



## **2018-2020 Diversity and Inclusion (HRSA) Report**

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## Executive Summary

This assessment report emphasizes the diversity and inclusivity of the Anne and Henry Zarrow School of Social Work between 2018-2020. This report includes 3-year averages for HRSA+ data, which includes data on the diversity of social work students across programs and campuses along with data related to student experiences with oppression and inclusivity during their program. Due to the 3-year time span of this report, data will be presented in several ways, including: tables that illustrate a year by year breakdown of demographics and climate changes within the school, tables that provide a closer glance at between program and campus differences, and figures that visually illustrate selected trends within the school. Whenever possible, 3-year averages will be provided and interpreted, along with statistically and/or practically significant findings. Implications will be provided for the entire school and for specific committees and programs to consider in the future.

Overall, the SSW from 2018-2020 grew in scope of numbers, programs, and capacity. Additionally, the diversity of the school in various different categories has been either better captured in the new assessment process and/or continues to increase. Currently, between 30-35% within a given year identify as a member of a racial or ethnic minority group, while between 11-13% of students identify as a member of a sexual and/or gender minority group. In terms of student experiences with inclusivity and oppression within the program, the majority of students (65.5%) reported no experiences with oppression. Despite the many highlights of the SSW between 2018-2020, there are also concerning trends with regards to the increasing trends in loan debt, inclusivity within our program for students who identify as members of sexual and gender minority groups, and our capacity to support growing numbers of 1<sup>st</sup> generation and non-traditional students.

## **Assessment Overview**

This report presents the 3-year results from 2018-2020 of our annual school of social work student assessment that is completed by all graduating social work students. The assessment contained numerous questions geared at understanding the rich diversity of graduating social work students across programs and campuses and how students experienced their social work education. The assessment serves several major purposes including: 1) ongoing program improvement; 2) accreditation reporting; 3) and monitoring and improving school climate. The results provided below 2020 and 3-year findings, mainly descriptive statistics for each question broken down by campus, but also includes statistical analyses to better understand how differences in diversity, inclusivity, and overall experiences may differ between various programs, groups, and campuses within our social work community. Also, given the roll out of the Tulsa BSW program, BSW numbers across 2018-2020 are analyzed according to Norman numbers. Finally, just as a reminder, this is program assessment so the information is presented in multiple ways to try to promote accessibility for all colleagues and community members.

## **Overview of Assessment Questionnaire**

In 2018, the school of social work revised their annual assessment protocol to emphasize improved data collection with regard to the diversity of social work students with regards to; social class, race, sex, ethnicity, gender identity, sexual orientation, gender expression, religious affiliation, geographical location, and other characteristics used to understand the complexity of diversity among social work students. In addition to gathering information related to social identities and social characteristics, the assessment questionnaire also asked students targeted questions about their experiences in the school, classroom, peer groups, digital spaces, university, and community. Additionally, questions were added to help identify if students who members of non-majority or historically marginalized groups receive the same quality of educational experience as other students from majority groups. The development of the assessment instrument took place over a six-month period and involved several stages of development including:

- Search of existing literature and best practices for assessing diversity and inclusion among students in higher education.

- Examination of current climate surveys and assessment tools utilized in other schools of social work and similar departments.
- Consult with current best practices for collecting diversity and identity-based data, which included the following major organizations; the Pew Institute, Southern Poverty Law Center, Robert Wood Johnson Foundation, U.S. Census Bureau, and William’s Institute.
- Pilot testing and review of questions from a sample of 20 diversity researchers and educators, who provided feedback and advice on the wording and framing of questions.

### **2018-2020 Economic Characteristics Related to Social Work Students**

The following data relates to characteristics of social work students in relation to debt, employment, and other economic factors, including student confidence in finding employment in the field upon graduation.

**Table 1. Social Work Student Loan Debt by Campus**

	Year					
	2018		2019		2020	
	Debt	No Debt	Debt	No Debt	Debt	No Debt
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Norman	106 (75.7)	34 (24.3)	94 (68.6)	43 (29.2)	121 (76.1)	38 (23.9)
Tulsa	78 (73.6)	28 (26.4)	85 (78.0)	24 (22.0)	110 (85.9)	18 (14.1)
<b>Total</b>	<b>184 (74.8)</b>	<b>62 (25.2)</b>	<b>179 (72.8)</b>	<b>67 (27.2)</b>	<b>231 (80.5)</b>	<b>56 (19.5)</b>

Does not include missing data and percentages are relative to the total number of responses.

Table 1 above illustrates the percentage of student loan debt across campuses between 2018-2020. While student loan debt percentages have changed some over the past three years and varied some between campuses, both campuses saw increases in the percentage of students reporting loan debt during this three-year span. Tulsa student debt rates showing an increase of 12% from 2018-2020 and while the percentage of loan debt dropped for Norman student from 2018-2019, this percentage increased by approximately 7% between 2019 and 2020 from 68.6% to 76.1%. In 2020, it is important to note that in 2020 there was nearly a 10% higher percentage of students reporting loan debt on the Tulsa campus (85.9%) than on the Norman campus (76.1%). This difference may be related to several factors, but further analysis of scholarships, paid practicums, stipends, and other initiatives designed to reduce the debt that students take on should be assessed to ensure equitable opportunities across campuses.

**Table 2. Social Work Student Loan Debt Breakdown by Campus and Program**

Program		Year					
		2018		2019		2020	
		Debt	No Debt	Debt	No Debt	Debt	No Debt
		<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
Norman	Part-time MSW	30 (85.7)	5 (14.3)	31 (63.3)	18 (36.7)	51 (82.3)	11 (17.7)
	Full-time MSW	32 (74.4)	11 (25.6)	24 (70.6)	10 (29.4)	28 (75.7)	9 (24.3)
	Advanced Standing MSW	22 (75.9)	7 (24.1)	20 (87.0)	3 (13.0)	18 (78.3)	5 (21.7)
	BSW	22 (66.7)	11 (33.3)	19 (61.3)	12 (38.7)	24 (64.9)	13 (35.1)
Tulsa	Part-time MSW	47 (73.4)	17 (26.6)	53 (75.7)	17 (24.3)	57 (86.4)	9 (13.6)
	Full-time MSW	15 (68.2)	7 (31.8)	14 (82.4)	3 (17.6)	16 (80.0)	4 (20.0)
	Advanced Standing MSW	16 (80.0)	4 (20.0)	17 (81.0)	4 (19.0)	37 (90.2)	4 (9.8)
	BSW	-	-	1 (100)	-	-	1 (100)
<b>Total</b>		<b>184 (74.8)</b>	<b>62 (25.2)</b>	<b>179 (72.8)</b>	<b>67 (27.2)</b>	<b>231 (80.5)</b>	<b>56 (19.5)</b>
<b>3-Year Total School Averages</b>		<b>76% Loan Debt</b>	<b>24% No Debt</b>				

Does not include missing data and percentages are relative to the total number of responses.

Table 2 above breaks the percentage of student loan debt down by campus and program between 2018-2020. While BSW students typically reported between 10-19% less debt than MSW students (depending on program), on average BSW students across campuses were 14% less likely to report loan debt than MSW students, likely due to the previous debt accumulated by many MSW students and cost of graduate education. Within different MSW program tracks across campuses, more than 75% of students reported having loan debt with no significant differences over this three year between campuses. While MSW students across different tracks indicated high

levels of debt, 82.1% of MSW students (average between campuses) in the advanced standing program between 2018-2020 were most likely to report having accumulated loan debt. Although this trend is not surprising given that many advanced standing students go straight through from undergraduate to their graduate program, the high level of debt reported by advanced standing students may provide evidence that the current marketing/recruitment approach within our program, which is consistent across many social work programs nationally, is playing a role in this higher accumulation of debt. Although this marketing/recruitment approach that emphasizes a quicker pathway for students to obtain a graduate degree after completion of their BSW degree has economic merit for our school, there may be equity and social justice concerns related to it that need to be considered more intentionally by faculty and administration.

**Table 3. Additional Social Work Student Debt by Campus (Medical, Credit card, consumer, etc.)**

	Year					
	2018		2019		2020	
	Debt	No Debt	Debt	No Debt	Debt	No Debt
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Norman	58 (41.4)	82 (58.6)	50 (36.5)	87 (63.5)	73 (46.5)	84 (53.5)
Tulsa	57 (54.3)	48 (45.7)	59 (55.1)	48 (44.9)	71 (56.3)	55 (43.7)
<b>Total</b>	<b>115 (46.9)</b>	<b>130 (53.1)</b>	<b>109 (44.7)</b>	<b>135 (55.3)</b>	<b>144 (50.9)</b>	<b>139 (49.1)</b>

Does not include missing data and percentages are relative to the total number of responses.

Table 3 above illustrates the percentage of social work students across campuses that report having additional debt beyond student loan debt. On average, 48% of students across campuses report having additional debt beyond student loans. The percentage of students reporting possessing debt beyond student loans varied by campus with Tulsa students being 14% more likely to report having additional debt besides for student loans (55.2%) compared to Norman students (41.5%) between 2018-2020. This difference may or may not be practically significant but may have something to do with campus differences in regard to mean age of students and/or socioeconomic differences that may exist between students enrolled in Tulsa verses Norman. Program coordinators and others may want to look further into this difference in order to provide better interpretation to this trend.



**Table 4. Additional Social Work Student Debt by Campus (Medical, Credit card, consumer, etc.)**

	Year					
	2018		2019		2020	
	Debt	No Debt	Debt	No Debt	Debt	No Debt
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Norman MSW	45 (42.1)	82 (57.9)	43 (41.0)	62 (59.0)	60 (50.0)	60 (50.0)
Tulsa MSW	57 (54.3)	48 (45.7)	59 (55.7)	47 (44.3)	71 (56.8)	54 (43.2)
Norman BSW	13 (39.4)	20 (60.6)	7 (21.9)	25 (78.1)	13 (35.1)	24 (64.9)
<b>Total</b>	<b>115 (43.4)</b>	<b>150 (56.6)</b>	<b>109 (44.9)</b>	<b>134 (55.1)</b>	<b>144 (51.1)</b>	<b>138 (48.9)</b>

Does not include missing data and percentages are relative to the total number of responses.

Table 4 above indicates that on average between 2018-2020 approximately 33.5% of social work students indicate having other debt besides student loan debt. 32.1% of BSW students reported having other types of debt, while 34.2% of MSW students reported having additional debt. The rate of debt was nearly 8% higher among Tulsa MSW students than for Norman MSW students. The high rates of student loan and other types of debt for social work students continues to be a challenge within our school and at the national level. It is important to note that despite major increases in scholarships and other paid opportunities for students, the percentage of students taking on debt continues to increase steadily. Perhaps the school may want to consider some sort of financial literacy type component for orientation/admissions, recruitment of additional needs based scholarships, and discussion of trends in social work pay across Oklahoma along with alum data to better understand this issue.

**Table 5: Percentage of Single Parent Students by Campus and Program**

		Year					
		2018		2019		2020	
		Yes	No	Yes	No	Yes	No
		<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Norman	Part-time MSW	8 (21.6)	29 (78.4)	8 (16.7)	40 (83.3)	10 (16.1)	52 (83.9)
	Full-time MSW	4 (9.8)	37 (90.2)	1 (2.9)	33 (97.1)	2 (5.6)	34 (94.4)
	Advanced Standing MSW	3 (10.3)	26 (89.7)	2 (8.7)	21 (91.3)	1 (4.5)	21 (95.5)
	BSW	3 (8.8)	31 (91.2)	1 (3.2)	30 (96.8)	6 (16.2)	31 (83.8)
Tulsa	Part-time MSW	7 (10.8)	58 (89.2)	7 (10.3)	61 (89.7)	7 (10.8)	58 (89.2)
	Full-time MSW	3 (13.6)	19 (86.4)	-	16 (100)	1 (5.3)	18 (94.7)
	Advanced Standing MSW	3 (15.0)	17 (85.0)	4 (19.0)	17 (81.0)	8 (19.5)	33 (80.5)
	BSW	-	-	-	1 (100)	-	1 (100)
<b>Total</b>		<b>31 (12.5)</b>	<b>217 (87.5)</b>	<b>23 (9.5)</b>	<b>219 (90.5)</b>	<b>35 (12.4)</b>	<b>248 (87.6)</b>

Does not include missing data and percentages are relative to the total number of responses.

Table 5 above breaks down the percentage of students by program and campus that identified as being a single parent between 2018-2020. Overall, the 3-year average for BSW students who identified as single parents was 10.6%. The 3-year average percentage of MSW students who identified as single parents was 10.4% for Tulsa students and 11.6% for Norman students. The largest percent of students from 2018-2020 who identified being single parents were found within the Norman part-time MSW program (18.1%) and in the Tulsa advanced standing MSW program (17.8%). While the majority of students may not identify as single parents, it is important to consider trend increases within each campus in terms of considering campus and program supports and resources, or the lack thereof, as this may impact student success and retention in certain cases.

**Table 6. Percentage of Students that are Primary Caregivers by Campus**

	Year					
	2018		2019		2020	
	Yes	No	Yes	No	Yes	No
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Norman	39 (27.5)	103 (72.5)	36 (26.5)	100 (73.5)	48 (30.4)	110 (69.6)
Tulsa	44 (41.1)	63 (58.9)	39 (36.4)	68 (63.6)	46 (36.2)	81 (63.8)
<b>Total</b>	<b>83 (33.3)</b>	<b>166 (66.7)</b>	<b>75 (30.9)</b>	<b>168 (69.1)</b>	<b>94 (33.0)</b>	<b>191 (67.0)</b>

Does not include missing data and percentages are relative to the total number of responses.

Table 6 above provides an illustration of trends in students who identify as primary caregivers. From 2018-2020, 37.9% of Tulsa students identified as being in a primary caregiver role, while 28.1% of Norman students identified as primary caregivers. The nearly 10% difference between campuses may be better interpreted and understood by administrators and faculty within each campus as it relates to the context and location of each campus, but the moderate percentage of students finding themselves in primary caregiver roles should be discussed and considered in thinking about the impact of our classroom and school level policies on the success, performance, and retention of students who find themselves in these often stressful roles.

**Table 7. Percentage of Students that are Primary Caregivers by Campus**

	Year					
	2018		2019		2020	
	Yes	No	Yes	No	Yes	No
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Norman MSW	32 (29.6)	76 (70.4)	33 (31.4)	72 (68.6)	36 (29.8)	85 (70.2)
Tulsa MSW	44 (41.1)	63 (58.9)	39 (36.8)	67 (63.2)	46 (36.5)	80 (63.5)
BSW (Norman only)	7 (20.6)	27 (79.4)	3 (9.7)	28 (90.3)	12 (32.4)	25 (67.6)
<b>Total</b>	<b>83 (33.3)</b>	<b>166 (66.7)</b>	<b>75 (31.0)</b>	<b>167 (69.0)</b>	<b>94 (33.1)</b>	<b>190 (66.9)</b>

Does not include missing data and percentages are relative to the total number of responses.

Table 7 above illustrates that between 2018-2020 40.5% of BSW students indicated being in a primary caregiver role, while 34.2% of MSW students across campuses identified as being a primary caregiver. There were no practically significant differences between campus for this question.

**Table 8. Role Breakdown of Students that are Primary Caregivers by Campus**

	Year					
	2018		2019		2020	
	Norman (N=39)	Tulsa (N=44)	Norman (N=36)	Tulsa (N=39)	Norman (N=48)	Tulsa (N=46)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Primary caregiver to a child/to children	35 (89.7)	41 (93.2)	30 (83.3)	37 (94.9)	43 (89.6)	44 (95.6)
Primary caregiver to a child with disabilities	2 (5.1)	8 (18.2)	4 (11.1)	5 (12.8)	5 (10.4)	5 (10.9)
Primary caregiver to a parent/family member	10 (25.6)	10 (22.7)	9 (25.0)	8 (20.5)	16 (33.3)	6 (13.0)
Other (please write in)	2 (5.1)	1 (2.3)	-	-	1 (2.1)	2 (4.3)

Cases were only included if the same participant answered yes to question represented in the preceding table. Percentages are relative to the sum of yes responses in the preceding table.

In table 8 above, a deeper exploration of student caregiving roles is illustrated from 2018-2020. Overall, 91.1% of students who indicated that they were in a primary caregiving role identified as a parental caregiver to one or more children. Additionally, Tulsa students were 7% more likely to identify as a caregiver to children than Norman students during this 3-year span. With regards to social work students in caregiving roles to a child with disabilities, 11.4% of students responding affirmatively to being in a caregiver role across campuses identifying as primary caregivers to a child with disabilities. Finally, between 2018-2020 across campuses, 23.4% of students identifying as primary caregivers, indicated that they were providing care to a parent or family member. The percentage of students identifying in a primary caregiver role to a parent or family member was approximately 10% higher among Norman students (28%) compared to Tulsa students (18.7%). The assessment data on student caregiving roles is important to our faculty, administration, and school as we consider our school level and classroom policies and whether they are supportive or punitive to students identifying as primary caregivers. Additionally, this information is valuable with regards to our school/faculty advocacy for more sensitive and supportive policies for student caregivers at the college and university levels.

**Table 9. Role Breakdown of Students that are Primary Caregivers by Campus**

	Year								
	2018			2019			2020		
	Norman MSW (N=32)	Tulsa MSW (N=44)	BSW (Norman only) (N=7)	Norman MSW (N=33)	Tulsa MSW (N=39)	BSW (Norman only) (N=3)	Norman MSW (N=36)	Tulsa MSW (N=46)	BSW (Norman only) (N=12)
<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
Primary caregiver to a child/to children	29 (90.6)	41 (93.2)	6 (85.7)	30 (90.9)	37 (94.5)	-	32 (88.9)	44 (95.7)	11 (91.7)
Primary caregiver to a child with disabilities	2 (6.3)	8 (18.2)	-	4 (12.1)	5 (12.8)	-	2 (5.6)	5 (10.9)	3 (25.0)
Primary caregiver to a parent/family member	8 (25.0)	10 (22.7)	2 (2.9)	6 (18.2)	8 (20.5)	3 (100.0)	10 (2.8)	6 (13.0)	6 (50.0)
Other (please write in)	2 (6.3)	1 (2.3)	-	-	-	-	-	2 (4.3)	1 (8.3)

Cases were only included if the same participant answered yes to question represented in the preceding table. Percentages are relative to the sum of yes responses in the preceding table.

Table 9 above illustrates that by campus and program from 2018-2020, 17 BSW students (85% of those who identified with being primary caregivers) indicated being a primary caregiver to a child or children, which is around 17% of all BSW students. Comparatively, around 27% of MSW students identified as being a primary caregiver to a child. The difference between MSW students identifying as primary caregivers to children was significant with 35.8% of Tulsa MSW students reported being in primary caregiver roles to a child compared to only 18.2% of Norman MSW students (nearly 50% higher rate among Tulsa MSW students). Additionally, a smaller percentage of students (3.8% across MSW students) identified as being a primary caregiver to a child with disabilities between 2018-2020 (5% MSW Tulsa Students and 2% of Norman MSW students). Finally, some students identified as being primary caregivers to family members. Among BSW students between 2018-2020, 10.1% identified as being in a primary caregiver role to a family member, while only around 1% of Tulsa MSW students identified in this caregiver role as did 7% of Norman MSW students (4% average for all MSW students).

**Table 10. Employment Status of Social Work Students by Campus**

	Year					
	2018		2019		2020	
	Norman	Tulsa	Norman	Tulsa	Norman	Tulsa
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Did you work as an undergraduate student? Yes	93 (66.4)	63 (60.0)	91 (66.9)	74 (69.2)	112 (71.3)	81 (64.3)
Did you work as an undergraduate student? No	47 (33.6)	42 (40.0)	45 (33.1)	33 (30.8)	45 (28.7)	45 (35.7)
Did you work as a graduate student? Yes	76 (70.4)	90 (94.1)	78 (75.0)	94 (89.5)	102 (85.7)	109 (87.2)
Did you work as a graduate student? No	32 (29.6)	17 (15.9)	26 (25.0)	11 (10.5)	17 (14.3)	16 (12.8)
Do you expect to be employed in a SW job within three months of graduation from the program? Yes	118 (84.3)	103 (96.3)	112 (82.4)	104 (97.2)	131 (84.0)	120 (95.2)
Do you expect to be employed in a SW job within three months of graduation from the program? No	22 (15.7)	4 (3.7)	24 (17.6)	3 (2.8)	25 (16.0)	6 (4.8)

Does not include missing data and percentages are relative to the total number of responses for each question.

Table 10 above communicates the employment levels of social work students. 68.2% of all students between 2018-2020 reported working as an undergraduate student with only a slightly higher percentage of Norman students (68.2%) indicating having worked during their undergraduate program compared to Tulsa students (64%). The percentage of social work students who indicated having worked during their graduate education was 77% for Norman students and 90.3% for Tulsa students (13% higher among Tulsa students). In terms of the overall school, 83.7% of all graduate students reported working during their graduate education. 83.6% of all Norman students reported that they expect to be working in a social work job within 3 months of graduation, while 96.2% of Tulsa students reported that they would be employed in the field within 3 months of graduation (89.9% 3-year School Average).

**Table 11. Employment Optimism of Social Work Students by Campus**

	Year								
	2018			2019			2020		
	Norman MSW	Tulsa MSW	BSW (Norman only)	Norman MSW	Tulsa MSW	BSW (Norman only)	Norman MSW	Tulsa MSW	BSW (Norman only)
<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
Do you expect to be employed in a SW job within three months of graduation from the program? Yes	98 (91.6)	103 (96.3)	20 (60.6)	93 (89.4)	20 (60.6)	19 (59.4)	110 (92.4)	119 (95.2)	21 (56.8)
Do you expect to be employed in a SW job within three months of graduation from the program? No	9 (8.4)	4 (3.7)	13 (39.4)	11 (10.6)	13 (39.4)	13 (40.6)	9 (7.6)	6 (4.8)	16 (43.2)

Does not include missing data and percentages are relative to the total number of responses for each question.

Table 11 above reinforces previous results that most graduating MSW social work students across campuses (90.5%) feel strongly that they will be employed in the field within 3 months of graduation (96.2% Tulsa) (89.9% Norman); however, among BSW students only 58.9% of students reported that they would be working in the field within 3 months of graduation. While the lower rates of BSW students planning to work in the field are likely lower due to the continued trend of BSW students going right into an MSW program, this trend may be problematic when considering the increasing levels of debt being taken on by students going straight through from undergraduate to graduate education. It is also important to note that the BSW degree is a practice degree and for some students, it may make sense to process their decision during advisement sessions to ensure that they are making an informed decision.



**Figure 1: 2018-2020 Social Work Student Employment Responsibilities & Optimism**

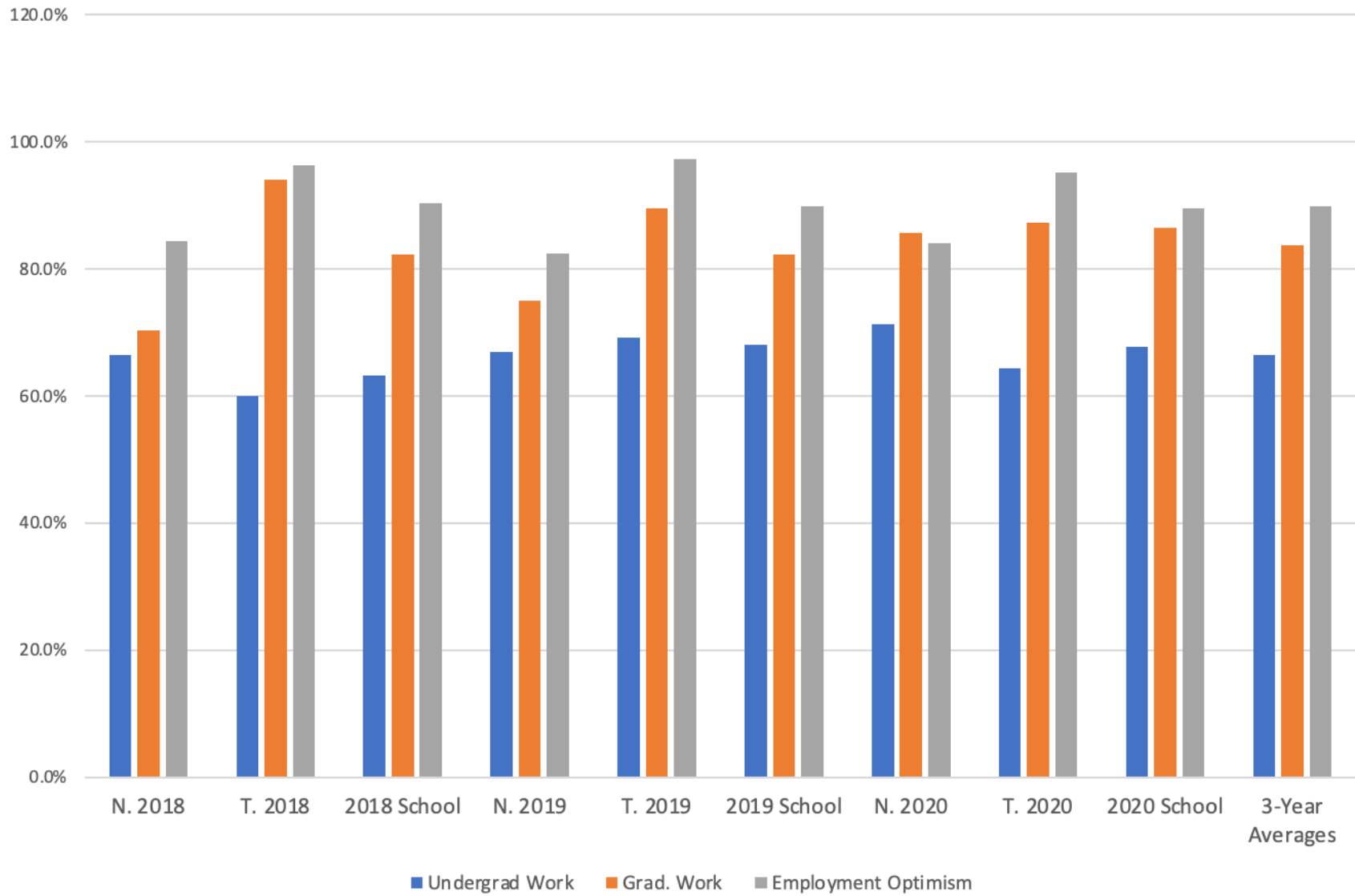


Figure 1 above illustrates self-reported OU social work student employment as undergraduate and graduate students between 2018-2020, along with perceived student confidence in finding a social work position within three months of graduation. On average from 2018-2020, 66.4% of all social work students indicated having worked as an undergraduate student, while 83.7% indicating having worked as a graduate student. Between campus analysis illustrates only a minor difference (4%<) between the 3-year percent averages of students who indicated having worked during their undergraduate education; however, the percentage of Tulsa students indicating having worked during their graduation program (90.3%) was more than 13% greater than for Norman students (77%). Additionally, 89.9% of all social work students across campuses from 2018-2020 indicated that they expected to be employed in a social work position within 3 months of graduation. It is important to note that Tulsa students, on average, were 13% more likely to expect to be employed 3 months after graduation in a social work position (96.2%) than students on the Norman campus (83.6%).

**Table 12. Selected Characteristics of Student Positionalities and Identities by Campus**

	Year					
	2018		2019		2020	
	Norman	Tulsa	Norman	Tulsa	Norman	Tulsa
	( <i>N</i> =144)	( <i>N</i> =108)	( <i>N</i> =141)	( <i>N</i> =109)	( <i>N</i> =160)	( <i>N</i> =129)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Veteran	9 (6.3)	6 (5.6)	8 (5.7)	4 (3.7)	13 (8.1)	3 (2.3)
Immigrant	4 (2.8)	4 (3.7)	1 (0.7)	2 (1.8)	5 (3.1)	5 (3.9)
Non-traditional student	43 (29.9)	36 (33.3)	36 (25.5)	34 (31.2)	47 (29.4)	42 (32.6)
First generation college student	44 (30.6)	35 (32.4)	39 (27.7)	36 (33.0)	56 (35.0)	35 (27.1)
First generation graduate student	56 (38.9)	61 (56.5)	48 (34.0)	57 (52.3)	67 (41.9)	69 (53.5)
Member of a racial/ethnic minority group	37 (25.7)	36 (33.3)	41 (29.1)	36 (33.0)	38 (23.8)	33 (25.6)
Person who has a disability	8 (5.6)	6 (5.6)	12 (8.5)	4 (3.7)	21 (13.1)	10 (7.8)
Economically disadvantaged	19 (13.2)	12 (11.1)	18 (12.8)	6 (5.5)	24 (15.0)	13 (10.1)
Resident of a disadvantaged community	5 (3.5)	12 (11.1)	5 (3.5)	7 (6.4)	10 (6.3)	5 (3.9)
Member of a sexual minority or non-cisgender identity group	N/A	N/A	N/A	N/A	20 (12.5)	15 (11.6)

Last question only asked in 2020. Participants could have selected more than one group. Percentages are relative to the total number of survey cases, which is listed as *N*- for each campus during a given year.

**Table 13. Selected Characteristics of Student Positionalities and Identities by Campus**

	Year								
	2018			2019			2020		
	Norman MSW (N=110)	Tulsa MSW (N=108)	BSW (Norman only) (N=34)	Norman MSW (N=108)	Tulsa MSW (N=108)	BSW (Norman only) (N=33)	Norman MSW (N=122)	Tulsa MSW (N=128)	BSW (Norman only) (N=38)
<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
Veteran	6 (5.5)	6 (5.6)	3 (8.8)	7 (6.5)	4 (3.7)	1 (3.0)	9 (7.4)	3 (2.3)	4 (10.5)
Immigrant	3 (2.7)	4 (3.7)	1 (2.9)	1 (0.9)	2 (1.9)	-	5 (4.1)	5 (3.9)	-
Non-traditional student	34 (30.9)	36 (33.3)	9 (26.5)	31 (28.7)	34 (31.5)	5 (15.2)	38 (31.1)	42 (32.8)	9 (23.7)
First generation college student	34 (30.9)	35 (32.4)	10 (29.4)	30 (27.8)	36 (33.3)	9 (27.3)	37 (30.3)	35 (27.3)	19 (50.0)
First generation graduate student	53 (48.2)	61 (56.5)	3 (8.8)	46 (42.6)	57 (52.8)	2 (6.1)	62 (50.8)	69 (53.9)	5 (13.2)
Member of a racial/ethnic minority group	27 (24.5)	36 (33.3)	10 (29.4)	29 (26.9)	36 (33.3)	12 (36.4)	31 (25.4)	33 (25.8)	7 (18.4)
Person who has a disability	4 (3.6)	6 (5.6)	4 (11.8)	9 (8.3)	4 (3.7)	3 (9.1)	16 (13.1)	10 (7.8)	5 (13.2)
Economically disadvantaged	15 (13.6)	12 (11.1)	4 (11.8)	9 (8.3)	6 (5.6)	9 (27.3)	18 (14.8)	13 (10.2)	6 (15.8)
Resident of a disadvantaged community	3 (2.7)	12 (11.1)	2 (5.9)	4 (3.7)	7 (6.5)	1 (3.0)	8 (6.6)	5 (3.9)	2 (5.3)
Member of a sexual minority or non-cisgender identity group	N/A	N/A	N/A	N/A	N/A	N/A	17 (13.9)	15 (11.7)	3 (7.9)

Last question only asked in 2020. Participants could have selected more than one group. Percentages are relative to the total number of survey cases, which is listed as *N*- for each campus during a given year.

**Figure 2: 2018-2020 Three-Year Averages For Select Student Characteristics**

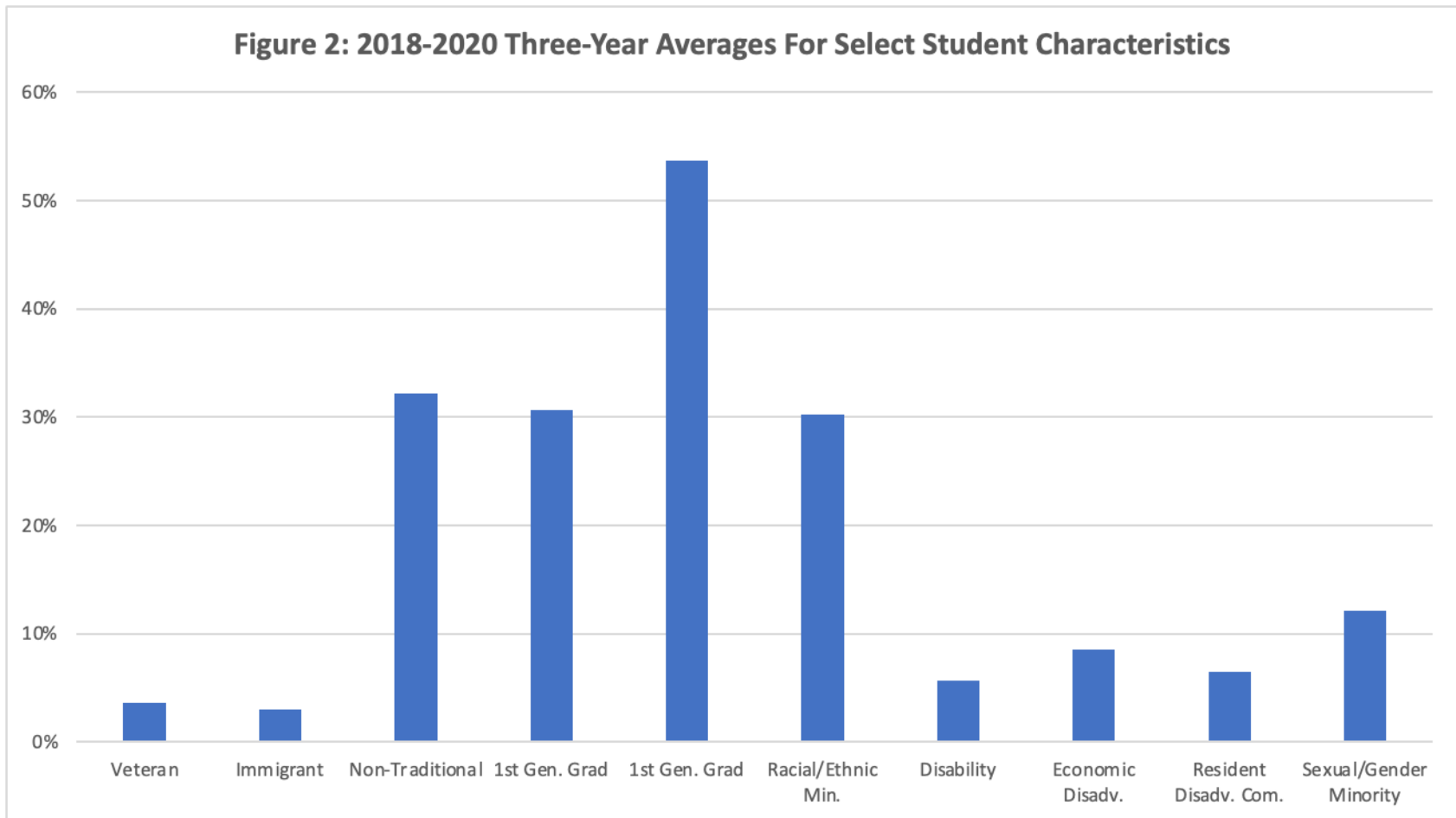


Table 12-13 and figure 2 above illustrates the diversity in social work student identity, positionality, and experiences across campuses from 2018-2020. It is important to note that the differences between campuses in relation to the identities, positionalities, and experiences of students to the questions asked was small; however, program administrators and faculty may find some of these

differences between campuses compelling enough to discuss further. For the purposes of this assessment report, the school averages from 2018-2020 in relation to Tables 12-13 will be highlighted and discussed further.

- 3.6% of social work students across campuses over this 3-year span, identified as being veterans, which seems low given the higher than average presence of service members and veterans. Within the BSW program, 7.4% of students reported veteran status, while 5.2% of all MSW students identified with being a veteran. The Tulsa MSW program showed a 3-year average of 3.9% student veterans, while the Norman MSW program indicated 6.5% of students who identified as veterans. These numbers may begin to increase with the presence and accessibility of the new online program and should be monitored in future programs, as this may be a source for future recruitment efforts.
- Only 3% of all social work students across campuses identified as being immigrants. 1% of BSW students reported immigrant status, while 2.6% of MSW students in both the Norman and Tulsa campuses indicated immigrant status between 2018-2020. The framing of this question may impact how students respond as immigration identity definitions may vary across students and may also be a sensitive question given existing socio-political contexts.
- Approximately 32.2% of students across campuses identified as non-traditional students, which is broadly defined as students who often times may be chronologically older, have caretaking or employment responsibilities, and often times a combination of factors that may impact the accessibility of higher education and or the retention rates among this group of students. Approximately 21.8% of BSW students from 2018-2020 identified as non-traditional students, while 31.4% of all MSW students identified as non-traditional. 32.5% of Tulsa MSW students identified as non-traditional and 30.2% of Norman MSW students identified as non-traditional. The continual and steady levels of non-traditional students within our program should continue to be discussed in committees as it relates to the structure of classes, classroom policies, elective courses, practicum structure and demands, and ongoing efforts to build scholarships and incentives to better support students navigating many competing and challenging roles during throughout their education.
- 30.6% of social work students between 2018-2020 identified as 1<sup>st</sup> generation college students. These averages were similar across campuses with 35.6% of BSW students who identified as being 1<sup>st</sup> generation college students. For MSW students, 31% identified as 1<sup>st</sup> generation college students with 31% of Tulsa MSW students identifying as 1<sup>st</sup> generation and 29.7% of Norman MSW students. These results should be discussed in terms of how we support 1<sup>st</sup> generation students who may face different types of challenges related to not always having the same access to mentorship and support with regards to navigating and succeeding during their collegiate experience.

- Similarly, and not surprising, given the moderate rate of 1<sup>st</sup> generation students, approximately 53.7% of social work students across campuses identified as 1<sup>st</sup> generation graduate students from 2018-2020. 54% of Tulsa MSW students identified with being a 1<sup>st</sup> generation graduate student, which was slightly higher than the 47.2% reported by Norman campus MSW students. Similar to the recommendations above, school committees, faculty, and leadership must consider how to continue building supportive policies, resources, and program/learning opportunities that support students who may not possess or be able to access mentoring relationships that can be important and beneficial to success at the graduate level.
- In terms of racial/ethnic diversity within the school from 2018-2020, 30.2% of all students identified with being a member of a racial or ethnic minority group. Among BSW students, 28.1% identified as being a member of a racial or ethnic minority group, while 30.8% of MSW students identified with a racial or ethnic minority group. Among Tulsa MSW students, 30.8% indicated being a member of a racial or ethnic minority group, while 25.6% of Norman MSW students identified as a member of a racial or ethnic minority group. Given that nearly a third of all social work students identify as a member of a racial or ethnic minority group, it is imperative to continue building off of university, college, and school level plans and programming designed to promote inclusivity while addressing multiple forms of oppression and marginalization. Existing initiatives across OU and school levels/programs should be applauded, but colleagues and leadership should consider if additional initiatives and spaces are needed to be inclusive to more students, how we can better engage students, alum, and colleagues in existing efforts and initiatives, best practices on sharing out information to students about diversity and inclusivity initiatives, and how to more intentionally build diversity and inclusivity into our school culture, faculty/staff development, and curriculum processes. Additionally, considering how our own diversity and inclusivity efforts align with those of the college and university.
- Between 2018-2020, 5.7% of social work students across campuses identified as having one or more disabilities. Approximately, 11.4% of BSW students reported having a disability compared to 7.0% of MSW students. Among Tulsa MSW students, 5.7% reported having a disability, compared to 8.3% for Norman MSW students. This statistic may likely be underreported for a variety of reasons (hidden disabilities, unwanted stigma, etc.) Given recent moves by design and necessity to more virtual online learning approaches, it is important to consider the accessibility of our teaching and spaces to students with diverse learning needs.
- Approximately 8.5% of OU students across campuses during 2018-2020 identified with being economically disadvantaged. The percentage of students identifying with economic disadvantage varied by 10% over the past 3 years between the Norman (18.9%) and Tulsa (8.9%) campuses. Among BSW students, 18.5% of students identified as being economically disadvantaged, while 10.6% of MSW students across campuses identified as being economically disadvantaged. 12.2% of Norman MSW students and 9% of Tulsa MSW students identified with economic disadvantage. It is unclear whether this difference has practical significance for faculty and leadership, but this may be an important consideration when considering

and growing scholarship funds, paid practicum experiences, GRA positions, and other initiatives designed to help students who may face economic challenges. Given the higher proportion of 1<sup>st</sup> generation BSW students, the difference between economic disadvantage between the BSW and MSW program also makes sense. Additionally, the faculty and school must consider the equity of opportunities across campuses and whether the opportunities that we provide are benefiting those students who have the greatest needs in a balanced way with more merit-oriented rewards and opportunities.

- On average, between 2018-2020, 6.5% of students across campuses identified as residing in an economically disadvantaged community.
- Although we have collected data since 2018 on the diversity and inclusivity of our school with regards to students identifying as a member of a gender or sexual minority group, we only added this specific question to the 2020 survey. In 2020, 12.1% of our students across campus identified as being a member of a sexual or gender minority group. 7.9% of BSW students identified in 2020 as being a member of a sexual or gender minority group, while 12.8% of MSW students reported this status. 13.9% of Tulsa MSW students identified as a member of a sexual and/or gender minority group compared to 11.7% of Norman MSW students. These figures may be underrepresented due to the wording of the question in this part of the assessment. This data on the diversity of our students in regard to gender and sexual identities is an important consideration when thinking about whether our curriculum and school spaces are inclusive to their identities, positionalities, and needs.



**Table 14. Social Work Students Sex Assigned at Birth**

	Year								
	2018			2019			2020		
	Norman	Tulsa	Total	Norman	Tulsa	Total	Norman	Tulsa	Total
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Male	16 (11.4)	14 (13.3)	34 (14.0)	22 (16.2)	12 (11.2)	34 (14.0)	26 (16.5)	14 (11.2)	40 (14.1)
Female	124 (88.6)	91 (86.7)	209 (86.0)	114 (83.8)	95 (88.8)	209 (86.0)	132 (83.5)	111 (88.8)	243 (85.9)

Does not include missing data and percentages are relative to the total number of responses.

Table 14 above illustrates the sex assigned at birth percentages for students across campuses. The 3-year averages for the school of social work reflects that 86.7% of students across campuses indicated that their sex assigned at birth was female, while 13.3% of students identifies their sex assigned at birth as male. While there was a slightly higher percentage of students who identified as female on the Tulsa campus at than on the Norman campus, these differences were minor and likely not practically significant. The higher proportion of female to male students within our school is consistent with national trends and compositions, but faculty and committees may want to look more closely at differences in relation to sex and gender equity within scholarships, awards, and opportunities, along with whether or not our curriculum incorporates enough content related to sex and gender equity and inclusion in within the profession, within leadership, and in the broader society.

**Table 15. Gender Identity of Social Work Students**

	Year								
	2018			2019			2020		
	Norman	Tulsa	Total	Norman	Tulsa	Total	Norman	Tulsa	Total
<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
* Non-cisgender	5 (4.7)	9 (11.7)	14 (7.5)	5 (4.3)	6 (6.8)	9 (4.5)	10 (7.6)	6 (6.2)	16 (7.0)
**Cisgender	105 (95.3)	68 (88.3)	173 (92.5)	110 (95.7)	82 (93.2)	192 (95.5)	122 (92.4)	91 (93.8)	213 (93.0)

\*Non-cisgender is a broad category that captures students who identified as trans male, trans female, gender queer, gender fluid, gender non-binary, and other not listed. Due to the low numbers within each non-cisgender category, the broader category of non-cisgender was created to protect the confidentiality of students and integrity of the analysis.

\*\* Cisgender is Male or Female as assigned at birth.

Does not include missing data and percentages are relative to the total number of responses.

Table 15 above provides the three-year percent averages related to the gender identity of social work students. Overall, 93.1% of social work students identified as cisgender (the gender identity assigned at birth), while 6.9% of students identified as non-cisgender (a gender identity that differs from that which was assigned at birth). Although students identifying with a different gender identity than that which was assigned at birth may seem small, given national statistics related to potential risk factors and experienced stigma associated with individuals who identify as a member of a gender minority group, leadership, faculty, and committees must consider how to create inclusive spaces and practices that support this group of students who may face greater exposure to oppression and marginalization than students who identify as cisgender.

**Table 16. Sexual Orientation of Social Work Students**

	Year								
	2018			2019			2020		
	Norman (N=144)	Tulsa (N=108)	Total (N=252)	Norman (N=141)	Tulsa (N=109)	Total (N=250)	Norman (N=160)	Tulsa (N=129)	Total (N=289)
<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	
*Sexual Minority Combined	18 (12.5)	17 (15.7)	35 (13.9)	33 (23.4)	15 (13.8)	48 (19.2)	45 (28.1)	30 (23.3)	75 (26.0)
Straight or Heterosexual	120 (83.3)	86 (79.6)	206 (81.7)	105 (74.5)	91 (83.5)	196 (78.4)	113 (70.6)	99 (76.7)	212 (73.4)

\*Sexual minority group totals include students identifying as lesbian, gay, bisexual, asexual, pansexual, and/or queer. Due to the low numbers of students identifying in some categories, categories for sexual minority groups were combined to protect the identity of students. Participants could have selected more than one group. Sexual minority combined was a created group and could potentially contain more than one selection for a single participant. Sexual minority combined also contains other, not listed. Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.

According to Table 16 above, between 2018-2020 19.5% of students identified as a member of a sexual minority group, which includes a variety of sexual orientation-based identities that differ from heteronormative conceptualizations of sexual orientation. Although 3.7% more Norman campus students identified their sexual orientation as something different than heterosexual, this difference is relatively small. Consequently, 78% of social work students across campuses identified as heterosexual. Although these numbers illustrate and align with national trends among members of society, the complexity of sexual orientation with regards to identity is rapidly changing among younger generations who are pushing back against boxes and labels that do not accurately capture or reflect how they view their own orientation and identity. This is an important consideration for committees and colleagues to consider with regards to how to create more welcoming and inclusive spaces within classrooms, curriculum, and school environments.

It is also imperative that we consider how we are supporting students who may have ever evolving sexual orientations and identities that differ from heteronormative values. It is also important to consider the impact of societal stigma rooted in homophobic and heterosexist perceptions of sexual orientation that often marginalize and oppress members of sexual minority groups.

**Table 17. 2020 Racial/Ethnic Identities of Social Work Students**

	Norman ( <i>N</i> =160)	Tulsa ( <i>N</i> =129)	Total ( <i>N</i> =289)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Black or African American	18 (11.3)	16 (12.4)	34 (11.8)
Latino, Latinx, Latin, or Hispanic	16 (10.0)	7 (5.4)	23 (8.0)
Asian or Asian American	4 (2.5)	5 (3.9)	9 (3.1)
Native Hawaiian or Pacific Islander	1 (0.6)	-	1 (0.3)
Native American or Alaska Native	14 (8.8)	19 (14.7)	33 (11.4)
Other	-	3 (2.3)	3 (1.0)
Students of Color Combined	53 (33.1)	50 (38.8)	103 (35.6)
White, Non-Latino/a/Latinx or Hispanic	120 (75.0)	90 (69.8)	210 (72.7)

Only 2020 choices are worded in this format and this data is only 2020 data. Participants could have selected more than one group. Students of Color Combined was a created group and could potentially contain more than one selection for a single participant. Students of Color Combined also includes the category “not listed.” Percentages are relative to the total number of survey cases, which is listed as *N* for each campus.

**Table 18. 2020 Racial/Ethnic Identities of Social Work Students**

	Norman MSW ( <i>N</i> =122)	Tulsa MSW ( <i>N</i> =128)	BSW (Norman Only) ( <i>N</i> =38)	Total ( <i>N</i> =288)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Black or African American	14 (11.5)	16 (12.5)	4 (10.5)	34 (11.8)
Latino, Latinx, Latin, or Hispanic	13 (10.7)	7 (5.5)	3 (7.9)	23 (8.0)
Asian or Asian American	4 (3.3)	5 (3.9)	-	9 (3.1)
Native Hawaiian or Pacific Islander	1 (0.8)	-	-	1 (0.3)
Native American or Alaska Native	10 (8.2)	19 (14.8)	4 (10.5)	33 (11.5)
Other	-	3 (2.3)	-	3 (1.0)
Students of Color Combined	42 (34.4)	50 (39.1)	11 (28.9)	103 (35.8)
White, Non-Latino/a/Latinx or Hispanic	89 (73.0)	89 (69.5)	31 (81.6)	209 (72.6)

Only 2020 choices are worded in this format and this data is only 2020 data. Participants could have selected more than one group. Students of Color Combined was a created group and could potentially contain more than one selection for a single participant. Students of Color Combined also includes the category “not listed.” Percentages are relative to the total number of survey cases, which is listed as *N* for each campus.

**FIGURE 3: 2020 RACIAL DIVERSITY SCHOOL OF SOCIAL WORK**

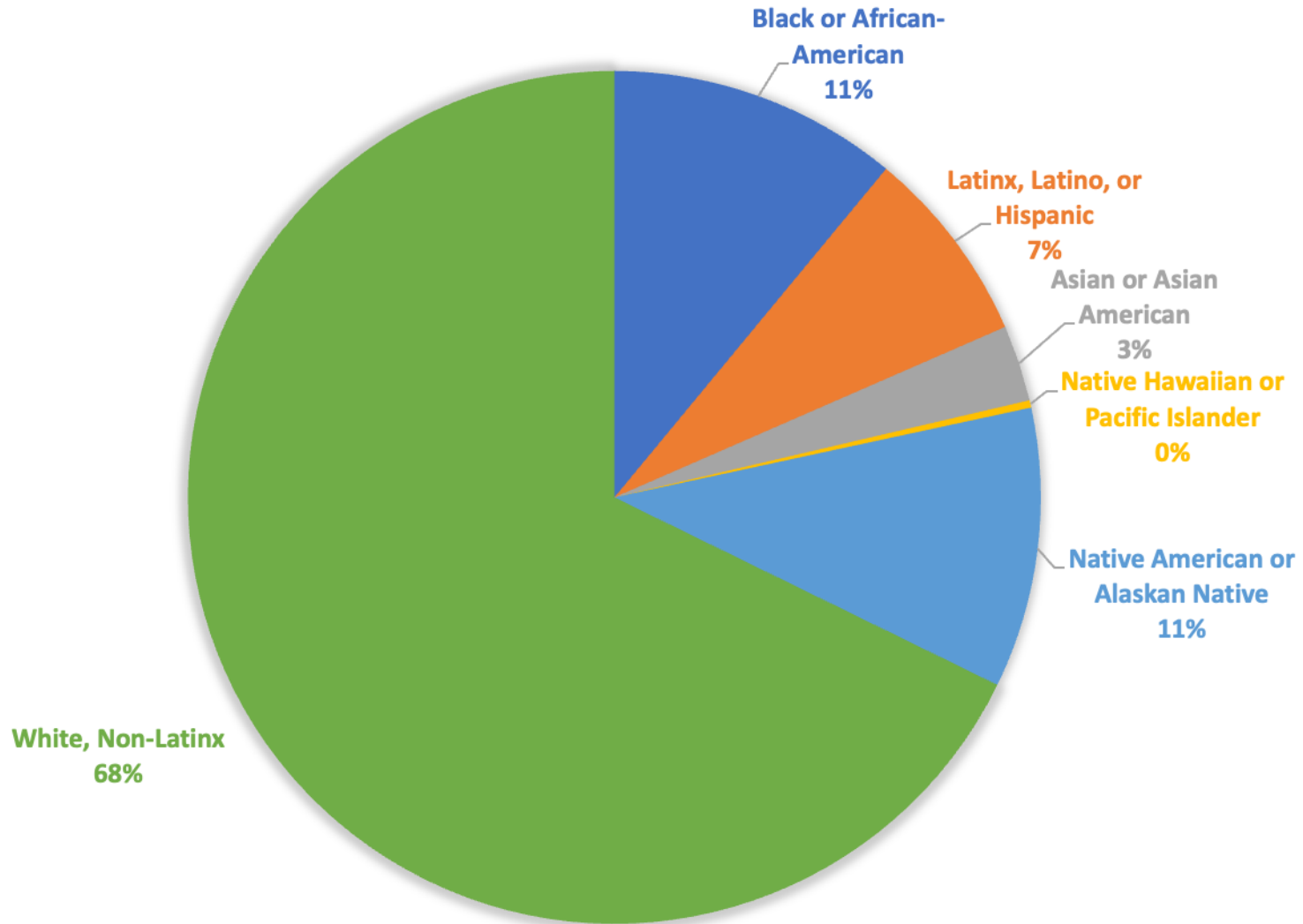


Table 17-18 and figure 3 above indicates that from 2018-2020, 73.9% of students across campuses identified as white non-Latinx and within the racial/ethnic majority, while 34.4% of students identified as Students of Color across diverse racial/ethnic identity categories. Black/African American students still comprise the largest racial identity group within the school at 11.8%, while Native American/Alaskan Natives represent 11.4% of the student body. Finally, 8% of students across campuses identify as Latinx in terms of racial identity.

**Table 19. Ethnicity of Social Work Students by Campus**

	Year					
	2018		2019		2020	
	Norman	Tulsa	Norman	Tulsa	Norman	Tulsa
	( <i>N</i> =144)	( <i>N</i> =108)	( <i>N</i> =141)	( <i>N</i> =109)	( <i>N</i> =160)	( <i>N</i> =129)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
African, Afro-Caribbean, African American	25 (17.4)	8 (7.4)	20 (14.2)	16 (14.7)	19 (11.9)	17 (13.2)
Native American or Alaskan Native	18 (12.5)	32 (29.6)	17 (12.1)	27 (24.8)	20 (12.5)	27 (20.9)
Hispanic, Latinx, or person with heritage in one or more Spanish speaking nations and cultures of the Americas	11 (7.6)	6 (5.6)	14 (9.9)	5 (4.6)	19 (11.9)	8 (6.2)
Native Hawaiian or person with origins from other Pacific Islands	-	-	-	-	1 (0.6)	-
Middle Eastern, North African, Arab American, or Semitic	-	1 (0.9)	2 (1.4)	2 (1.8)	-	1 (0.8)
Asian or Asian American	5 (3.5)	2 (1.9)	4 (2.8)	2 (1.8)	5 (3.1)	5 (3.9)
European/European American	88 (61.1)	64 (59.3)	84 (59.6)	60 (55.0)	96 (60.0)	73 (56.6)
Not listed	5 (3.5)	6 (5.6)	7 (5.0)	11 (10.4)	9 (5.6)	7 (5.4)

Participants could have selected more than one group. Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.



**Table 20. Ethnicity of Social Work Students by Campus**

	Year								
	2018			2019			2020		
	Norman MSW (N=110)	Tulsa MSW (N=108)	BSW (Norman only) (N=34)	Norman MSW (N=108)	Tulsa MSW (N=108)	BSW (Norman only) (N=33)	Norman MSW (N=122)	Tulsa MSW (N=128)	BSW (Norman only) (N=38)
<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	
African, Afro-Caribbean, African American	19 (17.3)	8 (7.4)	6 (17.6)	15 (13.9)	16 (14.8)	5 (15.2)	15 (12.3)	17 (13.3)	4 (10.5)
Native American or Alaskan Native	13 (11.8)	32 (29.6)	5 (14.7)	13 (12.0)	26 (24.1)	4 (12.1)	15 (12.3)	27 (21.1)	5 (13.2)
Hispanic, Latinx, or person with heritage in one or more Spanish speaking nations and cultures of the Americas	5 (4.5)	6 (5.6)	6 (17.6)	9 (8.3)	5 (4.6)	5 (15.2)	14 (11.5)	8 (6.3)	5 (13.2)
Native Hawaiian or person with origins from other Pacific Islands	-	-	-	-	-	-	-	-	1 (2.6)
Middle Eastern, North African, Arab American, or Semitic	-	1 (0.9)	-	2 (1.9)	2 (1.9)	-	-	1 (0.8)	-
Asian or Asian American	4 (3.6)	2 (1.9)	1 (2.9)	3 (2.8)	2 (1.9)	1 (3.0)	5 (4.1)	5 (3.9)	-
European/European American	66 (60.0)	64 (59.3)	22 (64.7)	64 (59.3)	60 (55.6)	20 (60.6)	73 (59.8)	72 (56.3)	23 (60.5)
Not listed	3 (2.7)	6 (5.6)	2 (5.9)	5 (4.6)	11 (10.2)	2 (6.1)	5 (4.1)	7 (5.5)	4 (10.5)

Participants could have selected more than one group. Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.

**Figure 4: 3-Year Averages for Social Work Student Ethnicity**

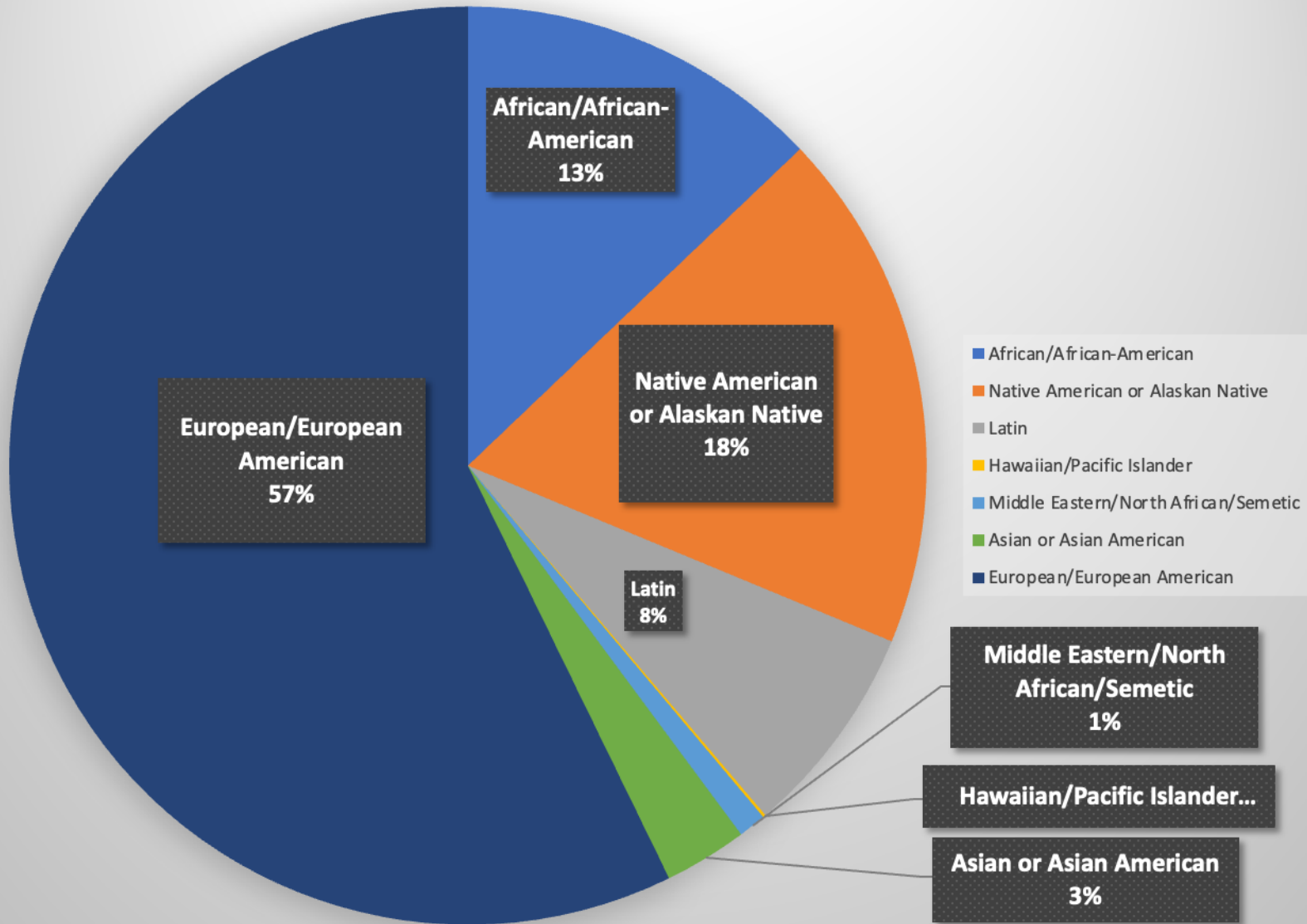


Table 18-20 and Figure 4 above indicates that European/white ethnicity is the predominant ethnicity of social work students across campuses at 58.6%, while Native students represent the highest minority ethnic group within the school at 18.8% with nearly a 13.5% higher rate of Indigenous students within the Tulsa campus over three years (25.1%) than the Norman campus (12.4%). Among BSW students, 15.2% of students identified as indigenous, while 16.9% of Tulsa MSW students identify as indigenous and 9.6% of Norman MSW students. Among BSW students, 60.5% of students identified as white European, while 55.6% of Tulsa MSW students and 64% of Norman MSW students identified a as white European students. Black or African American students represented another major ethnic minority group across campuses comprising 13.2% of the student population with approximately 3% more African American students on the Norman campus from 2018-2020 than the Tulsa campus. 10.5% of BSW students identified as Black or African American, while 13.3% of Tulsa MSW students identified as Black or African American and 12.3% of Norman MSW students. Finally, 7.7% of all social work students across campuses identified their ethnicity as Latinx, Latino, or Hispanic with similar percentages across the Norman and Tulsa campuses.

**Table 21. Tribal Affiliation of Native American Social Work Students by Campus**

	Year					
	2018		2019		2020	
	Norman	Tulsa	Norman	Tulsa	Norman	Tulsa
	(N=144)	(N=108)	(N=141)	(N=109)	(N=160)	(N=129)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
Anishnaabe, Ojibway, Potawatomi (Citizen, Pokagon, Prairie)	-	1 (0.9)	-	-	-	-
Apache	-	1 (0.9)	-	-	-	-
Cherokee	4 (2.8)	20 (18.5)	2 (1.4)	17 (15.6)	2 (1.3)	12 (9.3)
Cherokee and Osage	-	-	-	1 (0.9)	-	-
Cherokee and Creek	-	-	-	1 (0.9)	-	-
Cherokee and Delaware	-	-	-	1 (0.9)	-	-
Cherokee Nation Citizen	-	-	-	1 (0.9)	-	-
Cherokee Nation of Oklahoma Citizen	-	-	1 (0.7)	-	-	-
Cherokee/Seneca	-	-	-	1 (0.9)	-	-
Cheyenne and Arapaho Tribes of Oklahoma	-	-	-	-	-	1 (0.8)
Chickasaw	3 (2.1)	-	4 (2.8)	-	4 (2.5)	1 (0.8)
Chickasaw, Cherokee	1 (0.7)	-	-	-	-	-
Chippewa and Blackfoot	-	-	-	-	-	1 (0.8)
Choctaw	2 (1.4)	-	4 (2.8)	2 (1.8)	2 (1.3)	2 (1.6)
Choctaw Freedmen	-	-	-	-	-	1 (0.8)
Choctaw Nation of Oklahoma	-	-	1 (0.7)	-	-	1 (0.8)
Citizen Potawatomi Nation	1 (0.7)	1 (0.9)	-	-	-	-
Comanche	-	-	1 (0.7)	-	1 (0.6)	-

Creek	-	2 (1.9)	-	1 (0.9)	1 (0.6)	-
Kansas Delaware Tribe of Indians	-	-	-	-	-	1 (0.8)
Kickapoo	1 (0.7)	-	-	-	-	-
Kiowa Tribe of Oklahoma			1 (0.7)	-		
Kiowa	1 (0.7)	-	-	-	1 (0.6)	-
Mexican Indigenous Heritage	-	1 (0.9)				
Mississippi Choctaw	-	-	-	-	2 (1.3)	-
Muscogee Creek	-	-	-	1 (0.9)	2 (1.3)	4 (3.1)
Navajo	-	-	1 (0.7)	-	1 (0.6)	-
Osage	-	1 (0.9)	-	-	-	-
Osage and Navajo	-	-	-	-	1 (0.6)	-
Otoe Missouria	1 (0.7)	-	-	-	-	-
Potoawatomie	-	1 (0.9)	-	-	-	-
Santo Domingo Pueblo	-		1 (0.7)	-	-	-
Seneca Cayuga	-		-	-	-	1 (0.8)
Village of Teller	-		1 (0.7)	-	-	-
Wichita and Affiliated Tribes	-		-	-	1 (0.6)	-
Choose not to disclose/Unaware	2 (1.4)	1 (0.9)	-	1 (0.9)	-	-
<b>Some Tribal Affiliation</b>	<b>16 (11.1)</b>	<b>30 (27.8)</b>	<b>17 (12.1)</b>	<b>27 (24.8)</b>	<b>17 (10.6)</b>	<b>25 (19.4)</b>

Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.

Table 21 above illustrates the tribal identity of social work students across campuses between 2018-2020. Overall, 17.7% of all students identified with some tribal affiliation and/or identity. The percentage of students over this time span varied significantly between campuses with the Tulsa campus reporting a more than 12.5% increase in students identifying as native (24%) compared to the Norman campus (11.3%). These numbers should be utilized to consider the high rate of success of initiatives on the Tulsa campus within tribal communities to promote accessible social work education for indigenous students that will take their education back to tribal communities to make an impact. Is it possible for the Norman campus to consider the success of Tulsa and build more supports and opportunities for Native students and/or should the focus on bringing in more indigenous students with the Tulsa model be more inclusive of the Norman campus, given our deficits in Native identifying faculty and leadership.

**Table 22. Religious and Spiritual Identities of Social Work Students by Campus (Please choose all that apply)**

	Year					
	2018		2019		2020	
	Norman	Tulsa	Norman	Tulsa	Norman	Tulsa
	( <i>N</i> =144)	( <i>N</i> =108)	( <i>N</i> =141)	( <i>N</i> =109)	( <i>N</i> =160)	( <i>N</i> =129)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
Islam	-	1 (0.9)	-	-	1 (0.6)	1 (0.8)
Indigenous spiritual practices	1 (0.7)	5 (4.6)	3 (2.1)	3 (2.8)	3 (1.9)	5 (3.9)
Buddhism	4 (2.8)	2 (1.9)	1 (0.7)	4 (3.7)	2 (1.3)	5 (3.9)
Hinduism	-	1 (0.9)	-	1 (0.9)	-	-
Taoism	1 (0.7)	1 (0.7)	-	2 (1.8)	-	1 (0.8)
Judaism	2 (1.4)	-	2 (1.4)	-	1 (0.6)	1 (0.8)
Agnostic	6 (4.2)	9 (8.3)	15 (10.6)	7 (6.4)	18 (11.3)	10 (7.8)
Atheist	9 (6.3)	10 (9.3)	6 (4.3)	9 (8.3)	11 (6.9)	4 (3.1)
Christian	99 (68.8)	76 (70.4)	91 (64.5)	81 (74.3)	103 (64.4)	92 (71.3)
Not listed	18 (12.5)	9 (8.3)	12 (8.5)	9 (8.3)	16 (10.0)	9 (7.0)

Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.

Table 22 above illustrates the religious and spirituality of social work students across campuses from 2018-2020. The OU School of Social Work students predominantly identify as Christian on average of 69% across campuses with students on the Tulsa campus identifying as Christian at a 6% higher rate than Norman campus students, which also indicates that nearly 30% of students identify as non-religious or of another religion or spirituality other than Christianity. By far, the second greatest category for religion and spirituality among students was represented by agnostic and atheist students at nearly 13%, which provides important consideration for the school and faculty with regards to assuming that all students identify as Christian or religious, when a moderate majority of students identify as non-religious or as another spiritual/religious affiliation other than Christian.



**Table 23. Inclusivity and Oppression Experiences of Social Work Students by Campus**

	Year					
	2018		2019		2020	
	Norman	Tulsa	Norman	Tulsa	Norman	Tulsa
	( <i>N</i> =144)	( <i>N</i> =108)	( <i>N</i> =141)	( <i>N</i> =109)	( <i>N</i> =160)	( <i>N</i> =129)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
I did not experience intolerance or oppression as a student in social work	94 (65.3)	75 (69.4)	85 (60.3)	79 (72.5)	103 (64.4)	98 (76.0)
Racism	9 (6.3)	7 (6.5)	17 (12.1)	8 (7.3)	17 (10.6)	4 (3.1)
Transphobia	-	4 (3.7)	6 (4.3)	1 (0.9)	9 (5.6)	1 (0.8)
Homophobia	5 (3.5)	4 (3.7)	9 (6.4)	3 (2.8)	12 (7.5)	2 (1.6)
Heterosexism	1 (0.7)	3 (2.8)	6 (4.3)	1 (0.9)	8 (5.0)	2 (1.6)
Cultural intolerance	12 (8.3)	8 (7.4)	20 (14.2)	7 (6.4)	16 (10.0)	7 (5.4)
Sexism	13 (9.0)	9 (8.3)	10 (7.1)	7 (6.4)	12 (7.5)	4 (3.1)
Ableism	1 (0.7)	2 (1.9)	7 (5.0)	1 (0.9)	9 (5.6)	1 (0.8)
Ageism	9 (6.3)	5 (4.6)	11 (7.8)	5 (4.6)	9 (5.6)	2 (1.6)
Islamophobia	-	-	3 (2.1)	-	1 (0.6)	-
Ethnocentrism	4 (2.8)	2 (1.9)	5 (3.5)	3 (2.8)	10 (6.3)	4 (3.1)
Religious intolerance	13 (9.0)	13 (12.0)	6 (4.3)	8 (7.3)	16 (10.0)	4 (3.1)
Other	6 (4.2)	3 (2.8)	4 (2.8)	1 (0.9)	4 (2.5)	5 (3.9)

Participants could have selected more than one choice. Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.

Table 23 above demonstrates that the majority of students across campuses between 2018-2020 did not experience any form of oppression during their social work program (65.5%). Additionally, more than 35% of students identified with one or more types of experienced oppression during their social work education with religious intolerance (7.5%), cultural intolerance (6.4%), sexism (5.9%), and racism (5.6%) being the most common forms of experienced oppression among students. These results point to a need for faculty, leadership, and committees to consider how to provide trainings and resources to faculty/staff with regards to providing inclusive spaces for students who are members of underrepresented groups.

**Table 24. Inclusivity and Oppression Experiences of Social Work Students by Campus**

	Year								
	2018			2019			2020		
	Norman MSW	Tulsa MSW	BSW (Norman only)	Norman MSW	Tulsa MSW	BSW (Norman only)	Norman MSW	Tulsa MSW	BSW (Norman only)
	(N=110)	(N=108)	(N=34)	(N=108)	(N=108)	(N=33)	(N=122)	(N=128)	(N=38)
<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
I did not experience intolerance or oppression as a student in social work	71 (64.5)	75 (69.4)	23 (67.6)	70 (64.8)	78 (72.2)	15 (45.5)	78 (63.9)	97 (75.8)	25 (65.8)
Racism	8 (7.3)	7 (6.5)	1 (2.9)	10 (9.3)	8 (7.4)	7 (21.2)	13 (10.7)	4 (3.1)	4 (10.5)
Transphobia	-	4 (3.7)	-	-	1 (0.9)	6 (18.2)	9 (7.4)	1 (0.8)	-
Homophobia	3 (2.7)	4 (3.7)	2 (5.9)	2 (1.9)	3 (2.8)	7 (21.2)	10 (8.2)	2 (1.6)	2 (5.3)
Heterosexism	1 (0.9)	3 (2.8)	-	1 (0.9)	1 (0.9)	5 (15.2)	6 (4.9)	2 (1.6)	2 (5.3)
Cultural intolerance	10 (9.1)	8 (7.4)	2 (5.9)	11 (10.2)	7 (6.5)	9 (27.3)	13 (10.7)	7 (5.5)	3 (7.9)
Sexism	10 (9.1)	9 (8.3)	3 (8.8)	4 (3.7)	7 (6.5)	6 (18.2)	8 (6.6)	4 (3.1)	4 (10.5)
Ableism	1 (0.9)	2 (1.9)	-	2 (1.9)	1 (0.9)	5 (15.2)	7 (5.7)	1 (0.8)	2 (5.3)
Ageism	6 (5.5)	5 (4.6)	3 (8.8)	7 (6.5)	5 (4.6)	4 (12.1)	7 (5.7)	2 (1.6)	2 (5.3)
Islamophobia	-	-	-	-	-	3 (9.1)	1 (0.8)	-	-
Ethnocentrism	2 (1.8)	2 (1.9)	2 (5.9)	2 (1.9)	3 (2.8)	3 (9.1)	9 (7.4)	4 (3.1)	1 (2.6)
Religious intolerance	10 (9.1)	13 (12.0)	3 (8.8)	4 (3.7)	8 (7.4)	2 (6.1)	11 (9.0)	4 (3.1)	5 (13.2)
Other	4 (3.6)	3 (2.8)	2 (5.9)	2 (1.9)	1 (0.9)	2 (6.1)	4 (3.3)	5 (3.9)	-

Participants could have selected more than one choice. Percentages are relative to the total number of survey cases, which is listed as *N* for each campus during a given year.

Table 24 above illustrates that 65.5% of all social work students between 2018-2020 reported not experiencing any form of oppression in their program. 59.6% of BSW students indicated not experiencing any forms of oppression, while 68.5% of MSW students reported not experiencing oppression during their social work program. Additionally, 64.4% of Norman MSW students reported not experiencing oppression, while 72.5% of Tulsa MSW students reported no oppression during their social work education. Among BSW students, cultural intolerance (13.7%), sexism (12.5%), 11.5%, and homophobia (10.8%) were the most common forms of oppression reported by students. Among MSW students, cultural intolerance (10.2%), racism (9.4%), and religious intolerance (7.0%), were the most identified types of oppression experienced by students.

**Table 25. Locations and Context for Students Reporting Oppression by Campus**

	Year					
	2018		2019		2020	
	Norman ( <i>N</i> =41)	Tulsa ( <i>N</i> =27)	Norman ( <i>N</i> =39)	Tulsa ( <i>N</i> =23)	Norman ( <i>N</i> =40)	Tulsa ( <i>N</i> =21)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
In my classes	22 (53.7)	15 (55.6)	27 (69.2)	10 (43.5)	30 (75.0)	10 (47.6)
During interactions with peers	25 (61.0)	14 (51.9)	28 (71.8)	15 (65.2)	25 (62.5)	8 (38.1)
During interactions with professors/instructors	12 (29.3)	9 (33.3)	13 (33.3)	8 (34.8)	23 (57.5)	8 (38.1)
During interactions in virtual spaces	2 (4.9)	-	2 (5.1)	1 (4.3)	4 (10.0)	1 (4.8)
During school sponsored events	3 (7.3)	1 (3.7)	5 (12.8)	1 (4.3)	7 (17.5)	2 (9.5)
During student organization meetings and events	1 (2.4)	4 (14.8)	1 (2.6)	3 (13.0)	2 (5.0)	1 (4.8)

Participants could have selected more than one choice. Percentages are relative to the total number of participants who reported experiencing at least one form of oppression as reported in table 17., which is listed as *N* for each campus during a given year.

Table 25 above indicates that social work students’ experiencing multiple forms of oppression predominantly were exposed to those negative experiences through peer interactions (51.7%), within classroom spaces (47.8%), and during interactions with instructors (35.8%). Although the majority of students reported no experiences with oppression, a significant number of students felt as though they did experience oppression at some level in the classroom, during peer interactions, and with instructors. These results point to the imperative of more school led diversity and inclusivity training to help prevent oppressive actions by instructors, along with better capacity to identify and intervene within the classroom space or during peer interactions in order to better confront oppression within said spaces.

**Table 26. Locations and Context for Students Reporting Oppression by Campus**

	Year								
	2018			2019			2020		
	Norman MSW (N=39)	Tulsa MSW (N=33)	BSW (Norman only) (N=11)	Norman MSW (N=38)	Tulsa MSW (N=30)	BSW (Norman only) (N=18)	Norman MSW (N=44)	Tulsa MSW (N=31)	BSW (Norman only) (N=13)
<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
In my classes	17 (43.6)	17 (51.5)	6 (54.5)	18 (47.4)	11 (36.7)	10 (55.6)	25 (56.8)	12 (38.7)	5 (38.5)
During interactions with peers	18 (46.2)	17 (51.5)	7 (63.6)	16 (42.1)	15 (50.0)	12 (66.7)	22 (50.0)	10 (32.3)	6 (46.2)
During interactions with professors/instructors	10 (25.6)	11 (33.3)	2 (18.2)	6 (15.8)	9 (30.0)	7 (38.9)	21 (47.7)	11 (35.5)	2 (15.4)
During interactions in virtual spaces	2 (5.1)	1 (3.0)	-	1 (2.6)	1 (3.3)	1 (5.6)	4 (9.1)	2 (6.5)	-
During school sponsored events	2 (5.1)	2 (6.0)	1 (9.1)	4 (10.5)	1 (3.3)	1 (5.6)	5 (11.4)	2 (6.5)	2 (15.4)
During student organization meetings and events	-	5 (15.2)	1 (9.1)	-	3 (10.0)	1 (5.6)	1 (2.3)	1 (3.2)	1 (7.7)

Participants could have selected more than one choice. Percentages are relative to the total number of participants who reported experiencing at least one form of oppression calculated by subtracting the total number students reporting they did not experience intolerance or oppression from the total number of survey cases in Table 17., which is listed as *N* for each campus during a given year.

**Table 27. Student Perceptions of Inclusivity in School of Social Work by Campus**

	Year					
	2018		2019		2020	
	Norman (N=139)	Tulsa (N=103)	Norman (N=131)	Tulsa (N=106)	Norman (N=154)	Tulsa (N=123)
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
The instructors in the School were inclusive to my identities and positionalities when teaching content and facilitating classes.	4.24 (0.76)	4.16 (1.00)**	4.05 (0.94)	4.22 (0.76)	4.36 (0.89)	4.37 (0.80)
The curriculum in my social work program included content that reflected my identities and positionalities.	4.19 (0.80)	4.19 (0.91)	4.05 (1.01)	4.24 (0.75)	4.31 (0.92)	4.26 (0.93)
The School of Social Work fostered an inclusive environment that was beneficial to my learning and well-being as a student.	4.15 (0.85)*	4.19 (0.94)	4.02 (0.94)	4.24 (.72)	4.29 (0.93)	4.31 (0.90)
<b>Average Mean Combined Score Totals</b>	4.19 (0.80)	4.18 (0.95)	4.04 (0.96)	4.23 (0.74)	4.32 (0.91)	4.31 (0.88)

Note. Scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=agree, 5=strongly agree

\*Missing data. N=138

\*\*Missing data. N=102

Table 27 above illustrates the mean scores of student perception of inclusivity within the classroom, teaching practices, and the school environment from 2018-2020. Questions were provided in Likert style format from 1-5 with higher average scores indicating greater perceptions of inclusivity, while lower scores indicate less satisfaction among students with regards to inclusivity. Between campus scores for inclusivity were slight and do not appear significant. Overall total combined average scores per year indicate that the highest inclusivity scores for both campuses were in 2020 with Norman students indicating a mean average score of 4.32 (.91) and Tulsa students indicating an average mean score across inclusivity questions of 4.31 (.88).

**Table 28. Student Perceptions of Inclusivity in School of Social Work by Campus**

	Year								
	2018			2019			2020		
	Norman MSW (N=105)	Tulsa MSW (N=103)	BSW (Norman only) (N=34)	Norman MSW (N=102)	Tulsa MSW (N=105)	BSW (Norman only) (N=29)	Norman MSW (N=118)	Tulsa MSW (N=122)	BSW (Norman only) (N=)
<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	
The instructors in the School were inclusive to my identities and positionalities when teaching content and facilitating classes.	4.24 (.80)	4.16 (1.00)*	4.24 (.61)	4.15 (.88)	4.21 (.76)	3.72 (1.07)	4.32 (.92)	4.37 (.81)	4.47 (.77)
The curriculum in my social work program included content that reflected my identities and positionalities.	4.20 (.84)	4.19 (.91)	4.18 (.67)	4.17 (.89)	4.23 (.75)	3.62 (1.27)	4.25 (.97)	4.26 (.93)	4.50 (.70)
The School of Social Work fostered an inclusive environment that was beneficial to my learning and well-being as a student.	4.13 (.90)	4.19 (.94)	4.21 (.65)**	4.12 (.88)	4.25 (.72)	3.66 (1.05)	4.20 (.99)	4.31 (.90)	4.56 (.65)
<b>Average Mean Combined Score Totals</b>	4.19	4.18	4.21	4.15	4.23	3.67	4.26	4.31	4.51

*Note. Scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=agree, 5=strongly agree*

\*Missing data. N=102

\*\*Missing data. N=33

**Table 29. Student Perceptions of Inclusivity in School of Social Work**

	Year			<b>3-Year Averages (N=252)</b>
	2018 (N=242)	2019 (N=237)	2020 (N=277)	
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
The instructors in the School were inclusive to my identities and positionalities when teaching content and facilitating classes.	4.20 (0.87)*	4.13 (0.86)	4.36 (0.85)	<b>4.22 (0.85)</b>
The curriculum in my social work program included content that reflected my identities and positionalities.	4.19 (0.84)	4.13 (0.90)	4.29 (0.92)	<b>4.22 (0.89)</b>
The School of Social Work fostered an inclusive environment that was beneficial to my learning and well-being as a student.	4.17 (0.89)*	4.11 (0.85)	4.30 (0.92)	<b>4.21 (0.89)</b>
<b>Total Average School Mean Inclusivity Scores Across Domains</b>	4.19 (0.87)	4.12 (0.87)	4.32 (0.90)	<b>4.22 (0.88)</b>

Overall, between 2018-2020 the overall school of social work scores for inclusivity were closely aligned for each domain analyzed in the assessment (Instructor, curriculum, and school). The combined inclusivity mean score of 4.22 indicates that the majority of students perceived instructors, curriculum, and school spaces as inclusive to their identities, positionalities, and experiences. It is important to note however that given the higher rate of students identifying with majority groups may create skewed averages with regards to inclusivity, so further analysis between different student groups with regards to inclusivity will be an important step.



**Table 30. Level of Concern with Being Able to Pay Back Student Loan Debt after Graduation**

	Norman	Tulsa	Total
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Extremely Concerned	42 (35.0)	42 (38.5)	84 (36.7)
Concerned	32 (26.7)	27 (24.8)	59 (25.8)
Somewhat Concerned	23 (19.2)	23 (21.1)	46 (20.1)
Only Slightly Concerned	15 (12.5)	7 (6.4)	22 (9.6)
Not Concerned at All	8 (6.7)	10 (2.9)	18 (7.9)

This question was only asked in 2020. Does not include missing data and percentages are relative to the total number of responses.

Table 30 above illustrates that in 2020, 62.5% of all social work students reported moderate or high rates of concern over loan repayment, while 82.6% of social work students expressed some concern over student loan repayment. This data provides important information for committees and administration to consider in recruitment of students from lower socioeconomic circumstances. Additionally, committees and leadership should explore the availability and equity of scholarships, stipends, paid practicums, GRA positions, and other opportunities with regards to merit verses need oriented processes. While we should avoid making broad assumptions about specific groups of students, we should explore the distribution of economic opportunities across economic classes, 1st generation categories, underrepresented racial/ethnic groups, among single parents, and within other groups who may often face greater financial challenges. Are our economic opportunities benefiting those students who are most in need or most worthy by way of academic/professional success?

**Table 31. Level of Concern with Being Able to Pay Back Student Loan Debt after Graduation**

	Norman MSW	Tulsa MSW	BSW (Norman Only)	Total
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Extremely Concerned	35 (36.5)	42 (38.5)	7 (29.2)	84 (36.7)
Concerned	26 (27.1)	27 (24.8)	6 (25.0)	59 (25.8)
Somewhat Concerned	18 (18.8)	23 (21.1)	5 (20.8)	46 (20.1)
Only Slightly Concerned	11 (11.5)	7 (6.4)	4 (16.7)	22 (9.6)
Not Concerned at All	6 (6.3)	10 (9.2)	2 (8.3)	18 (7.9)

This question was only asked in 2020. Does not include missing data and percentages are relative to the total number of responses.

Table 31 above indicates that in 2020 62.5% of all social work students were extremely concerned or concerned about repaying student loan debt. 54.2% of BSW students were concerned about repayment of debt, while 63.6% of Norman MSW students were concerned about repaying loan debt and 63.3% of Tulsa MSW students.

**Table 32. Do you expect to be employed in the same area of practice as your practicum placement after graduation?**

	Norman	Tulsa	Total
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Yes	66 (42.3)	60 (48.0)	126 (44.8)
Maybe	90 (57.7)	65 (52.0)	155 (55.2)

This question was only asked in 2020. Does not include missing data and percentages are relative to the total number of responses.

**Table 33. Do you expect to be employed in the same area of practice as your practicum placement after graduation?**

	Norman MSW	Tulsa MSW	BSW (Norman Only)	Total
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Yes	57 (47.9)	59 (47.6)	9 (24.3)	125 (44.6)
Maybe	62 (52.1)	65 (52.4)	28 (75.7)	155 (55.4)

This question was only asked in 2020. Does not include missing data and percentages are relative to the total number of responses.

Table 32 and 33 above indicates that 44.8% of students believe that they will continue to be employed in the same practice area where they completed their practicum, while 55.2% of students believe they might be employed in the same area as their practicum after graduation. This data was collected for the first time in 2020. Among BSW students, 24.3% of students expected to be employed in the same area of practice as their practicum compared with 47.8% of MSW students in 2020 with similar percentages across campuses.

## **Assessment Data Inferences**

As part of the data analysis process, inclusivity experiences were compared between different student groups, campuses, and programs using an independent groups t-test to better understand if some students have more inclusive experiences with their OU Social Work education than others. All statistical tests assumed an alpha level of .05 as a threshold for determining statistical significance.

- From 2018-2020, students identifying as non-cisgender experienced less inclusivity within the program than those identifying as cisgender. This included less inclusivity from instructors ( $p < .001$ ), less inclusivity within the curriculum ( $p < .002$ ), and less inclusivity within the overall school environment ( $p < .004$ ). There were no significant differences between campus or program level to report. All of these results also had a moderate effect size calculated at between .5-.6 using the Cohen D metric.
- From 2018-2020, social work students who identified as a member of a sexual minority group based on orientation found the OU Social Work program to be less inclusive than those students who did not identify as a member of a sexual minority group. This included less inclusivity from instructor interactions ( $p < .05$ ), curriculum inclusion ( $p < .021$ ), and less inclusivity within the overall school environment ( $p < .027$ ). There were no significant differences between campuses or programs. The effect size for inclusivity findings among students who identified as members of a sexual minority group were in the small range with values between .018-.024.

- From 2018-2020, students identifying partially or fully with tribal identity experienced greater levels of inclusivity than students who did not indicate tribal identity. This included greater inclusivity from instructors ( $p < .04$ ), greater inclusivity within the curriculum ( $p < .002$ ), and greater inclusivity in the overall OU Social Work Program ( $p < .004$ ). The effect size for inclusivity significance results with regards to indigenous students was small and ranged from .020-.031.
- From 2018-2020, students with disabilities indicated experiencing less inclusivity with regards to the curriculum ( $P < .008$ ) and with regards to instructor/staff interactions ( $p < .03$ ). The effect sizes related to this analysis were small and ranged from 0.25-0.33.

### **School Level Implications of Assessment Data**

#### **Strengths**

- Inclusivity efforts within the school geared towards indigenous students has led to increased rates of inclusivity among students identifying as native compared to other student groups. These efforts should be mirrored across other inclusivity efforts within the school.
- The formation of the Undoing Racism committee has led to greater awareness and efforts around inclusivity and a reduction in bias within the school, which is reflected in the three-year results of this assessment, which so no statistically significant differences between various groups of non-white students. While this result does not indicate that there are not inclusivity challenges facing Students of Color within the school, it does indicate that the school's efforts with regards to addressing these issues are helping to improve inclusivity and reduce oppression.

- The school of social work continues to be a place for high numbers of non-traditional and 1<sup>st</sup> generation students at higher rates than the university as a whole.
- The creation of the online program, while not a focus of this assessment, greatly builds capacity for accommodating non-traditional students throughout programs and for recruitment of students.

### **Areas for Growth and Focus**

- The school of social work continues to increase in diversity in several ways from 2018-2020. More than one-third of all social work students consider themselves non-traditional, but this number is likely higher given the large percentages of students who are working, in caregiver roles, and in parenting roles. The current model for recruitment that emphasizes the 5-year MSW degree path may not be reasonable for many students. Given that advanced standing students possess the greatest level of loan debt across programs (78-79%).
- Students in the social work program may also be more likely to be economically disadvantaged, and based on the results of this analysis, these students do not feel that the school is inclusive to their identities and needs. Moving forward, the school should continue to build course and program options that take this trend into account. Additionally, instructors and committees may want to consider the inclusivity of policies related to attendance, late work, and other related areas that non-traditional students may struggle to abide by due to circumstances. Instructors may also want to consider the use of digital technologies and maintenance of course sites with regard to supporting these students.
- Another area of diversity growth was in the areas of sexual orientation and gender identity. Nearly 20% of social work students identify as a member of a sexual minority group while nearly 6% of students identify as non-cisgender. Consequently, students identifying as a sexual and/or gender minority group member felt that the school was less inclusive to their identities as a whole. The school of social work may want to consider how to create more inclusive spaces for students who identify as

something other than heterosexual and/or cisgender. Does the school have a Pride flag displayed within the school to show solidarity with the LGBTQIA+ community? Also, does our course readings and curriculum provide content inclusive of these students and for our larger student body who will be practicing with clients who identify as a member of a sexual or gender minority group? Additionally, do most of our faculty undergo the LGBTQ ally training provided by the university? Do instructors ask students for pronouns at the beginning of the semester? How can we encourage more inclusive practices among our faculty/instructors?

- The religious diversity of the student body is another area for consideration moving forward. While many colleagues consider Oklahoma and our school to be predominantly Christian, assessment results indicate that more than 25% of all students do not identify as Christian and/or do not identify with any religion or spirituality. While the school continues to make strides with regards to addressing racism, sexism, and other forms of oppression through assignments, curriculum, forums, and other mechanisms, less focus has been placed on helping students to work with and across religious and spiritual differences. It is important to acknowledge the development of an elective class related to faith and spirituality in social work, which is a positive step in the right direction.
- Overall, most social work students reported that they had not experienced any forms of oppression during their program (65.5%) and the majority of students rated the school high to very high in terms of inclusivity. Although these numbers indicate that the majority of students are satisfied and find the environment of the school to be supportive, it is important to pay attention to the more than 30-35% of the student body who did identify experiencing oppression during their time in the social work program.

### **BSW Program Implications**

- Consider how to better support non-traditional and 1<sup>st</sup> generation undergraduate students, which comprise a high proportion of the BSW program (21.8%, 35.6%). Could we fund in house writing tutors or access those services within the school?
- Consider who is awarded scholarships and paid opportunities in the BSW program. What is the percentage of merit based scholarships to need based? Which student groups are receiving these funds?
- Consider how to better educate students on debt management and financial literacy.
- Consider inclusivity within the curriculum and school spaces. Should we adopt universal practices for land acknowledgments, pronoun usage, etc.? Does are curriculum include content that represents the diversity of our student body?
- Are there practices that we engage in that may be oppressive to some students (Boomer-Sooner chants, etc.)?

### **MSW Program implications and Considerations**

- Consider the higher rates of debt for advanced standing students and our recruitment and marketing strategies.
- Consider how to market the online program to bring in more veterans.
- Consider how to improve inclusivity in our program for sexual and gender minorities.
- Consider how to better equip instructors to address oppression in the classroom.
- Consider how to better educate students on debt management and financial literacy.



### **ARREA and Exec. Committees**

- How to recruit more veterans using the online program format.
- How do we improve inclusivity within our school through policy changes and faculty development?
- How to create specific scholarships/awards for racial and ethnic minority groups and more needs-based awards.
- Analyze the equity of our scholarships/paid initiatives across programs, campuses, and groups.
- How to build more in house supports for 1<sup>st</sup> generation and non-traditional students.
- Consider the fairness of our advanced standing recruitment given the high level of debt among this group.

### **Undoing Racism**

- Consult on how to build more scholarships for racial and ethnic minorities.
- Consider how to build support for diverse groups within the school.
- Given the significance of oppression and lack of inclusivity for gender and sexual minorities, do we need another committee apart from Undoing Racism for other inclusivity related issues, or should this committee broaden its scope related to diversity and inclusivity issues?
- What can we learn from efforts to support indigenous students' success and apply them across our curriculum and with other marginalized groups?