Social Work Program
Manchester University

Assessment Report

of Academic Year 2021-2022

June 2022

Social Work

Working for a cause
Working for no applause
Working without a moment's pause

This is an undergrad at work
My major is social work

~ B. Orr, MU Social Work Class of 2008

Table of Contents

I. Introduction

Purpose

The Manchester University Social Work Program is committed to providing an outstanding educational experience for students. This experience should be true to the mission of the program, Manchester University, and the social work profession as well as accreditation standards. To ensure the ongoing quality and fidelity of our program, we have implemented a comprehensive Program Assessment Plan.

Our Program Assessment Plan enables us to receive feedback from key stakeholders: students, agency field instructors, alumni, and alumni employers. This feedback is reviewed annually by the social work faculty and Advisory Council. It guides our decisions about improvements to the explicit and implicit curriculum. The annual *Social Work Program Assessment Report* is then shared with the Manchester University Assessment Committee and the Office of Academic and Student Affairs. It is posted on the Social Work Program website for prospective students and others to review. Finally, the Council on Social Work Education (CSWE) reviews our assessment plan and annual reports every eight years during the accreditation reaffirmation process.

Guiding Principles and Mandates

Our Program Assessment Plan is implemented in keeping with principles and mandates from CSWE and our own program mission, goals, objectives, and understanding of generalist social work practice:

✎ CSWE (2015) Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

✺ CSWE Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

❧ **Manchester University Social Work Program Mission Statement**

The Manchester University Social Work Program, a baccalaureate degree program accredited by CSWE, graduates generalist social work professionals of ability and conviction who respect the infinite worth of every individual. Graduates of the program improve the human condition by applying social work knowledge, values, and skills to enhance the well-being of all people, especially those who are vulnerable, oppressed, or living in poverty; to alleviate poverty and oppression; and to promote social and economic justice and peace.

❧ **Definition of Generalist Social Work Practice**

The primary goal of the MU Social Work Program is to prepare students for generalist social work practice. Generalist practice, as defined by CSWE, is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

❧ **Social Work Program Goals**

1. The primary goal is to prepare students for beginning generalist baccalaureate social work practice.
2. The secondary goal is to prepare students to enter and successfully complete graduate level social work education programs.

❧ **Social Work Program Competencies**

The Social Work Program curriculum is designed to support student achievement of nine Social Work Competencies, each of which describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. In keeping with the program's mission and goals, and CSWE accreditation standards, graduates of the Manchester University Social Work Program achieve the following competencies:

Competency 1—Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

   1.1   make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

1.2   use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
1.3   demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1.4   use technology ethically and appropriately to facilitate practice outcomes; and
1.5   use supervision and consultation to guide professional judgment and behavior.

Competency 2—Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

2.1   apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2.2   present themselves as learners and engage clients and constituencies as experts of their own experiences; and
2.3   apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

3.1   apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
3.2   engage in practices that advance social, economic, and environmental justice.

Competency 4—Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

4.1   use practice experience and theory to inform scientific inquiry and research;
4.2   apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

4.3   use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5—Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

5.1   identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5.2   assess how social welfare and economic policies impact the delivery of and access to social services;
5.3   apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

6.1   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
6.2   use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

7.1   collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

7.3   develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4   select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

8.1   critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8.3   use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.4   negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

8.5   facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1   select and use appropriate methods for evaluation of outcomes;

9.2   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3   critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

II. Program Assessment Plan: Schedule and Instruments

Assessment Instruments	Competencies Measured	Summary of Contents / Purpose	Respondent Group & Administration Schedule
1. Course Evaluations Standard MU course evaluations for all SOWK courses	n/a	• Student perceptions of instructor quality, course quality	• All students in SOWK courses • End of each semester
2. Field Instruction Seminar Capstone Assignments Organizational Assessment Initial Assessment Intervention/Evaluation Plan Termination Process Paper Program Proposal Policy Portfolio Research Project Proposal Professional Presentation	1-3, 7 1-3, 6-7 1-4, 6-9 1, 8-9 4, 6-9 1, 5 4 1-9 (varies by student)	• Educational outcomes: Seniors' written and oral demonstration of competencies • Part of Senior Capstone Evaluation	• Social work seniors in Field Instruction and Field Instruction Seminar • Spring of senior year
3. Field Instructor's Evaluation of Student Performance in Field Instruction	1-9	• Educational outcomes: Seniors' performance of Competencies in a professional practice setting • Part of Senior Capstone Evaluation	• Every student in Field Instruction rated by Agency Field Instructor • Last two weeks of Field Instruction
4. Agency Field Instructor's Survey	1-9	• Impressions of student preparation • Logistical and procedural matters in Field Instruction	• Agency Field Instructors • End of Field Instruction
5. Practice Frame of Reference	1-9	• Educational outcomes: integrated personal model of generalist social work practice • Part of Senior Capstone Evaluation	• All seniors in SW Practice IV (completing the Social Work Program) • Final week of SW Practice IV
6. MU and SWEAP® Exit Surveys	MU: 1-9 SWEAP: 1-9	• Self-reported achievement of program competencies • Logistics/structure of Field Instruction • Advising • Plans for employment and graduate study • Seniors' recommendations for program improvement • Seniors' demographic data • Implicit Curriculum	• All seniors in SW Practice IV (completing the Social Work Program) • Final week of SW Practice IV
7. MU and SWEAP® Graduate Surveys	MU: 1-9 SWEAP: 1-9	• Self-reported achievement of program competencies • Employment / graduate study • Professional development	• Social work alumni • May, 2 years post-graduation
8. SWEAP® Employers' Survey	1-9	• Demonstration of social work skills, knowledge, and values related to Competencies in professional practice	• Social work employers of social work alumni • May, 2 years post-graduation

The social work faculty meet annually to review and interpret the year's assessment data. The result is a program improvement plan for the coming academic year. The data and improvement plan are presented in an Annual Assessment Report. The report is shared with current social work students, the Office of Academic Affairs, the Undergraduate Assessment Committee, and the Social Work Program Advisory Council. The report is also posted on the program's website.

III. Progress Report on Previous Year's Program Improvement Plan

Last year's Assessment Report articulated specific objectives and strategies for program improvement during 2021-2022. Below is a summary of progress on that program improvement plan.

Areas Targeted for Improvement during 2021-2022

1. **Macro Practice Knowledge and Skills (Competencies 6-9, Organizations & Communities):** Students tend to focus on micro practice and struggle to see the relevance of macro practice skills.

   Improvement Plan: Make various changes to SOWK 384 to make macro practice more concrete and accessible, including: revise the grant proposal writing assignment, invite guest speakers, consider a field trip, and involve class in a voter registration drive project.

Complete. In conjunction with political science and communication studies students, students in SOWK 384 were involved in a non-partisan voter registration training and drive/blitz on campus. Revised the grant proposal assignment. It is now sequenced with the community assessment. Students assess strengths and needs of a community, then, based on those results, write a grant proposal to fill one or more of the community's unmet needs. Created fundraising assignment requiring students to attend and analyze a nonprofit fundraising event.

2. **Policy Practice (Competency 5):** Students struggle to understand legislative processes and policy analysis, or to see themselves as capable of having political influence.

   Improvement Plan: Students in SOWK 366 Social Welfare Policy will be required to engage in "change agent activities." For example, during this year, their project will be around public education policy. They will collaborate with the MU Social Service Club and the Indiana State Teacher Association on a teacher/public education advocacy workshop and other activities.

   Complete. Brought in a guest speaker from ISTA (Indiana State Teachers' Association) on educational policy issues, concerns, and advocacy efforts in Indiana. Students engaged in a policy advocacy project related to a regional hospital's inequitable billing policies that were harming Medicaid recipients. This involved analyzing the policies' effects, writing to decision-makers, and writing letters to the editor.

3. **Research Skills (Competency 4):** Students struggle to understand social scientific research methods, especially how to operationalize variables and analyze both quantitative and qualitative data.

   Improvement Plan: The department is in the process of revising its research methods sequence, which should result in a sharper focus on fundamentals during the required SOWK 222 Social Research Methods course. The professor is also beginning to involve that class in community-based research routinely, which will bring the research process to life and help students appreciate its relevance to social work practice.

   Complete. The department's research methods sequence has been revised, sharpening the focus on research fundamentals in SOWK 222. In addition, advanced electives in both quantitative and qualitative methods are now available.

IV. Program Assessment Data from 2021-2022

A note on reading the data in this report:
- Averages and percentages have been rounded to the nearest tenth.
- An asterisk (*) indicates the rating falls below our targeted benchmark. The Social Work Program Faculty and Advisory Council have set most benchmarks at 80%; Field Instruction benchmarks are 3 out of 5.

Manchester University Social Work Students

Demographic Description	May 2022	Averages 2016-2021
All MU Social Work Majors	28	26.2
Formally Admitted to Program (as of May each year)	14	-
First years (as of May)	8	6.7
Sophomores (as of May)	7	6.7
Juniors (as of May)	7	6.3
Seniors (as of May)	6	6.7
Graduates in past year	6	6.7
Overall percentage of men	11.1%	8.9%
Overall percentage of racial/ethnic minorities	22.2%	19.4%
Overall percentage of first generation college students	40.7%	-
Overall percentage of LGBTQ students	25.9%	19.4%
Overall percentage of students with a disability (self-reported or documented)	18.5%	11.9%

Manchester University & Goshen College Social Work Seniors & Faculty
43rd Annual Anti-Racism Retreat, Camp Mack, October 2020

Graduating Class of 2022	MU 2022 (*n* = 6)
Demographics	
Percentage of males	0%
Percentage first generation college students	66%
Percentage of racial / ethnic minorities	0%
Percentage reporting a disability, impairment, or chronic medical condition	50%
Percentage with an educational accommodation plan for a disability	33.3%
Percentage fluent in multiple languages	0%
Average overall GPA at graduation	3.47
Average social work major GPA at graduation	3.53
Percentage employed during BSW	83.3%
Average hours worked per week (during BSW program)	16.2
Percentage receiving financial aid	83.3%
Average amount of loan debt at graduation	$26,749
Percentage of seniors seeking social work employment employed in social work at graduation	100%
Percentage of seniors seeking social work employment employed in social work within 3 months of graduation	100%
Most common types of employment setting	private non-profit
Most common fields of practice	crisis intervention domestic violence youth services
Most common roles	case manager advocate
Most common clients	
system size	individuals, families
client income	poverty or below
age group	children, youth
Primary geographic area	suburban
Average full-time salary	$30,000
Percentage belonging to NASW at graduation	33.3%
Percentage planning to pursue bachelor social work license	33.3%
How well has the MU Social Work program prepared you for additional education? Scale: 1 low – 9 high. Benchmark = 7.2	7.6
Plans for graduate education	
Percentage planning to pursue graduate education	83.3%
Percentage applied to MSW program	33.3%
Percentage accepted into graduate program (of those who applied)	100%
If accepted to MSW Program, percentage in advanced standing	100%
Specific post-graduation professional activities of the Class of 2022 (self-reported as of 6/22)	

- **Aurora University MSW Program**—Forensic Social Work concentration (Aurora, IL)
- **Aurora University MSW Program**—application pending, Health Care concentration (Aurora, IL)
- **Beaman Home**—Residential Specialist (Warsaw, IN)
- **City of Huntington**—Water Department (Huntington, IN)
- **Family Enrichment Center**—Bowling Green, KY

Student Learning Outcomes
Class of 2022

Senior Capstone Evaluation Results	MU 2022 (*n* = 5)
1. Performance in Field Instruction	
Percentage passing SOWK 475 Field Instruction	100%
Average grade in SOWK 475 Field Instruction	A-
2. Field Instruction Seminar Capstone Assignments	
Percentage of students earning 80% or higher on all 8 capstone assignments	60%
Organizational Analysis (average score)	95%
Initial Assessment (average score)	93%
Intervention Plan (average score)	91%
Program Proposal (average score)	87%
Research Project Proposal (average score)	85%
Policy Portfolio (average score)	96%
Evaluation/Termination Process Paper (average score)	98%
Professional Presentation (average score)	100%
3. Practice Frame of Reference Papers	
Percentage of students passing on first attempt	100%
Average final score	85%

Kaylee Benge '22
Senior Field Instruction
YWCA
Fort Wayne, IN

Mattie McKee '22
Senior Field Instruction
Stillwater Hospice
Fort Wayne, IN

Learning Outcomes from the Senior Class of 2022	Student Self-Report on SWEAP Survey (*n* = 5) 1-9 scale benchmark = 7.2	Evaluation by Field Instructor (*n* = 5) 1-5 scale benchmark = 3.0
Competency 1: Demonstrate Ethical and Professional Behavior	**8.2**	**4.4**
1.1 Make ethical decisions by applying professional standards as appropriate to context	8.4	4.4
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	8.2	4.2
1.3 Demonstrate professional demeanor in behavior, appearance, oral, written, and electronic communication	8.2	4.6
1.4 Use technology ethically and appropriately to facilitate practice outcomes	8.2	4.6
1.5 Use supervision and consultation to guide professional judgment and behavior	8.0	4.4
Competency 2: Engage Diversity and Difference in Practice	**8.3**	**4.3**
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level, mezzo, and macro levels	8.2	4.2
2.2a Present as learner to clients and constituencies	8.2	4.4
2.2b Engage clients and constituencies as experts of their own experiences	8.4	
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	8.2	4.4
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**8.4**	**4.2**
3.1a Apply understanding of social justice to advocate for human rights at the individual and system levels	8.4	
3.1b Apply understanding of economic justice to advocate for human rights at the individual and system levels	8.4	4.2
3.1c Apply understanding of environmental justice to advocate for human rights at the individual and system levels	8.4	
3.2 Engage in practices that advance social, economic and environmental justice	8.4	4.2
Competency 4: Engage in Practice-informed Research and Research-informed Practice	**7.6**	**4.1**
4.1a Use theory to inform scientific inquiry and research	7.6	4.2
4.1b Use practice experience to inform scientific inquiry and research	7.8	4.2
4.2a Apply critical thinking to engage in analysis of quantitative research methods and research findings	7.4	3.8
4.2b Apply critical thinking to engage in analysis of qualitative research methods and research findings	7.4	
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	7.6	4.0
Competency 5: Engage in Policy Practice	**7.9**	**4.1**
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	7.8	4.4
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	7.8	4.0
5.3a Apply critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	8.0	
5.3b Apply critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	7.8	4.0
5.3c Apply critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	8.2	

Learning Outcomes from the Senior Class of 2022	Student Self-Report on SWEAP Survey (*n* = 5) 1-9 scale benchmark = 7.2	Evaluation by Field Instructor (*n* = 5) 1-5 scale benchmark = 3.0
Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities*	**8.4**	**4.5**
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	8.2	4.4
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	8.6	4.6
Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities*	**7.9**	**4.2**
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	7.6	4.2
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from	8.0	4.4
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	8.0	4.0
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	7.8	4.2
Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities*	**7.7**	**4.4**
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	7.8	4.4
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and	7.8	4.4
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7.8	4.4
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	8.2	4.6
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals	7.2	4.2
Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*	**7.4**	**4.2**
9.1 Select and use appropriate methods for evaluation of outcomes	6.8*	4.2
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	7.6	4.2
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	7.6	4.2
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	7.6	4.0

Kailey Ball '22
Senior Field Instruction Placement
Whitko Jr/Sr High School
South Whitley, IN

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)
MANCHESTER UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS 4(B): A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education.

Assessment Measure #1: Field Instructor's Evaluation of Student Performance	
Dimension(s) assessed:	knowledge, values, skills, cognitive/ affective processes
When/where students are assessed:	SOWK 475 (senior-year field placements)
Who assessed student competence:	Agency Field Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 out of 5 rating on each of the 9 Competencies
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: Practice Frame of Reference Paper	
Dimension(s) assessed:	knowledge, values, cognitive/affective processes
When/where students are assessed:	SOWK 477 Social Work Practice IV (senior year, post-field instruction)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 1:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 1:	80%
Assessment Measure #3: Field Instruction Seminar Participation	
Dimension(s) assessed:	knowledge, values, skills, cognitive/ affective processes
When/where students are assessed:	SOWK 476 Field Instruction Seminar (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 2:	13 out of 15
Competency 3:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 2:	80%

Competency 3:	80%
Assessment Measure #4: Research Project Proposal	
Dimension(s) assessed:	knowledge, values, skills, cognitive/ affective processes
When/where students are assessed:	SOWK 476 Field Instruction Seminar (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 4:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 4:	80%
Assessment Measure #5: Policy Portfolio	
Dimension(s) assessed:	knowledge, values, skills
When/where students are assessed:	SOWK 476 Field Instruction Seminar (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 5:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 5:	80%
Assessment Measure #6: Initial Assessment Role-Play	
Dimension(s) assessed:	knowledge, values, skills, cognitive/ affective processes
When/where students are assessed:	SOWK 375 Social Work Practice II (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 6:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 6:	80%
Assessment Measure #7: Initial Assessment	
Dimension(s) assessed:	knowledge, values, skills, cognitive & affective processes
When/where students are assessed:	SOWK 476 Field Instruction Seminar (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 7:	13 out of 15

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 7:	80%
Assessment Measure #8: Intervention and Evaluation Plan	
Dimension(s) assessed:	knowledge, skills
When/where students are assessed:	SOWK 476 Field Instruction Seminar (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 8:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 8:	80%
Assessment Measure #9: Evaluation & Termination Process Paper	
Dimension(s) assessed:	knowledge, values, skills, cognitive/ affective processes
When/where students are assessed:	SOWK 476 Field Instruction Seminar (senior year)
Who assessed student competence:	Course instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	
Competency 9:	13 out of 15
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	
Competency 9:	80%

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK in 2022 (n = 5)
1: Demonstrate Ethical and Professional Behavior	80% of students will meet outcome measure benchmarks on both measures	80%
2: Engage Diversity and Difference in Practice	80% of students will meet outcome measure benchmarks on both measures	100%
3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will meet outcome measure benchmarks on both measures	100%
4: Engage in Practice-informed Research and Research-informed Practice	80% of students will meet outcome measure benchmarks on both measures	60%*
5: Engage in Policy Practice	80% of students will meet outcome measure benchmarks on both measures	100%
6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will meet outcome measure benchmarks on both measures	100%
7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will meet outcome measure benchmarks on both measures	100%
8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will meet outcome measure benchmarks on both measures	100%
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will meet outcome measure benchmarks on both measures	100%

Assessment of the Implicit Curriculum (Learning Environment)

Feedback from the Senior Class of 2022 Data Source: SWEAP Exit Survey Scale: 1 low – 9 high. Benchmark = 7.2 (80%)	MU '22 (*n* = 5)
Program's Commitment to Diversity	**8.2**
The social work program was committed to diversity among its students.	8.0
The social work program modeled diversity among its faculty and staff.	7.4
Faculty and staff of the social work program modeled respect for difference.	8.8
The social work program provided an environment where students learned about differences.	8.6
The social work program provided a learning environment where students valued and respected diversity.	8.4
Admissions Policies and Procedures	**8.3**
The social work program's criteria for admission were clearly presented.	8.4
The social work program's admissions policies and procedures were reasonable.	8.4
The social work program's admissions process was engaging and informative.	8.2
Advisement, Retention, and Termination Policies	**8.0**
The social work program provided adequate opportunities for advisement.	8.4
The social work program provided high quality academic advisement.	8.4
The social work program provided high quality career advisement.	7.0*
The social work program's policies and procedures provided students with the support necessary to successfully complete the program.	8.0
The social work program policies and procedures clearly articulated expectations for students.	8.0
Student Participation in Governance	**7.3**
The social work program provided students with opportunities to participate in the formulation and modification of policies related to student affairs.	6.8*
The social work program provided opportunities to participate in student organizations.	7.6
The social work program supported student development of leadership skills.	7.6
Faculty	**7.8**
The faculty modeled the behaviors and values expected of professional social workers.	8.0
The faculty were qualified to teach the courses to which they are assigned.	7.6
The faculty were accessible to students.	8.0
The faculty were engaging in their instruction.	7.4
It was evident to me that the faculty were active in their research and scholarship.	7.6
The faculty supported the social work program's mission and goals.	8.4

Administrative Structure	**7.9**
When I had a question or concern related to the social work program, I knew who to talk to.	8.0
When I had a question or concern related to the social work program, I felt I was heard.	7.6
When I had a question or concern related to the social work program, I received an appropriate response.	8.0
Resources	**7.7**
The learning environment provided by the social work program was appropriate.	8.4
Class size supported learning.	8.0
The library resources provided by the college/university were appropriate.	7.8
The technology used by the social work program worked well.	7.0*
The technology used by the social work program was sufficient.	7.4
The social work program provided students the opportunity to communicate with fellow students outside of courses.	7.8
Field Education	**7.8**
The field education faculty/staff modeled behaviors and values expected of professional social workers.	7.4
The field education faculty/staff were qualified for their roles.	7.8
The field education faculty/staff were accessible to students.	7.4
The field education faculty/staff supported the social work program's mission and goals.	8.0
The role of the field instructor was clear.	8.2
The role of the field liaison was clear.	8.0
The policies and procedures related to field education were clear.	8.2

Elizabeth Allred '22
Senior Field Instruction Placement
Aging & In-home Services
Fort Wayne, IN

Seniors' Feedback on Field Instruction

Senior's Feedback on Field Instruction – Class of 2022 Data source: Student self-report on MU Exit Survey Scale: Strongly Agree ←→ Strongly Disagree. Benchmark = 80% respond Agree/Strongly Agree.	MU 2022 (n = 5) % Agree or Strongly Agree
Process of selecting and confirming a Field Instruction placement	
SW Program provided adequate information to me	100%
My career and personal goals were considered	100%
My pre-placement interview at the agency was helpful	60%*
My pre-placement shadow day at the agency was useful	n/a
Field Instruction Agency	
My field placement responsibilities supported my learning goals	80%
The agency was accepting and responsive to me as a student	100%
Agency staff members were available for consultation	80%
I was welcomed and encouraged to attend agency programs and activities	80%
The general atmosphere of the agency was conducive to me as a learner	40%*
Agency Field Instructor	
Provided me adequate information during initial weeks	80%
Clearly defined my role and responsibilities during initial weeks	80%
Helped me set goals	80%
I had confidence in my Agency Field Instructor's knowledge and skills	80%
Appraised my strengths and limitations accurately	100%
I felt supported by my Agency Field Instructor	60%*
Was accessible to me during my placement	60%*
Had adequate teaching/supervision abilities	60%*
Faculty Field Instructor	
Was readily accessible to me during my placement	100%
Helped me clarify my learning goals during my placement	100%
Meetings with my Faculty Field Instructor during my placement were helpful	80%
Worked well with my Agency Field Instructor	100%
Field Instruction Motivation & Effort	
I had a strong desire to have a field placement	80%
I put forth a great deal of effort in my field placement	100%
My choice of social work as a career was reinforced as a result of field placement	80%

Kendra Plumbtree '22
Senior Field Instruction Placement
St. Joseph Co. Dept. of Child Services
South Bend, IN

Seniors' Feedback on Entire Social Work Program

Strengths of the MU Social Work Program

- The classes are put together well and give necessary information to students in the classes.
- The strengths of the MU Social Work Program would be how in depth the class material is and the difficulty of assignments especially during junior and senior year. They prepared us well for field placements. I also think the program was so helpful in setting up field placement and made the process smooth for us.
- Our Professors are the greatest strength of the MU Social Work Program
- Organized, committed to students, communication, professors are caring. Allowed me to question what I want as a professional.
- Great professors that are compassionate and kind to the students.
- Challenging homework that gives me a challenge to complete it.
- Great readings that give us great resources.

Limitations of the MU Social Work Program

- Some professors are not able to keep students engaged or participating due to the way they present information. Additionally, some information is very outdated and does not apply to the current state of the world and it is evolving.
- I think limitations of the program would be assignments during our field placements. This may be harder to do, but making them more tailored to our placements.
- I felt that my placement lacked connection with people. I feel behind now that I do not have that experience leading me into taking a job outside of social work. I wish we had more guidance and pickier selection of placements. I will be continuing my education eventually but I do feel disappointed in myself due to this.
- Field placement hours in one semester seemed aggressive. Spacing out the hours in order for students to work and have more time for assignments would be better.
- Lack of time to discuss topics due to discussing placements for long periods.
- More lecture-based learning. PowerPoints especially.

Suggested Improvements and Other Comments

- I think adding more content about the physical environment and how social workers can help with that would be important. We focus way less on the environment and more on people but without the environment, there will not be any people to help.
- I think encouraging students to do mini practicums during junior year would be beneficial.
- A class dedicated to just SW theory. Maybe not a required course but the option to have that.
- Have a seminar that includes all jobs based around social work. A day in the life of each field.
- A few days to discuss graduate school and licensures. Seemed rushed when we did discuss. What resources are best to study, etc.
- Have a seminar dedicated to theories. Some I remember from Practice III, but it is very brief. It would be awesome to have a handout or PowerPoint discussing them all.
- Any outdated content that is used in the program. Use relevant information and keep things more recent, like within the last 15 years. Leave things out from 1980s and 1990s.
- Make sure all readings are up to date. Some of the books from policy were hard to read because it was not interesting at all. Very outdated.
- I think hiring another professor or instructor will be beneficial. Professors seem to be spread a little thin currently.
- More strict with the social work placement. It has made me question my competence (which could be a confidence issue too) but I feel I missed a lot growth not having interaction with individuals regularly enough.
- Have patience with the students. Field Placement was challenging on all of us, especially mentally. Giving out gas cards was a bonus, but with a bigger amount to last for the whole semester would have made me less stressed. I worried about money consistently.
- I feel the program prepared me for a job in the social work field or for graduate school.
- I had so much fun connecting with all of the students, learning valuable information to take with me. I will never forget my undergrad years.

Alumni Survey

Alumni surveys are distributed annually to the graduating class from two years prior. Seven surveys were distributed this year; four were returned. Additional data from alumni contacts are included as available.

Alumni Data – Class of 2020

Data source: SWEAP Alumni Survey
Response rate: 57%

Achievement of Program Goals Scale: 1 low – 9 high. Benchmark = 7.2 (80%)	MU '20 (*n* = 4)
How well did your BSW Program prepare you for your current position in social work? (Pgm Goal 1)	9.0
How well did your BSW Program prepare you for additional education? (Pgm Goal 2)	9.0
Achievement of Competencies Scale: 1 low – 9 high. Benchmark = 7.2 (80%)	
Demonstrate ethical and professional behavior.	9.0
Engage diversity and difference in practice.	8.0
Advance human rights and social, economic, and environmental justice.	8.0
Engage in practice-informed research and research-informed practice.	8.3
Engage in policy practice.	8.3
Engage with individuals, families, groups, organizations, and communities.	8.8
Assess individuals, families, groups, organizations, and communities.	8.8
Intervene with individuals, families, groups, organizations, and communities	8.5
Evaluate practice with individuals, families, groups, organizations, and communities.	8.8
Educational Activities since completing BSW	
Percentage enrolled in any graduate course since BSW	50%
Percentage applied to MSW Program	50%
Percentage of applicants accepted to MSW Program (Program Goal 2)	100%
Percentage of applicants accepted to Advanced Standing MSW Program (Program Goal 2)	100%
Percentage completed another degree since BSW	50%
Percentage currently studying for other master's degree, not MSW	0%
Percentage currently studying for MSW degree	0%
Percentage currently studying for doctoral degree, any field	0%
Professional and Volunteer Activities since completing BSW	
Percentage currently employed in full-time SW position	100%
Average current annual SW income	$39,417
Average number of months after BSW until employment found	<1 month
Percentage who have engaged in community service, agency boards, task forces, etc.	25%
Percentage who have joined NASW	0%
Percentage who have engaged in grant writing or other funding activities	0%
Percentage who have engaged in lobbying or advocacy	25%
Percentage who have conducted a workshop	0%
Percentage who have presented to community group	0%
Percentage who have enrolled in a continuing education course	0%
Percentage who attended a professional workshop or conference	100%
Percentage who have engaged in professional writing (newsletters, journals, etc.)	25%
Percentage who have engaged in research-informed practice	100%
Percentage who have engaged in research or program evaluation	25%
Percentage licensed as a social worker (BSW or MSW level)	0%

Employers' Survey
SWEAP Employers' surveys were administered to the social work supervisors of
2020 social work graduates this year. Four surveys were distributed; one was returned.

Employers' Feedback on the Class of 2020
Data source: SWEAP Employers' Survey
Response rate: 25%

Achievement of Competencies Scale: 1 low – 9 high. Benchmark = 7.2 (80%)	(*n* = 1)
Demonstrate ethical and professional behavior.	7.0*
Engage diversity and difference in practice.	9.0
Advance human rights and social, economic, and environmental justice.	9.0
Engage in practice-informed research and research-informed practice.	7.0*
Engage in policy practice.	8.0
Engage with individuals, families, groups, organizations, and communities.	9.0
Assess individuals, families, groups, organizations, and communities.	7.0*
Intervene with individuals, families, groups, organizations, and communities	8.0
Evaluate practice with individuals, families, groups, organizations, and communities.	9.0

Manchester University and Goshen College Class of 2020
Anti-Racism Retreat, September 2019

V. Conclusions and Improvement Plan

The MU Social Work Faculty have reviewed the above assessment data. We collectively interpreted the data, attempting to discern the most significant themes and priorities. The following is a summary of our conclusions and subsequent ideas for program improvement. We welcome further suggestions for improvement from students, alumni, the Advisory Council, and other stakeholders.

Program Strengths

1. The Social Work Program expresses the Manchester University mission in clear, distinctive ways.

2. The program has been consistent and stable over time and fully accredited since 1977. It consists of a coherent, integrated, and comprehensive curriculum, which undergoes continuous assessment and improvement.

3. Social work seniors consistently meet benchmarks as rated by their Agency Field Instructors. (This is the most valuable measure of student learning in the program.)

4. Job placement rates remain high for MU social work graduates. Within 3 months of graduation, 100% of 2022 graduates who wanted a full-time social work position had obtained one.

5. MU social work graduates continue to have a very high graduate school acceptance rate over the history of the program—100% in the past 10 years.

6. Dr. Dailey has made significant improvements in the policy and macro practice curriculum, and student interest and learning outcomes are improving in these areas.

7. Social work students value the social work faculty.

8. Students are well-prepared for graduate school.

Program Improvement Plan for 2022-2023

Competencies 4 & 9—Research Methods / Research Analysis / Practice Evaluation (Curriculum)
To improve student outcomes in this area, we will make the following changes:
- SOWK 222 Social Research Methods: Continue working with the course instructor to hone the content and pedagogy of the course to maximize social work students' research knowledge and skills.
- SOWK 274 SW Practice I: Summarizing a research article from the journal *Social Work* builds familiarity and confidence in reading research articles. Prof. Krueckeberg will add section to this assignment focused on applying the research findings to practice.
- SOWK 375 SW Practice II: Draw more directly from student learning in SOWK 222 and apply to practice with individuals, families, and groups. Strengthen the practice evaluation unit of the course by drawing directly on research methods knowledge and skills.
- SOWK 384 SW Practice III: Students interpret community/census data into a written report suitable for public consumption. Will provide additional instruction on how to understand margins of error in census data.
- SOWK 476 Field Instruction Seminar: Will focus one day in class on preparing for the Research Project Proposal assignment, with specific review of social research methods concepts.

Theory (Curriculum)
Students are showing increased awareness of and interest in theory—both of which are positive developments. We now need to help students make more explicit connections between theory and practice. We will do this in the practice and field education sequences, in particular (SOWK 274, 334, 375, 384, 476, 477) through intentional lectures/discussions on this topic and asking students to pull more theory into their written assignments whenever possible.

Current Materials and Content (Curriculum)
We are mindful of students' critique on this point, but are not entirely sure what to make of it. We intentionally teach a fair amount of history in the social welfare policy course, but the textbook is the latest edition. We will continue to make efforts to use older material selectively, and only when it serves a particular purpose, such as Bolton's *People Skills* in SOWK 274, which remains a classic, concise, and highly relevant summary of foundational interpersonal skills.

Field Instructor Training and Support
The Field Instruction Coordinator will:
- provide more guidance to field instructors for how to approach the pre-placement interviews with students.
- more pro-actively prompt Faculty Field Instructions to initiate conversations with students and Agency Field Instructors when students voice concerns with their placements in Field Instruction Seminar.

Diversity, Equity, and Inclusion (Implicit Curriculum)
- We recognize the need to finding more effective and equitable ways of supporting BIPOC students who struggle in more challenging social work courses; white students mentoring black students (through the university's standard tutoring program) reinforces stereotypes and inequities. We will work with the President's Diversity and Inclusion Council's efforts to improve Success Advising on this issue. We will also collaborate with the Office of Multicultural Affairs in their new initiatives around leadership development for BIPOC students.

- We observe that many BIPOC and first generation students come to college with a fixed mindset—already believing they are deficient and unable to learn. We will explicitly teach students how to develop a growth mindset for themselves.
- We wish to recruit more men to the major. We will continue working with Admissions on this, as well as connect with men who take SOWK 110 as a LARC course but show interest and promise. We will put male social workers in front of students regularly as role models.

Career Advising (Implicit Curriculum)
To improve student satisfaction in this area, we will make the following changes:
- The new SOWK 110 textbook now in use is organized around fields of practice, giving students a clearer understanding of available career paths
- Newer faculty will make intentional efforts to learn about local social service employers.
- Dr. Burdge will participate in the Wabash County Systems of Care Consortium monthly
- All social work faculty will return to encouraging each student to complete a practicum before Field Instruction (this practice waned during the pandemic).

Increase Opportunities for Student Voice in Program Policies (Implicit Curriculum)
The director will:
- in the same email in which the *Program Student Handbook* is distributed to students each semester, invite student feedback on program policies and procedures.
- conduct a focus group of current students once every 3 years to gain feedback.

Social Work
Program
Manchester University