/ Integrative paper Portfolio - Agency assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
	<p>10.c.2 Implement prevention interventions that enhance client capacities.</p>	<p>Practice II Field Seminar I/II Field Experience I/II</p>	<p>Somewhat Somewhat Extensive</p>	<p>Quiz 2 / Exercise 2 Portfolio - Agency assessment/ Integrative paper Portfolio / Field evaluation; Self-efficacy scale</p>

Appendix A: Curriculum Assessment Map

Competency 10: (continued) . 10c. Intervention 10d. Evaluation	10c.3 Help clients resolve problems.	Practice II Practice III Field Seminar I/II Field Experience I/II	Extensive Extensive Extensive Extensive	Quiz 2 / Exercise 2 Agency problem paper Portfolio - bi-weekly logs/ process recordings Portfolio / Field evaluation; Self-efficacy scale
	10.c.4 Negotiate, mediate and advocate for clients.	Practice II Policy Practice Field Seminar I/II Field Experience I/II	Extensive Extensive Extensive Extensive	Quiz 2 / Exercise 2 Readings, Final exam, Assignment 9, Policy advocacy action plan. Portfolio -bi-weekly logs/process recordings/ supervision Portfolio / Field evaluation; Self-efficacy scale
	10.c.5 Facilitate transitions and endings.	Practice II Practice III Field Seminar I/II Field Experience I/II	Somewhat Extensive Extensive Extensive	Quiz 3 / Exercise 3 Final paper Portfolio - Integrative paper / Learning Contract Portfolio / Field evaluation; Self-efficacy scale
	10.d.1 Critically analyze, monitor, and evaluate interventions.	Practice II Practice III Policy Practice Research Field Seminar I/II Field Experience I/II	Somewhat Somewhat Somewhat Extensive Extensive Extensive	Quiz 3 / Exercise 3 Final paper Readings, question on final exam, Assignment 6. Single-case evaluation project; Program evaluation Portfolio - Mid & Final semester evals / agency & community assessment / integrative paper Portfolio / Field evaluation; Self-efficacy scale

The purpose of this survey is to provide feedback to the faculty and the University on what you think about the BSW program. This information will be helpful to the faculty in building on the strengths of the program and addressing its weaknesses. Completing the survey is a contribution you can make to the program and to the students who follow you.

You will be able to complete the survey in about 15 minutes. Please follow the instructions that appear in bold capital letters throughout the questionnaire. If the survey doesn't address issues that are important to you, please add your comments in the spaces provided throughout the questionnaire.

Please do not enter your name on the questionnaire. The information you provide by participating is confidential. Only grouped data will be included in any report of survey results.

For the following questions, place an X next to the best answer.

Part I: Demographics

Gender: Female Male

Age: _____

Race / Ethnicity

Native American

Asian American

African American

Latino

Caucasian

Other (Please list _____)

Which of the following describes how you completed the program?

Full Time

Part Time

Did you complete a minor while in this program?

Yes (Please list: _____)

No

Which of the following best describes your entrance to UALR?

Native student (started at UALR as a first-time, first-year student)

Transferred into UALR with some college credit

Transferred into UALR with an AA, AS or AAT degree

Post-baccalaureate student

While in the program, how many hours a week, on average, were you also employed? _____

Appendix B: Exit Survey

The following questions ask you to rate your experiences in the program on a scale of 1 to 7, with “1” being very poor, and “7,” being very good. **Circle** the number that best represents your rating for each component of the program. If you rated an aspect of the program as less than 4, please specify the nature of your concerns.

Part II: Before entering the BSW program

1. How adequate was the information that you received about the program when you were considering applying?

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

2. How adequate was the application process for you (including, assistance when you needed it, notification of acceptance, etc.)?

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

In the space below, list those things you found positive about your experience before entering the BSW program.

In the space below, describe your recommendations for improving the experience of students prior to entering the program.

Part III: During the program

Orientation

3. How would you rate the BSW new student orientation?

Very poor---1-----2-----3-----4-----5-----6-----7---Excellent

4. How would you rate the information you received at orientation?

Very poor---1-----2-----3-----4-----5-----6-----7---Excellent

In the space below, list those things you found positive about orientation.

Appendix B: Exit Survey

In the space below, please describe ways we might improve the orientation process for future students.

Faculty and Administrative Staff

5. How effective were School of Social Work faculty as teachers?

Not at all effective---1-----2-----3-----4-----5-----6-----7---Very effective

6. How effective were School of Social Work adjunct faculty as teachers?

Not at all effective---1-----2-----3-----4-----5-----6-----7---Very effective

7. How accessible were faculty members for consultation?

Not at all accessible---1-----2-----3-----4-----5-----6-----7---Very accessible

8. How effective were faculty in providing a friendly and supportive learning environment?

Not at all effective---1-----2-----3-----4-----5-----6-----7---Very effective

9. To what degree did you see faculty as being approachable?

Not at all approachable---1-----2-----3-----4-----5-----6-----7---Very approachable

10. How effective were faculty in treating you with respect?

Not at all effective---1-----2-----3-----4-----5-----6-----7---Very effective

11. If you had a problem or concern about the BSW program how comfortable did you feel in contacting classroom faculty?

Not at all comfortable---1-----2-----3-----4-----5-----6-----7---Very comfortable

12. If you had a problem or concern about the BSW program how comfortable did you feel in contacting administrative and support staff?

Not at all comfortable---1-----2-----3-----4-----5-----6-----7---Very comfortable

Appendix B: Exit Survey

13. To what degree did you feel treated with respect by BSW administration and support staff?

Not respected at all--1-----2-----3-----4-----5-----6-----7---Highly respected

In the space below, list those things you found positive about your experiences with faculty and administrative staff.

In the space below, please list any suggestions you have to improve in the area of faculty and administrative staff.

Student Activities and Organizations

14. To what degree were you aware of student organizations in the School of Social Work?

Not at all aware--1-----2-----3-----4-----5-----6-----7---Very aware

15. To what degree were you involved in School of Social Work student organizations?

Not at all involved--1-----2-----3-----4-----5-----6-----7---Very involved

16. To what degree were the BSWSO student representatives helpful in their role?

Not at all helpful--1-----2-----3-----4-----5-----6-----7---Very helpful

In the space below, list those things you found positive about student activities/organizations in the BSW program.

In the space below, please list ways you would improve student activities or organizations in the BSW program.

Appendix B: Exit Survey

Field experience

17. How adequate was your field supervision while in the BSW program?

(Seminar Instructor -UALR) Not at all adequate--1-----2-----3-----4-----5-----6-----7---Very adequate

(Field instructor - agency) Not at all adequate--1-----2-----3-----4-----5-----6-----7---Very adequate

18. To what degree did your field instructor (agency) give clear and consistent messages as to what was expected of you?

Not at all--1-----2-----3-----4-----5-----6-----7---Very clear/consistent

19. To what degree did your seminar instructor (UALR) give clear and consistent messages as to what was expected of you?

Not at all --1-----2-----3-----4-----5-----6-----7---Very clear/consistent

20. How adequate were learning opportunities in your BSW field placement?

Not at all adequate--1-----2-----3-----4-----5-----6-----7---Very adequate

21. How relevant were the theories and practice models taught in the BSW program with regard to field work with individuals, families, and groups?

Not at all relevant--1-----2-----3-----4-----5-----6-----7---Very relevant

22. How relevant were the theories and practice models taught in the BSW program with regard to working with organizations and communities?

Not at all relevant--1-----2-----3-----4-----5-----6-----7---Very relevant

In the space below, list those things you found positive about your internship experiences.

In the space below, please list any ideas you might have for improving the internship experience.

Appendix B: Exit Survey

Diversity

23. How adequate was the BSW program in welcoming diversity, including:

Race & ethnicity

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

Sexual orientation

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

Age

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

Socioeconomic status

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

Disability

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

24. To what degree did you feel pressure to fit in while in the BSW program?

No Pressure---1-----2-----3-----4-----5-----6-----7---A great deal of pressure

25. What degree did the BSW program encourage open discussion about issues of difference?

Not at all encouraging---1-----2-----3-----4-----5-----6-----7---Very encouraging

26. To what degree did you feel comfortable in speaking up about issues related to sexuality?

Not at all comfortable---1-----2-----3-----4-----5-----6-----7---Very comfortable

27. To what degree did you feel comfortable in speaking up about issues related to race and ethnicity?

Not at all comfortable---1-----2-----3-----4-----5-----6-----7---Very comfortable

28. To what degree did you feel comfortable in speaking up about issues related to religion and spirituality?

Not at all comfortable---1-----2-----3-----4-----5-----6-----7---Very comfortable

29. To what degree did you feel treated with respect by fellow students in the BSW program?

Not respected at all---1-----2-----3-----4-----5-----6-----7---Highly respected

Appendix B: Exit Survey

30. To what degree did the BSW program demonstrate a commitment to social justice?

No commitment---1-----2-----3-----4-----5-----6-----7---**Strong Commitment**

In the space below, list those things you found positive about your experiences around diversity issues while in the BSW program.

In the space below, please list any improvements you might have in regard to diversity in the BSW program.

Advising

31. How would you rate your overall advising experience while in the BSW program?

Very poor---1-----2-----3-----4-----5-----6-----7---**Very good**

32. How adequately was the advising system in the BSW program explained to you?

Not at all adequate---1-----2-----3-----4-----5-----6-----7---**Very adequate**

33. How adequate was the registration process in the BSW program?

Not at all adequate---1-----2-----3-----4-----5-----6-----7---**Very adequate**

34. How comfortable did you feel in contacting your advisor?

Not at all comfortable---1-----2-----3-----4-----5-----6-----7---**Very comfortable**

35. To what degree was your advisor available?

Not at all available---1-----2-----3-----4-----5-----6-----7---**Very available**

Appendix B: Exit Survey

36. How helpful was your advisor in guiding you through the program and helping you deal with issues that might have occurred?

Not at all helpful--1-----2-----3-----4-----5-----6-----7---Very helpful

37. To what degree were you an active participant in the advising process (making and keeping appointments, coming on time and prepared, etc.)

Very little--1-----2-----3-----4-----5-----6-----7---To a great extent

In the space below, list those things you found positive about your experience with advising in the BSW program.

In the space below, please list any improvements we could make in the area of advising.

UALR Services and Safety

38. How adequate was the UALR library?

Not at all adequate--1-----2-----3-----4-----5-----6-----7---Very adequate

39. How useful was the UALR email system?

Not at all useful--1-----2-----3-----4-----5-----6-----7---Very useful

40. How useful was Blackboard?

Not at all useful--1-----2-----3-----4-----5-----6-----7---Very useful

41. How safe did you feel when on the UALR campus?

Not at all safe--1-----2-----3-----4-----5-----6-----7---Very safe

Appendix B: Exit Survey

In the space below, list those things you found positive about your experience with services and safety issues.

In the space below, please list any improvements we could make in the area of services and safety.

Courses and Class Schedule

42. How adequate were course offerings in the BSW program in terms of days and times?

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

43. How adequate were the resources for on-line courses in the BSW program?

Not at all adequate---1-----2-----3-----4-----5-----6-----7---Very adequate

NA (did not take on-line courses)

In the space below, list those things you found positive about your experience with course offerings and class schedules.

In the space below, list any ideas you might have for improving on courses and class schedules.

Overall Strengths and Growth areas of the BSW Program

44. How well did the BSW program prepare you for social work practice?

Not well at all---1-----2-----3-----4-----5-----6-----7---Very well

Appendix B: **Exit Survey**

45. To what degree to you feel the BSW program was rigorous in regard to degree of challenge and difficulty?

Not at all rigorous---1-----2-----3-----4-----5-----6-----7---**Very rigorous**

46. After having considered and rated many detailed aspects of the BSW program, please give your overall rating of the program?

Very low---1-----2-----3-----4-----5-----6-----7---**Very high**

In the space below, please list what you see as the central strengths of the BSW program.

In the space below, please list what you see as the central areas needing improvement in the BSW program.

Thank you!!