

2007-2008 ASSESSMENT

SOCIAL WORK PROGRAM UNIVERSITY OF ALASKA FAIRBANKS

PROGRAM GOALS AND OBJECTIVES

In conformance with the Council on Social Work Education (CSWE) accreditation standards, the University of Alaska program review requirements, and the Social Work Department's need for outcome assessment criteria to evaluate the attainment of program goals and objectives, the Social Work Department conducts an annual assessment of student achievement using three measurement tools. This is the fifteenth year of program assessment using nationally standardized measures. The measurement tools currently used by the Social Work Department to measure to evaluate the teaching/curriculum goal and objectives of the

program are the Social Work Area Concentration Achievement Test (ACAT), the Baccalaureate Educational Assessment Project (BEAP), and Student Final Field Evaluation forms. The annual assessment of the Social Work Department using these measures describes the programs's progress in meeting the the goals and objectives of the program.

The goals and objectives of the UAF Social Work Department are:

I. To provide student-centered, evidence-based, generalist baccalaureate education, delivered on-campus, through distance delivery and through an intensive cohort model, which emphasizes transferable skills, social work values, and ethical practice across the lifespan.

Objectives:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

II. To conduct and publish research and scholarship applicable to the Alaskan context, which contributes to individual and community well being.

Research Objectives:

1. Submit research and service grants that benefit UAF students and Alaskan communities.
2. Present research and conceptual papers at national and regional professional conferences and statewide forums.
3. Submit research articles to professional journals and regional publications.

III. To partake in service based on a partnership with community members and agencies in Fairbanks and throughout the state utilizing the skills, knowledge and experience of faculty and staff.

Service Objectives:

1. Serve on advisory councils, boards of directors, and provide consultation to community agencies.
2. Support and advise students in agency field practicums and provide training to field agency instructors.
3. Advise and support student organizations that undertake service projects in the local community.

EVALUATION MEASURES (Goal 1, Teaching/Curriculum Goal)

ACAT

The ACAT is an exit exam given to senior students in the last semester of the senior year. The test, which is produced by PACAT inc/NOMESys in Clarksville, Tennessee, assesses knowledge and skills in the four areas that constitute the undergraduate social work curriculum: social policy, human behavior and the social environment, social work practice, and research and statistics. Data are presented as percentiles for each of the curriculum segments as well as overall scores. Results are reported for Fairbanks and distance-education students separately. Percentiles are based on a national comparison group, which this year comprised 4,706 undergraduate social work students nationwide. (See Appendix A for ACAT information)

BEAP Instruments

In the academic year 2002-2003, we adopted a new set of evaluation measures developed by the Baccalaureate Director's Association called collectively the Baccalaureate Educational Assessment Project (BEAP). The BEAP comprises an entrance survey for new students in the major; a pre- and post-test values inventory, an exit survey, an alumni survey, and an employer/supervisor survey, in which alumni-employees are evaluated in their work. In addition to the BEAP instruments, we administer the Social Work Areas Concentration Test (ACAT), which has been given annually to senior students in Fairbanks since 1993 and to students in the distance-education program since 1997. The evaluation instruments are described below.

Entrance survey. The survey is given to students entering the program in the introductory social work course (SWK 103). The survey provides a demographic profile of incoming students and gathers student information about financial resources, employment status, and paid and volunteer work in the human services

Social work values inventory. The inventory, which is given concurrently with the entrance survey and again just prior to graduation, is based on three ethical concepts contained in the Social Work Code of Ethics: confidentiality, self-determination, and social justice. The inventory provides feedback regarding the effectiveness of the program in teaching about values. The data represent a longitudinal trend study, in which two different groups—entering students and those prior to graduation—are measured and compared.

Exit survey. The survey is administered to students late in the spring semester of the senior year. The instrument generates feedback from students about their academic experiences while in the program. A major section asks students to evaluate how well they feel the

program had prepared them in a number of knowledge, skills, and value items. The survey also collects data about plans for employment and graduate education.

Alumni survey. The survey is sent early in the spring semester to alumni only once--two years after graduation. Thus this year survey forms were sent to the 2005 graduates. Alumni are asked to evaluate the extent to which they feel that the social work program had prepared them for various aspects of practice. Responses supplement data from the exit survey indicating preparedness for the field. Thus we can see what content needs to be strengthened or added to the social work curriculum. The survey also gathers information about graduates' employment, whether in social work or not; professional development activities; and plans for further education.

Employer/Supervisory survey. The purpose of this survey is to evaluate alumni performance from an employer's or supervisor's perspective. The graduate-employee is evaluated on several dimensions of work in the agency. The questionnaire form is sent to graduates along with the alumni survey. Alumni-employees are asked to personally deliver the surveys to their employers or supervisors. Alumni then send the completed survey form along with the alumni surveys back to the Social Work Department in Fairbanks. Employers return their surveys forms separately. Results provide additional feedback about the effectiveness of the program in preparing students for actual social work practice. (See Appendix B for BEAP forms)

Field Practicum Evaluation of Student. This is a comprehensive evaluation form that is completed by the field instructors on the students placed at their respective agencies. The evaluation includes both a series of scaling questions, along with a narrative report, and is completed at the end of the first semester, and repeated at the conclusion of the student's placement. The evaluation tools ask instructors to rate student performance based on their demonstrated skills in the following areas: Professionalism; Relationship/adjustment to practicum setting; Assessment skills, Client/Worker relationship, Termination skills, Use of knowledge as applied to practice, Intervention skills, and a students ability to benefit from field instruction.

Each of the evaluation questions is associated with the 12 CSWE learning objectives, as well as the program objectives of the department. Student evaluations are compiled, and the data is used to measure progress in meeting these learning objectives and goals. Additionally, the narrative portion of this evaluation asks for feedback regarding student progress on the personal learning goals they identified as a part of their formal learning agreement. UAF strives to keep this evaluation process student centered, and to that end, students, field instructors and the practicum coordinator or director meet with the student to review the instructor's feedback. (See Appendix C for Field Evaluation Form)

DATA COLLECTION

Fairbanks students take the ACAT exam and BEAP entrance, values, and exit surveys during class periods and are proctored by faculty. Alumni and employer/supervisor survey forms are sent by mail to home addresses of alumni. For distance-education students, the ACAT tests are administered by proctors in regional centers throughout the state, and BEAP instruments are sent by mail to home addresses. Cover letters explaining the importance and purpose of the surveys along with self-addressed, stamped envelopes (to Fairbanks) are included with the mailed material.

Timeline for the Administration of Assessment Instruments

Fairbanks students.

Entrance Survey and Values Pre-Test Inventory	Second week of semester first year, given in SWK 103 class session by instructor.
Values Post-Test Inventory	Eighth week of spring semester of senior year, given in SWK 463 class session by instructor
Exit Survey	Tenth week of spring semester of senior year, given in SWK 463 class session by instructor
ACAT	Twelfth week of spring semester of senior year, given during SWK 463 and practicum seminar times by instructor.
Alumni and Employer Surveys	Sent by post the first week of the spring semester to the Fairbanks and distance-education graduates from 2 years past. Alumni give the employer survey to their employers or supervisors to complete. Alumni are asked to send their completed survey back to Fairbanks, while employers send their survey back in a separate envelope.
Field Evaluation Form	Field instructors are given the field evaluation forms and instructions by the practicum coordinator during the field

supervisors training. The field instructor fills out the form and reviews it with the student during the final weeks of placement. This form is then reviewed with the practicum coordinator during the final site visit, signed by the student, field instructor, and practicum coordinator, and sent to the director of field.

Distance education students:

Entrance Survey and Pre-Test Values Inventory

Surveys are sent by post the first two weeks of the new semester to individual students along with self-addressed, stamped envelope for returning the survey. Completed surveys are sent back by students to Fairbanks.

Values Post-Test Inventory and Exit Survey

Sent by mail fourth week of the spring semester of the senior year by the administrative assistant to home addresses of senior students. Completed surveys are sent back by student-respondents to Fairbanks.

Alumni and Employer Surveys

See Fairbanks alumni above (groups are not separated).

ACAT

Regional proctors are identified the beginning of the spring semester. Test booklets, instruction manuals, and scantron answer sheets are sent to proctors the ninth week of the spring semester. Proctors administer the ACAT test to graduating seniors in their regions and send the completed materials to Fairbanks.

It should be noted that, while we do consider ACAT scores for distance and Fairbanks students separately, we have

encountered a small number of students in recent years who complete their coursework through a combination of distance and campus based classes, thus there is some crossover between these categories.

Field Evaluation Form

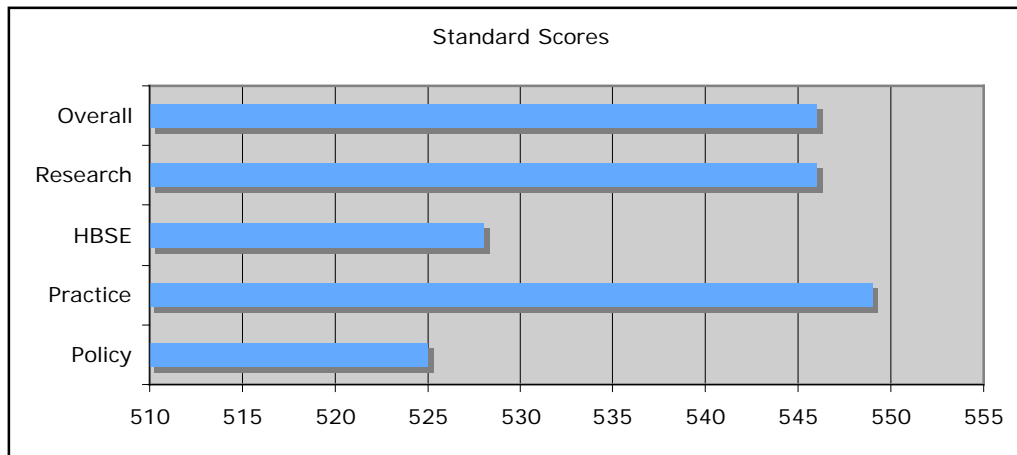
Distance field instructors are e-mailed the field evaluation form and instructions in early April. They fill it out and review their evaluation with students during the final weeks of field placement. An audio meeting is scheduled by the practicum coordinator with the student, field instructor and practicum coordinator to review the evaluation. The evaluation form is then signed by the field instructor and student and mailed to the director of field.

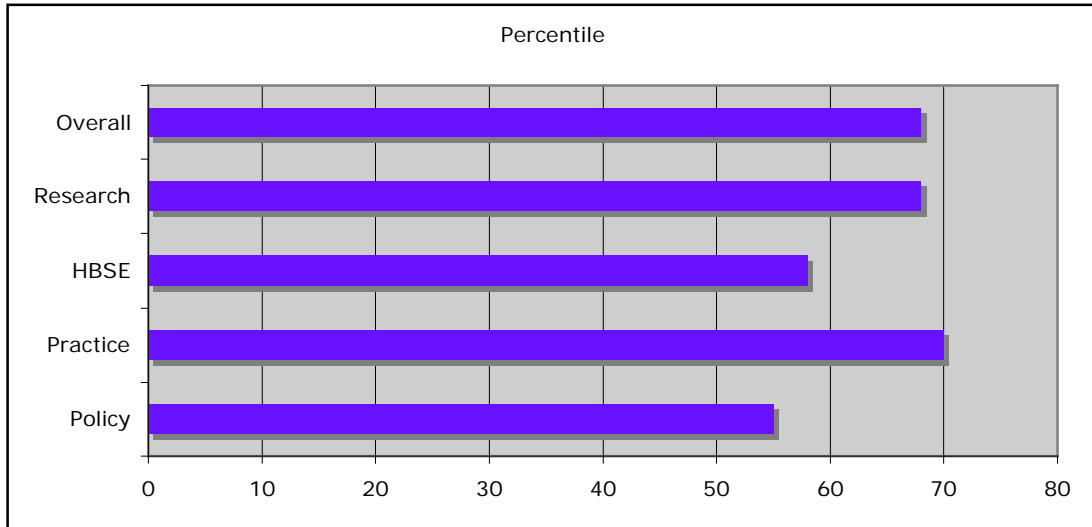
RESULTS

ACAT results for 2006-2007 are listed for all senior students completing practicum (Fairbanks and distance students combined), and for Fairbanks and distance education students separately. This allows the opportunity to see how students are scoring overall in specific curriculum content areas as well as providing a comparison of scores by delivery method.

ACAT-Combined scores by content area (N=16), 2006-2007

	(N=16)	
	Standard Score	Percentile
Policy	525	55
Practice	549	70
HBSE	528	58
Research	546	68
Overall	546	68





Overall, students scored above the national average in every content area, even though scores dropped in HBSE and Policy.

ACAT – Fairbanks Students

Eight senior students in Fairbanks took the ACAT exam this year (2007). Table 1 presents percentile rankings according to year and curriculum area.

TABLE 1.

Area	Percentile	2003 N=12	2004 N=11	2005 N=10	2006 N=16	2007 N=8	Total Ave.
Policy		66	72	87	89	47	72.2
Practice		57	58	49	58	51	54.6
HBSE		81	88	77	73	46	73.0
Research		87	69	43	63	54	63.2
Overall		80	79	71	78	50	71.6

As seen in Table 1, the Fairbanks graduating class of 2007, scored in the 50th percentile. The senior class, thus, did better than 50% of 4,706 students nationwide who took the test. Compared to last year's scores, however, Fairbanks students show a substantial decrease in percentile ranking for every concentration area. The overall decrease in scores of the Fairbanks students in 2006-2007 warrants consideration.

The pattern of percentile rankings for students in Fairbanks in the years 2003 to 2007 are shown graphically in Figure 1.

FIGURE 1. Percentile Ranking on the ACAT, According to Year (Fairbanks Students)

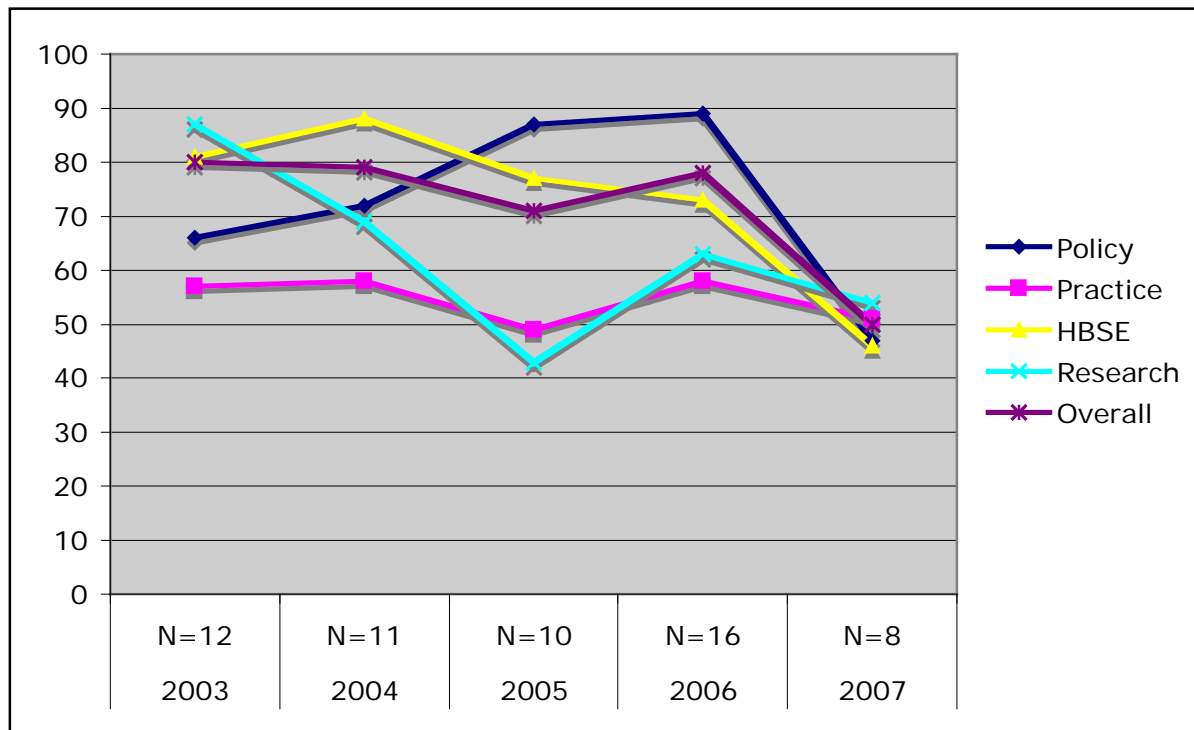
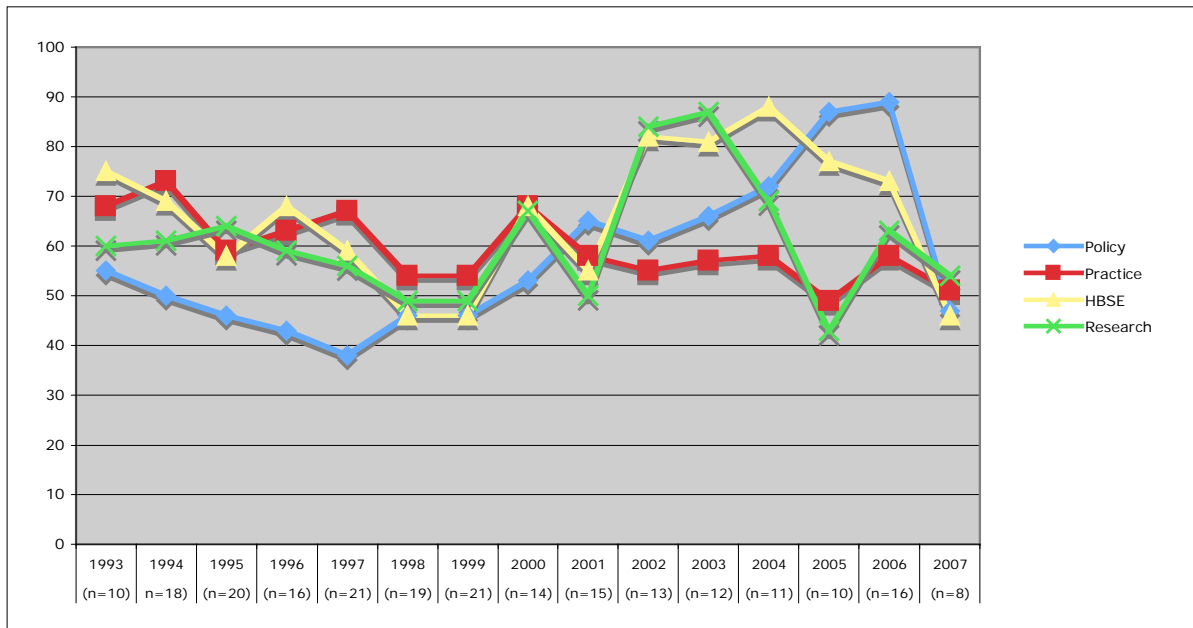


TABLE 2. ACAT Mean of Percentile by Year and Conent Area - Fairbanks

		1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total
	N	10	18	20	16	21	19	21	14	15	13	12	11	10	16	8	Ave.
Area																	
Policy	Percentile	55	50	46	43	38	46	46	53	65	61	66	72	87	89	47	57.6
Practice	Percentile	68	73	59	63	67	54	54	68	58	55	57	58	49	58	51	59.5
HBSE	Percentile	75	69	58	68	59	46	46	68	55	82	81	88	77	73	46	66.0
Research	Percentile	60	61	64	59	56	49	49	67	50	84	87	69	43	63	54	61.1
Overall	Percentile	69	67	58	61	50	48	48	68	59	77	80	79	71	78	50	64.2

FIGURE 2. ACAT Mean of Percentile by Year and Conent Area – Fairbanks



The pattern of percentile rankings during this period for Fairbanks students for the curriculum segments and overall (Figure 2) reveals somewhat of a curvilinear pattern--high scores obtained in the earlier years, dropping to a low point in 1996-1997, reversing direction in

1999, and remaining high until 2007.

ACAT – Distance-Education Students

TABLE 3. Percentile Ranking, Dist. Ed.

Area	2005 (N=6)	2006 (N=10)	2007 (N=8)	Total Average
Policy	99	87	74	86.7
Practice	79	52	82	71.0
HBSE	89	71	77	79.0
Research	96	53	77	75.3
Overall	96	72	83	83.7

The number of students tested decreased from (N=10) in 2006 to (N=8) in 2007. The percentile ranking shows a noticeable increase in each area with the exception of Policy, which shows a slight decrease. Percentile ranks for the four curriculum areas range from 74th to 82nd. Overall the students taking courses by distance scored very high in the ACAT test in 2007.

FIGURE 3. ACAT Mean of Percentiles by Year - Distance

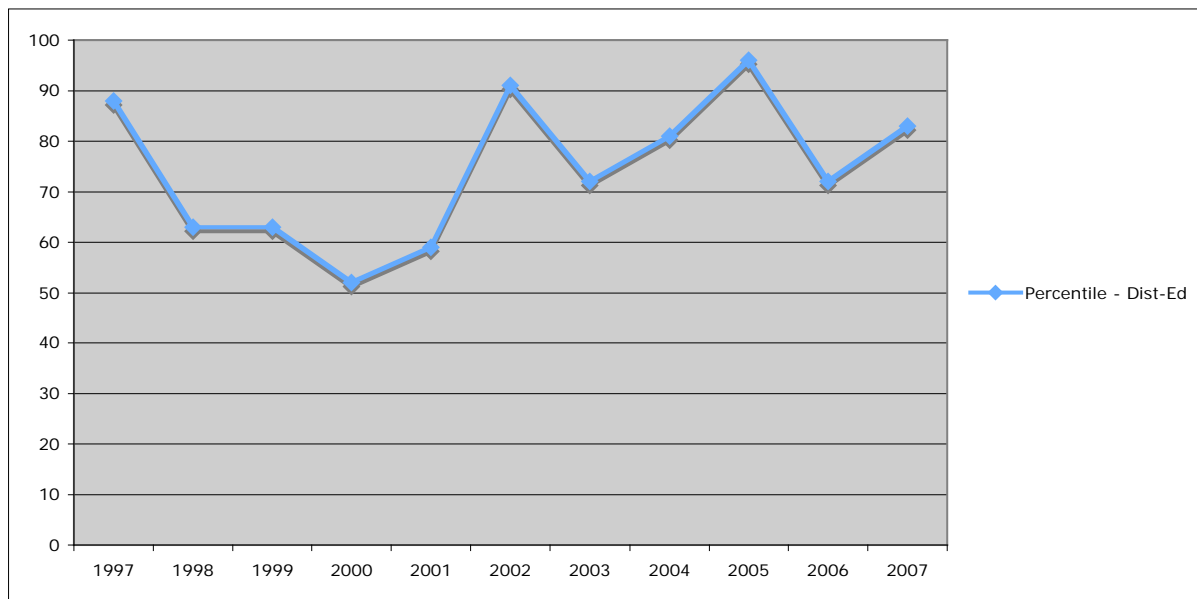


Figure 3 shows that distance students' scores in curriculum content areas are consistently above the average of students taking this test nationally.

Comparison of Fairbanks and Distance-Education Students on the ACAT

TABLE 4. Comparison of Overall Means of Percentiles on the ACAT, for Fairbanks and Distance-Education Students, According to Year

Year	Number of Students		Percentile	
	Dist-Ed	Fairbanks	Dist-Ed	Fairbanks
2003	4	12	72	80
2004	11	11	81	80
2005	6	10	96	71
2006	10	16	72	78
2007	8	8	83	50

Table 4 compares the two student components on overall means of percentile rankings from 2003 to the present. It is important to note that prior to 2004, the low number of distance students taking the ACAT does not allow for any meaningful performance comparisons between Fairbanks and Distance students. In 2004 and subsequent years, there are sufficient numbers for comparison, and it is significant to note that during these years Fairbanks and Distances scores are quite comparable. Also, as stated previously, there is a growing phenomenon of students taking both Distances and Fairbanks courses to complete their degree. UAF views this as a positive development, and a reflection of course comparability between delivery methods, however, it also means that ACAT scores reflect one or two students each year who do not neatly fit into one category or the other. While these students may have taken courses from both delivery methods, their scores are incorporated into the data set their ACAT test was submitted in (for example, a distance student that took her test on campus would be counted in the Fairbanks scores, and a campus based student who took her test with an individual proctor would be counted as in the Distance scores). Clearly, this data shows that students taking courses by audio delivery receive a comparable education to students taking courses through face-to-face delivery.

FIGURE 4a. Comparison of Overall Means Percentiles for Fairbanks and Distance Students, According to Year

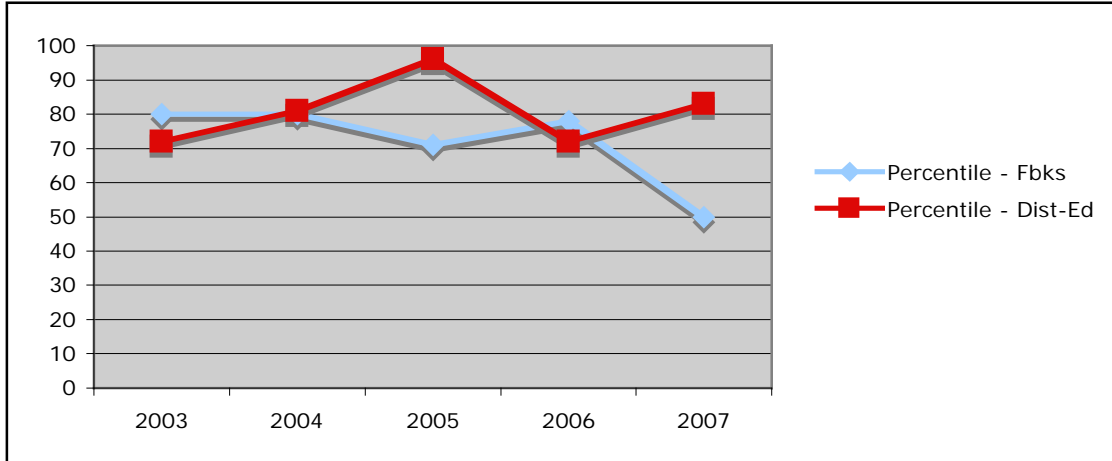
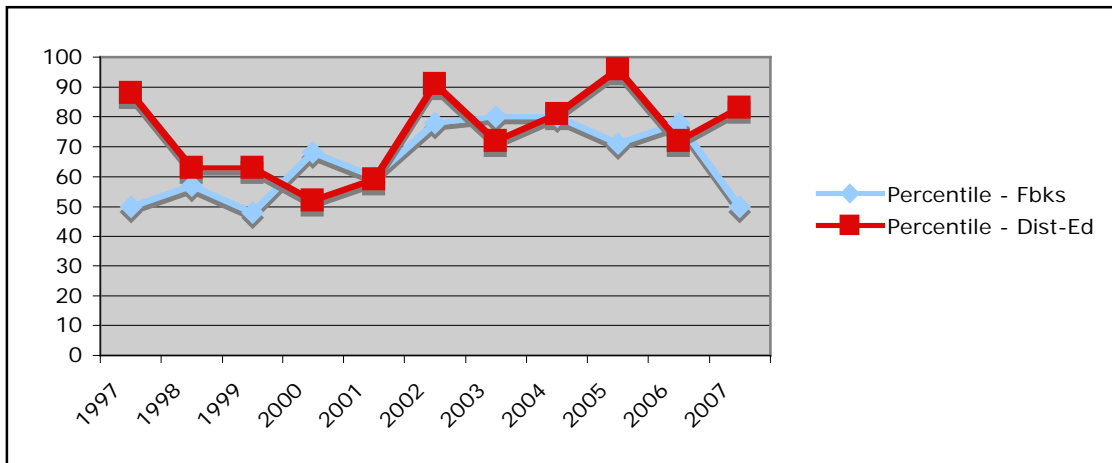


FIGURE 4b. ACAT Comparison of Percentile Rankings by Year (Fairbanks & Distance Ed.)



Note the comparability of scores throughout the years for both student groups, with the exception of 2005 and the current year. Compared to last year's results, distance student scores increased, whereas Fairbanks students decreased their score level. In both cases, however, performance remains within or above the expected average.

BEAP Results – Fairbanks and Distance-Education Students, 2006-2007

I. ENTRANCE SURVEY. The survey was given in the introductory classes (SWK 103), fall and spring semesters. Beginning Fairbanks and distance-education students are compared. Totals differ due to missing data.

TABLE 5. 2006-2007 Comparison of Fairbanks, Distance-Education and Cohort Students on BEAP Entrance Survey (frequencies, unless otherwise indicated)

	Fairbanks (N=32)	Dist-Ed (N=18)
1. Gender		
Female	28	15
Male	4	3
2. Year level		
Freshman	24	9
Sophomore	2	4
Junior	2	2
Senior	2	1
3. U.S. citizenship		
Yes	32	18
No	0	0
4. Plan to be employed during education		
Yes	22	15
No	9	3
5. Financial aid sources (frequencies do not total 36, as 'all that apply' are selected)		
Federal funds (work, loans, or grants)	22	6
State funds (work, loans or grants)	20	3
University funds (work, loans or grants)	15	4
Private organization funds (loans or grants)	12	5
Parents or family funds (work or grants)	13	2
Self funded (work or savings)	25	15

	Fairbanks (N=32)	Dist-Ed (N=18)
6. Language fluency, other than English (‘all that apply’ are selected)		
Alaska Native	0	3
American Sign Language	1	0
Spanish	2	0
French	1	0
Other	1	1
7. Expected year of graduation		
2008	7	5
2009	6	4
2010	6	3
2011	2	4
8. Racial heritage		
Native North American	8	10
African American	8	0
Puerto Rican	1	2
Caucasian	17	7
Asian or Pacific Island	2	2
Other	2	0
9. Impairments (visual, hearing, learning, medical, or other) (‘all that apply’ are selected)	8	4
10. Mean months of paid social work experience	2.0	40.94
11. Mean months of social work volunteer experience	1.63	14.77
12. Mean hours per week plan to be employed during education	26.57	30.53
13. Mean age	22	38

Students tend to be female, freshman, U.S. citizens, and plan to work during their education, especially those at the distance sites. Federal and self-funds constitute a substantial source of financial assistance, with state funds a close third.

TABLE 6. Comparison of Gender and Racial Heritage of Students 2003-2007.

(Percentages)

		2003			2004	
		N=14	N=9		N=57	N=25
		Fairbanks	Distance		Fairbanks	Distance
gender	female	83%	95%		79%	88%
	male	17%	5%		21%	12%
racial heritage	Native American	15%	22%		17%	22%
	Asian or Pac Isl	3%	4%		4%	7%
	African Am	10%	15%		9%	0%
	Hispanic	7%	11%		1%	0%
	Caucasian	65%	37%		63%	46%
	Other	2%	11%		4%	7%

(Frequency)

		2005			2006			2007	
		N=36	N=6		N=14	N=6		N=32	N=18
		Fairbanks	Distance		Fairbanks	Distance		Fairbanks	Distance
gender	female	31	5		8	3		28	15
	male	4	1		5	1		4	3
racial heritage	Native American	8	2		3	3		8	10
	African Am	1	0		1	1		8	0
	Chicano	0	1		0	1		0	0
	Caucasian	25	3		8	2		17	7
	Puerto Rican	0	0		0	0		1	2
	Asian or Pac Isl	0	0		0	0		2	0
	Other	2	1		4	2		2	2

II. SOCIAL WORK VALUES INVENTORY. The inventory measures an awareness of social work values in three basic areas: confidentiality, self-determination, and social justice. The inventory is given upon entrance to the program and again prior to graduation. We administered the entrance values inventory to incoming students and the exit values inventory to senior students. Thus the data in Table 5 represent a longitudinal *trend* study, in which two different groups--entering students and students prior to graduation--are tested.

TABLE 7. Mean Scores on Entrance and Exit Values Inventory Items. 2006-2007

	Entrance (N=32)	Exit (N=10)
<u>Fairbanks Students</u>		
Confidentiality (17 items)	70.74	85.67
Self-Determination (17 items)	56.58	65.33
Social Justice (16 items)	78.87	92.89
	Entrance (N=18)	Exit (N=8)
<u>Distance-Education Students</u>		
Confidentiality (17 items)	65.50	83.75
Self-Determination (17 items)	59.06	68.88
Social Justice (16 items)	82.87	96.50

Both the Fairbanks and Distance-education senior student groups show higher scores than do beginning students in identifying concerns on each of the value sets. It is interesting to note that while students reflected only a moderate increase in their already high scores on a person's right to self-determination, a significant increase in scores can be noted in the value students place both on confidentiality and social justice values. Thus, it would appear that the program has helped students grapple with value issues. These scores differ from past years where the larger increase was in the area of self-determination. Exiting students in Fairbanks and distance demonstrate a good grasp of all three areas tested with especially high scores in the area of social justice. It is important to note, however, that many of the students who took the introductory course did not complete a social work degree. This means that students whose values are incompatible with the social work profession may have self-selected out of the major.

TABLE 8. Comparison of Value Inventory Scores upon Entering and Exiting Program

Fairbanks	2003		2004		2005		2006		2007	
	Entrance	Exit	Entrance	Exit	Entrance	Exit	Entrance	Exit	Entrance	Exit
	N=14	N=9	N=57	N=23	N=35	N=6	N=14	N=15	N=32	N=9
Confidentiality	73.8	78.1	69.5	75.0	69.3	78.8	71.0	78.8	70.7	85.7
Self-determination	64.4	77.1	58.8	63.2	60.0	74.2	53.8	74.2	56.6	65.3
Social Justice	86.6	96.0	83.3	94.2	78.4	90.0	83.0	90.9	78.9	92.9

Distance	2003		2004		2005		2006		2007	
	Entrance	Exit	Entrance	Exit	Entrance	Exit	Entrance	Exit	Entrance	Exit
			N=11	N=7	N=8	N=7	N=6	N=6	N=18	N=8
Confidentiality			76.3	76.8	72.4	82.0	80.3	82.0	65.5	83.8
Self-determination			59.1	70.4	67.8	68.3	58.0	68.3	59.1	68.9
Social Justice			91.9	99.7	84.0	90.0	89.5	90.0	82.9	96.5

III. EXIT SURVEY. The survey, given to senior students in the spring semester, collects data on the undergraduate experience, employment and professional activities while in school, post graduate educational plans, evaluation of the program in preparing for practice, and demographic information. Comparisons shown in Table 6 must be approached judiciously due to the small number of respondents. Also, totals differ due to missing data.

TABLE 9. Comparison of Fairbanks and Distance-Education Students on the BEAP Exit Survey, 2006-2007 (frequencies, unless otherwise indicated)

	<u>Fairbanks</u> (N=10)	<u>Dist-Ed</u> (N=8)
A1.2. Mean grade point average		
Overall		No longer reported on
Courses in the major		by BEAP
A3. Number of students working during education	10.0	8.0
A4. If working, average (mean) hours per week	24.9	32.9
	<u>Fairbanks</u> (N=10)	<u>Dist-Ed</u> (N=8)

A5. Number received financial aid	9.0	8.0
A6. Type of financial aid (all that apply are selected)		
Federal funds (grants, loans, or work)		
State funds (grants, loans or work)		
College or university funds (work)		
Private organization funds (grants or loans)		
Parents or family funds (grants)	No longer reported on	
Self-funded (work, savings)	by BEAP	
A7. Quality of advising (mean rating on scale 0-10, with 10, <i>superb</i> and 0, <i>very poor</i>)		
Course selection and planning	5.4	6.6
Career planning	5.1	5.6
Professional advising	5.7	7.0
Section B. Current Employment		
B1. Current Employment		
Full-time social work	4	3
B2. Average hours per week currently employed	33.8	32.9
B3. Currently seeking employment	4	3
B4. If yes, seeking employment in social work		
B5. Educational requirements for current social work position		
None specified	0	2
Bachelors degree (other than social work)	1	0
BSW/BA in Social Work	4	1

Remainder of the items in this section of the survey refers to students currently engaged in social work jobs. Four students in Fairbanks and four distance-ed. students report such employment (B-1). Thus data are not presented, but rather described in narrative below.

<u>Fairbanks</u>	<u>Dist-Ed</u>
(N=10)	(N=8)

B6. Primary function in current social work position		
Generalist Practice	3	2
Direct Practice	1	0
Training (agency-based)	0	1
B7. Major roles in current social work position		
Advocate/Activist	1	2
Case Manager	2	1
Enabler/Facilitator	1	0
B8a. One field of practice which mostly applies to your current position		
Aging/Gerontology	0	1
Child Welfare	2	2
Family	1	0
B8b. List all fields of practice which apply to current position		
Aging/Gerontology	1	1
Alcohol, Drug or Substance Abuse	0	1
Child Welfare/Child Protective Services	1	2
Corrections/Criminal Justice	1	0
Crisis Intervention/Information & Referral	1	0
Family Service	1	1
Grief/Bereavement	1	0
Group Services	0	1
Health/Medical Care	2	1
Housing	2	1
Income Maintenance	0	1
Public Assistance/Public Welfare	1	0
B9. Primary location of current employment		
Urban (50,000 or more 'urban', or adjacent cities/villages with 2,500 or more)	3	1
Rural (include farm and non-farm)	1	2
B10. Mean of current annual income		
	\$11,250	\$22,333
	<u>Fairbanks</u>	<u>Dist-Ed</u>
	(N=10)	(N=8)

B11. Type of organization where currently employed		
Private: for-profit	1	0
Private: non-profit, religiously affiliated	1	1
Public: Federal Government, non-Military	1	0
Public: State Government	1	2
B12. Setting of current social work employment		
College/University	1	0
Health (Inpatient-Hospital)	0	1
Private Non-Profit Social Agency	1	0
Public Assistance/Public Welfare	1	0
Public Social Service		
Agency	1	1
Other	0	1
B13. Client systems worked with in current social work position		
Individuals	28.6%	37.5%
Families	28.6%	37.5%
Groups	21.4%	12.5%
Communities	14.3%	12.5%
Organization	7.1%	
B14. Age group most represented by clients		
Elementary school age children	0	2
Young adults	2	0
No typical age (mixed ages)	2	1
B15. Income level represented by typical client		
Poverty level or below	3	2
Above poverty below middle income	0	1
No typical income	1	0

Section C. Post-Graduate Education Plans

C1. Plans for further education	10	8
	<u>Fairbanks</u>	<u>Dist-Ed</u>
	(N=10)	(N=8)

C2. If yes, degree program (all that apply are selected)		
MSW	9	8
Other masters degree	1	0
C3. Applied to MSW program	2	2
C4. If applied, plan to attend full-time	2	0
C5. If accepted, accepted in advanced standing	1	1
C6. How well-prepared by the program for additional education in social work (mean rating scale, 0-10)	7.3	8.0

Section D. Mean Ratings of Preparedness (scale 0-10)

Knowledge of:

D1. Diversity	6.3	7.8
D2. Oppression and discrimination	7.4	7.6
D3. Social and economic justice	7.2	7.4
D4. History of social work	7.1	7.8
D5. Social work professional associations	7.1	6.8
D6. Current issues in the social work profession	7.3	0.3
D7. Bio-psycho-social development	6.9	7.9
D8. Family development	7.4	7.6
D9. Group development	7.3	7.1
D10. Organizational development	7.0	6.9
D11. Community development	6.9	7.1
D12. Interaction among social systems	6.7	7.3

Skills in:

D13. Culturally competent interventions	5.6	7.8
D14. Professional use of self	7.4	8.0
D15. Generalist interventions	7.0	7.9
	<u>Fairbanks</u>	<u>Dist-Ed</u>
	(N=10)	(N=8)

D16. Applying bio-psycho-social knowledge	6.5	7.6
D17. Analyzing the effects of social policy	6.5	7.4
D18. Influence of organizational policies	6.3	6.8
D19. Evaluating research studies	6.1	6.5
D20. Applying finding of research	5.5	6.5
D21. Evaluating ones practice with supervision	6.7	7.5
D22. Communication in diverse situations	6.5	8.3
D23. Using supervision in practice	6.7	7.8
D24. Functioning within organizational structures	6.8	8.1
D25. Seeking necessary organizational change	6.2	7.6

Values or Ethics in:

D26. Respecting dignity of clients	8.4	8.9
D27. Upholding client confidentiality	8.6	8.8
D28. Respecting client self-determination	8.2	8.9
D29. Non-judgmental manner	6.8	8.9
D30. Respecting cultural and social diversity	6.9	9.0
D31. Ensuring primary responsibility to clients	7.3	8.6
D32. Working with colleagues in social work	6.8	8.4
D33. Working with colleagues in other fields	6.4	8.4
D34. Maintaining professional relationships with clients	7.5	9.0
D35. Promoting social and economic justice	7.5	8.8

Summation of Section D Responses:

Mean of the means of knowledge items (12)	7.0	7.4
Mean of the means of the skills items (13)	6.5	7.3
Mean of the means of the values items (10)	7.4	8.8
Overall mean of the means of all items (35)	7.0	8.0

D36. Mean number of times evaluated client progress in field placement using research methods	4.0	7.9
	<u>Fairbanks</u>	<u>Dist-Ed</u>
	(N=10)	(N=8)

D37. Mean number of times as undergraduate used program evaluation methodology	3.2	1.6
D38. Mean number of professional conferences attended during education	4.9	1.1
D39. Mean number of professional workshops attended during education	5.1	7.8

Demographic Data

E1.

Gender

Female	9	8
Male	1	0

E2. U.S citizen	10	8
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E3. Language fluency (all that apply are selected)

English	9	8
German	0	1
Spanish	2	0
American Sign Language	1	1

E4. Disabilities (all that apply are selected)	5	2
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E5. Mean age at time of graduation	34.3	44.2
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Section A provides information about the undergraduate educational experience. This year, for the first time, there was no data reported on GPA's or types of financial aid. All students in both student groups have worked during their education, with distance students reporting working more hours on the average. Distance-education students rate the quality of advising more highly in general than do Fairbanks students, while both group report lowest satisfaction for advisement regarding career and professional planning.

Section B refers to students who are employed in social work. As the data show, four of ten Fairbanks students working in social work positions at the time of graduation, and three of the eight distance-education students report social work employment.

Of those currently employed in social work jobs, most list their primary function as generalist practitioner. Roles in practice vary: advocate, enabler, case management, coordinator, organizer, mediator, outreach, and broker (respondents were asked to select all that apply). Fields of practice also range widely, with child welfare/protective service, health/medical and housing slightly dominating the field.

Fairbanks working students are more apt to work in private nonprofit agencies, whereas distance-education students work in public state organizations. Fairbanks students report working mostly with individual and families. Distance education students also work with individual and families, but also with groups and communities. When asked the age category of their clients, both groups report a mix of ages. In addition, both group report that they work more with clients at the poverty level than any other income level.

Section C elicits information about postgraduate educational plans. All students indicate plans for further education, with 95% anticipating postgraduate study in social work. One quarter of the groups say that they have applied to an MSW program, and most who have applied report preference for advanced standing. The last question in this section asks, on a scale 0 to 10 (10 meaning *superb*), “how well do you think your BA in social work has prepared you for additional education?” Slightly more distance-education students attest to their preparedness than do Fairbanks students, which is the same as last year’s findings.

Section D on the BEAP exit survey lists 35 items reflecting knowledge, skills, and values. Students were asked how well they think the program prepared them on these items. Respondents rated each item on a scale from 0 to 10 (*very poor* to *superb*). The mean of the means for each category was calculated, as well as a mean for all 35 items. Overall, results indicate a relatively high level of preparedness, ranging from *good* to *very good*. Students in Fairbanks and at the distance sites show similar results in ratings of preparedness. Similar to past years’ group, the highest ratings of preparedness were in “values.”

TABLE 10.

Ratings of Preparedness

	2002		2003		2004		2005		2006		2007	
	N=12	N=4	N=9	N=4	N=12	N=7	N=8	N=6	N=15	N=8	N=10	N=8
	Fai	Dist	Fai	Dist	Fai	Dist	Fai	Dist	Fai	Dist	Fai	Dist
Knowledge	8.0	7.1	7.6	7.1	7.7	7.6	6.6	6.6	6.6	6.6	7.0	7.4

Skills	7.9	6.7		8.3	7.5		7.9	7.9		6.8	6.8		6.9	6.1		6.5	7.3
Values	8.7	8.6		8.6	7.9		9.0	9.0		8.1	7.7		8.0	7.7		7.4	8.8
Overall	8.2	7.4		8.2	7.5		8.2	8.1		7.2	7.0		7.2	6.8		7.0	8.0

Section E shows personal demographic data. The two student groups are similar; most students are female, U.S. citizens, and English as the primary language. The only difference is that more disability is found among the Fairbanks’ group. The mean age of students at the time of graduation is slightly higher among the distance-education group.

IV. ALUMNI SURVEY. Survey forms were sent to the 17 alumni of the class of 2005; i.e., two years after graduation. Only 4 alumni completed and returned survey forms (24%), thus the data are not presented. Alumni are asked to evaluate the extent to which they feel that the social work program had prepared them for various aspects of practice. Responses supplement data from the exit survey indicating preparedness for the field. The survey also gathers information about graduates’ employment, whether in social work or not; professional development activities; and plans for further education.

Of the 4 respondents, only 1 is currently employed in the social work field; 2 others are employed in another field, and the final graduate was unable to find work in the field.

TABLE 11. **BEAP Alumni Survey**

Ratings of Preparedness
(# sent out / # returned)

Fai/Dist combined

	2004		2005		2006		2007
	(23)		(20)		(15)		(17)
	N=7		N=8		N=8		N=4
Knowledge	7.6		7.6		8.0		6.4
Skills	7.4		8.0		8.3		6.9
Values	8.6		8.6		8.9		8.8
Overall	7.8		8.1		8.4		7.4

V. EMPLOYER SURVEY. Three employers returned surveys, thus the data are not presented. The employers or supervisors were asked “how well the employee (whom they are supervising) demonstrates an ability in nineteen areas, using a rating scale from 0 (*very poor*) to 10 (*superb*) (see survey in Appendix for the nineteen items). Supervisors rated their alumni-workers either “very good” or “superb on all items.

This is the fourth year using the complete BEAP package of evaluation instruments. Return rates continue to be a concern only for those surveys sent to alumni and employers. Tracking graduates from the time they leave our program up until the 2-year mark when they are to receive the survey is difficult, however, next year the Practicum Field Director will collect permanent addresses and permanent e-mail contact information from every student completing field practicum, which will be kept in a data bank. This should assist in an increased return rate for both the alumni and employer surveys.

The return rate for the entrance survey for distance-education students was 85%. Encouragement on the part of the instructor has made a significant impact on the number of responses. The return rate for the exit survey for distance-education students was slightly higher--at 89%.

Field Evaluation Summary

Data from the field evaluations of students in Fairbanks and distance was compiled and evaluated in relation to the departments programs and objectives. The results of this analysis are presented in the following two tables. Overall, students in the program were rated very high by their field instructors on questions related to ten of the department's program objectives.

Scores for Fairbanks Students, 2006-2007

(1= Meets learning objective, 2=Acceptable progress, 3=Needs improvement, 4= Unsatisfactory)

	2004-2005 (N=4)	2005-2006 (N=12)	2006-2007 (N=11)
Critical Thinking	1.59	1.45	1.29
Values	1.44	1.23	1.12
Cultural Competence	1.61	1.40	1.30
Advocacy	1.57	1.36	1.29
Generalist Practice	1.60	1.42	1.27
Policy	1.58	1.41	1.28
Research	1.65	1.52	1.36
Communication Skills	1.60	1.47	1.20
Use Supervision	1.41	1.35	1.26
Function within Organization	1.49	1.25	1.15

Scores for Distance Delivery Students, 2006-2007

(1= Meets learning objective, 2=Acceptable progress, 3=Needs improvement, 4= Unsatisfactory)

	2004-2005 (N=8)	2005-2006 (N=8)	2006-2007 (N=8)
Critical Thinking	1.29	1.31	1.16
Values	1.19	1.19	1.12
Cultural Competence	1.18	1.25	1.14
Advocacy	1.23	1.17	1.14
Generalist Practice	1.27	1.24	1.14
Policy	1.21	1.28	1.19
Research	1.23	1.28	1.20
Communication Skills	1.23	1.21	1.15
Use Supervision	1.16	1.18	1.02
Function within Organization	1.20	1.18	1.13

Questions from the field evaluation form as related to each program objective:

1. Apply critical thinking skills within the context of professional social work practice. (*Outcome assessment measure; Field practicum evaluations*)

Professionalism:

Q. #5 Demonstrates self-awareness by identifying and attempting to resolve ethical dilemmas should they arise.

Q. # 7 Utilizes other professional disciplines appropriately for the benefit of clients.

Q. #8 Demonstrates an ability to identify and discuss issues using professional knowledge, values, and skills.

Practice Skills: Assessment

Q #1 Understands the importance of the assessment process as the foundation for intervention.
Q#5 Conceptualizes and articulates the relationship between assessment and intervention.

Practice Skills: Evaluation

Q#1 Uses social research findings to inform the selection of practice assessment and interventions.
Q#3 Demonstrates the ability to evaluate client progress, including clients in the process.

Practice Skills: Intervention

Q#3 Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations
Q#7 Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).
Q#10 Identifies the complexities of the intervention process and plans a variety of strategies.
Q#14 Understands the role of primary prevention, normalization, social development and empowerment in working with client populations.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (*Outcome assessment measures; BEAP Values Inventory & Field practicum evaluations*)

Related field evaluation questions:

Professionalism

Q#1 Seeks information about and understands agency ethical guidelines, limits of confidentiality, and the N.A.S.W. Code of Ethics.
Q#2 Adheres to the N.A.S.W. Code of Ethics and demonstrates identification with the profession's values.
Q#3 Demonstrates understanding of the boundaries of the client/worker relationship.
Q#4 Respects, understands and advocates the client's rights to self-determination including the right to actively consent to, or refuse any of all aspects of intervention where legally appropriate.
Q#6 Recognizes and differentiates between personal and professional values.
Q#9 Understands the importance of self-evaluation and life-long learning.

Practice Skills: Client Worker Relationship

Q #2 Understands the importance of culturally competent social work practice.
Q#5 Respects client's self-determination.

Practice Skills: Assessment

Q#6 Recognizes client self-determination and uses a strengths perspective when formulating goals.

Practice skills: Intervention

Q#8 Utilizes a strengths approach in resolving client difficulties.

3. Practice without discrimination and with respect, knowledge, and skills related to client, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender and sexual orientation. (*Outcome assessment measure; Field practicum evaluations*)

Related field evaluation questions:

Practice Skills: Client Worker Relationship

Q#1. Demonstrates knowledge of the generalist perspective by maintaining a holistic viewpoint while empowering people to solve their problems and meet their needs.

Q#3 Demonstrates sensitivity to and respectfulness of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.

Q#7 Views client's as individuals with unique issues.

Q#8 Demonstrates an awareness of one's own biases and reactions to clients

Practice Skills: Assessment

Q#2 Identifies multi-dimensional factors and relevant systems in the assessment process.

Q#3 Demonstrates knowledge of and ability to use appropriate assessment tools

Practice Skills: Intervention

Q#4 Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.

Q#12 Maintains involvement with clients as appropriate to their needs.

Q#13 Advocates for the equal participation of oppressed groups in society.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic, justice. (Outcome assessment measures; ACAT, policy section, Field practicum evaluations)

Related field evaluation questions:

Professionalism

Q#2 Adheres to the N.A.S.W. Code of Ethics and demonstrates identification with the profession's values.

Practice Skills: Client Worker Relationships

Q#2 Understands the importance of culturally competent social work practice.

Q#3 Demonstrates sensitivity to and respectfulness of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.

Q#7 Views client's as individuals with unique issues.

Q#8 Demonstrates an awareness of one's own biases and reactions to clients.

Practice Skills: Intervention

Q#3 Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations

Q#13 Advocates for the equal participation of oppressed groups in society.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Outcome assessment measure; Field practicum evaluations)

Related field evaluation questions:

Relationship to Practicum Setting

Q# 3 Demonstrates awareness of the programs of the agency in relationship to client and community needs

- Q #9 Contributes positively to agency climate and collegial relationships
Q #11 Terminates appropriately from agency staff, field instructor and clients.

Practice Skills: Termination

- Q#1 Demonstrates an understanding of the termination process.
Q#2 Discusses and plans termination with the client
Q#3 Assesses client reactions appropriately and recognizes one's own reactions to termination.

Practice Skills: Client/Worker relationship

- Q#1 Demonstrates knowledge of the generalist perspective by maintaining a holistic viewpoint while empowering people to solve their problems and meet their needs.
Q#2 Understands the importance of culturally competent social work practice.
Q#4 Relates to clients with genuineness, respect, and unconditional positive regard
Q#6 Demonstrates awareness of appropriate use of self-disclosure.
Q#10 Demonstrates process skills that are consistent throughout assessment, interventions, and terminations.

Practice Skills: Intervention

- Q#1 Understands the role of client/worker in the intervention process.
Q#2 Involves clients in negotiating and developing goals.
Q#3 Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations.
Q#4 Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.
Q#6 Utilizes relevant community resources to benefit the client.
Q#7 Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).
Q#8 Utilizes a strengths approach in resolving client difficulties.
Q#9 Demonstrates competence in assisting clients to overcome barriers to change.
Q#10 Identifies the complexities of the intervention process and plans a variety of strategies.
Q#11 Demonstrates ability to revise intervention strategies based upon client's progress.
Q#12 Maintains involvement with clients as appropriate to their needs.
Q#13 Advocates for the equal participation of oppressed groups in society.
Q#14 Understands the role of primary prevention, normalization, social development and empowerment in working with client populations.
Q#15 Supports program development through collaboration, mediation, and/or networking.

Practice Skills: Assessment

- Q#1 Understands the importance of the assessment process as the foundation for intervention.
Q#2 Identifies multi-dimensional factors and relevant systems in the assessment process.
Q#3 Demonstrates knowledge of and ability to use appropriate assessment tools.
Q#4 Identifies specific client strengths and problems and appropriately communicates these to client.
Q#7 Independently documents relevant information gathered in the assessment process.
Q#8 Recognizes the relationship between funding sources, public policies and client systems.

8. Analyze, formulate, and influence social policies. (*Outcome assessment measures; ACAT exam, policy section; Field practicum evaluations*)

Related field evaluation questions:

Relationship to Practicum Setting

- Q#1 Understands and adheres to the agency mission, goals, policies, and procedures
- Q#2 Pursues knowledge about and utilizes agency programs and community resources
- Q#6 Actively participates in the Agency by seeking assignments and contributing ideas and suggestions

Practice Skills: Assessment

- Q#2 Identifies multi-dimensional factors and relevant systems in the assessment process.
- Q#8 Recognizes the relationship between funding sources, public policies and client systems.

Practice Skills: Evaluation Learning Objectives

- Q#2 Uses appropriate research methods and tools to evaluate client intervention effectiveness.
- Q#4 Appropriately documents client's progress toward goals.

Practice skills: Intervention

- Q# 4 Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.
- Q#7 Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).
- Q#15 Supports program development through collaboration, mediation, and/or networking.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (*Outcome assessment measures; ACAT exam, research section, Field practicum evaluations*)**Related field evaluation questions:****Practice Skills: Evaluation**

- Q#1 Uses social research findings to inform the selection of practice assessment and interventions.
- Q#2 Uses appropriate research methods and tools to evaluate client intervention effectiveness.
- Q#3 Demonstrates the ability to evaluate client progress, including clients in the process.
- Q#4 Appropriately documents client's progress toward goals.
- Q#5 Maintains professional communication, records and reports in a timely manner.

10. Use communication skills differentially across client populations, colleagues, and communities. (*Outcome assessment measures; Field practicum evaluations*)**Related field evaluation questions:****Practice Skills” Client/Worker Relationship**

- Q#3 Demonstrates sensitivity to and respectfulness of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.
- Q#7 Views client’s as individuals with unique issues.
- Q#10 Demonstrates process skills that are consistent throughout assessment, interventions, and terminations.

Practice Skills: Intervention

- Q. 8 Utilizes a strengths approach in resolving client difficulties
Q. 11 Demonstrates ability to revise intervention strategies based upon client's progress.

11. Use supervision and consultation appropriate to social work practice. (*Outcome assessment measures; Field practicum evaluations*)

Related field evaluation questions:

Use of Instruction

- Q#1 Works collaboratively with the field instructor to enhance educational experiences by setting goals that reflect professional interests and needs.
Q#2 Sets appropriate priorities on materials to be brought into supervisory meetings.
Q#3 Accepts and uses constructive suggestions and takes initiative to make appropriate changes in behavior and attitudes to enhance effective practice.
Q#4 Demonstrates and articulates evidence of ongoing self-knowledge and self-awareness by enhancing personal strengths and diminishing weaknesses.
Q#5 Utilizes ongoing assessment information, discusses it with the field instructor and documents observations as appropriate.
Q#6 Demonstrates creativity and initiative in identifying independent actions to enhance learning experiences.
Q#7 Consistently follows through on assignments with appropriate supervisory assistance.
Q#8 Identifies learning goals for the second semester or post graduation in collaboration with the field instructor.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (*Outcome assessment measure; Field practicum evaluations*)

Related field evaluation questions:

Relationship to Practicum Setting

- Q#1. Understands and adheres to the agency mission, goals, policies, and procedures.
Q#2. Pursues knowledge about and utilizes agency programs and community resources
Q#3 Demonstrates awareness of the programs of the agency in relationship to client and community needs.
Q#5 Demonstrates ability to collaborate, consult, and coordinate with agency personnel.
Q#7 Understands the importance of time management and manages time effectively.
Q#8 Represents the setting and its programs in a professional manner.
Q#9 Contributes positively to agency climate and collegial relationships
Q#10 Participates in opportunities to attend seminars and workshops and staff trainings
Q#11 Terminates appropriately from agency staff, field instructor and clients.

Use of Instruction

- Q#1 Works collaboratively with the field instructor to enhance educational experiences by setting goals that reflect professional interests and needs.

Summary of Findings, 2006-2007

Goal 1: To provide student centered generalist baccalaureate education delivered both on-campus and through distance delivery that emphasizes transferable skills, social work values, and ethical practice.

1. Apply critical thinking skills within the context of professional social work practice. (*Outcome assessment measure; Field practicum evaluations*)

The scores for students on critical thinking skill items on the field practicum evaluation showed students taking courses both on campus and by distance scoring well on critical thinking items (a 1.16 for distance students and 1.29 on this measure for Fairbanks students, with 1 being the highest score indicating meets learning objective, and 2 the second highest indicating acceptable progress). This measure thus shows that students in the program both last year and in the two preceding years demonstrated critical thinking skills at their field practicum placement.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (*Outcome assessment measures; BEAP Values Inventory & Field practicum evaluations*)

BEAP Values survey for seniors exiting the program in 2006-2007 shows Fairbanks students scoring 85.67 on confidentiality (17 items), 65.33 on self-determination (17 items), and 92.89 on social justice (16 items). Students taking courses by distance scored 83.75 on confidentiality, 68.88 on self-determination, and 96.5 on social justice. These scores are significantly higher than students score in the Introduction to Social Work class, and thus show an appreciation of social work values on exiting the program.

Field practicum evaluations for 2007-2007 show students in Fairbanks scoring 1.12 on values questions and students taking courses by distance scoring 1.12 also on values. These are very high scores and demonstrate that students are acting in accordance with social work values and ethics at their field placement sites.

3. Practice without discrimination and with respect, knowledge, and skills related to client, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender and sexual orientation. (*Outcome assessment measure; Field practicum evaluations*)

Field practicum evaluations show that both Fairbanks and distance students are rated by their instructors as very high in practicing without discrimination in their field

practicums. Distance students scored 1.14 and Fairbanks students scored 1.30 on items related to this objective.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic, justice. (Outcome assessment measures; ACAT, policy section, Field practicum evaluations)

Fairbanks students scored in the 46.75 percentile on the policy exam, a drop from years past, but still in the average range on this exam, and distance students scored in the 74th percentile. Combined scores in policy for the 2006-2007 year were in the 54.98 percentile. This score is lower than in the past five years, and we are looking into why Fairbanks students' scores dropped in every curriculum content area. Field practicum evaluations related to this objective showed scores of 1.14 for distance students and 1.29 for Fairbanks students. Again, very high scores in application of advocacy strategies in field placement by students.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Outcome assessment measure; ACAT exam; policy section)

ACAT policy scores were in the 54.98 percentile for Fairbanks and distance students combined. This is above the national average of students taking the test, and thus shows students in the program are gaining a good understanding of historical and policy concepts.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Outcome assessment measure; Field practicum evaluations)

Field practicum evaluations show that distance students scored 1.14 and Fairbanks students scored 1.27 on the field practicum evaluation on items related to the application of knowledge and skills of generalist social work practice. These are very good scores and demonstrate an understanding of generalist practice in field practicum by students.

7. Use theoretical frameworks supported by an empirical evidence-base to understand individual development and behavior across the life span and the interactions among individuals and between individual's and families, groups, organizations, and communities. (Outcome assessment measure; ACAT exam; HBSE section)

ACAT HBSE scores were in the 77th percentile for distance students, 45.8th percentile for Fairbanks students, and 58.3rd percentile overall for students graduating from the program in 2006-2007. This score demonstrates that the majority of students understand theoretical frameworks. The difference in scores between Fairbanks and distance students is being considered by faculty.

8. Analyze, formulate, and influence social policies. (*Outcome assessment measures; ACAT exam, policy section; Field practicum evaluations*)

ACAT policy scores were 54.98% overall, thus showing students scoring above the national average.

Field practicum evaluation items related to influencing social policy showed a rating of 1.19 for distance and 1.28 for Fairbanks students, thus indicating that students showed an understanding of social policy at their field practicums.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (*Outcome assessment measures; ACAT exam, research section, Field practicum evaluations*)

ACAT research section scores were 68.2% overall and 53.6% for Fairbanks students and 77% for distance students. Students understanding of research concepts as measured by the ACAT test were thus above the national average.

Field practicum evaluations show scores of 1.20 for distance students and 1.36 for Fairbanks students on research items, indicating students demonstrated a good grasp of research concepts at their field placement.

10. Use communication skills differentially across client populations, colleagues, and communities. (*Outcome assessment measures; Field practicum evaluations*)

Field practicum evaluations show a score of 1.15 for distance students and 1.20 for Fairbanks students on items related to the use of communication skills. These scores are very good for all students in the program.

11. Use supervision and consultation appropriate to social work practice. (*Outcome assessment measures; Field practicum evaluations*)

Field practicum evaluations show distance students scored 1.02 on items related to the use of supervision and Fairbanks students scored 1.26 on these items. Again, very high ratings from

field instructors demonstrate students ability to use supervision appropriately in field placement.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (*Outcome assessment measure; Field practicum evaluations*)

Field practicum evaluations show distance students scored 1.13 and Fairbanks students scored 1.15 on items related to functioning within the structure of organizations. These scores demonstrate that students worked well within the organizational structure at their field placement site.

Goal 2: Research and scholarship applicable to the Alaskan context which contributes to individual and community well-being.

Research Objectives;

1. Submit research and service grants that benefit UAF students and Alaskan communities. (*Outcome assessment measure; grants awarded and managed by the Social Work Department*)

Three service grants are currently managed by the Department that are of benefit to UAF students and Alaskan communities. These include the statewide distance grant, the cohort/intensive grant, and the State of Alaska Prevention grant. The statewide distance grant and the cohort/intensive grant support the pursuit of a social work degree by students in communities outside of Fairbanks. The State of Alaska Prevention grant supports mental health trainings for students in the program and student travel to remote communities to observe model mental health prevention programs.

2. Present research and conceptual papers at national and regional professional conferences and statewide forums. (*Outcome assessment measure; Faculty conference paper and poster presentations*).

Faculty activity in conference presentation areas in the 2006-2007 academic year include a paper presentation at the Hawaii Indigenous Voices conference by faculty and distance students, two paper presentations at the Caribbean Social Work Conference by Dr. Judy Shepherd, a poster presentation at the Council on Social Work Education Annual Program Meeting in San Francisco by Dr. Judy Shepherd and Jessica Black, a presentation on Alaska Native language at the Bilingual Conference by LaVerne Demientieff, and a paper presentation at the Baccalaureate Program Directors Meeting by Dr. Judy Shepherd, Carol Renfro and Heidi Brocius.

3. Submit research articles to professional journals and regional publications. (*Faculty publications*)

No faculty articles were published in 2006-2007.

Goal 3: Service based on a partnership with community members and agencies in Fairbanks and the rural and remote communities in which faculty members reside which utilizes the skills, knowledge and experience of faculty members.

Service Objectives:

1. Serve on advisory councils, boards of directors, and provide consultation to community agencies. (*Outcome assessment measure: Faculty participation in community leadership roles*)

Faculty service activity reports show numerous service activities by faculty members. All faculty are currently engaged in community service projects in the regions where they live.

2. Support and advise students in agency field practicums and provide training to field agency instructors. (*Outcome assessment measure: Field Instructor Focus Group*)

First field instructor trainings are held every semester both in Fairbanks and by audio conference for distance field instructors. The first field instructor focus group will be held spring 2008.

3. Advise and support student organizations that undertake service projects in the local community. (*Outcome assessment measure; student club attendance, volunteer activities and annual banquets*)

The program currently has two active student clubs, The Organization of Social Work Students and the Alaska Native Social Work Association. Both groups meet bi-monthly, both have been involved in volunteer projects in the community, and both will hold annual banquets in April.

Conclusion

We are pleased that our senior students—both in Fairbanks and at distant sites—continue to show an understanding of the curriculum content areas as measured by the ACAT, scoring above the national average of those students who took this test. However, the Fairbanks groups lower scores in 2007 are of concern and will be discussed at faculty retreats and monitored in the future. Both Fairbanks and distance students report on the BEAP Exit exam high levels of preparedness for social work practice and the BEAP Values Inventory shows that students exiting our program have a greater understanding of the social work values and ethics than students entering the program.

Field instructor evaluations of students showed a high measure of satisfaction with the performance of students in their field placements. These measures correlated with the Department's program objectives, and thus show that students demonstrate in field the knowledge, skills and values appropriate to professional social work.

Faculty continue to be involved in professional research and service activities, and thus meet the Department's goals in these areas.

This report is distributed to social work faculty, field placement instructors, as well as to university administrators. The feedback from these groups is an important component of curriculum planning. As our program grows and develops, we are continually looking to learn from our data and improve our efforts "to create a learning environment based on respect that supports student success toward becoming competent, culturally sensitive practitioners."

APPENDICES

A. ACAT Overview

B. BEAP Surveys

1. Entrance Survey
2. Social Work Values Inventory
3. Social Work Exit Survey
4. Alumni/ae Survey
5. Employer/Supervisor Survey

C. Field Evaluation Form