



# Social Work Program

Manchester University

## **Assessment Report**

*Fall 2015*

# 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

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MU Social Work Class of 2015  
Graduation Day

# 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 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 Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

### ☞ **CSWE Accreditation Standard 4.0—Assessment**

- 4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies.
- 4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.
- 4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.
- 4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.
- 4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

## ☞ **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.

## ☞ **Program's Definition of Generalist Social Work Practice**

Generalist social work practice is the professionally responsible application of knowledge and skills, grounded in a broad evidence-based theoretical foundation and transferable among contexts and populations, to the alleviation of personal and public problems. Generalist social workers understand client systems (i.e., diverse individuals, families, other small groups, organizations, neighborhoods, communities, and societies) within their environmental context and engage in holistic assessment, planning, and interventions which build upon client strengths to (1) enhance the developmental, problem-solving, and coping capacities of people, (2) promote the effective and humane operation of systems that provide resources to people, (3) link people with those systems, and (4) contribute to the development of social policies and institutions which promote social and economic justice.

## ☞ **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 Core Competencies and Practice Behaviors**

The Social Work Program curriculum is designed to support student achievement of ten Core Competencies, each of which represents measurable Practice Behaviors. In keeping with the program's mission and goals, and CSWE accreditation standards, graduates of the Manchester University Social Work Program will achieve the following competencies:

### **Core Comp 1—Identify as a professional social worker and conduct oneself accordingly.**

- 1.1 advocate for client access to the services of social work;
- 1.2 practice personal reflection and self-correction to assure continual professional development;
- 1.3 attend to professional roles and boundaries;
- 1.4 demonstrate professional demeanor in behavior, appearance, and communication;
- 1.5 engage in career-long learning; and
- 1.6 use supervision and consultation.

### **Core Comp 2—Apply social work ethical principles to guide professional practice.**

- 2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- 2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- 2.3 tolerate ambiguity in resolving ethical conflicts; and
- 2.4 apply strategies of ethical reasoning to arrive at principled decisions.

### **Core Comp 3—Apply critical thinking to inform and communicate professional judgments.**

- 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

- 3.2 analyze models of assessment, prevention, intervention, and evaluation; and
- 3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Core Comp 4—Engage diversity and difference in practice.**

- 4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- 4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- 4.4 view themselves as learners and engage those with whom they work as informants.

**Core Comp 5—Advance human rights and social and economic justice.**

- 5.1 understand the forms and mechanisms of oppression and discrimination;
- 5.2 advocate for human rights and social and economic justice; and
- 5.3 engage in practices that advance social and economic justice.

**Core Comp 6—Engage in research-informed practice and practice-informed research.**

- 6.1 use practice experience to inform scientific inquiry and
- 6.2 use research evidence to inform practice.

**Core Comp 7—Apply knowledge of human behavior and the social environment.**

- 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 7.2 critique and apply knowledge to understand person and environment.

**Core Comp 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

- 8.1 analyze, formulate, and advocate for policies that advance social well-being; and
- 8.2 collaborate with colleagues and clients for effective policy action.

**Core Comp 9—Respond to contexts that shape practice.**

- 9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- 9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Core Comp 10(a)—Engagement**

- 10.1 substantively and affectively prepare for action with individuals, families, groups, organizations, communities;
- 10.2 use empathy and other interpersonal skills; and
- 10.3 develop a mutually agreed-on focus of work and desired outcomes.

**Core Comp 10(b)—Assessment**

- 10.4 collect, organize, and interpret client data;
- 10.5 assess client strengths and limitations;
- 10.6 develop mutually agreed-on intervention goals and objectives; and
- 10.7 select appropriate intervention strategies.

**Core Comp 10(c)—Intervention**

- 10.8 initiate actions to achieve organizational goals;
- 10.9 implement prevention interventions that enhance client capacities;
- 10.10 help clients resolve problems;
- 10.11 negotiate, mediate, and advocate for clients; and
- 10.12 facilitate transitions and endings.

**Core Comp 10(d)—Evaluation**

- 10.13 Social workers critically analyze, monitor, and evaluate interventions.

## II. Program Assessment Plan: Instruments and Schedule

Assessment Methods / Instruments	Core Competencies Measured	Summary of Contents / Purpose	Respondent Group and Administration Schedule
<b>1. Course Evaluations</b> (Standard MU course evaluations for all SOWK courses, additional program-specific instrument for Field Instruction & Field Seminar)	1-10 (varies by course)	<ul style="list-style-type: none"> <li>Student perceptions of instructor quality, course quality, Core Competency achievement</li> </ul>	<ul style="list-style-type: none"> <li>All students in SOWK courses</li> <li>End of each semester</li> </ul>
<b>2. Current Student Focus Group</b> (Current social work students' perceptions of program quality. Group discussion facilitated by non-social work faculty.)	1-10	<ul style="list-style-type: none"> <li>Overall program quality and student satisfaction with explicit and implicit curriculum</li> <li>Achievement of program mission, goals, Core Competencies</li> <li>Advising / program policies / procedures</li> <li>Fit with MU mission</li> </ul>	<ul style="list-style-type: none"> <li>Every social work major</li> <li>At least every 8 years as part of CSWE reaffirmation cycle, more frequently as needed</li> </ul>
<b>3. Field Instruction Seminar Capstone Assignments</b> Organizational Assessment Biopsychosocial Assessment Intervention/Evaluation Plan Termination Process Paper Program Proposal Policy Portfolio Research Project Proposal Professional Presentation	1-4, 8-10 1-5, 7, 10 1-7, 10 1, 3, 10 1, 3, 5-7, 9-10 1-5, 8-9 2, 3, 4, 6, 10 1-3, 6, 9	<ul style="list-style-type: none"> <li>Educational outcomes: Seniors' written and oral demonstration of Core Competencies</li> <li>Part of Senior Comprehensive Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Social work seniors in SOWK 475 Field Instruction and SOWK 476 Field Instruction Seminar</li> <li>Spring of senior year</li> </ul>
<b>4. Field Instructor's Evaluation of Student Performance in Field Instruction</b>	1-10	<ul style="list-style-type: none"> <li>Educational outcomes: Seniors' performance of Core Competencies in a professional practice setting</li> <li>Part of Senior Comprehensive Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Every student in SOWK 475 Field Instruction rated by Agency Field Instructor</li> <li>Last two weeks of Field Instruction</li> </ul>
<b>5. Agency Field Instructor's Evaluation of Social Work Program (Survey)</b>	2-8, 10	<ul style="list-style-type: none"> <li>Impressions of student preparation</li> <li>Logistical and procedural matters in Field Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Agency Field Instructors</li> <li>End of Field Instruction</li> </ul>
<b>6. Practice Frame of Reference</b>	1-10	<ul style="list-style-type: none"> <li>Educational outcomes: integrated personal model of generalist social work practice</li> <li>Part of Senior Comprehensive Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>All seniors in SOWK 477 Practice III (completing the Social Work Program)</li> <li>3rd week of SOWK 477 Practice III</li> </ul>
<b>7. MU and SWEAP® Exit Surveys</b>	MU: 1-10 SWEAP: 1-10	<ul style="list-style-type: none"> <li>Achievement of program Core Competencies</li> <li>Logistical structure in Field Instruction</li> <li>Advising</li> <li>Plans for employment and graduate study</li> <li>Seniors' recommendations for improving curriculum</li> <li>Demographic data</li> </ul>	<ul style="list-style-type: none"> <li>All seniors currently completing the Social Work Program</li> <li>3rd week of SOWK 477 Practice III</li> </ul>
<b>8. MU and SWEAP® Alumni Surveys</b>	MU: 1-10 SWEAP: 1-10	<ul style="list-style-type: none"> <li>Achievement of program Core Competencies</li> <li>Employment / graduate study</li> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Social work alumni</li> <li>May, 2 years post- graduation</li> </ul>
<b>9. SWEAP® Employers' Survey</b>	1-10	<ul style="list-style-type: none"> <li>Demonstration of social work skills, knowledge, and values related to Core Competencies in professional practice</li> </ul>	<ul style="list-style-type: none"> <li>Current social work employers of social work alumni</li> <li>May, 2 years post- graduation</li> </ul>
<p>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 MU Assessment Committee, and the Social Work Program Advisory Council. The report is also posted on the program's website.</p>			

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

The Fall 2014 Assessment Report articulated specific objectives and strategies for program improvement. Below is a summary of progress to date on that program improvement plan.

#### *Areas Targeted for Improvement during 2014-2015*

1. **Competency 5—Advance human rights and social and economic justice.**

*Overall, 91% of seniors achieved this competency in Spring 2014, but data suggests not all students are able to put PBs 5.2 and 5.3 into action in placement.*

**Response Plan**

- The Field Instruction Coordinator will improve training of Agency Field Instructors to better equip them to guide students in taking an active role in advocating for and promoting human rights and social and economic justice within the practice setting. **DONE. The Field Instruction Coordinator emphasized Competency 5 in new ways during Field Instructor training. 100% of seniors achieved this competency and PBs 5.2 and 5.3 in Spring 2015.**

2. **Competency 6—Engage in research-informed practice and practice-informed research.**

*88.5% of the 13 seniors in Field Instruction in Spring 2014 attained this competency.*

**Response Plan**

- Use of research evidence to inform practice decisions will be emphasized during Case Studies in SOWK 375 Practice II in the fall. **DONE. Instructor held students to a higher standard as they discovered and shared research-based evidence to support their practice decisions. Students' scores on related assignment rubrics increased.**
- In SOWK 476 Field Instruction Seminar, the Intervention Plan, Research Project Proposal, and Program Proposal will be restructured so that students complete these assignments in stages, receiving feedback on sequential drafts. **DONE. Students' final products and scores improved over previous years.**
- The Field Instruction Coordinator will improve training of Agency Field Instructors to better equip them to guide students in the research process within the practice setting. **DONE. The Field Instruction Coordinator emphasized Competency 6 in new ways during Field Instructor training. 97% of seniors achieved this competency in Spring 2015.**

3. **Competency 10(b)—Assessment**

*Overall, 94% of seniors achieved this competency in Spring 2014, but only 62% attained the second benchmark for PB 10.7 "select appropriate intervention strategies."*

**Response Plan**

- In SOWK 476 Field Instruction Seminar, the Intervention Plan and Program Proposal will be restructured so that students complete these assignments in stages, receiving feedback on sequential drafts. **DONE. Students' final products and scores improved over previous years.**
- The Field Instruction Coordinator will improve training of Agency Field Instructors to better equip them to guide students in the intervention selection process within the practice setting. **PARTIALLY COMPLETED. The Field Instruction Coordinator emphasized Competency 10(b) in new ways during Field Instructor training. 92% of seniors achieved this overall competency in Spring 2015. Continued improvement needed, however, because only 81% of seniors demonstrated mastery of PB 10b.7 "Select Appropriate Intervention Strategies" in Spring 2015.**

## IV. Program Assessment Data

**A note on reading the data in this report:**

- Averages and percentages have been rounded to the nearest tenth.
- **Bold type** data indicate the Manchester University rate meets or exceeds national rate.
- An asterisk ( \* ) indicates the rating meets or exceeds 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.

### A. Manchester University Social Work Students

Demographic Description	MU Fall 2015	MU 2006-2014 averages
<b>All MU Social Work Majors (as of Sept. 2015)</b>	34	32.4
1. Admitted to Program	12	15.0
2. First years	8	7.3
3. Sophomores	10	10.4
4. Juniors	8	7.4
5. Seniors	8	7.3
6. Graduates in past year (from Sept 2014 to Sept 2015)	9	7.6
7. Overall percentage of men	8.8%	10.2%
8. Overall percentage of racial/ethnic minorities	11.7%	10.6%
9. Overall percentage of LGBTQ students (tracked since 2010)	5.8%	7.9%
10. Overall percentage of students with disabilities (physical, mental, learning) (tracked since 2010)	5.8%	7.4%



**MU Social Work Class of 2015**  
**Chelsea, Alesha, Kyleigh, Kyla, David, Tisha, Lauren, and Nick**

# Senior Class of 2015

Data Source: SWEAP Exit Survey

MU 2015  
(n = 8)

National 08-15  
(n = 23,906)

Demographics				
1.	Percentage of males	25.0%	10.6%	
2.	Percentage non-U.S. citizens	0.0%	3.1%	
3.	Percentage of racial / ethnic minorities	0.0%	35.0%	
4.	Percentage with a disability (physical, mental, learning, etc.)	0.0%	22.5%	
5.	Percentage fluent in multiple languages	25.0%	-	
6.	Average overall GPA at graduation	3.39	2.69	
7.	Average social work major GPA at graduation	3.51	-	
8.	Percentage employed during BSW	87.5%	77.5%	
9.	Average hours worked per week (during BSW program)	18.6	20.2	
10.	Percentage receiving financial aid	100%	84.2%	
<b>Percentage (of those seeking employment) employed in social work at graduation</b>			<b>37.5%</b>	<b>16.5</b>
1.	Average salary of those employed full-time in social work at graduation	\$30,000	-	
<b>Percentage (of those seeking employment) known to be employed in social work within 3 months of graduation</b>			<b>100%</b>	<b>-</b>
1.	Most common employment setting	private secular non-profit	private secular non-profit	
2.	Most common field of practice	aging / education	child welfare	
3.	Most common roles	case manager / advocate educator / counselor	case manager / advocate / counselor	
4.	Most common clients:			
	a. system size	individuals	individuals	
	b. client income	poverty or below	poverty or below	
	c. age group	elders	no typical age	
5.	Primary geographic area	no typical area	urban	
Plans for graduate education				
1.	Percentage planning to pursue graduate education	100.0%	78.3%	
2.	Percentage applied to MSW program	25.0%	37.3%	
3.	Percentage accepted into MSW program (of those who applied)	100.0%	61.4%	
4.	If accepted to MSW Program, percentage in advanced standing	100.0%	85.1%	
Specific post-graduation professional activities of the Class of 2015 (self-reported as of 9/15)				
<ul style="list-style-type: none"> <li>• Case Manager, Aging &amp; In-Home Services (Fort Wayne, IN) – Two 2015 grads!</li> <li>• Social Worker, Learn More Center (North Manchester, IN)</li> <li>• Case Western Reserve University on-line advanced standing MSSW program (Cleveland, OH)</li> <li>• IUPUI Accelerated Advanced Standing MSW Program (Indianapolis, IN)</li> <li>• Case Manager, CICOA (Council on Aging) (Indianapolis, IN)</li> <li>• Social Worker, Peabody Retirement Community (North Manchester, IN)</li> <li>• Rehabilitation Specialist, Pathfinder (Huntington, IN)</li> </ul>				

## B. Assessment of Student Learning

Learning Outcomes from the Senior Class of 2015	MU 2015 (n = 8)	MU 2006-14 (n = 70)
<b>Senior Comprehensive Experience</b>		
<b>1. Performance in Field Instruction</b>		
a. Percentage passing SOWK 475 Field Instruction	100%*	100%*
b. Average grade	A*	A-*
<b>2. Field Instruction Seminar Capstone Assignments (first tracked in 2015)</b>		
a. Percentage of students earning C- or higher on all 8 capstone assignments	88.0%*	-
b. Organizational Analysis (average score)	95.6%*	-
c. Biopsychosocial Assessment (average score)	94.3%*	-
d. Intervention Plan (average score)	94.7%*	-
e. Program Proposal (average score)	90.6%*	-
f. Research Project Proposal (average score)	92.0%*	-
g. Policy Portfolio (average score)	92.3%*	-
h. Evaluation/Termination Process Paper (average score)	100%*	-
i. Professional Presentation (average score)	93.3%*	-
<b>3. Practice Frame of Reference Papers</b>		
a. Percentage of students passing on first attempt	100%*	100%*
b. Average score	93.6%	-



## Learning Outcomes from the Senior Class of 2015 (cont.)

Student Self-Report of Practice Behavior Achievement (first tracked in 2015) Data source: Student self-report on SWEAP Exit Survey. Scale: 1 low – 9 high	MU 2015 (n = 8)	First year using this SWEAP survey	National data not yet available
1.1 Advocates for client access to the services of social work.	8.0	-	-
1.2 Practices personal reflection & self-correction for continual professional development.	8.5	-	-
1.3 Attends to professional roles and boundaries.	9.0	-	-
1.4 Demonstrates professional demeanor in behavior, appearance, and communication.	9.0	-	-
1.5 Is starting the process of career-long learning.	9.0	-	-
1.6 Uses supervision and consultation.	9.0	-	-
2.1 Recognizes and manages personal values to allow professional values to guide practice.	8.7	-	-
2.2 Makes ethical decisions by applying NASW Code of Ethics (and other relevant standards).	9.0	-	-
2.3 Tolerates ambiguity in resolving ethical conflicts.	8.5	-	-
2.4 Applies strategies of ethical reasoning to arrive at principled decisions.	8.8	-	-
3.1 Integrates multiple sources, including research-based knowledge and practice wisdom.	9.0	-	-
3.2 Analyzes models of assessment, prevention, intervention, and evaluation.	8.7	-	-
3.3 Demonstrates effective oral/written communication with client systems/colleagues.	9.0	-	-
4.1 Recognizes the extent to which a culture may oppress or enhance privilege and power.	9.0	-	-
4.2 Shows self-awareness to eliminate personal biases in working with diverse groups.	8.7	-	-
4.3 Recognizes and communicates the importance of difference in shaping life experiences.	8.7	-	-
4.4 Views self as learner and engages those with whom s/he works as informants.	8.8	-	-
5.1 Understands the forms and mechanisms of oppression and discrimination.	8.7	-	-
5.2 Advocates for human rights and social and economic justice.	8.5	-	-
5.3 Engages in practices that advance social and economic justice.	8.5	-	-
6.1 Uses practice experience to inform scientific inquiry.	8.2	-	-
6.2 Uses research evidence to inform practice.	8.7	-	-
7.1 Uses conceptual frameworks to guide assessment, intervention, and evaluation.	8.7	-	-
7.2 Critiques and applies knowledge to understand person and environment.	8.7	-	-
8.1 Analyzes, formulates, and advocates for policies that advance social well-being.	6.3	-	-
8.2 Collaborates with colleagues and clients for effective policy action.	7.2	-	-
9.1 Attends to contextual changes to provide relevant services.	8.5	-	-
9.2 Provides leadership in promoting sustainable changes to improve social services.	8.5	-	-
10.1 Substantively and affectively prepares for action with client systems.	8.7	-	-
10.2 Uses empathy and other interpersonal skills.	9.0	-	-
10.3 Develops mutually agreed-on focus of work and desired outcomes.	8.5	-	-
10.4 Collects, organizes, and interprets client data.	8.4	-	-
10.5 Assesses client strengths and limitations.	9.0	-	-
10.6 Develops mutually agreed-on intervention goals and objectives.	9.0	-	-
10.7 Selects appropriate intervention strategies.	9.0	-	-
10.8 Initiates actions to achieve organizational goals.	8.0	-	-
10.9 Implements prevention interventions that enhance client capacities.	8.3	-	-
10.10 Helps clients resolve problems.	8.7	-	-
10.11 Negotiates, mediates, and advocates for clients.	8.8	-	-
10.12 Facilitates transitions and endings.	8.2	-	-
10.13 Critically analyzes, monitors, and evaluates interventions.	8.7	-	-

## Learning Outcomes from the Senior Class of 2015 (cont.)

Student Achievement of Core Competencies and Practice Behaviors in Field Instruction		MU 2015 (n = 8)	MU 2012-14 (n = 30)	National (n = 1,866)
Data source: Evaluation of Student Performance in Field Instruction (by Field Instructor)				
Scale: 1 low - 5 high    Average score (% students meeting or exceeding benchmark of 3)				
1.	<b>Identify as a professional social worker and conduct oneself accordingly.</b>	4.5* (100%)*	4.3* (100%)*	3.7
	1.1 <i>Advocates for client access to the services of social work.</i>	4.0*	3.8	3.6
	1.2 <i>Practices personal reflection &amp; self-correction to assure continual professional development.</i>	4.4*	4.4*	3.6
	1.3 <i>Attends to professional roles and boundaries.</i>	4.5*	4.2*	3.8
	1.4 <i>Demonstrates professional demeanor in behavior, appearance, and communication.</i>	4.6*	4.4*	3.9
	1.5 <i>Is starting the process of career-long learning.</i>	4.8*	4.2*	3.7
	1.6 <i>Uses supervision and consultation.</i>	4.6*	4.4*	3.7
2.	<b>Apply social work ethical principles to guide professional practice.</b>	4.4* (100%)*	4.1* (100%)*	3.7
	2.1 <i>Recognizes and manages personal values to allow professional values to guide practice.</i>	4.6*	4.4*	3.7
	2.2 <i>Makes ethical decisions by applying NASW Code of Ethics (and other relevant standards).</i>	4.4*	4.0*	3.8
	2.3 <i>Tolerates ambiguity in resolving ethical conflicts.</i>	4.4*	3.8	3.7
	2.4 <i>Applies strategies of ethical reasoning to arrive at principled decisions.</i>	4.3*	4.2*	3.7
3.	<b>Apply critical thinking to inform and communicate professional judgments.</b>	4.4* (100%)*	3.9* (100%)*	3.6
	3.1 <i>Integrates multiple sources, including research-based knowledge and practice wisdom.</i>	4.4*	4.2*	3.5
	3.2 <i>Analyzes models of assessment, prevention, intervention, and evaluation.</i>	4.3*	3.6*	3.6
	3.3 <i>Demonstrates effective oral/written communication with client systems/colleagues.</i>	4.6*	4.0*	3.7
4.	<b>Engage diversity and difference in practice.</b>	4.7* (100%)*	4.3* (100%)*	3.8
	4.1 <i>Recognizes the extent to which a culture may oppress or enhance privilege and power.</i>	4.8*	4.2*	3.8
	4.2 <i>Shows self-awareness to eliminate personal biases in working with diverse groups.</i>	4.6*	4.2*	3.8
	4.3 <i>Recognizes and communicates the importance of difference in shaping life experiences.</i>	4.6*	4.4*	3.8
	4.4 <i>Views self as learner and engages those with whom s/he works as informants.</i>	4.8*	4.4*	3.8
5.	<b>Advance human rights and social and economic justice.</b>	4.3* (100%)*	4.4* (100%)*	3.6
	5.1 <i>Understands the forms and mechanisms of oppression and discrimination.</i>	4.5*	4.4*	3.7
	5.2 <i>Advocates for human rights and social and economic justice.</i>	4.1*	4.4*	3.6
	5.3 <i>Engages in practices that advance social and economic justice.</i>	4.1*	4.4*	3.5
6.	<b>Engage in research-informed practice and practice-informed research.</b>	4.1* (100%)*	3.9* (100%)*	3.5
	6.1 <i>Uses practice experience to inform scientific inquiry.</i>	4.1*	4.0*	3.5
	6.2 <i>Uses research evidence to inform practice.</i>	4.1*	4.0*	3.5
7.	<b>Apply knowledge of human behavior and the social environment.</b>	4.4* (100%)*	4.2* (100%)*	3.7
	7.1 <i>Uses conceptual frameworks to guide assessment, intervention, and evaluation.</i>	4.1*	4.2*	3.6
	7.2 <i>Critiques and applies knowledge to understand person and environment.</i>	4.6*	4.2*	3.8
8.	<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>	4.3* (100%)*	4.2* (100%)*	3.6
	8.1 <i>Analyzes, formulates, and advocates for policies that advance social well-being.</i>	4.3*	4.4*	3.6
	8.2 <i>Collaborates with colleagues and clients for effective policy action.</i>	4.4*	4.0*	3.6
9.	<b>Respond to contexts that shape practice.</b>	4.2* (100%)*	3.9* (100%)*	3.6
	9.1 <i>Attends to contextual changes to provide relevant services.</i>	4.3*	4.0*	3.6
	9.2 <i>Provides leadership in promoting sustainable changes to improve social services.</i>	4.1*	3.8*	3.6
10.	<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	4.4* (100%)*	4.1* (100%)*	3.6
	<b>Engagement skills</b>	4.7* (100%)*	4.4* (100%)*	3.7
	10.1 <i>Substantively and affectively prepares for action with client systems.</i>	4.4*	4.6*	3.6
	10.2 <i>Uses empathy and other interpersonal skills.</i>	4.9*	4.6*	3.8
	10.3 <i>Develops mutually agreed-on focus of work and desired outcomes.</i>	4.7*	4.2*	3.7
	<b>Assessment skills</b>	4.3* (100%)*	4.1* (100%)*	3.7
	10.4 <i>Collects, organizes, and interprets client data.</i>	4.3*	4.0*	3.7
	10.5 <i>Assesses client strengths and limitations.</i>	4.5*	4.4*	3.7
	10.6 <i>Develops mutually agreed-on intervention goals and objectives.</i>	4.3*	4.0*	3.6
	10.7 <i>Selects appropriate intervention strategies.</i>	4.1*	4.0*	3.6
	<b>Intervention skills</b>	4.3* (100%)*	4.1* (100%)*	3.6
	10.8 <i>Initiates actions to achieve organizational goals.</i>	4.6*	4.0*	3.6
	10.9 <i>Implements prevention interventions that enhance client capacities.</i>	4.3*	4.0*	3.6
	10.10 <i>Helps clients resolve problems.</i>	4.6*	4.0*	3.6
	10.11 <i>Negotiates, mediates, and advocates for clients.</i>	4.4*	4.3*	3.7
	10.12 <i>Facilitates transitions and endings.</i>	3.7*	3.8*	3.5
	<b>Evaluation skills</b>	4.0* (100%)*	3.8* (100%)*	3.5
	10.13 <i>Critically analyzes, monitors, and evaluates interventions.</i>	4.1*	3.8*	3.5

## C. Seniors' Satisfaction and Suggestions

### Feedback from the Senior Class of 2015

Data source: Student self-report on MU Exit Survey

Scale: 1 low – 5 high

	MU 2015 (n = 8)	MU 2006-15 (n = 78)	National 08-15 (n = 23,906)
<b>Process of selecting and confirming a Field Instruction placement</b>			
1. SW Program provided adequate information to me	4.9*	4.7*	-
2. My career and personal goals were considered	5.0*	4.7*	-
3. My pre-placement interview at the agency was helpful	3.8	3.9	-
4. My pre-placement shadow day at the agency was useful	4.0*	3.7	-
<b>Field Instruction Agency</b>			
1. My field placement responsibilities supported my learning goals	4.5*	4.4*	-
2. The agency was accepting and responsive to me as a student	4.8*	4.5*	-
3. Agency staff members were available for consultation	4.6*	4.6*	-
4. I was welcomed and encouraged to attend agency programs and activities	4.8*	4.7*	-
5. The general atmosphere of the agency was conducive to me as a learner	4.6*	4.5*	-
<b>Agency Field Instructor</b>			
1. Provided me adequate information during initial weeks	4.8*	4.4*	-
2. Clearly defined my role and responsibilities during initial weeks	4.7*	4.0*	-
3. Helped me set goals	4.5*	4.3*	-
4. I had confidence in my Agency Field Instructor's knowledge and skills	4.9*	4.7*	-
5. Appraised my strengths and limitations accurately	4.6*	4.5*	-
6. I felt supported by my Agency Field Instructor	4.6*	4.5*	-
7. Was accessible to me during my placement	4.6*	4.5*	-
8. Had adequate teaching/supervision abilities	4.6*	4.5*	-
<b>Faculty Field Instructor</b>			
1. Was readily accessible to me during my placement	4.6*	4.6*	-
2. Helped me clarify my learning goals during my placement	4.6*	4.6*	-
3. Meetings with my Faculty Field Instructor during my placement were helpful	4.6*	4.5*	-
4. Worked well with my Agency Field Instructor	4.8*	4.6*	-
<b>Self-Rating</b>			
1. I had a strong desire to have a field placement	4.8*	4.7*	-
2. I put forth a great deal of effort in my field placement	4.9*	4.8*	-
3. My choice of social work as a career was reinforced as a result of field placement	4.4*	4.5*	-
<b>Overall quality of the <u>advising</u> you received during your social work education</b>			
Data source: Student self-report on SWEAP Exit Survey	8.8*	-	6.6
Scale: 1 low – 9 high			
<b>How well has the BSW prepared you for additional education? (Program Goal 2)</b>			
Data source: Student self-report on SWEAP Exit Survey. Scale: 1 low – 9 high	8.8*	8.1*	7.7
<b>Quality of the Social Work Program's Implicit Curriculum (general atmosphere)</b>			
Data source: Student rating on SWEAP Exit Survey (first tracked in 2015)			National data not yet available
Scale: 1 low – 9 high			
1. The Social Work Program provides a learning environment that respected all persons.	9.0*	-	-
2. The Social Work Program models respect for difference.	9.0*	-	-
3. The Social Work Program provides students with opportunities to participate in program policy decisions.	7.5	-	-
4. The social work faculty models commitment to the advancement of the social work profession.	8.8*	-	-
5. The Social Work Program provides opportunities to participate in student organizations.	8.3*	-	-

# MANCHESTER UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM

## ASSESSMENT OF STUDENT LEARNING OUTCOMES

**LAST COMPLETED ON SEPTEMBER 2, 2015**

**Form AS4 (B)** Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
1. Identify as a Professional Social Worker	90% of students will demonstrate mastery of this competency	90% of seniors in Field Instruction Spring 2015
2. Apply Ethical Principles	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2015
3. Apply Critical Thinking	90% of students will demonstrate mastery of this competency	92% of seniors in Field Instruction Spring 2015
4. Engage Diversity in Practice	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2015
5. Advance Human Rights/ Social and Economic Justice	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2015
6. Engage Research Informed Practice/Practice Informed Research	90% of students will demonstrate mastery of this competency	97% of seniors in Field Instruction Spring 2015
7. Apply Human Behavior Knowledge	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2015
8. Engage Policy Practice to Advance Well-Being and Deliver Services	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2015
9. Respond to Practice Contexts	90% of students will demonstrate mastery of this competency	91% of seniors in Field Instruction Spring 2015
10a. Practice Engagement	90% of students will demonstrate mastery of this competency	98% of seniors in Field Instruction Spring 2015
10b. Practice Assessment	90% of students will demonstrate mastery of this competency	92% of seniors in Field Instruction Spring 2015
10c. Practice Intervention	90% of students will demonstrate mastery of this competency	90% of seniors in Field Instruction Spring 2015
10d. Practice Evaluation	90% of students will demonstrate mastery of this competency	94% of seniors in Field Instruction Spring 2015

## Comments and Suggestions from the Senior Class of 2015

Data source: MU Exit Survey

### **Strengths of the MU Social Work Program:**

- We are pushed to use theory and models when evaluating practice
- The faculty is incredibly supportive and always available.
- Field Instruction is Monday-Thursday, which helps create relationships with clients.
- Attention to details—challenging us to go beyond our comfort
- Each practice course (I, II, and III) was extremely relevant and helpful to learn and apply knowledge from other courses required for the social work program.
- The open communication and relationships gained by professors and students.
- Almost all classes were beneficial and helped me gain knowledge and confidence in social work.
- The faculty supervision, field instruction, practicum opportunities, diversity workshops, the feelings of community, HBSE, social work practice I and II
- I felt that it was adequate when preparing us for the professional aspects of being a social worker.
- It helped me become familiar with multiple populations, I stretched my comfort zone and am now prepared for my own practice.

### **Limitations of the MU Social Work Program:**

- Social Service Policy didn't engage us as learners. We didn't talk about policy at all. The class seemed like a repeat of Social Welfare as an Institution.
- Not enough focus on politics and macro until senior year.
- Not enough focus on mental health or push to take psychology classes.
- Social Service Policy felt like a missed opportunity
- The format for Social Service Policy was not very stimulating to retain the information.
- Social Welfare as an Institution and Social Service Policy seemed to be similar and were not as stimulating.
- Social Welfare and Social Service Policy—not a stimulating environment, didn't feel like I learned enough
- The amount of information given about policy and politics—I feel it would be beneficial if explained more in depth.

### **Content or teaching methods to add to the Program:**

- More mental health coursework or information.
- Social Service Policy could be more engaging and stimulating. We needed more application of policies.
- Possibly a small internship or volunteer experience at the beginning of the program.
- I think more LGBT topics and ethnic groups would be great.

### **Content or teaching methods to discontinue:**

- Instead of volunteering in Practice I, there should be a mini-practicum
- Either the Social Service Policy or Social Welfare class, because they were the same class/same material

### **Other suggestions for improving the Program:**

- Policy and politics need to be included and encouraged before senior year, by then it is too late.
- More guest speakers from all social work fields (macro, medical, family, children, gerontology) to show students the possibilities social work has to offer.
- A more friendly design for working/older adult students.
- Stronger emphasis on policy and how it affects specific populations we might be interested in working with. It would help apply the policy processes in learning ways to practice.
- More information regarding policy and politics involved in social work

## Comments and Suggestions from 2015 Agency Field Instructors

Data source: Agency Evaluation of Field Instruction Program Survey

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- Placement preparation seemed effective in that the student was a good fit for our agency.
  - The student seemed well-prepared to start the internship and prepared to learn during the internship.
  - The schedule for the internship/class was practical for the student's work/internship week.
  - The placement at my agency was amazing.
  - My intern was very conscious of the (social work areas of knowledge). I'm not sure if that was due to his life experiences or college courses.
  - I would enjoy being an Agency Field Instructor with MU in the future, especially if they are as good and willing to learn as my current MU student.
  - The (preparatory) information provided and the workshop on campus greatly benefited by understanding of the internship process.
  - The student was very professional with her dress and personality. She had a great wealth of knowledge and her psychology major greatly benefited her in this area.
  - The (placement) process was seamless from start to finish. The student was extremely prepared and ready for her internship. The materials provided were a great benefit. The student benefited from the on-campus seminar Friday and recap learning from others and sharing her own experiences.
- 



**Kyla Daniels '15**

**testifying at a Senate Committee Hearing, Indiana General Assembly during her field instruction placement with NASW-Indiana Chapter**

## D. Alumni Survey

Alumni surveys were administered to social work graduates from 2013 this cycle.

### Alumni Data

(Data from Class of 2013 alumni who did not complete the surveys are included if known.)

1. MU Alumni Achievement of Program Goals		MU '13 (n = 7)	MU '07-'13 (n = 27)	National '08-'13 (n = 4,508)
Data source: SWEAP Alumni Survey Scale: 1 low – 9 high		Return rate 60%	Return rate 68%	
a.	How well did your BSW Program prepare you for your current position in social work? (Pgm Goal 1)	8.0*	7.9	7.5
b.	How well did your BSW Program prepare you for additional education? (Pgm Goal 2)	8.0*	7.5	7.6
2. MU Alumni Achievement of Core Competencies		MU '13 (n = 7)	MU '10-'13 (n = 3)	National (n = 4,508)
Data source: MU Alumni Survey Scale: 1 low – 5 high				
a.	Identify as a professional social worker and conduct oneself accordingly.	4.9*	5.0*	-
b.	Apply social work ethical principles to guide professional practice.	4.9*	5.0*	-
c.	Apply critical thinking to inform and communicate professional judgments.	4.9*	5.0*	-
d.	Engage diversity and difference in practice.	5.0*	4.7*	-
e.	Advance human rights and social and economic justice.	4.7*	4.7*	-
f.	Engage in research-informed practice and practice-informed research.	4.6*	4.0*	-
g.	Apply knowledge of human behavior and the social environment.	5.0*	5.0*	-
h.	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	4.7*	4.3*	-
i.	Respond to contexts that shape practice.	4.9*	4.7*	-
j.	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	4.9*	4.7*	-
3. Educational Activities since completing BSW				
Data source: SWEAP Alumni Survey.				
a.	Percentage enrolled in any graduate course since BSW	29%	35.7%	27.6%
b.	Percentage applied to MSW Program	50%	29.4%	43.7%
c.	Percentage of applicants accepted to MSW Program (Program Goal 2)	100%	100.0%	86.7%
d.	Percentage of applicants accepted to Advanced Standing MSW Program (Program Goal 2)	100%	100.0%	92.2%
e.	Percentage completed another degree since BSW	0.0%	5.9%	30.0%
f.	Percentage currently studying for master's degree, not MSW	0.0%	5.9%	3.9%
g.	Percentage currently studying for MSW degree	50%	28.6%	21.9%
h.	Percentage currently studying for doctoral degree, any field	0.0%	0.0%	1.3%
i.	Percentage planning to pursue MSW degree	85.7%	88.2%	45.5%
j.	Percentage planning to pursue doctoral degree, any field	14.3%	11.8%	13.1%
4. Professional and Volunteer Activities since completing BSW				
Data source: SWEAP Alumni Survey.				
a.	Currently employed in SW position	100%	82.4%	67.6%
b.	Current annual SW income	\$34,285	\$27,328	\$32,144
c.	Average number of months after BSW until employment found	2.8	2.4	3.5
d.	Percentage who have engaged in community service, agency boards, task forces, etc.	57.1%	85.7%	57.4%
e.	Percentage who have joined NASW	14.3%	21.4%	40.1%
f.	Percentage who have engaged in grant writing or other funding activities	14.3%	21.4%	15.2%
g.	Percentage who have engaged in lobbying or advocacy	14.3%	-	22.1%
h.	Percentage who have conducted a workshop	14.3%	21.4%	17.4%
i.	Percentage who have presented to community group	28.6%	21.4%	35.0%
j.	Percentage who have enrolled in a continuing education course	14.3%	50.0%	34.5%
k.	Percentage who attended a professional workshop or conference	-	-	46.5%
l.	Percentage who have engaged in professional writing (newsletters, journals, etc.)	0.0%	-	15.0%
m.	Percentage who have engaged in research or program evaluation	0.0%	-	47.0%
n.	Percentage licensed as a social worker (BSW or MSW level)	28.6%	35.3%	36.9%

## Comments from Class of 2013 Alumni

Data source: MU Alumni Survey

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### **Strengths of the MU Social Work Program:**

- Using evidence based practices for research assignments and discussion topics.
- Doing internships in the community.
- Very strong staff support and flexibility with assisting me. Very encouraging, passionate, and caring professors. Very prepared for masters level curriculum.
- I believe the biggest strength of the program was the internship/practicum requirements. The in-field experience really prepared for a job in the field.
- Not one particular aspect comes to mind, I think because it was all so good. But perhaps the faculty-some stellar faculty members that make the social work program great.
- The strengths of the program were the focus on strengths perspective, human behavior in a social environment and field instruction.

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### **Limitations of the MU Social Work Program:**

- More field experience!
- No availability for specialty.
- I wish I could have learned more about specific areas of the field. I would have love to have taken a course over addictions and social work practice.
- I feel that the curriculum could have put more focus macro social work.

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### **Content or teaching methods to add to the Program:**

- Have more real life professionals share about wide range of job opportunities and education of agencies. Knowing that there's more places to work then just a local behavioral or mental institution would be nice. Also more focus on defining theories such as CBT, TF-CBT, DBT
- More content about addictions, homelessness, LGBTQ, and grant writing and function.
- More chances to learn about policy work and advocacy opportunities, especially at the local level and especially in a small rural town like North Manchester. What is the importance of local politics? I forget, are there any classes specifically about mental health? If not, there should be.
- I would recommend a different type of field instruction at each year of the program. So that's people have an idea of what they want to do their senior year.

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### **Content or teaching methods to discontinue:**

- Not reading out of the textbook word for word.

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### **Other suggestions for improving the Program:**

- There are so many upcoming theories. It seemed as though we focused on learning past theories or thinking rather than staying updated with the present.
- more social work electives

## A Few Unsolicited Comments from Alumni

Received via e-mail or Facebook between 9/13-9/14

☞ *I just wanted to give you an update on my job here (Casa de Belen in Douglas Co., OR). I absolutely love it so far. The home is run just like a family would function. It is an excellent support system for the residents. Anyway, they threw me right in! The first day I was sitting down with each resident and creating initial service plans. The fact that I am right under the executive director is a little scary to me, but I am sure once I feel more comfortable here, I'm hoping to be more comfortable with the idea. On top of ISP's, I have presented a mentor program PowerPoint to the community, recruited mentors, sat with our residents to just talk about their day, I proctor study hall, I am part of the intake process, and so much more. Even though I am brand new to the position, I feel comfortable in my skills and abilities that Manchester equipped me with. I am ever so thankful for you, Brad, and Cheri for teaching us all that you did.*

— Chelsea Teddy '14

☞ *I am currently living in Baltimore at a community house that hosts persons seeking asylum. The program is called ASHN, Asylum Seekers Housing Network, and simply works to give holistic support in a time of uncertainty. It is really great to get glimpses of the process my housemates go through as well as the organizations that work with them. I am volunteering as an advocacy counselor at a shelter for individuals who are veterans and/or "medically fragile" called Project PLASE. It has been very humbling thus far to struggle alongside the residents as they are transitioning and working through health issues such as HIV, hepatitis, cancer, diabetes; severe mental health diagnoses; substance and alcohol abuse; stigma from an ex-offender status and more. I have got to witness the spider web that is homelessness, or more so economic and social distress that thrives in many of the streets of Baltimore. I have learned so much in the past two months and have added color to the education I gained from you and others at Manchester. I owe you infinite thanks. Please know that I am forever grateful for all that you have done for me and continue to do for many others.*

— Tracie Doi '13, BVS Volunteer

☞ *The last couple years I've been working as a regulatory coordinator for a multi-specialty clinic in their clinical research department. It's given me the opportunity to travel and become familiar with the development of medications from the first stage of development, through clinical trials & safety oversight, to the pharmacy shelf. The social work curriculum certainly helped prepare me for this role, as I am essentially liaison between doctors, IRBs, the FDA and (most importantly) participants enrolled in the trials.*

— Samantha Dodd '07

## E. Employers' Survey

Alumni surveys were administered to the social work supervisors of social work graduates from 2013 this year. However, the response rate was 0%. In addition, a new version of the SWEAP Employers' Survey was used this year, so previous years' data are incomparable and national means are not yet available.

### Employer Feedback Regarding Alumni:

Data Source: SWEAP Employers' Survey  
Scale: 1 low – 9 high

MU '13  
(n = 0)

National '13

1. MU Alumni Job Performance. "How well does the employee..."	MU '13 (n = 0)	National '13
a. Identify as a professional social worker and conduct oneself accordingly.	-	-
b. Apply social work ethical principles to guide professional practice.	-	-
c. Apply critical thinking to inform and communicate professional judgments.	-	-
d. Engage diversity and difference in practice.	-	-
e. Advance human rights and social and economic justice.	-	-
f. Engage in research-informed practice and practice-informed research.	-	-
g. Apply knowledge of human behavior and the social environment.	-	-
h. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	-	-
i. Respond to contexts that shape practice.	-	-
j. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	-	-



**Chelsea Purcell '15 BSSW  
Graduation Day 2015**

## V. Conclusions and Recommendations

On October 2, 2015, the MU Social Work Faculty 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 received a perfect accreditation rating by CSWE in July 2015. The program has been granted full accreditation for the next 8-year cycle.
2. The Social Work Program supports the Manchester University mission in clear and distinctive ways.
3. The program has been consistent and stable over time. It consists of a coherent, integrated, and comprehensive curriculum which undergoes continuous, sustained assessment and improvement.
4. The social work faculty are valued by students and alumni.
5. The social work faculty are diverse in professional experience and expertise.
6. The number of social work majors has been consistently satisfactory in recent years. Intentional outreach and recruiting efforts appear to be having a positive effect.
7. Graduating seniors report a high level of satisfaction with the academic and career advising they received from the social work faculty. Their ratings are well above the national average.
8. Social work seniors are rated extremely high by their Agency Field Instructors—surpassing national averages on every competency. This is the most valuable measure of student learning in the program.
9. The graduating seniors of 2015 met every learning outcome benchmark for every competency.
10. MU social work seniors continue to report confidence in their preparation for professional social work employment and further education.
11. Job placement rates remain high for MU social work graduates. Within 6 months, 100% of 2015 graduates were either employed in social work, engaged in a year of service, or had entered graduate school.
12. MU social work graduates have a 99.9% graduate school acceptance rate over the history of the program—well-above the national average. The Class of 2015 has so far had a 100% acceptance rate into advanced standing MSW programs (2 applicants, both were accepted into Advanced Standing).
13. MU social work alumni who are working in social work report higher-than-average salaries two years after graduation.

## *Areas Targeted for Improvement during 2015-2016*

### **1. Social Welfare Policy and Services Foundation Curriculum Area (Core Competency 6)**

*The graduating class of 2015 expressed dissatisfaction with the two primary courses in the policy track of the social work curriculum: Social Welfare as an Institution and Social Service Policy. They also expressed less confidence in their policy practice skills and knowledge than other areas on the SWEAP Exit Survey.*

#### **Response Plan**

- Brad Yoder will implement a midterm course evaluation in the two policy classes to gauge student satisfaction early in the semester and modify the course accordingly.
- Brad Yoder will increase the attention given to identifying elected officials and writing advocacy letters (two areas of lower performance seen on the Policy Portfolio capstone assignment).

### **2. Mental Health Content (Core Competencies 7 and 10)**

*Students are voicing interest in gaining even more knowledge about mental health and related helping skills.*

#### **Response Plan**

- The social work faculty will continue advising students to take *Behavior Disorders* as an elective.
- The social work faculty will collaborate to enhance content on generalist practice skills and knowledge relevant to common mental health challenges they are likely to encounter among their clientele (i.e., anxiety, suicidality, autism, psychosis, addiction).



**Social Work  
Program**

Manchester University