Program: Bachelor of Arts in Social Work (BASW)

Department: Social Work

Number of students enrolled in the program in Fall, 2011 509

Faculty members completing template: Robin Kennedy and Jill Kelly Date: 1/19/2012

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The Division of Social Work curriculum is guided by the Council on Social Work Education (CSWE), specifically the Educational Policy Accreditation Standards (EPAS). The EPAS, like curriculum, continues to evolve and reflect the changing nature of the field of Social Work as well as the latest data regarding Social Work pedagogy. Our last accreditation in 2008 was based on CSWE’s 2001 evaluation criteria. Shortly after our re-accreditation, CSWE introduced the 2008 EPAS criteria, which will apply to our next accreditation in 2016. Historically, we have assessed our programs on “educational program objectives;” the new 2008 accreditation standards bring further definition to our outcome measures in addressing “practice competencies.” Over the last 3 years, the Division has been incrementally incorporating these new standards. The Division has historically used two means of assessment: 1) Field evaluations (where field instructors and students measure behavioral outcomes of professional education) and 2) the alumni survey asks past students about their professional experience: skills and challenges, what their education prepared them for and what was lacking. The Alumni Survey was last administered in 2007. We are currently working on an online alumni survey to be administered before the end of 2012. The BSW Field Evaluation was revised for 2011-2012, and will measure students’ achievement of professional competencies.

This year, we plan on adding one more assessment instrument: Foundation Curriculum Assessment Instrument (developed by social work research/educators at the University of Utah to measure social work competencies). This instrument (exam) will be given to graduating seniors to evaluate how well the curriculum has prepared them for practice.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The following learning outcomes, adopted by the faculty in 2008, are not prioritized; each holds a place of priority in the professional development of social work students.

**Outcome #1) Use supervision and consultation for continuous development of awareness, knowledge, values and skills.**

Feedback from Field Instructors, alumni, as well as Practice faculty have frequently identified self-reflection as a basic requirement for social workers, while struggling over ways to assess and measure it. This outcome has become increasingly important as we move from a “learning objective” model of assessment to a “competency-based” model. Social workers come in contact with people in the most vulnerable of circumstances. It is vital that professional social workers become aware of biases and errors in judgment and thinking through thoughtful self-reflection. In the recently revised Field Evaluation, Field instructors assess their students’ ability to: 1) verbally describe their awareness of emotions; 2) demonstrate behavior change from self-awareness; 3) verbally describe professional behavior and boundaries; and 4) demonstrate productive problem solving and conflict-resolution. Self-knowledge and the ability to change previous patterns in thoughts and behavior are goals that are in alignment with our national accrediting body, CSWE, as well as the University’s Baccalaureate Learning Goals (Personal and Social Responsibility).

**Outcome #2) Internalize professional values and ethics of the NASW’s Code of Ethics and principles for ethical decision making.**

The Social Work Code of Ethics defines and guides the profession. The Code begins by defining the role of the social worker: “The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” The Code outlines the six core values and the ethical principles and standards that guide the values. The six values of the profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence, are further articulated in the ethical principles. The Code articulates the guidelines for professional conduct in six Ethical Standards: 1) Social Workers ethical responsibilities to clients; 2) Social Workers ethical responsibilities to colleagues; 3) Social Workers ethical responsibilities in practice settings; 4) social workers ethical responsibilities as
professionals; 5) Social workers ethical responsibilities to the social work profession; and 6) Social workers ethical responsibilities to the broader society.

Social workers are obligated to engage in ethical decision-making which promote the core values, the principles which flow from the values, guided by the ethical standards of the profession. This outcome is in alignment with the national accrediting body (CSWE) as well as the University’s Baccalaureate Learning Goals (Competence in the Disciplines).

**Outcome #3) Respect the multidimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client systems.**

Respect for diversity and competency in working with diverse populations is a fundamental value of social work practice. The faculty emphasizes and infuses diversity knowledge throughout the entire curriculum, and devotes a specialized course (SWRK 102 -- Cross Cultural Theory and Practice, a required course for SWRK majors) to the subject. Field placements are selected for their ability to offer practice experiences with a variety of diverse populations.

**Outcome #4) Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations and communities.**

This outcome defines generalist practice, the foundation of all social work practice. The process of assessment, intervention and evaluation take place on multiple levels: the individual, family, group, organization and community. This requires the social work student to think and act on multiple levels: micro i.e. individual client assessment, mezzo i.e. evaluation of a group, and macro i.e. community intervention. Each of these processes are guided by theory and evidence-based practice. SWRK majors are required to take two theory classes (SWRK 12A and 125B), three practice classes (SWRK 140A, 140B and 140C), as well as a two-semester field placement (SWRK 195A and 195B), which are the primary venues for learning the application of theory and professional social work skills.

For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

**Outcome 1) Use supervision and consultation for continuous development of awareness, knowledge, values and skills.** This outcome is aligned with BLG #2, Competence in the Disciplines, as well as BLG #3, Personal and Social Responsibility. Self-awareness and self-reflection are key social work skills. Students are expected to apply the knowledge they gain in courses to their own experiences in the field, and develop the ability to “stand apart” from that experience in order to critically evaluate
and adjust their actions. The primary vehicle for this is through feedback from field instructors in the internship. Students also keep field journals that are regularly reviewed by social work practice faculty, and engage in classroom discussion that encourages self-reflection and self-awareness that contributes to the development of knowledge, values and skills.

**Outcome 2) Internalize professional values and ethics of the NASW’s Code of Ethics and principles for ethical decision making.**

This outcome is aligned with the University’s Baccalaureate Learning Goal #4 Personal and Social Responsibility: “ethical reasoning and action.” Social work students are introduced to the Code of Ethics early in their class work; every core course in the curriculum includes professional ethics, and students apply the Code to case studies as well as real-life situations via their field placements.

**Outcome 3. Respect the multi-dimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client system.**

This outcome is aligned with BLG #4 Personal and Social Responsibility….including intercultural knowledge and competence, anchored through active involvement with diverse communities and real-world challenges. Content on diversity is infused throughout the curriculum via texts and readings, case studies, in-class role-plays, and videos. Students also are exposed to working with diverse populations in their field placements.

**Outcome 4. Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations and communities.**

This outcome is aligned with the University’s Baccalaureate Learning Goal #3 Intellectual and Practice Skills. Content addressing the process of assessment, intervention and evaluation is infused throughout the curriculum and specifically addressed in a Practice class assignment, the “Biopsychosocial Assessment.” Students are required to interview a client, write a synopsis of a client using their technical writing skills, develop a treatment plan, and address the effectiveness of the planned interventions. In their field placements, students have ongoing opportunities to develop skills in assessment, intervention, evaluation and theory-application by working with individuals, families, groups and communities under the supervision of a social work professional.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be
collected and the frequency and schedule with which the data in question were/will be collected.
c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Each of the 4 priority Learning Outcomes is assessed via three main methods:
(instruments are attached)

- **BSW Field Evaluation** data are completed by field instructors at the end of the Fall and Spring semesters for all students enrolled in their senior Field classes. On-site agency field instructors and practice faculty review the results of each student’s evaluation, and adjust course content and practicum learning activities to help students strengthen the competencies as needed. In addition, field evaluation data are aggregated and presented to the faculty on an annual basis. The data are used to update course content, particularly in the practice sequence (140A-C.) This instrument was updated in Fall of 2011 to reflect the new professional competency-based accreditation standards.

The BSW Field Evaluation is constructed to mirror the student Learning Agreement, which outlines 9 competencies. Under each competency a range of behavioral indicators are identified. Students are expected to score between 3-5 in each competency by the end of their second semester of field. In addition, we expect 90% of the students to score 3 or above in each of the competencies by the beginning of the second semester of field. Competencies that don’t meet the 90% benchmark are targeted for curriculum review.

Field instructors (agency supervisors of the student’s practicum) rate the student on all behavioral indicators, according to a 5 point scale:
1=Unacceptable performance
2= Beginning Skill Development
3= Progressing in Demonstration
4= Consistent Demonstration of High Level of Skill Development
5= Exceptional Demonstration of Skill Development

- **Alumni Survey** A bi-annual survey of alumni has been implemented in past years, the last of which was in 2007; an on-line version is being planned for 2012. The survey gathered self-efficacy data on alumni’s perception of their knowledge, values and skills for practice, as well as other satisfaction and employment measures. The 2007 survey provided important input for the
program’s Self-Study preliminary to the re-accreditation process that culminated in 2008.

- **The Foundation Curriculum Assessment Instrument** is a standardized assessment developed by social work educator researchers at the University of Utah, and widely used among BASW programs nationwide to assess student knowledge about the five main areas of social work education: practice, human behavior and social environment, policy, research, ethics/values, diversity and social and economic justice. Beginning in Spring, 2012, this assessment will be administered to all graduating social work majors as an additional source of data regarding learning outcomes.

**Outcome #1. Use supervision and consultation for continuous development of awareness, knowledge, values and skills.**

Students’ ability to use supervision and consultation in meeting these outcomes is measured via several behavioral indicators on the BSW Field Evaluation: items 1.1-1.4, and 2.3. The Alumni Survey gathers self-efficacy data on this outcome via items #19, 24, 27, 28, 30.

**Outcome #2) Internalize professional values and ethics of the NASW’s Code of Ethics and principles for ethical decision making.**

Competencies 2.1-2.4 on the **BSW Field Evaluation** specifically address ethics. The Alumni Survey gathers self-efficacy data on competency in ethical practice via items #6, 14, 21, 22, 24, 25. The **Foundation Curriculum Assessment Instrument** addresses students’ knowledge of the NASW Code of Ethics in items 42 through 49.

**Outcome #3. Respect the multi-dimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client systems**

Diversity competency is assessed in the **BSW Field Evaluation**, items 4.1-4.3. The Alumni survey gathers self-efficacy data via items #3, 23. The **Foundation Curriculum Assessment Instrument** will assess diversity knowledge in items 50-57.

**Outcome #4). Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations and communities.**

The BSW Field Evaluation addresses these competencies via competencies 7, 8 and 9.
The Alumni Survey addresses generalist practice self-efficacy in items #5, 7, 11, 12, 16, 17.
The Foundation Curriculum Assessment Instrument will assess knowledge of
genralist practice via items 1-13.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

**Outcome #1) Use supervision and consultation for continuous development of awareness, knowledge, values and skills.**
The measuring of personal reflection and self-correction has long been a challenge in Social Work. It is often described as one of those learning objectives that “we know it when we see it”; however, measuring and evaluating it continues to be a challenge. In the newly revised 2011-12 Field Evaluation, we have provided more specific behavioral indicators of competencies by which students will be assessed. Field instructors are receiving training in measuring their students self-awareness, self-reflection skills and use of supervision skills. Practice instructors have increased SWRK 140B & C class discussion and activities surrounding self-reflection and self-correction. The end of Spring 2012 will be the first data we will have on this these revised competencies.

**Outcome #2) Internalize professional values and ethics of the NASW’s Code of Ethics and principles for ethical decision making.**
Knowledge of the Code of Ethics is infused into every core class in the Social Work curriculum. Currently our only means of student evaluation is the Field Evaluation. Although the Field Evaluation has recently undergone a revision to better address our new accreditation standards of “competencies,” the Field Evaluation has measured students’ knowledge and skills related to ethical conduct for a number of years. Practice faculty have long used the data from the Field Evaluation to gauge student knowledge of the Code of Ethics and used that data to guide individual work with their students in their Field Liaison roles, as well as to guide modifying curriculum and classroom activities.
In addition, evaluating knowledge and skills surrounding the Code of Ethics is a long-standing learning outcome for the Division. Discussion of this learning outcome is a regular agenda item on the Practice Committee agenda.
When available, the Foundation Curriculum Assessment Instrument data will be disseminated among the entire faculty (full and part-time) followed up by sequence
meetings, where the faculty involved in teaching within the sequence will discuss the data and needed changes within the sequences’ curriculum.

**Outcome #3) Respect the multi-dimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client system**

Probably no area within the Social Work curriculum has evolved more than the Diversity content. A specialized course in cultural theory and practice with diverse populations (SWRK 202) was developed in the early 1990s. This was due, in part, to the results from the Alumni survey. Alumni found themselves poorly prepared to practice in the diverse environment of Sacramento upon graduation. Within the same period, diversity competencies were added to the Field Evaluation. Diversity not only had its own course, but acceptance and respect for difference was being infused into the Practice, Field and every course in the Social Work curriculum. Today, course content has evolved to cover populations which currently provide students with challenges that have more recently been identified in Field Evaluations: transgendered individuals and issues of overlapping oppression.

**Outcome #4) Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations and communities.**

In 2003, in response to concerns from Field Instructors regarding students’ challenges in writing client assessments, Practice instructors collaborated on a standardized capstone assignment for SWRK 140B: a biopsychosocial assessment. In 2007, a client treatment plan was added to this assignment. In addition to this standardized assignment, there is a common rubric used by the instructors to ensure uniform grading. The individual scoring sheets for each student are pooled, giving an overall snapshot of the current strengths and challenges of students, curriculum and individual instructors. Each year, the results of this data guide Practice instructors in modifications of classroom activities, assignments and overall syllabi changes. The use of the Field Evaluation brings data from the Field Instructors’ and the students’ assessment of skills surrounding assessment and treatment of clients to provide a clearer picture of how the standardizing of the classroom assignment has been translated into the field and practice. This coming year, the introduction of the Foundation Curriculum Assessment Instrument will illuminate the students understanding of the social work principles which underlie assessment and treatment of clients. Next year, it is anticipated that the data will be used to modify curriculum in the SWRK 140A, the introduction to
Social Work Practice and a prerequisite for senior-level Social Work practice, SWRK 140B & C.

The learning outcome addressing assessment, intervention and evaluation is an example of a learning objective the Division has held for close to ten years, where the evaluation-curriculum modification loop is long-standing and ongoing.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

The Division of Social Work administers an alumni survey to recent graduates every 3-4 years. Responses to the survey provide information about the curriculum and its relevance to their professional practice. In 2008 faculty in the Division held focus groups with alumni to assess the degree of congruence between the learning objectives and outcomes as reported by alumni. In addition to the more systematic collection of data from alumni, the Division has a very active and involved Field Advisory Council. This group of community volunteers, most of whom are alumni, provide support and input to the field program and practice curriculum on an ongoing basis. Results are summarized for faculty with implications and plans for improvement in the curriculum and overall program where indicated.

Currently the Assessment Committee is working on a revised online Alumni Survey which could be emailed to alumni for little cost. The Alumni Survey which was last used in 2007 is attached. You will notice the ‘old’ Alumni Survey addresses a number of undergraduate learning objectives. The current Council of Social Work Education Educational Policy and Accreditation Standards focuses on “learning and practice competencies.” The revised Alumni Survey will reflect these new competencies. In addition, we currently do not have a sense how our students with BASW graduates are fairing in the current economic crisis in California. New questions regarding a somewhat detailed employment history will also be included in the new Alumni Survey.

Historically, the Alumni Survey has informed all sequences of the Social Work curriculum: in 2004, the survey indicated a chasm between learning theory and practicing theory. The Theory sequence (SWRK 125A & B) began including assignments and exercises which allowed students to apply theory to events—to bring theory to life.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes
pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

Yes, the Division of Social Work is accredited by the Council on Social Work Education. Learning outcomes and competencies for the division are linked to CSWE competencies. Our last reaccreditation was in 2008, our next reaccreditation will be in 2016. The Division was very proud of the results of our last reaccreditation cycle. We received high marks in all areas of the curriculum.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The Division of Social Work is committed to excellence through the use of learning based outcomes which ensures that the knowledge, values and skills required by CSWE will be a high priority in the education of our students. The ongoing assessment of student learning outcomes and competencies is also essential in order to determine how well our program is performing and to better understand what aspects are in need of improvement or development.
This evaluation is to be completed by the agency Field Instructor (FI) and student together. Task Supervisors (TS) should contribute to this process. The FI will score the student’s performance under the ‘Field Instructor’ column, and the student will rate his or her performance under the ‘Student’ column. Both parties should discuss the evaluation when completed. The student is responsible for turning the evaluation in to their Faculty Field Liaison by the date indicated on the Field Calendar. Do not turn this document into the wooden field box or at the Social Work Division window.

The BASW Student Evaluation must be an original and signed by both the Field Instructor and the student in order to be accepted. A signed, completed evaluation is required for the student to receive a ‘Credit’ in field (SWRK 195A/B and 295A/B). If the evaluation is not submitted by the deadline, the student may receive an ‘Incomplete’ grade.

Academic Year 20____/20____ Date: ________________________________

Please PRINT the following:

Student’s Name: ______________________________________________________ (required)

Student’s CSUS ID: __________________________________________________ (required)

Faculty Liaison’s Name: ________________________________________________

Field Instructor’s Name: _______________________________________________

Field Instructor’s Phone: ______________________________________________

Field Instructor’s E-mail: ______________________________________________

Agency Name/Placement Site: ___________________________________________

Agency Address: _______________________________________________________

City: ____________________________ State: __________________ Zip: ____________
BASW Field Evaluation Key

This evaluation instrument consists of ten student competencies that relate to the overall BASW program Objectives. Under each main competency are behavioral indicators, each of which must be evaluated. If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the student’s performance, please use the NA category. Do not indicate ratings in the greyed areas. The student is expected to be evaluated in all behavioral indicators by the end of the placement year. The student and the FI should keep a copy of the final evaluation. Prospective employers may ask to see this document as verification of practicum completion.

1 = Unacceptable Performance: Student shows little evidence of understanding of the concept and/or demonstration of skill development.

2 = Beginning Skill Development: Student shows some understanding the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

3 = Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.

4 = Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skills with consistency.

5 = Exceptional Demonstration of Skill Development: The skill is an integrated part of the student’s stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.

NA = Not Applicable: Student has not yet had an opportunity to demonstrate competency in this area.

Expectations of BASW students:

The expected ratings for performance of a first semester BASW student are 2’s and 3’s. Students who possess a great deal of experience may earn 4’s in some categories. At the end of the second semester, the expected rating for performance is 3’s and 4’s.
### COMPETENCIES

1. **Student identifies as a professional social worker and conducts self accordingly:**

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<th>Fall Ratings</th>
<th>Spring Ratings</th>
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<td></td>
<td>Student</td>
<td>Field Instructor</td>
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<tr>
<td>1.1.</td>
<td>Can verbally describe own internal process of developing self-awareness of emotions and judgments in relation to all aspects of field experience.</td>
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<td>1.2.</td>
<td>Demonstrates behavior change and growth in self-awareness as a result of receiving feedback.</td>
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<td>1.3.</td>
<td>Verbally describes appropriate professional roles and boundaries of Field setting. Student demonstrates ability to self-monitor when there are questions about boundaries and uses supervision to clarify.</td>
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<td>1.4.</td>
<td>In interactions with anyone in the field setting, student engages in productive problem-solving and appropriate conflict resolution. This includes following agency chain of command, directing concerns to the appropriate person, using open communication and proactively seeking help when difficulties arise.</td>
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<td>1.5.</td>
<td>Is on-time to placement and is not excessively absent or tardy. Completes tasks within allotted timeframe.</td>
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<td>1.6.</td>
<td>Meets agency expectations regarding attire, demeanor, and conduct.</td>
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<td>1.7.</td>
<td>Attends required trainings, reads policy and procedure manuals, and takes responsibility for knowing relevant agency protocol. Can explain basic agency mission, services, structure and population.</td>
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<td>1.8.</td>
<td>Proactively seeks out additional trainings, written materials, conversations with knowledgeable persons, and other opportunities to deepen knowledge about placement and population served.</td>
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<td>1.9.</td>
<td>Expresses self verbally in a manner that is clear and in line with agency standards. Student communicates in manner consistent with professional setting.</td>
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<td>1.10.</td>
<td>Writes reports, case notes, emails and other products according to agency format and professional expectations. Student’s writing is legible and correct grammar is used.</td>
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### COMPETENCIES

**2. Student applies social work ethical principles to guide professional practice:**

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<th>Fall Ratings</th>
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<td>Student</td>
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2.1. Can verbally articulate familiarity with the NASW Code of Ethics and agency policies relating to it.

2.2. Follows agency procedures that safeguard client confidentiality.

2.3. Communicates a non-judgmental stance through words and behavior in work with clients.

2.4. Interacts with clients only within the confines of the social worker role as that role is enacted in the agency setting. Does not engage in excessive self-disclosure.

2.5. Verbally describes steps in the principles and process of ethical decision making. Student seeks field instructor guidance when ethical dilemmas arise, and follows that guidance in resolving them.

2.6. Articulates when personal values clash with professional values. Student uses supervision to develop ways to manage the conflict.

2.7. Recognizes and acknowledges internal experience of dealing with ambiguity – often discomfort, fear, frustration – and is willing to use supervision to resolve the situation.

**3. Student applies critical thinking to inform and communicate professional judgments:**

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<th>Fall Ratings</th>
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3.1. Able to analyze complex material.

3.2. Applies abstract concepts to practice experience.

3.3. Examines own assumptions and is able to test them against evidence and other perspectives.
### COMPETENCIES

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<tr>
<th>4. Student engages diversity and difference in practice:</th>
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<tbody>
<tr>
<td>In all levels and areas of practice, with regard to diversity factors such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation:</td>
</tr>
<tr>
<td>4.1. Articulates self-awareness regarding own identity, biases, and/or fears with various groups.</td>
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<tr>
<td>4.2. Consistently considers the role of diversity, oppression, privilege and culture in understanding client situations.</td>
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<tr>
<td>4.3. Employs diversity-sensitive practice skills.</td>
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<th>5. Student advances human rights and social and economic justice:</th>
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<tbody>
<tr>
<td>5.1. Identifies opportunities in placement setting to advocate for human rights, social and economic justice; becoming involved in such an effort.</td>
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<tr>
<th>6. Student engages in research-informed practice and practice-informed research:</th>
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<tbody>
<tr>
<td>6.1. Identifies strategy for evaluating own practice within agency.</td>
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<tr>
<td>6.2. Demonstrates familiarity with evidence-based for agency practice.</td>
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<td>6.3. Applies research findings to practice.</td>
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<tr>
<th>7. Student applies knowledge of human behavior and the social environment:</th>
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<tbody>
<tr>
<td>7.1. Articulates knowledge of human behavior specifically relevant to the field setting.</td>
</tr>
<tr>
<td>7.2. Plans and implements services incorporating this knowledge.</td>
</tr>
</tbody>
</table>
### COMPETENCIES

8. **Student engages in policy practice to advance social and economic well-being, and deliver effective social work services:**

8.1. Articulates understanding of key organizational, regulatory and governing policies relevant to agency clients and communities.

8.2. Collaborates with clients and colleagues in some aspect of policy process relevant to agency clients and communities.

9. **Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.**

*Please indicate if the skills were demonstrated with one or more of the following client groups:*

- Individuals ______
- Families ______
- Groups ______
- Organizations ______
- Communities ______

**Engagement:**

9.1. Establishes effective working relationships with clients/client systems.

9.2. Able to develop and maintain trust, communicate empathy, and respect.

9.3. Effectively prepares for work with clients.

9.4. Develops mutually agreed upon focus of work and desired outcomes with clients.

**Assessment – Using the strengths and ecological perspectives:**

9.5. Collects, organizes and interprets client data.

9.6. Assesses client strengths and limitations.

9.7. Develops mutually agreed on intervention goals and objectives.
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<td>Field</td>
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<tr>
<td><strong>Intervention:</strong></td>
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<tr>
<td>9.11. Negotiates, mediates, and advocates for clients.</td>
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### FALL
**Student Strengths**

### FALL
**Student Challenges**

### SPRING
**Student Strengths**

### SPRING
**Student Challenges**

**In what areas has the student made the greatest progress?**

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

**In what areas has progress been most difficult?**

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________
Please indicate reservations in the ‘challenges’ section above. Ratings also should reflect your concerns. Please check one of the following:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>____ I have reservations regarding this student’s readiness to enter the 2nd semester of field for this academic year.</td>
<td>For MSW I’s:</td>
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<tr>
<td>____ I have reservations regarding this student’s readiness to advance to the 2nd year of the MSW program.</td>
<td>____ I have reservations regarding this student’s readiness to advance to the 2nd year of the MSW program.</td>
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<tr>
<td>____ I have no reservations regarding this student’s readiness to enter the 2nd semester of field.</td>
<td>For BASW’s:</td>
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<tr>
<td>____ I have no reservations regarding this student’s readiness to advance to the 2nd year of the MSW program.</td>
<td>____ I have reservations regarding this student’s readiness to graduate with a BASW.</td>
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<tr>
<td>____ I have no reservations regarding this student’s readiness to graduate with a BASW.</td>
<td>____ I have no reservations regarding this student’s readiness to graduate with a BASW.</td>
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We discussed this evaluation together on (date): __________ / __________ / __________

Field Instructor’s Printed Name: _________________________________________________________

Field Instructor’s Signature: ____________________________________________________________ ( ) MSW ( ) LCSW

Task Supervisor’s Printed Name: _________________________________________________________

Task Supervisor’s Signature ____________________________________________________________

Title

Student’s Signature: _________________________________________________________________

Faculty Liaison’s Name: _______________________________________________________________
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Social Work

BASW Program -- Alumni Survey of Graduates of Fall 2006 (= Jan. 2007), or May or August 2007

1. Gender: ☐ Male ☐ Female  2. Age _________

3. Marital Status While in the Program
☐ Married and living with spouse ☐ Single (never married) ☐ Domestic partnership (e.g., living with someone)
☐ Separated ☐ Widow(er) ☐ Other ______________

4. Do you consider yourself an ethnic minority person? ☐ No ☐ Yes  If Yes, what ethnic minority? ____________

5. In general, how satisfied are you with your social work degree? (Circle one)

<table>
<thead>
<tr>
<th>Highly Satisfied</th>
<th>Highly Dissatisfied</th>
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</thead>
<tbody>
<tr>
<td>10</td>
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<td>9</td>
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</table>

6. If you had to do it again, would you study social work as a major? ☐ No ☐ Yes

7. If you answered “No” to question 6, please identify the single most appropriate reason: (Check only one)
☐ The pay and benefits are too low
☐ Jobs are too scarce for BASW’s where I want to live
☐ There is a limited opportunity for professional advancement in social work
☐ I dislike what my clients expect of me
☐ Other ______________

8. Were you employed while in the BASW program?
☐ No ☐ Yes (If yes, approximately how many hours per week were you employed? __________ hrs/wk)

9. Have you pursued further education since receiving your BASW degree?
☐ No ☐ Yes (If yes, name of degree/program ______________________________)

10. What best describes your employment and/or education at the present time?
☐ Employed full-time in a permanent position  ☐ Attending school and employed full-time
☐ Employed full-time in a temporary position  ☐ Attending school and employed part-time
☐ Employed part-time, seeking full-time employment  ☐ Attending school and not employed
☐ Employed part-time, not seeking fulltime employment  ☐ Never employed since receiving my BASW
☐ Unemployed, seeking employment  ☐ Attending school and receiving a stipend
☐ Unemployed, not seeking employment  ☐ Other (Please describe) ______________

(Note: if never employed since receiving your BASW degree, please skip to question #18)

Check here ___ if you are not currently employed and the information below is for your past job

11. Is/was your employment in the social work profession? ☐ No ☐ Yes
    If no, please answers questions 12 & 13 and then skip to question 18

12. Please check the type of agency where you work(ed) and the percent of time that you work(ed) there:
☐ public agency (city, county, state, federal) percent of time ________%
☐ private non-profit organization percent of time ________%
☐ private for-profit organization percent of time ________%
☐ private practice (self-employed) percent of time ________%
☐ Other (Specify) ______________ percent of time ________%

13. What is/was your gross month salary? $_____________ (Do not include money from a stipend in this amount)
14. How long have you worked at this place of employment? __________ Years

15. Based on your training and/or experience, how would you describe this employment?
☐ An appropriate level for me  ☐ A somewhat lower level than appropriate  ☐ Much lower than appropriate

16. Which one of the following best describes your field of practice in this employment? (Check only one)
1☐ School social work  6☐ Adult Corrections  11☐ Employment/Vocational
2☐ Family focused practice  7☐ Juvenile Justice  12☐ Medical social work
3☐ Child protective services  8☐ Aging -- Gerontology  13☐ Community/Neighborhood
4☐ Adoption  9☐ Chemical dependency  14☐ Disabilities
5☐ Other Child Welfare  10☐ Mental health  15☐ Other (specify)_____________

17. What best describes your primary activities in this employment? (Check all that apply)
a☐ Administration  g☐ Grant/Proposal Writing  m☐ Supervision
b☐ Advocacy  h☐ Information and Referral  n☐ Teaching/Training
c☐ Case Management  i☐ Policy Analysis  o☐ Other (specify)_____________
d☐ Community Organizing  j☐ Social Work with Families
e☐ Crisis Intervention  k☐ Social Work with Groups
f☐ Fundraising  l☐ Social Work with Individuals

18. How well do you think the BASW program prepared you for professional practice in the following areas? Please use the following scale to rate each item
1 = Unprepared   2 = Poorly prepared   3 = Adequately prepared   4 = Well prepared   5 = Excellently prepared

a____ Use the values of the social work profession
b____ Recognize and resolve ethical dilemmas
c____ Utilize research methods in my practice
d____ Utilize computer technology, e.g., email, the internet
e____ Be culturally sensitive
f____ Advocate for social change to benefit client systems
g____ Use a strength perspective at all levels of practice
h____ Use an ecological perspective that integrates micro-meso-macro levels of practice
i____ Work effectively with persons who are oppressed, marginalized, or disenfranchised
j____ Knowledge of the history of the social work profession
k____ Understand the impact of social policies on client and client-serving systems
l____ Be responsible for my own learning and professional development

19. What was your Grade Point Average while in the BASW program? ___.___

Overall Satisfaction
20. Overall, how satisfied were you with the following components of the social work program. Please mark a place on the continuum that best indicates your degree of satisfaction with each component.

<table>
<thead>
<tr>
<th>Component</th>
<th>Highly Satisfied</th>
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<th>Highly Dissatisfied</th>
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</table>
21. Think about your overall educational experience in the BASW program and these paired adjectives. Mark a spot on the continuum that best reflects your perception of your experience while in the program.

<table>
<thead>
<tr>
<th>Rewarding</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>Stimulating</td>
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<td>Supportive</td>
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<td>_____</td>
<td>_____</td>
<td>Unsupportive</td>
</tr>
</tbody>
</table>

**Field Work**

22. The quality of my Field Placement was

Very Good | Good | Fair | Poor | Very Poor
---|---|---|---|---
(5) | (4) | (3) | (2) | (1)

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
---|---|---|---|---|

23. Overall my field work

Contributed to my development as a social worker

Prepared me for my current job

Prepared me for transcultural practice

Gave me experiences in various practice methods

Very | Good | Fair | Poor | Very
---|---|---|---|---
(5) | (4) | (3) | (2) | (1)

24. Since graduating have you done any of the following? (Check all that apply)

- [ ] Advocacy for oppressed/disadvantaged groups
- [ ] Political activity for oppressed/disadvantaged groups
- [ ] Member of NASW
- [ ] Active in NASW
- [ ] Leadership in NASW
- [ ] Active in other professional organization
- [ ] Leadership in other professional organization
- [ ] Member of advisory boards of community agencies
- [ ] Member of board of directors of community agencies
- [ ] Consultation services to community organizations
- [ ] Been a field instructor
- [ ] Taught a college level course

25. When you look back on your education in the BASW program at CSU, Sacramento, what was the single most valuable experience that prepared you for social work practice?
26. What was the **single least worthwhile** experience while in the program?

27. When you look back on your education in the BASW program at CSU, Sacramento, what suggestions would you make to help us improve our academic program?

28. As you know, many students drop out of college and do not finish. You were one of those who successfully completed all the requirements for the degree!! Please comment on the resources that helped you persevere through your undergraduate years.

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS!
Please return the completed questionnaire in the self-addressed stamped envelope.

If you have any questions, please call Ron Boltz at (916) 278-7171 or email him at boltzrp@csus.edu
Baccalaureate Education Assessment Project
FOUNDATION CURRICULUM ASSESSMENT INSTRUMENT

Information collected by this instrument will be aggregated with similar information from other BSW graduating students around the country, and maintained in a confidential database by the BEAP Project, not your college or university. Summary reports and data may be provided to each participating BSW Program, with all individual identifying student information removed. Returning this survey indicates that you consent to have your data collected. Your participation to improve BSW education is appreciated and voluntary. Thank you.

Marking Instructions
- Use a No. 2 pencil, a black, or a blue pen.
- Do not use felt tip pens or red ink.
- Fill rectangle with a solid, dark mark.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

PRACTICE

01. A (An) ______ links clients with needed resources.  
02. Macro practice targets which of the following tasks:  
03. Which of the following is (are) (a) method(s) of conducting a community needs assessment?  
04. A (An) ______ is a fiscal agreement between an agency with funds and another agency that can provide needed services.  
05. The following is (are) true about the social and legal rights of gay and lesbian people:  
06. Determining progress toward goal achievement is one facet of the ______ stage.  
07. Which of the following is (are) (an) example(s) of informal resources?  
08. In social work practice, partialization refers to:  
09. Policies, practices, or procedures that systematically exclude people on the basis of race or ethnicity with the intentional or unintentional support of the entire culture is called:  
10. In case management, monitoring:  
11. Effective work skills, the ability to get along with others, and support of one's family are examples of:  
12. Which of the following techniques are common to advocacy?  
13. The process by which social workers respect and effectively practice with people of different cultures, religions, classes, and ethnic background is an example of:

HUMAN BEHAVIOR & SOCIAL ENVIRONMENT

14. Police departments and laws are instruments of:  
15. battered women often stay in their homes because of:  
16. Acting on one's prejudice toward an individual based upon a characteristic such as gender or sexual orientation is an example of:  
17. Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?  
18. Modification of one's language, identity, behavior patterns, and preferences to those of the host/majority society is called:  
19. The concept "person-in-environment" includes which of the following:  
20. During pregnancy, which of the following is a preventable cause of mental retardation?  
21. Physical punishment of a child as a means of reducing aggressive behavior has been shown to be:  
22. Carol Gilligan's disagreement with Kohlberg's moral development theories is  
23. Social learning theory places an emphasis on which of the following:
POLICY

24. The Elizabethan Poor Law is important for understanding social welfare in the US because:
25. According to the Elizabethan Poor Law, the unworthy poor were those who:
26. The enactment of the Personal Responsibilities and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:
27. In a capitalistic economic system one of the purposes of social welfare is to:
28. In the current American political context, conservatives generally:
29. The principle of "social insurance" is best defined as:
30. The major social welfare program to emerge from the New Deal was:
31. The Earned Income Tax Credit (EITC) is considered by policy analysts to be:
32. In which category (ies) does the U.S. fall below other developed nations?

RESEARCH

33. The requirements for a "classical experimental" design include:
34. Which of the following represents a well-known single subject design?
35. Using random sampling (based upon probability theory)...
36. Which of the following is not a level of measurement?
37. Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?
38. Which of the following can survey research not establish?
39. Which of the following is a longitudinal design?
40. Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?
41. A valid measure of a variable (is)....

ETHICS / VALUES

42. Making clients aware of their choices is inherent in which social work ethical obligation?
43. The NASW Code of Ethics allows social workers to have sexual contact with post termination clients after what period of time has passed?
44. Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:
45. Social workers are encouraged to pursue social and economic justice as part of their obligation to:
46. A social work student beginning her internship is told by her supervisor to not tell clients that she is a student since this might undermine their confidence in her. According to the Code of Ethics, withholding this information could:
47. When a social worker's colleague is displaying incompetence in service to his clients, the social worker should discuss this matter first with the:
48. What is the difference between privileged communication and confidentiality?
49. A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:
DIVERSITY

50. Despite their poverty, a Native American family habitually offers food and assistance to relatives although they often do not have enough for themselves and their children. This behavior is an example of which of the following?

51. Police reports in a community indicate that African Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following?

52. A Muslim woman refuses to allow John Martin, a child protective services social worker, into her house because her husband is not home. Her actions most likely indicate:

53. A social worker is meeting with a Hispanic family and notes that the father appears rather aloof and disinterested in his children's difficulty in school. The social worker decides that this family would benefit from family counseling because of the father's lack of concern about his family's welfare. Another likely explanation for the father's actions is:

54. A recent refugee from Africa displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker.

Which of the following explanations might be most relevant to the case?

55. A group of social work students are discussing a diversity assignment for human behavior and social environment. Mike states that it is racial differences due to biology that account for most of the problems that African Americans experience in society. Pat argues that there is no such thing as race and that most differences among people are due to other factors such as socioeconomic status, cultural variables, and power struggles. Which of the two perspectives is more current?

56. Which of the following statements is not accurate regarding women?

57. The best current knowledge about homosexual orientation is that it:

SOCIAL & ECONOMIC JUSTICE

58. A belief that those with the greatest wealth have an obligation to help provide for those with the least is part of which perspective?

59. Benefits that accrue to members of the dominant U.S. culture because of their skin color are referred to as:

60. Which of the following is false:

61. Social activism and other social change efforts are often resisted by:

62. Which of the following is true in America in the 21st century?

63. Which explanation of poverty is the most consistent with a social justice perspective?

64. Which of the following is evidence of a social justice deficiency in the American political-economic system?
PERSONAL INFORMATION

Sex [ ] Female [ ] Male

U.S. Citizen [ ] Yes [ ] No

With which groups do you primarily identify? (Mark All Groups Which are Part Of Your Heritage)

[ ] Indigenous North American/First Nation
[ ] Asian or Pacific Islander/Native Hawaiian
[ ] African Descent/Black (not Hispanic/Latino/a)
[ ] Chicano/Mexican
[ ] Puerto Rican
[ ] Other Hispanic/Latino/a
[ ] European/Caucasian (not Hispanic/Latino/a)
[ ] Other

In which languages are you now fluent and use in your current position? (Mark All That Apply)


[ ] L [ ] M [ ] N [ ] O [ ] P [ ] Q [ ] R [ ] S [ ] T

Which additional languages would be useful in your current position? (Mark All That Apply)


[ ] L [ ] M [ ] N [ ] O [ ] P [ ] Q [ ] R [ ] S [ ] T

Answer Block for E4 and E5

A. African language  L. Italian
B. American Sign Language (ASL)  M. Japanese
C. Arabic  N. Korean, Vietnamese
D. Chinese  O. Native American language
E. English  P. Polish
F. French  Q. Portuguese
G. German  R. Russian
H. Hawaiian  S. Scandinavian
I. Hebrew, Yiddish  T. Spanish
J. Hindi, Urdu or related dialect  U. Other
K. Irish, Scottish, Welsh

Mark ALL of the following that apply to you now.

[ ] Chronic medical condition
[ ] Deaf
[ ] Hard-of-hearing
[ ] Learning disability (ADD, ADHD, Spatial LD, NLD)
[ ] Mental health condition
[ ] Motor/mobility impairment
[ ] Physical impairment (hands, arms, legs, back, neck)
[ ] Speech impairment
[ ] Visual and/or print impairment
[ ] Other impairments/disabling conditions
[ ] No impairments/disabling conditions

Date of Completion of this Survey

Month [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ]

Year [ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ]

What are the last four digits of your Social Security#?

(This information will not be shared outside of the BEAP Project, or with your school.)

Month [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ]

Year [ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ]

YOU HAVE FINISHED THE SURVEY! THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

© BEAP (Buchan, V. V.; Hull, G. H.; Rodenhiser, R. W.; Rogers, J. P. & Smith, M. L.), 1999, Revised 2008