



Social Work Program

Manchester University

Assessment Report

of the 2015-2016 Academic Year

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 2016

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
1. Course Evaluations (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"> Student perceptions of instructor quality, course quality, Core Competency achievement 	<ul style="list-style-type: none"> All students in SOWK courses End of each semester
2. Current Student Focus Group (Current social work students' perceptions of program quality. Group discussion facilitated by non-social work faculty.)	1-10	<ul style="list-style-type: none"> Overall program quality and student satisfaction with explicit and implicit curriculum Achievement of program mission, goals, Core Competencies Advising / program policies / procedures Fit with MU mission 	<ul style="list-style-type: none"> Every social work major At least every 8 years as part of CSWE reaffirmation cycle, more frequently as needed
3. Field Instruction Seminar Capstone Assignments 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"> Educational outcomes: Seniors' written and oral demonstration of Core Competencies Part of Senior Comprehensive Evaluation 	<ul style="list-style-type: none"> Social work seniors in SOWK 475 Field Instruction and SOWK 476 Field Instruction Seminar Spring of senior year
4. Field Instructor's Evaluation of Student Performance in Field Instruction	1-10	<ul style="list-style-type: none"> Educational outcomes: Seniors' performance of Core Competencies in a professional practice setting Part of Senior Comprehensive Evaluation 	<ul style="list-style-type: none"> Every student in SOWK 475 Field Instruction rated by Agency Field Instructor Last two weeks of Field Instruction
5. Agency Field Instructor's Evaluation of Social Work Program (Survey)	2-8, 10	<ul style="list-style-type: none"> Impressions of student preparation Logistical and procedural matters in Field Instruction 	<ul style="list-style-type: none"> Agency Field Instructors End of Field Instruction
6. Practice Frame of Reference	1-10	<ul style="list-style-type: none"> Educational outcomes: integrated personal model of generalist social work practice Part of Senior Comprehensive Evaluation 	<ul style="list-style-type: none"> All seniors in SOWK 477 Practice III (completing the Social Work Program) 3rd week of SOWK 477 Practice III
7. MU and SWEAP® Exit Surveys	MU: 1-10 SWEAP: 1-10	<ul style="list-style-type: none"> Achievement of program Core Competencies Logistical structure in Field Instruction Advising Plans for employment and graduate study Seniors' recommendations for improving curriculum Demographic data 	<ul style="list-style-type: none"> All seniors currently completing the Social Work Program 3rd week of SOWK 477 Practice III
8. MU and SWEAP® Alumni Surveys	MU: 1-10 SWEAP: 1-10	<ul style="list-style-type: none"> Achievement of program Core Competencies Employment / graduate study Professional development 	<ul style="list-style-type: none"> Social work alumni May, 2 years post- graduation
9. SWEAP® Employers' Survey	1-10	<ul style="list-style-type: none"> Demonstration of social work skills, knowledge, and values related to Core Competencies in professional practice 	<ul style="list-style-type: none"> Current social work employers of social work alumni May, 2 years post- graduation
<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 2014-2015 Assessment Report articulated specific objectives and strategies for program improvement during 2015-2016. Below is a summary of progress on that program improvement plan.

Areas Targeted for Improvement during 2015-2016

1. Social Welfare Policy and Programs (Core Competency 8)

Overall, 88% of seniors (7 out of 8) achieved this competency in Spring 2016, but data suggests not all students were able to put PBs 8.1 and 8.2 into action in field placement.

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. **Done—students voiced no dissatisfaction. Brad will continue doing a midterm course evaluation.**
- 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). **Done and ongoing. This is easily addressed during this election year.**

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

Response Plan

- The social work faculty will continue advising students to take *Behavior Disorders* as an elective. **DONE and ONGOING**
- 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). **Faculty decided that autism is too specialized to receive much focus in a generalist program; chose to focus on the other areas. Cheri Krueckeberg created new cases in SOWK 334 and new role-play in SOWK 274. She also shows a new video in SOWK 274 on new neurological techniques for diagnosing mental illness and individualizing treatments.**

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 the national average.
- 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.

A. Manchester University Social Work Students

Demographic Description	MU 5/16	MU 2006-2015 averages
All MU Social Work Majors (as of May 2016)	32	32.4
1. Admitted to Program	16	15.0
2. First years	7	7.3
3. Sophomores	10	10.4
4. Juniors	7	7.4
5. Seniors	8	7.3
6. Graduates in past year (from Sept 2015 to May 2016)	8	7.6
7. Overall percentage of men	12.5%	10.2%
8. Overall percentage of racial/ethnic minorities	9.0%	10.6%
9. Overall percentage of LGBTQ students (tracked since 2010)	9.0%	7.9%
10. Overall percentage of students with disabilities (physical, mental, learning) (tracked since 2010)	9.0%	7.4%



MU Social Work Class of 2016
Kathleen, Natalie, Katie, Taylor, Alexah, Jacob, Sofia, and Tyler

Senior Class of 2016

Data Source: SWEAP Exit Survey

MU 2016
(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	12.5%	35.0%	
4.	Percentage with a disability (physical, mental, learning, etc.)	12.5%	22.5%	
5.	Percentage fluent in multiple languages	12.5%	-	
6.	Average overall GPA at graduation	3.19	2.69	
7.	Average social work major GPA at graduation	3.28	-	
8.	Percentage employed during BSW	83.3%	77.5%	
9.	Average hours worked per week (during BSW program)	24.4	20.2	
10.	Percentage receiving financial aid	100%	84.2%	
Percentage (of those seeking employment) employed in social work at graduation			37.5%	16.5
1.	Average salary of those employed full-time in social work at graduation	\$30,000	-	
Percentage (of those seeking employment) known to be employed in social work within 3 months of graduation			83.3%	-
1.	Most common employment setting	private secular non-profit	private secular non-profit	
2.	Most common field of practice	mental health / youth services	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	youth	no typical age	
5.	Primary geographic area	no typical area	urban	
Plans for graduate education				
1.	Percentage planning to pursue graduate education	66.7%	78.3%	
2.	Percentage applied to MSW program	0.0%	37.3%	
3.	Percentage accepted into MSW program (of those who applied)	-	61.4%	
4.	If accepted to MSW Program, percentage in advanced standing	-	85.1%	
Specific post-graduation professional activities of the Class of 2016 (self-reported as of 9/16)				
	<ul style="list-style-type: none"> • Assistant Social Services Director, Millers Merry Manor (Wakarusa, IN) • Therapeutic Support Specialist, Benchmark Family Services (foster care) (central Indiana) • Rehabilitation Service Provider, Bowen Center (Huntington, IN) • Rehabilitation Service Provider, Bowen Center (Wabash, IN) • Home-based Case Manager, Lifeline Youth & Family Services (Fort Wayne, IN) • AmeriCorps Volunteer, American Red Cross, Disaster Relief & Prevention Program (northwest Indiana) 			

B. Assessment of Student Learning

Learning Outcomes from the Senior Class of 2016	MU 2016 (n = 8)	MU 2006-15 (n = 78)
Senior Comprehensive Experience		
1. Performance in Field Instruction		
a. Percentage passing SOWK 475 Field Instruction	100%	100%
b. Average grade	A*	A-*
2. Field Instruction Seminar Capstone Assignments (first tracked in 2015)		
a. Percentage of students earning C- or higher on all 8 capstone assignments	62.5%*	88.0%
b. Organizational Analysis (average score)	89.2%	95.6%
c. Biopsychosocial Assessment (average score)	88.5%	94.3%
d. Intervention Plan (average score)	90.1%	94.7%
e. Program Proposal (average score)	84.0%	90.6%
f. Research Project Proposal (average score)	79.2%*	92.0%
g. Policy Portfolio (average score)	84.2%	92.3%
h. Evaluation/Termination Process Paper (average score)	97.3%	100%
i. Professional Presentation (average score)	90.0%	93.3%
3. Practice Frame of Reference Papers		
a. Percentage of students passing on first attempt	100%	100%
b. Average score	93.8%	93.6%



Alexah Parnin-Choisne '16 in her senior field instruction placement at Akron Elementary School

Learning Outcomes from the Senior Class of 2016 (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 2016 (n = 8)	MU 2015 (n = 8)	National data not available
1.1 Advocates for client access to the services of social work.	8.6	8.0	-
1.2 Practices personal reflection & self-correction for continual professional development.	8.4	8.5	-
1.3 Attends to professional roles and boundaries.	8.8	9.0	-
1.4 Demonstrates professional demeanor in behavior, appearance, and communication.	8.6	9.0	-
1.5 Is starting the process of career-long learning.	8.6	9.0	-
1.6 Uses supervision and consultation.	8.2	9.0	-
2.1 Recognizes and manages personal values to allow professional values to guide practice.	8.6	8.7	-
2.2 Makes ethical decisions by applying NASW Code of Ethics (and other relevant standards).	8.6	9.0	-
2.3 Tolerates ambiguity in resolving ethical conflicts.	8.2	8.5	-
2.4 Applies strategies of ethical reasoning to arrive at principled decisions.	8.4	8.8	-
3.1 Integrates multiple sources, including research-based knowledge and practice wisdom.	9.0	9.0	-
3.2 Analyzes models of assessment, prevention, intervention, and evaluation.	9.0	8.7	-
3.3 Demonstrates effective oral/written communication with client systems/colleagues.	8.5	9.0	-
4.1 Recognizes the extent to which a culture may oppress or enhance privilege and power.	8.0	9.0	-
4.2 Shows self-awareness to eliminate personal biases in working with diverse groups.	8.3	8.7	-
4.3 Recognizes and communicates the importance of difference in shaping life experiences.	8.8	8.7	-
4.4 Views self as learner and engages those with whom s/he works as informants.	9.0	8.8	-
5.1 Understands the forms and mechanisms of oppression and discrimination.	8.0	8.7	-
5.2 Advocates for human rights and social and economic justice.	9.0	8.5	-
5.3 Engages in practices that advance social and economic justice.	8.0	8.5	-
6.1 Uses practice experience to inform scientific inquiry.	8.0	8.2	-
6.2 Uses research evidence to inform practice.	8.0	8.7	-
7.1 Uses conceptual frameworks to guide assessment, intervention, and evaluation.	8.0	8.7	-
7.2 Critiques and applies knowledge to understand person and environment.	8.5	8.7	-
8.1 Analyzes, formulates, and advocates for policies that advance social well-being.	7.5*	6.3	-
8.2 Collaborates with colleagues and clients for effective policy action.	7.3*	7.2	-
9.1 Attends to contextual changes to provide relevant services.	8.3	8.5	-
9.2 Provides leadership in promoting sustainable changes to improve social services.	8.5	8.5	-
10.1 Substantively and affectively prepares for action with client systems.	8.5	8.7	-
10.2 Uses empathy and other interpersonal skills.	9.0	9.0	-
10.3 Develops mutually agreed-on focus of work and desired outcomes.	8.7	8.5	-
10.4 Collects, organizes, and interprets client data.	8.3	8.4	-
10.5 Assesses client strengths and limitations.	8.7	9.0	-
10.6 Develops mutually agreed-on intervention goals and objectives.	8.3	9.0	-
10.7 Selects appropriate intervention strategies.	8.0	9.0	-
10.8 Initiates actions to achieve organizational goals.	8.0	8.0	-
10.9 Implements prevention interventions that enhance client capacities.	8.8	8.3	-
10.10 Helps clients resolve problems.	9.0	8.7	-
10.11 Negotiates, mediates, and advocates for clients.	9.0	8.8	-
10.12 Facilitates transitions and endings.	7.8*	8.2	-
10.13 Critically analyzes, monitors, and evaluates interventions.	8.0	8.7	-

Learning Outcomes from the Senior Class of 2016 (cont.)

Student Achievement of Core Competencies and Practice Behaviors in Field Instruction			
	MU 2016 (n = 8)	MU 2012-16 (n = 38)	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. Identify as a professional social worker and conduct oneself accordingly.	4.2 (100%)	4.4 (100%)	3.7
1.1 <i>Advocates for client access to the services of social work.</i>	4.1	4.1	3.6
1.2 <i>Practices personal reflection & self-correction to assure continual professional development.</i>	4.1	4.3	3.6
1.3 <i>Attends to professional roles and boundaries.</i>	4.5	4.4	3.8
1.4 <i>Demonstrates professional demeanor in behavior, appearance, and communication.</i>	4.5	4.5	3.9
1.5 <i>Is starting the process of career-long learning.</i>	4.4	4.5	3.7
1.6 <i>Uses supervision and consultation.</i>	4.4	4.5	3.7
2. Apply social work ethical principles to guide professional practice.	4.2 (100%)	4.3 (100%)	3.7
2.1 <i>Recognizes and manages personal values to allow professional values to guide practice.</i>	4.3	4.4	3.7
2.2 <i>Makes ethical decisions by applying NASW Code of Ethics (and other relevant standards).</i>	4.0	4.3	3.8
2.3 <i>Tolerates ambiguity in resolving ethical conflicts.</i>	4.3	4.2	3.7
2.4 <i>Applies strategies of ethical reasoning to arrive at principled decisions.</i>	4.1	4.3	3.7
3. Apply critical thinking to inform and communicate professional judgments.	4.3 (100%)	4.3 (100%)	3.6
3.1 <i>Integrates multiple sources, including research-based knowledge and practice wisdom.</i>	4.3	4.2	3.5
3.2 <i>Analyzes models of assessment, prevention, intervention, and evaluation.</i>	4.1	4.1	3.6
3.3 <i>Demonstrates effective oral/written communication with client systems/colleagues.</i>	4.5	4.4	3.7
4. Engage diversity and difference in practice.	4.2 (100%)	4.3 (100%)	3.8
4.1 <i>Recognizes the extent to which a culture may oppress or enhance privilege and power.</i>	4.0	4.3	3.8
4.2 <i>Shows self-awareness to eliminate personal biases in working with diverse groups.</i>	4.1	4.3	3.8
4.3 <i>Recognizes and communicates the importance of difference in shaping life experiences.</i>	4.3	4.4	3.8
4.4 <i>Views self as learner and engages those with whom s/he works as informants.</i>	4.1	4.3	3.8
5. Advance human rights and social and economic justice.	3.9 (100%)	4.2 (100%)	3.6
5.1 <i>Understands the forms and mechanisms of oppression and discrimination.</i>	4.0	4.3	3.7
5.2 <i>Advocates for human rights and social and economic justice.</i>	3.8	4.1	3.6
5.3 <i>Engages in practices that advance social and economic justice.</i>	3.8	4.1	3.5
6. Engage in research-informed practice and practice-informed research.	3.9 (100%)	4.0 (100%)	3.5
6.1 <i>Uses practice experience to inform scientific inquiry.</i>	3.7	3.9	3.5
6.2 <i>Uses research evidence to inform practice.</i>	4.0	4.0	3.5
7. Apply knowledge of human behavior and the social environment.	4.4 (100%)	4.3 (100%)	3.7
7.1 <i>Uses conceptual frameworks to guide assessment, intervention, and evaluation.</i>	4.1	4.1	3.6
7.2 <i>Critiques and applies knowledge to understand person and environment.</i>	4.6	4.5	3.8
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	4.0 (100%)	4.2 (100%)	3.6
8.1 <i>Analyzes, formulates, and advocates for policies that advance social well-being.</i>	3.8	4.1	3.6
8.2 <i>Collaborates with colleagues and clients for effective policy action.</i>	4.1	4.2	3.6
9. Respond to contexts that shape practice.	4.1 (100%)	4.1 (100%)	3.6
9.1 <i>Attends to contextual changes to provide relevant services.</i>	4.3	4.2	3.6
9.2 <i>Provides leadership in promoting sustainable changes to improve social services.</i>	4.0	4.1	3.6
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	4.2 (100%)	4.3 (100%)	3.6
Engagement skills	4.6 (100%)	4.5 (100%)	3.7
10.1 <i>Substantively and affectively prepares for action with client systems.</i>	4.4	4.3	3.6
10.2 <i>Uses empathy and other interpersonal skills.</i>	4.5	4.6	3.8
10.3 <i>Develops mutually agreed-on focus of work and desired outcomes.</i>	4.5	4.5	3.7
Assessment skills	4.3 (100%)	4.3 (100%)	3.7
10.4 <i>Collects, organizes, and interprets client data.</i>	4.5	4.3	3.7
10.5 <i>Assesses client strengths and limitations.</i>	4.6	4.4	3.7
10.6 <i>Develops mutually agreed-on intervention goals and objectives.</i>	4.1	4.2	3.6
10.7 <i>Selects appropriate intervention strategies.</i>	3.9	4.1	3.6
Intervention skills	4.1 (100%)	4.2 (100%)	3.6
10.8 <i>Initiates actions to achieve organizational goals.</i>	3.9	4.2	3.6
10.9 <i>Implements prevention interventions that enhance client capacities.</i>	4.0	4.1	3.6
10.10 <i>Helps clients resolve problems.</i>	4.4	4.3	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>	4.0	3.9	3.5
Evaluation skills	3.9 (100%)	4.1 (100%)	3.5
10.13 <i>Critically analyzes, monitors, and evaluates interventions.</i>	3.9	4.1	3.5

C. Seniors' Satisfaction and Suggestions

Feedback from the Senior Class of 2016

Data source: Student self-report on MU Exit Survey

Scale: 1 low – 5 high

	MU 2016 (n = 8)	MU 2006-16 (n = 86)	National 08-15 (n = 23,906)
Process of selecting and confirming a Field Instruction placement			
1. SW Program provided adequate information to me	4.9	4.7	-
2. My career and personal goals were considered	4.9	4.7	-
3. My pre-placement interview at the agency was helpful	4.5	4.0	-
4. My pre-placement shadow day at the agency was useful	4.0	3.7*	-
Field Instruction Agency			
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	4.6	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	4.5	4.6	-
5. The general atmosphere of the agency was conducive to me as a learner	4.8	4.4	-
Agency Field Instructor			
1. Provided me adequate information during initial weeks	4.9	4.4	-
2. Clearly defined my role and responsibilities during initial weeks	4.4	4.1	-
3. Helped me set goals	4.5	4.3	-
4. I had confidence in my Agency Field Instructor's knowledge and skills	5.0	4.7	-
5. Appraised my strengths and limitations accurately	4.6	4.5	-
6. I felt supported by my Agency Field Instructor	4.4	4.5	-
7. Was accessible to me during my placement	4.5	4.4	-
8. Had adequate teaching/supervision abilities	4.1	4.5	-
Faculty Field Instructor			
1. Was readily accessible to me during my placement	4.8	4.6	-
2. Helped me clarify my learning goals during my placement	4.9	4.6	-
3. Meetings with my Faculty Field Instructor during my placement were helpful	4.8	4.6	-
4. Worked well with my Agency Field Instructor	5.0	4.6	-
Self-Rating			
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	4.5	4.7	-
3. My choice of social work as a career was reinforced as a result of field placement	4.9	4.5	-
Overall quality of the <u>advising</u> you received during your social work education			
Data source: Student self-report on SWEAP Exit Survey	9.0	8.8	6.6
Scale: 1 low – 9 high			
How well has the BSW prepared you for additional education? (Program Goal 2)			
Data source: Student self-report on SWEAP Exit Survey. Scale: 1 low – 9 high	8.2	8.1	7.7
Quality of the Social Work Program's Implicit Curriculum (general atmosphere)			
Data source: Student rating on SWEAP Exit Survey (first tracked in 2015)			National data not available
Scale: 1 low – 9 high			
1. The Social Work Program provides a learning environment that respected all persons.	9.0	9.0	-
2. The Social Work Program models respect for difference.	9.0	9.0	-
3. The Social Work Program provides students with opportunities to participate in program policy decisions.	8.5	7.5*	-
4. The social work faculty models commitment to the advancement of the social work profession.	8.8	8.8	-
5. The Social Work Program provides opportunities to participate in student organizations.	9.0	8.3	-

Comments and Suggestions from the Senior Class of 2016

Data source: MU Exit Survey

Strengths of the MU Social Work Program:

- The topics/theories/practices presented are present throughout all of the courses
- Field placement allows us to get experience before actually entering the work force
- The faculty are wonderful
- The written assignments and role plays provide a lot of practice and helped prepare me for professional practice
- Field trips are valuable experiences
- The professors are very knowledgeable and willing to help
- I appreciate that an internship is required for our program
- The focus on ethics was a huge strength
- Having an internship required
- The professors are always available to talk with students about their personal and professional lives
- The strengths perspective!
- The broad, holistic view of humanity and society through diverse class requirements.
- Field instruction format was useful
- Requiring field placement to give us experience before graduation
- The internship and real experience we receive near the end of our time is great
- Very strong learning environment

Limitations of the MU Social Work Program:

- When discussing the same topics, the same material is used so it feels slightly repetitive
- Maybe add a smaller practicum
- Practice III at 8:30 a.m.
- Some of the content seemed repetitive
- Could use more focus/deadline orientation in some courses. I tend to procrastinate when not given hard deadlines
- Only having one required field placement
- Nearing final semester after Practice II, it felt like much of what was being taught was stuff we have learned, known, researched, etc.

Content or teaching methods to add to the Program:

- A smaller practicum before field instruction
- I would have liked to learn more about addictions and macro practice
- More talk about addictions
- Bringing in guest speakers from different social work backgrounds
- Community/state/federal/international change course as optional
- A required practicum to get used to the environment like an internship

Content or teaching methods to discontinue:

- Everything we have learned/discussed is important and I don't think any needs to be discontinued

Other suggestions for improving the Program:

- I honestly don't have any. I felt very supported and engaged throughout my time in the program.
- I wish as a Chicago Center student that I could've gone to LEAD Day. I felt that I missed a great opportunity. Is there somehow the CC students can get field credit for that day to attend with their classmates?
- When students have to write resumes, I think they should also have to write a cover letter. I have to have one for almost all my applications and I have never written one.
- Requiring field placement junior year, but with fewer hours
- Making the classes more discussion-based rather than lecture based. Make students research and report on the topic.

MANCHESTER UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON OCTOBER 4, 2016

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	100% of seniors in Field Instruction Spring 2016
2. Apply Ethical Principles	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2016
3. Apply Critical Thinking	90% of students will demonstrate mastery of this competency	88% of seniors in Field Instruction Spring 2016
4. Engage Diversity in Practice	90% of students will demonstrate mastery of this competency	88% of seniors in Field Instruction Spring 2016
5. Advance Human Rights/ Social and Economic Justice	90% of students will demonstrate mastery of this competency	88% of seniors in Field Instruction Spring 2016
6. Engage Research Informed Practice/Practice Informed Research	90% of students will demonstrate mastery of this competency	75% of seniors in Field Instruction Spring 2016
7. Apply Human Behavior Knowledge	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2016
8. Engage Policy Practice to Advance Well-Being and Deliver Services	90% of students will demonstrate mastery of this competency	88% of seniors in Field Instruction Spring 2016
9. Respond to Practice Contexts	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2016
10a. Practice Engagement	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2016
10b. Practice Assessment	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2016
10c. Practice Intervention	90% of students will demonstrate mastery of this competency	100% of seniors in Field Instruction Spring 2016
10d. Practice Evaluation	90% of students will demonstrate mastery of this competency	88% of seniors in Field Instruction Spring 2016

D. Alumni Survey

Alumni surveys were administered to 2014 social work graduates.
Twelve surveys were distributed; six were returned.

Alumni Data

(Data from Class of 2014 alumni who did not complete the surveys are included if known.)

1. MU Alumni Achievement of Program Goals		MU '14 (n = 6)	MU '07-'13 (n = 27)	National '08-'14 (n = 4,508)
Data source: SWEAP Alumni Survey Scale: 1 low – 9 high		Return rate 50%	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)	7.8	7.5	7.6
2. MU Alumni Achievement of Core Competencies		MU '14 (n = 3)	MU '10-'13 (n = 3)	
Data source: MU Alumni Survey Scale: 1 low – 5 high				
a.	Identify as a professional social worker and conduct oneself accordingly.	4.7	5.0*	-
b.	Apply social work ethical principles to guide professional practice.	4.7	5.0*	-
c.	Apply critical thinking to inform and communicate professional judgments.	4.7	5.0*	-
d.	Engage diversity and difference in practice.	4.7	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.	4.7	4.0*	-
g.	Apply knowledge of human behavior and the social environment.	4.7	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.	4.7	4.7*	-
j.	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	4.7	4.7*	-
3. Educational Activities since completing BSW				National (n = 4,508)
Data source: SWEAP Alumni Survey.				
a.	Percentage enrolled in any graduate course since BSW	16.7%	35.7%	27.6%
b.	Percentage applied to MSW Program	16.7%	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	8.4%	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	8.4%	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	41.7%	88.2%	45.5%
j.	Percentage planning to pursue doctoral degree, any field	0.0%	11.8%	13.1%
4. Professional and Volunteer Activities since completing BSW				
Data source: SWEAP Alumni Survey.				
a.	Currently employed in SW position	83.3%	82.4%	67.6%
b.	Current annual SW income	\$31,500	\$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.	25.0%	85.7%	57.4%
e.	Percentage who have joined NASW	16.7%	21.4%	40.1%
f.	Percentage who have engaged in grant writing or other funding activities	50.0%	21.4%	15.2%
g.	Percentage who have engaged in lobbying or advocacy	75.0%	-	22.1%
h.	Percentage who have conducted a workshop	50.0%	21.4%	17.4%
i.	Percentage who have presented to community group	50.0%	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	50.0%	-	46.5%
l.	Percentage who have engaged in professional writing (newsletters, journals, etc.)	25.0%	-	15.0%
m.	Percentage who have engaged in research or program evaluation	25.0%	-	47.0%
n.	Percentage licensed as a social worker (BSW or MSW level)	0.0%	35.3%	36.9%

Comments from Class of 2014 Alumni

Data source: MU Alumni Survey

Strengths of the MU Social Work Program:

- Small class sizes allowed for a lot of academic support
- The senior year (learning experiences) helped tremendously
- You build a foundation of knowledge for helping people in crisis
- Providing students with real world internships
- Providing group discussion opportunities
- Passionate, professional teachers
- Providing opportunities to write (a lot) and give oral presentations

Limitations of the MU Social Work Program:

- I think Manchester's location is a limitation. There are not a lot of opportunities within the town. Plus, it's not a very diverse community.

Content or teaching methods to add to the Program:

- Child and adolescent development

Content or teaching methods to discontinue:

- I think if I would change even one thing it would be those long take-home exams. Although, I think they were useful in some ways they were so frustrating and very time consuming.

Other suggestions for improving the Program:

- Keep students accountable

A Few Unsolicited Comments from Alumni

Received between 9/15-9/16

- ☞ I still work for the Jefferson Co DCS office here in Madison and have been here for a little over a year. I still love it! Most days... :) I can't believe it's been 2 years since graduation-time has flown! I trust that Manchester is still amazing. –*Emily Goins '14*
- ☞ I just wanted to let you and the SW department know that I have accepted a job at the American Red Cross as an AmeriCorps member in disaster relief and prevention. Thank you for all of your hard work in preparing me to be successful after graduation! –*Jacob Archambault '16*
- ☞ I have accepted a case management position with Crown Counselling. In this position I will be able to create my own schedule and have the opportunity to mentor youth as well as provide other services for families. I am really excited to finally be able to put my education to use and wanted to say thank you. –*Keyana Fitzpatrick '13*
- ☞ I miss my time at Manchester. It has been a great influence on me. Over the years I've worked in the field, I have been greatly appreciative of the education I received. Quite frankly, I wish I worked with more people who to Manchester. I've learned that social work and other backgrounds are similar, but not the same. Thanks again for your help and support. –*Kim Sandor '05 MSW*
- ☞ I have accepted an amazing position that I am incredibly prepared for (thank you MC and Brad Yoder) at the Whitley County Community Corrections Program. –*Liane Minier '90*



Jacob Archambault '16 in his Field Instruction Placement at the Whitley County Economic Development Corp.

E. Employers' Survey

Alumni surveys were administered to the social work supervisors of 2014 social work graduates this year. Twelve surveys were distributed; four were returned.

Employer Feedback Regarding Alumni:

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

MU '14
(n = 4)

National '14
data unavailable

1. MU Alumni Job Performance. "How well does the employee..."	MU '14 (n = 4)	National '14 data unavailable
a. Identify as a professional social worker and conduct oneself accordingly.	8.3	-
b. Apply social work ethical principles to guide professional practice.	8.3	-
c. Apply critical thinking to inform and communicate professional judgments.	8.5	-
d. Engage diversity and difference in practice.	9.0	-
e. Advance human rights and social and economic justice.	8.3	-
f. Engage in research-informed practice and practice-informed research.	8.8	-
g. Apply knowledge of human behavior and the social environment.	9.0	-
h. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8.3	-
i. Respond to contexts that shape practice.	8.7	-
j. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	8.6	-
▪ Engage	8.3	-
▪ Assess	8.3	-
▪ Intervene	9.0	-
▪ Evaluate	8.7	-



Tyler Skinner '16 with Prof. Burdge
Graduation Day 2016

V. Conclusions and Recommendations

On October 7, 2016, 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. Students rate the implicit curriculum of the Social Work Program quite high.
6. The social work faculty are diverse in professional experience and expertise.
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 2016 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 2016 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 95% graduate school acceptance rate over the history of the program—well-above the national average.
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 2016-2017

1. Research (Competency 6)

The graduating class on 2016—as most classes before them—were rated relatively low on this competency by their field instructors. Only 75% of the class attained the benchmark for this competency.

Response Plan

- The primary course supporting this competency is SOC/SOWK 222 Social Research Methods. It will be taught by a new professor this year. Barb Burdge will work with this colleague to shape the course for the benefit of social work students.

2. Policy and Programs (Competency 8)

The graduating class of 2016 expressed less confidence in their policy practice skills and knowledge than other areas on the SWEAP Exit Survey. Their average score on the relevant capstone assignment (Policy Portfolio) was 84.2%. Eighty-eight percent of 2016 seniors met the Competency 8 Benchmark. The faculty determined that students need more direct practice with policy-related knowledge and skills.

Response Plan

- Brad Yoder teaches the two policy courses. He intends to have students practice finding their elected officials and using other on-line policy advocacy tools as in-class activities, rather than relying solely on lecture to achieve these learning outcomes.

3. Field education

The program received the suggestion from the class of 2016 that a smaller field experience be required before Field Instruction in the senior year.

Response Plan

- The social work faculty will explore the possibility of additional field experience requirements this year.



Social Work
Program
Manchester University