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**Bachelor of Social Work Program**

**Academic Assessment Plan**

**Adopted by**

**The School of Social Work faculty: 01/08/2023**

Reviewed with curriculum by the college committee: 12/22/23

Reviewed with curriculum by the dean: 12/22/23

Reviewed with curriculum by the Academic Assessment Committee as an information item: 1/19/24

Reviewed by the Faculty Senate as an information item: 2/2/24

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 2/17/23

Reviewed as an information item by the Faculty Senate: 4/7/23

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 2/19/21

Reviewed as an information item by the Faculty Senate: 3/5/21

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/3/19

Reviewed as an information item by the Faculty Senate: 5/3/19

Reviewed by the Academic Assessment Committee: 2/26/15

Reviewed as an information item by the Faculty Senate: 3/2/15

# BSW Program Mission Statement

The UAA Bachelor in Social Work (BSW) prepares students for professional social work practice. The mission of the BSW program is to prepare generalist social workers who enhance human well-being, well-being, engage in decolonizing and anti-oppressive anti-oppressive practice, and promote equity social, economic, and social, racial, economic, and environmental justice and equity for Alaskans across our diverse geographic and cultural communities.

# Background/Program Introduction

The goal of the UAA Bachelor of Social Work (BSW) program is to graduate well-prepared generalist social work professionals to meet the complex social service needs of Alaska. This document defines the BSW program student learning outcomes (SLOs) and outlines a plan for assessing student demonstration of those outcomes.

The Council on Social Work Education (CSWE) is the sole accrediting body for all baccalaureate (BSW) and master (MSW) of social work programs in the United States. The CSWE’s Education Policy and Accreditation Standards (EPAS) have recently been revised (2022), now requiring social work programs to move to a competency-based curriculum, incorporating a minimum of 10 defined student competencies and 20 specific practice behaviors that serve to define and demonstrate the competencies. Additionally, the revised EPAS further strengthens expectations for program assessment and a continuous improvement assessment process.

The UAA BSW program has maintained continuous and full accreditation by the Council on Social Work Education (CSWE) since 1978. The BSW program is initiating significant curricula, program, and assessment revisions in preparation of reaffirmation of accreditation with particular attention to infusion of diversity, equity, and inclusion (DEI) across the explicit and implicit curriculum. Forthcoming revisions will include more clearly articulated assessment process for the program’s DEI responses as well as newly required student success metrics. However, in the meanwhile, this plan is revised to include assessment of the current program with the revision and addition of one SLO and more comprehensive revisions will be forthcoming as we move through our pre-reaffirmation tasks.

# Program Student Learning Outcomes (SLOs)

The BSW faculty revised the program SLOs to align with the CSWE new EPAS competencies, referred to as program competencies/SLOs throughout the plan.

Each year, the BSW program assesses each of its program level competencies/student learning outcomes (SLOs) within the explicit curriculum and also assesses the implicit curriculum (i.e., the learning environment).

Currently, BSW SLOs identify that students graduating with a Bachelor of Social Work will be able to:

1. Demonstrate ethical and professional behavior
2. Advance human rights, equity, and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Integrate Alaska’s unique opportunities and needs into professional practice, policy, and/or research

# Measures

The UAA BSW program’s revised assessment plan describes the proposed measures for use in the program’s evaluation process. The CSWE requires that every social work program utilize at least two direct measures of each of the nine competencies/SLOs. The BSW Plan utilizes two primary direct measures to assess students’ demonstration of program competencies/SLOs, including the Field Assessment Tool (direct measure in the field) and two national standardized tests, including the National Area Concentration Achievement Test (ACAT) - Social Work (SW) (ACAT-SW) and the Social Work Education Assessment Project (SWEAP).  
  
To assess the implicit curriculum, we use a Juniors and Graduating Seniors’ Exit Survey and the passing rate State of Alaska Licensed Baccalaureate Social Worker (LBSW) Exam. |

**Process**

The BSW program engages in an annual faculty-driven continuous program improvement cycle as described below. Table 1 displays the utilized measures and administration timing for the annual BSW assessment schedule and annual program improvement process.

***Table 1***

***Display of Annual BSW Assessment Cycle Schedule***

| **Assessment Activity** | **Curricular Area** | **Program**  **SLOs** | **Measure** | **Juniors** | **Seniors** | **Schedule** |
| --- | --- | --- | --- | --- | --- | --- |
| Administer Assessment Measures | Explicit Curriculum | 1-10 | 1. FIFAT (Direct in Field) | N/A | X | End-of-Spring Semester |
| 1-9 | 1. ACAT (Direct) | N/A | X | End-of-Spring Semester |
| 1-9 | 1. SWEAP (Direct) | N/A | X | End-of-Spring Semester |
| 10 | 1. SWK A406 Rubric Grade | N/A | X | End-of-Spring Semester |
| Implicit Curriculum & ADEI | N/A | 1. Implicit Curriculum Survey | X | X | End-of-Spring Semester |
| N/A | 1. “Exit” Interview | X | X | End-of-Spring Semester |
| Review of Annual Assessment Report | Explicit & Implicit Curriculum | ALL | BSW Assessment Report | N/A | N/A | Beginning-of-Following- Fall Semester |
| Faculty Review, Discussion, & Development of Annual Improvement Plan | Explicit & Implicit Curriculum | All | Discussion and Workplan | N/A | N/A | Fall of the Following Academic Year |
| Faculty Program, Curricular, & Assessment Changes | Explicit & Implicit Curriculum | As Identified | Twice Monthly BSW Program Meetings | N/A | N/A | Fall and Spring Semesters |

# Quality Control

All collected BSW Program assessment data will be submitted to the designated BSW assessment coordinator who will ensure that all data and any related materials will be securely stored on the School of Social Work premises. The Coordinator will analyze the data and report the results to the faculty each year. In addition, the Coordinator will complete all required CSWE assessment forms, and post required results on the School of Social Work website or other publicly accessible web location.

# Formulation of Recommendations for Continuous Program Improvement

Each fall, the BSW program faculty meets in a retreat to review assessment results. The retreat provides a time for faculty to discuss and identify recommendations for program changes designed to enhance performance relative to the program’s competencies/SLOs. A plan for implementing any recommended changes, including advertising the changes to program stakeholders, would be developed during the faculty retreat. School of Social Work faculty may work on recommended revisions during the academic year.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. A few examples of potential data-driven changes include:

* Changes in course content, scheduling, sequencing, prerequisites, delivery methods;
* Changes in faculty/staff assignments;
* Changes in advising methods and requirements;
* Addition and/or replacement of equipment; or
* Changes to facilities.

The results of the data collection, an interpretation of the results, and the recommended programmatic changes are also forwarded to the Office of Academic Affairs (in the required format) by June 15th each year.

# Modification of the Assessment Plan

After reviewing the collected data and the processes used to collect it, the faculty may decide to revise the assessment plan. Faculty may change any component of the plan, including student learning outcomes, assessment measures, or any other aspect of the plan. If modified, a revised assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs for required reviews.

**BSW Explicit Curriculum Assessment**

The UAABSW Program utilized three-to-four primary direct measures to assess its explicit curriculum:

1. Field Instructor Field Assessment Tool - Revised (FIFAT);
2. Area Concentration Achievement Test for Social Work (ACAT-SW)
3. Social Work (SWEAP)
4. SWK A406 Rubric Score

The following provides a description of both measures, faculty identified benchmarks, and discussion of implications.

**A. Field Instructor Field Assessment Tool (FIFAT)**

The BSW program uses the program-developed Field Instructor Field Assessment Tool (FIFAT) as a direct measure to assess the degree to which students demonstrate program's nine designated competencies. The BSW Field Coordinator asks the assigned field instructor for each graduating senior to complete the 32-item FIFAT-R. The FIFAT-R measures each of the BSW program's practice behaviors that are embedded within each of the 10 competencies or student learning outcomes. Each item is rated on a four-point scale that measures the student demonstration of the practice behavior as follows:

**"1" – Unable to Demonstrate**: The quality of student performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels.

"**2" – Emerging Demonstration**: Student is developing in this area; has a general understanding of key principles but limited or no ability to apply this competency. Is capable of demonstrating this competency with close supervision in less complex situations.

**"3" – Solid Demonstration**: Student has sufficient understanding and experience to operate at a full generalist student level with this broad range of moderately complex situations. Can generalize basic principles to effectively function as a beginning professional.

**"4" – Strong Demonstration:** Student has a broad and deep understanding and skills and can apply the competency regularly and independently. Displays this competency in complex, varied situations.

***Data Collection***

During their senior year, BSW students complete a 2-semester 448-hour social service agency-based practicum supervised by a School of Social Work approved community-based practicing social worker, referred to as a “Field Instructor.” Each student’s Field Instructor completes this measure at the end of the last semester in the field practicum sequence in association with SWK A495B Social Work Practicum II, assessing the degree to which the student meets the basic requirements of each practice behavior. Each spring semester, the instructor for each section of 495B will collect all completed Field Assessment Tools form agency Field Instructors and forward them to the designated Assessment Coordinator.

***Potential Factors Affecting the Data***

Issues with inter-rater reliability and effectiveness of Field Instructor training on the measure could diminish the quality of the data.

***Data Analysis***

The Assessment Coordinator will create a scale score for each of the competencies (i.e., practice behavior scores will “roll up” to their competency). Thus, the scale score for each competency will be comprised of the average of the scores for the practice behaviors within each competency.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

At least 80 percent of students will obtain a scale score of 3.0 or higher (Consistently meets basic requirements of practice behavior) for each competency.

***Data Analysis***

The BSW designated assessment coordinator will gather and record a scale score for each student assignment rubric score.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

At least 80% of the students will obtain a score of 3.0 or higher (Developing Competence or higher) for each competency.

## B. National Area Concentration Achievement Test (ACAT) - Social Work (SW)

The ACAT-SW is a nationally standardized assessment fee-based measure that is widely used by social work programs for assessment. The ACAT-SW can be administered in a pre-posttest format, or posttest only. The exam content aligns with the CSWE EPAS competencies and practice behaviors and takes roughly 90 minutes to complete.

The UAA BSW program utilizes the Version A exam. Table 2 shows the correspondence between curricular areas on the ACAT test and BSW program competencies/SLOs.

|  |  |
| --- | --- |
| Table 2. *ACAT-SW Content Alignment with UAS BSW Program Competencies/SLOs* | |
| **ACAT-SW Content** | **BSW Program Competency/SLO Number** |
| Human Behavior in the Social Environment | 7 |
| Social Policy | 5 |
| Social Work Practice | 6, 7, 8, 9 |
| Research Methods | 4 |
| Diversity | 2 |
| Populations at Risk | 2 |
| **ACAT-SW Content** | **BSW Program Competency/SLO Number** |
| Social and Economic Justice | 3 |
| Values and Ethics | 1 |

***Data Collection***

Social work faculty administers the ACAT-SW to graduating seniors during spring semester final exam week using a paper and pencil exam. There is no grade or consequence for exam performance. The BSW program mails the completed exams to the ACAT-SW administrators for processing.

***Data Analysis***

In turn, the ACAT-SW company provides social work programs a report with standardized and raw scores for the group of students completing the exam and scores of national reference groups within a few weeks. The test report provides standard scores as a means to compare students' performance to that of a multi-year national sample. A standard score has a fixed mid-point or average of 500 and a fixed standard deviation of 100 points. The standard deviation allows the reporting of percentiles. For example, 68 percent of the students in the national sample will score within 1 standard deviation of the average. Put another way, 68 percent of the scores on the test should fall between 400 and 600.

Each content area also has its own multi-year reference group consisting of all students taking that particular content area subtest regardless of the overall test configuration used. The ACAT-SW assumes that the content taught in a specific area is more or less independent of the required breadth of the curriculum offered.

There is also an overall standard score and percentile on the report. This is the measure of the overall performance of UAA students compared to all students in the multi-year sample group taking a test with the same number of content areas. However, this additional statistical information is not provided for samples less than five 5 students.

## *Potential Factors Affecting the Data*

Because this exam was developed for a national audience, there is not the ability to assess the unique aspects of the UAA BSW program. This is also a global knowledge exam, so there is not an exact correspondence between exam scores and program competencies/SLOs.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

The faculty of the BSW program developed the following benchmark criteria for the consistent evaluation of ACAT-SW data. To illustrate, if 85 percent or more of the UAA BSW students completing the ACAT-SW exam obtained a score in the 50th percentile, we would grade ourselves with a “B” on this measure.

| *Grade* | *Criteria* |
| --- | --- |
| A | 90 - 100% of students score at or above the 50th percentile (at or above the mean) |
| B | 80 - 89% of students score at or above the 50th percentile (at or above the mean) |
| C | 70 - 79% of students score at or above the 50th percentile (at or above the mean) |
| D | 60 – 69% of students score at or above the 50th percentile. |
| F | Less than 59% score at or above the 50th percentile (at or above the mean) |

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## C. Social Work Education Assessment Project (SWEAP)

Developed by a group of social work educators, the Social Work Education Assessment Project (SWEAP) offers a package of six instruments used to track and survey students and to assess outcomes. Over 300 social work program use some component of SWEAP. The UAA BSW program utilizes the SWEAP Curriculum Instrument, which tests students’ knowledge across the social work curriculum. The Curriculum Instrument consists of 64 multiple-choice questions organized into the following curricular areas including practice, human behavior and social environment (HBSE), policy, research, ethics and values, diversity and social and economic justice.

## *Data Collection*

Faculty administers the Curriculum Instrument in a pre-and posttest format. The pretest is administered in the beginning of the fall semester of a student’s junior year. The posttest is administered during the end of a student’s senior year. The BSW program submits completed exams to the SWEAP group.

## *Potential Factors Affecting the Data*

Variations in coursework student has completed.

***Data Analysis***

The SWEP group provides scoring.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

The target achievement expects graduating students to score higher than incoming students in all sections.

| *Grade* | *Criteria* |
| --- | --- |
| A | 90 - 100% of students score at or above the 50th percentile (at or above the mean) |
| B | 80 - 89% of students score at or above the 50th percentile (at or above the mean) |
| C | 70 - 79% of students score at or above the 50th percentile (at or above the mean) |
| D | 60 – 69% of students score at or above the 50th percentile. |
| F | Less than 59% score at or above the 50th percentile (at or above the mean) |

## D. SWK A406 Rubric Item

## All BSW seniors complete SWK A406 Social Welfare Policy & Services course that also serves as a GER and program capstone. In this course, the final project will have a rubric measure that assesses each students’ demonstration of SLO #10 in the final project.

## *Data Collection.* Each spring, this rubric item will be scored by the SWK A406 instructor based on a 4-Point Likert scale.

**"1" – Unable to Demonstrate**: The quality of student performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels.

"**2" – Emerging Demonstration**: Student is developing in this area; has a general understanding of key principles but limited or no ability to apply this competency. Is capable of demonstrating this competency with close supervision in less complex situations.

**"3" – Solid Demonstration**: Student has sufficient understanding and experience to operate at a full generalist student level with this broad range of moderately complex situations. Can generalize basic principles to effectively function as a beginning professional.

**"4" – Strong Demonstration:** Student has a broad and deep understanding and skills and can apply the competency regularly and independently. Displays this competency in complex, varied situations.

## *Potential Factors Affecting the Data*

Interlegibility of instructor evaluation.

***Data Analysis***

Individual student scores will be provided to the BSW Assessment Coordinator for analysis and reporting.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

At least 80% of students will achieve a rubric score of 3 or above.

**Implicit Curriculum and DEI Assessment**

**D. Juniors & Seniors’ Exit Survey/Interview**

The exit survey/interview asks juniors graduating seniors about their experience with the BSW program, and recommendations for program improvement. Topical items ask about the implicit curriculum (i.e., learning environment), preparation of students to demonstrate ADEI practice, and the BSW curriculum, sequencing and scheduling of courses, access to faculty, staff, advising, admission process, and opportunities for student involvement with the program.

## *Data Collection*

Interview topics are provided to the students prior to meeting to provide time to think about their responses and ideas. The BSW Program Coordinator or designee conducts the exit survey/interview in a relaxed group setting and administered in a confidential, conversational, focus group manner, usually during finals week of the spring semester. Student responses are hand-recorded.

## *Potential Factors Affecting the Data*

Social desirability factors.

***Data Analysis***

Recorded data is de-identified and summarized prior to faculty review.

**B. Juniors & Seniors Climate Survey**

The UAA School of Social Work developed a Qualtrics survey as one-of-two measures utilized to assess its implicit curriculum. The UAA School of Social Work Implicit Curriculum Survey (ICP) for BSW students included 18 questions composed of 14 Likert scaled and 3 open-ended questions. The Likert scaled questions were organized in four subscales:

1. Diversity/ADEI (3 items);
2. Student Development (4 items);
3. Advising, Retention, & Termination (5 items); and
4. Student Participation (2 items).

The survey utilizes a four-point Likert scale:

"1" – strongly disagree;

"2" – disagree;

"3"– agree; and

"4" – strongly agree to respond to each item.

Respondents could also choose "0” - not applicable/do not know,” which was counted as missing data. In interpreting the results, higher scores are more positive.

# Appendix A: BSW Field Instructor Field Education Tool (FIFAT)

*NOTE:* This content is entered into an electronic survey format. Reference is for text only.

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| --- | --- |
| **Generalist Competency and Practice Behaviors** | **Rating Scale** |
| **Generalist Competency 1. Demonstrate Ethical and Professional Behavior**  Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. **Generalist Social Workers:** | **Rating of Practice Behavior Achievement**  **"1" – Unable to Demonstrate**: The quality of student performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels.  "**2" – Emerging Demonstration**: Student is developing in this area; has a general understanding of key principles but limited or no ability to apply this competency. Is capable of demonstrating this competency with close supervision in less complex situations.  **"3" – Solid Demonstration**: Student has sufficient understanding and experience to operate at a full generalist student level with this broad range of moderately complex situations. Can generalize basic principles to effectively function as a beginning professional.  **"4" – Strong Demonstration:** Student has a broad and deep understanding and skills and can apply the competency regularly and independently. Displays this competency in complex, varied situations. |
| 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context. |
| 1b. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |
| 1c. Use technology ethically and appropriately to facilitate practice outcomes. |
| 1d. Use supervision and consultation to guide professional judgment and behavior. |
| **Generalist Competency 2. Advance Human Rights, Equity, and Social, Racial, Economic, and Environmental Justice**.  Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. **Generalist Social Workers:** |
| 2a. Advocate for human rights at the individual, family, group, organizational, and community systems level. |
| 2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. |
| **Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.** Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. **Generalist Social Workers:** |
| 3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, and community systems level. |
| 3b. Demonstrate cultural humility by apply critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. |
| **Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice**  Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. **Generalist Social Workers:** |
| 4a. Apply research findings to inform and improve practice, policy, and programs; |
| 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work |
| **Generalist Competency 5. Engage in Policy Practice**  Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. **Generalist Social workers:** |
| 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. |
| 5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. |
| **Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.  **Generalist Social Workers:** |
| 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies |
| 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. |
| **Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self- reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. **Generalist Social Workers:** |  |
| 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. |
| 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan. |

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| **Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.  **Generalist Social Workers:** |  |
| 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. |
| 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies |
| **Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. **Generalist Social Workers:** |
| 9a. Select and use appropriate methods for evaluation of outcomes. |
| 9b.Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. |
| **Generalist Competency 10. Integrate Alaska’s Unique Opportunities and Needs into Professional Practice, Policy, and/or Research** Social workers consider and integrate the Alaskan context into understanding the needs and culturally grounded and relevant responses. |
| 10a. Incorporate Alaskan-specific needs and responses to negotiate, mediate, and advocate with and on behalf of clients and constituencies |
| 10b. Consider and integrate the specific individual needs of Alaskans when engaging, assessing, intervening, and evaluating individuals, families, groups, organizations, and communities. |
| 10c. Assess research needs, appropriate methods, and applicability of results specific to the Alaskan context. |

# Appendix B: Implicit Curriculum Survey

UAA SWK Implicit Curriculum Survey

Start of Block: Default Question Block

Q1 Thank you for participating in this assessment of the UAA BSW and MSW programs. Please know that your responses are confidential and your participation in this assessment will not affect your participation in the BSW or MSW programs at UAA.  
  
If you have any questions or comments about this assessment measure, please contact:   
BSW Program Coordinator Dr. Kathi Trawver at krtrawver@alaska.edu; or   
  
MSW Program Coordinator Dr. Mary Dallas Allen at mdallen7@alaska.edu

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Q2 Please indicate if you are completing the BSW program or the MSW program (generalist curriculum or advanced generalist curriculum):

* BSW Program - Finishing Junior Year (3)
* BSW Program - Finishing Senior Year (4)
* MSW Program - Generalist Curriculum (1)
* MSW Program - Advanced Generalist Curriculum (2)

Q3 Choose all that describe your identities. We are asking this question to better understand the intersecting identities of UAA social work students and your experiences as a student.

* First generation college student (1)
* Foster care alumni (2)
* LGBTQIA2S+ (3)
* Person with a disability (4)
* Hispanic (5)
* Latino/a/e/x (6)
* African-American (7)
* Black (8)
* Alaska Native (9)
* American Indian (10)
* Asian (11)
* Native Hawaiian (12)
* Pacific Islander (13)
* White (14)
* Additional identity(ies) (15) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Prefer not to answer (16)

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Q4 Diversity Items: For the items below, please rate if you strongly disagree,  disagree, agree, strongly agree. Please also share any comments or suggestions that you have for the topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
| The program provided a learning environment that models affirmation and respect for diversity and difference. (1) |  |  |  |  |
| The program provided a supportive and inclusive learning environment (2) |  |  |  |  |
| The program continually improved the learning environment to affirm and support persons with diverse identities. (3) |  |  |  |  |

Q5 Comments and suggestions related to diversity?

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Q6 Student Development Items: For the items below, please rate if you strongly disagree, disagree, agree, strongly agree. Please also share any comments or suggestions that you have for the topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
| The program provided me with adequate information about the criteria for admission to the program in the admissions materials. (1) |  |  |  |  |
| The program provided me with adequate information about the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission in the admissions materials. (2) |  |  |  |  |
| MSW only: The program provided me with adequate information about the policies and procedures used for awarding advanced standing in the admissions materials. (3) |  |  |  |  |
| The program provided me with adequate information about its policies and procedures concerning the transfer of credits in the Student Handbook and Field Manual. (4) |  |  |  |  |
| The program provided me with adequate information about its policy indicating that it does not grant social work course credit for life experience or previous work experience in the Student Handbook and Field Manual. (6) |  |  |  |  |

Q7 Comments or suggestions related to student development?

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Q8 Advising, Retention, and Termination: For the items below, please rate if you  strongly disagree,  disagree, agree,  strongly agree. Please also share any comments or suggestions that you have for the topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
| The program provided me with adequate information about its academic and professional advising policies and procedures in the Student Handbook and Field Manual. (1) |  |  |  |  |
| The program provided me with adequate information about its policies and procedures for evaluating student’s academic and professional performance, including its policies and procedures for grievance in the Student Handbook and Field Manual. (2) |  |  |  |  |
| The program provided me with adequate information about its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance in the Student Handbook and Field Manual. (3) |  |  |  |  |
| The program provided me with professional advising that met my needs. (4) |  |  |  |  |
| The program provided me with academic advising that met my needs. (5) |  |  |  |  |

Q9 Comments and suggestions related to advising, retention, and termination?

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Q10 Student Participation: For the items below, please rate if you strongly disagree,  disagree, agree,  strongly agree. Please also share any comments or suggestions that you have for the topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
| The program invited students to participate in formulating and modifying policies affecting academic and student affairs through student surveys and forums. (1) |  |  |  |  |
| The program provided students opportunities and encouraged students to organize in their interests through the School of Social Work Student Coalition. (3) |  |  |  |  |

Q11 Comments or suggestions for student participation?

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Q12 Provide suggestions for improved ways that the School of Social Work could solicit and receive feedback from students.

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Q13 Provide suggestions for improved ways that the School of Social Work could engage students in decision making about the BSW and MSW programs.

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Q14 Anti-Racism, Anti-oppression, Decolonization, and Inclusivity  
 *The UAA School of Social Work is seeking student feedback to assist in developing an action plan to guide our school in becoming a more anti-racist, anti-oppressive, decolonizing, and inclusive program.*

Q15 What type of involvement would you like students to have in addressing justice, equity, diversity, and inclusion in the UAA School of Social Work?

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Q16 What changes would you suggest to assist the School of Social Work in its continued efforts to be anti-racist, anti-oppressive, decolonizing, and inclusive?

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Q17 Any other comments or suggestions for the School of Social Work?

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Q18 This concludes this survey. Thank you for your time.

End of Block: Default Question Block

# Appendix C: BSW Junior & Senior Climate/Exit Interview

1. Please share examples of how the School of Social Work and the BSW program provides a learning environment that models affirmation and respect to all students?
   * *How can the program improve?*
2. In what ways do you feel valued as a student? If so, how? If not, how and why?
   * *What would make you feel more valued?*
3. How did the BSW program provide opportunities for you to explore critical issues related to ADEI?
   * How could the SoSWK and the BSW program more specifically develop content and responsiveness to promoting and addressing anti-oppression, diversity, equity, and inclusion practices?
4. In what ways does the BSW program prepare students to demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels?
   * *How can we improve?*
5. *How well are you prepared to effectively adovated for nneded changes related to ADEI and issue of social, racial, economic, and environmental justice?* 
   * *How can we improve?*
6. *In what ways can the program better elicit student feedback on policies, program practices, and/or curriculum.*
   * *Specific suggestions? What ways work best for students?*
7. Describe your experience with advising and how it supported your progression through the BSW program.
   * *What are your recommendations for improving student advising?*
   * *When would be the best time to have that regular meeting or the designated check-in time?*
   * *How would you like to be assigned an advisor? Do you want to pick or be told you can change advisors?*
8. What opportunities did you have to be involved in student organizations?
   * *What additional opportunities for student involvement would you recommend?*
9. What opportunities did you have in providing input and/or creating or modifying School of Social Work policies and curriculum?
   * *How can we encourage more student involvement with program decisions?* 
     + *What ways work for students?*
     + *How do we get input on curriculum review?*
     + *How do we get input on the student review process?*
     + Who are you most comfortable speaking with/reaching out to give programmatic feedback?
10. What is your observation/feedback regarding the School of Social Work’s communication with students?
    * *Recommendations?*
11. Please describe your experience with the delivery of BSW courses (on campus or online), the availability of BSW courses, and the scheduling of BSW courses.
    * + *Recommendations?*
12. *SENIORS ONLY*: Field education in diverse settings serving diverse client identifies and needs are an important component of social work education. What were the highlights of your field education experience?
    * How could the BSW program improve the field education experience?
13. What are the strengths and weaknesses of the BSW curriculum in preparing students to:
    * demonstrate ethical and professional behavior?
    * engage ADEI in practice?
    * to advance human rights and social, racial, economic, and environmental justice?
    * Policy practice and advocacy?
    * use research to inform your practice and to engage in research?
    * engage, assess, intervene, and evaluate practice with individuals?
    * to engage, assess, intervene, and evaluate practice with families and groups?
    * *SENIORS ONLY:* to engage, assess, intervene, and evaluate practice with organizations and communities?
    * *Seniors Only*: engage in policy practice?
14. *Anything we should have asked you about but didn’t or* any other recommendations for the program?

Other Measure of Student Success

## Licensed Baccalaureate Social Worker (LBSW) Exam

In the state of Alaska, graduates holding a BSW degree from an accredited social work program are eligible to apply for professional licensure, at the Licensed Baccalaureate Social Worker (LBSW) level. Applicants must provide letters of reference and sit for a supervised standardized exam that is administered electronically by the National Association of Social Work Boards (ASWB). The examination contains 170 four-option multiple-choice questions designed to measure minimum competencies, 150 of which are scored. The other 20 are pilot questions that are scattered randomly throughout the examination. Candidates have four hours to complete the test, which is administered electronically. Scores are provided to the examinee immediately upon completion. Applicants must register for the exam and take it under supervision of an approved examiner. The examination is controlled by a private organization (ASWB) and is not in the public domain.

## *Data Collection*

Test results of graduates are provided to individual social work programs for a fee. Pass rates are provided for all UAA social work alumni who have taken the exam within the past year. Pass rates of UAA graduates are compared to national pass rates.

## *Potential Factors Affecting the Data*

Small numbers of students take the examination. Test results are provided for all students who completed the exam during the previous year, regardless of the year they graduated from the BSW program. Thus, we cannot extract data regarding particular cohorts of graduates.

***Data Analysis***

Analysis provided by ASWB.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

The ASWB provides UAA data on the number of BSW graduates who passed the exam on their first attempt as well as the number who passed on a repeated attempt. The testing company provides national pass-rates that can be used for comparison.

As displayed below, the Faculty of the School of Social Work have developed the following benchmarks for the consistent evaluation of data from the LBSW examination: