Appendix 4.2

ALUMNI SURVEY

In the spring of 2010, a questionnaire was created and subsequently placed on-line for students who had graduated from Freed-Hardeman's B.S.W. program since 2004 (N=60 responses). The questionnaire included items related to (1) **personal information**: gender, marital status, date of graduation, age at graduation and grade point average upon graduation; (2) **employment information**: initial employment data, current employment data, job satisfaction data; (3) **curriculum evaluation**: graduates were asked to rate on a helpfulness scale (from very helpful to not helpful) the content of the B.S.W. curriculum (practice, policy, research and field experience); (4) **competency evaluation:** graduates were asked to rate the program's quality of social work education on each of the program's ten (10) practice competencies: (5) **graduate study information**: graduate study data, evaluation of B.S.W. curriculum for preparation and helpfulness in graduate study; (6) **professional identification**: membership in professional associations, participation in professional meetings, conventions, workshops; and (7) **employer evaluation.**

RESULTS OF FOLLOW-UP STUDY

PERSONAL INFORMATION

(a) Gender of respondents:	Male:	14%
	Female:	86%
(b) Marital status of respondents:	Single:	35%
	Married:	60%
	Windowed :	2%
	Separated :	3%

EMPLOYMENT INFORMATION

Of the respondents, 75% were initially employed in a social work position and of the 84% currently employed, 63.8% occupy a social work position with a mean salary of $30,500. The graduates work in a variety of agency settings: health & medical, child and family services, human services, correctional, mental health, and gerontology. Job satisfaction ratings were distributed as follows: Very satisfied (33%), somewhat satisfied (25%), satisfied (25%), dissatisfied (5%).

COMPETENCY BASED CURRICULUM CONTENT

INITIAL EMPLOYMENT:

Of the respondents, 84% found the practice content teaching practice competencies "very helpful" to their initial employment performance; 52% reported policy to be "very helpful"; 26% reported research as "very helpful"; 86% found human behavior and the social environment content as "very helpful"; whereas, 79% reported the field experience as "very helpful."

TABLE 3
APPENDIX 4.2
HELPFULNESS OF COMPETENCY BASED CURRICULUM TO INITIAL EMPLOYMENT

Competency based content	Very Helpful %	Somewhat Helpful %	Not Helpful %
Practice	84	16	0
Policy	52	45	3
Research	26	57	17
HBSE	86	11	3
Field	79	16	5

CURRENT EMPLOYMENT:

Of the respondents, 84.6% found the practice content "very helpful" to their current employment performance; 46.2% reported policy to be "very helpful"; 15.4% reported research content as "very helpful"; 88.5% reported human behavior and the social environment content as "very helpful"; and 84.6% reported the field experience as "very helpful."

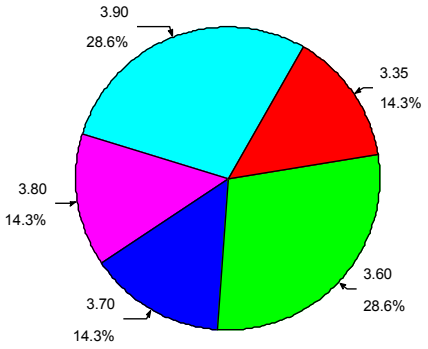
TABLE 4
APPENDIX 4.2
HELPFULNESS OF COMPETENCY BASED CURRICULUM
TO CURRENT EMPLOYMENT

Educational Experience	Very Helpful %	Helpful %	Not Helpful %
Practice	88	12	0
Policy	44	56	0
Research	29	59	12
HBSE	80	19	1
Field	78	19	3

GRADUATE STUDY:

Of the respondents, 35% have completed graduate school with 75% of them enrolled in schools of social work. Of those not presently doing graduate work, 47.2% plan to do so in the future. Of the respondents, 20% have earned the M.S.S.W. degree since 2004. Of those who have done graduate work, 100% rate the overall B.S.W. curriculum as preparing them well enough or highly preparing them for their studies. Below is the GPA distribution of Freed-Hardeman students upon completion of graduate work.

If you've recieved a graduate degree what was your overall GPA?



Of the respondents, 81% found the practice content "very helpful" to their graduate school performance; 47% reported policy to be "very helpful"; 39% reported the research content as "very helpful"; 84% found Human Behavior and the Social Environment content as "very helpful"; and 71% reported the field experience as "very helpful."

TABLE 5 APPENDIX 4.2 HELPFULNESS OF COMPETENCY-BASED CURRICULUM TO GRADUATE SCHOOL PREPARATION			
Educational Experience	Very Helpful %	Helpful %	Not Helpful %
Practice	81	19	0
Policy	47	53	0
Research	39	48	13
HBSE	84	16	0
Field	71	20	9

Professional Identification

Of our graduates, 62% currently hold or have held, within the past years, a membership in a professional social work association, and 53% have attended a professional social work meeting, convention, or workshop within the past year. 9% have L.C.S.W. status.

The respondents were instructed to rate on a scale from *extremely poor to excellent* our graduates in the application of the program's 10 practice competencies. The results, including our program's benchmarks of 3.5 are presented below.

TABLE 6 APPENDIX 4.2 ALUMNI SURVEY RESULTS							
COMPETENCY	Extremely Poor %	Below Average %	Average %	Above Average %	Excellent %	Aggregate Mean	Program Benchmark
Identify as professional social worker and conduct oneself accordingly.	0	0	3	32	65	4.61	3.5
Apply social work ethical principles to guide professional practice.	0	0	3	18	79	4.71	3.5
Apply critical thinking to inform and communicate professional judgments.	0	0	5	37	58	4.53	3.5
Engage diversity and difference in practice.	0	2	7	33	58	4.48	3.5
Advance human rights and social and economic justice.	0	2	14	36	48	4.31	3.5
Engage in research-informed practice and practice-informed research.	0	8	22	37	33	3.96	3.5

TABLE 6 APPENDIX 4.2 ALUMNI SURVEY RESULTS							
COMPETENCY	Extremely Poor %	Below Average %	Average %	Above Average %	Excellent %	Aggregate Mean	Program Benchmark
Apply knowledge of human behavior and the social environment.	0	0	7	32	61	4.55	3.5
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	0	2	15	35	48	4.30	3.5
Respond to contexts that shape practice.	0	2	10	40	48	4.35	3.5
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	0	2	5	30	63	4.46	3.5