



# Social Work Program

Manchester University

## **Assessment Report**

*of the 2016-2017 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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# I. Introduction

## *Purpose*

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

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

## *Guiding Principles and Mandates*

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

### ☞ **CSWE (2015) Educational Policy 4.0—Assessment of Student Learning Outcomes**

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

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

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

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

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

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

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

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

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

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

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

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

## ☞ **Manchester University Social Work Program Mission Statement**

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

## ☞ **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 Competencies**

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

### **Competency 1—Demonstrate Ethical and Professional Behavior**

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

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 use supervision and consultation to guide professional judgment and behavior.

### **Competency 2—Engage Diversity and Difference in Practice**

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

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

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

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

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

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

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

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5—Engage in Policy Practice**

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

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

### **Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities**

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

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

### **Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## II. Program Assessment Plan: 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)	1-9 (varies by course)	<ul style="list-style-type: none"> <li>• Student perceptions of instructor quality, course quality, 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.)	1-9	<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, 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	1-3, 7 1-3, 6-7 1-4, 6-9 1, 8-9 4, 6-9 1, 5 4 1-9 (varies by student)	<ul style="list-style-type: none"> <li>• Educational outcomes: Seniors' written and oral demonstration of 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>	1-9	<ul style="list-style-type: none"> <li>• Educational outcomes: Seniors' performance of 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>	1-9	<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: 1-9 SWEAP: 1-9	<ul style="list-style-type: none"> <li>• Achievement of program 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: 1-9 SWEAP: 1-9	<ul style="list-style-type: none"> <li>• Achievement of program 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>	1-9	<ul style="list-style-type: none"> <li>• Demonstration of social work skills, knowledge, and values related to 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 and Student 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 2015-2016 Assessment Report articulated specific objectives and strategies for program improvement during 2016-2017. Below is a summary of progress on that program improvement plan.

#### *Areas Targeted for Improvement during 2016-2017*

##### 1. Research (Competency 4)

*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.*

##### **Progress:**

- Jared Friesen taught this course for the first time in 2016-2017, and he made various changes that better served social work students (more relevant projects, individual and group decision making, etc.).

##### 2. Policy Practice (Competency 5)

*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.*

##### **Progress**

- Brad Yoder taught these two courses for the final time in 2016-2017. He has now retired, and Alicia Dailey now has various ideas for improving the policy practice component of the social work major—especially ways to get students more directly involved in doing policy advocacy.

##### 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.*

##### **Progress**

- The social work faculty discussed this possibility last year and will continue to explore the possibility. The advantages are clear, but drawbacks also need to be addressed. These include a limited number of placement sites, overall coordination of the placements, and adding another credit to an already large major.

## 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

Demographic Description	MU 5/17	MU 2006-2016 average
All MU Social Work Majors (as of May 2017)	32	32.4
1. Formally Admitted to Program	16	15.0
2. First years	8	7.3
3. Sophomores	12	10.4
4. Juniors	8	7.4
5. Seniors	4	7.3
6. Graduates in past year (from Sept 2016 to May 2017)	4	7.6
7. Overall percentage of men	9.3%	10.2%
8. Overall percentage of racial/ethnic minorities	18.8%	10.6%
9. Overall percentage of LGBTQ students (tracked since 2010)	15.6%	7.9%
10. Overall percentage of students with disabilities (physical, mental, learning) (tracked since 2010)	15.6%	7.4%



**Manchester University and Goshen College Social Work Students and Faculty  
Anti-Racism Retreat, Camp Mack, Sept. 2016**

## Senior Class of 2017

Data Source: SWEAP Exit Survey

MU 2017  
(n = 4)

National 08-15  
(n = 23,906)  
last available data

Demographics			
1.	Percentage of males	0.0%	10.6%
2.	Percentage non-U.S. citizens	0.0%	3.1%
3.	Percentage of racial / ethnic minorities	25.0%	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	3.00	2.69
7.	Average social work major GPA at graduation	3.15	-
8.	Percentage employed during BSW	75.0%	77.5%
9.	Average hours worked per week (during BSW program)	20.0	20.2
10.	Percentage receiving financial aid	100%	84.2%
<b>Percentage (of those seeking employment) employed in social work at graduation</b>		<b>33.3%</b>	<b>16.5</b>
<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	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/families	individuals
	b. client income	poverty or below	poverty or below
	c. age group	no typical age	no typical age
5.	Primary geographic area	urban	urban
6.	Average salary	\$30,000	-
Plans for graduate education			
1.	Percentage planning to pursue graduate education	50.0%	78.3%
2.	Percentage applied to MSW program	25.0%	37.3%
3.	Percentage accepted into MSW program (of those who applied)	100%	61.4%
4.	If accepted to MSW Program, percentage in advanced standing	100%	85.1%
Specific post-graduation professional activities of the Class of 2017 (self-reported as of 9/16)			
<ul style="list-style-type: none"> <li>• Youth Treatment Specialist, LifeLine Youth and Family Services (Pierceton/Fort Wayne)</li> <li>• Case Manager, Parkview Health Systems (Fort Wayne)</li> <li>• Program Coordinator, Center for Nonviolence (Fort Wayne)</li> <li>• Family Support Specialist, Centerstone (Muncie)</li> </ul>			

## B. Assessment of Student Learning

Learning Outcomes from the Senior Class of 2017	MU 2017 (n = 4)	MU 2006-16 (n = 90)
<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	50.0%*	88.0%
b. Organizational Analysis (average score)	84.8%	95.6%
c. Biopsychosocial Assessment (average score)	89.3%	94.3%
d. Intervention Plan (average score)	86.7%	94.7%
e. Program Proposal (average score)	86.0%	90.6%
f. Research Project Proposal (average score)	83.3%	92.0%
g. Policy Portfolio (average score)	87.5%	92.3%
h. Evaluation/Termination Process Paper (average score)	100%	99.5%
i. Professional Presentation (average score)	95.7%	93.3%
<b>3. Practice Frame of Reference Papers</b>		
a. Percentage of students passing on first attempt	100%	100%
b. Average score	93.0%	93.6%



**Gabby Faunce '17 in her senior field instruction placement at Interlocal Community Action Program New Castle, IN**

Learning Outcomes from the Senior Class of 2017	Student Self-Report on SWEAP Survey	Evaluation by Field Instructor
	1-5 scale (n = 1)	1-5 scale (n=4)
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<b>5.0</b>	<b>4.45</b>
1.1 Make ethical decisions by applying professional standards as appropriate to context.	5.0	4.25
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	5.0	4.75
1.3 Demonstrate professional demeanor in behavior, appearance, oral, written, and electronic communication	5.0	4.25
1.4 Use technology ethically and appropriately to facilitate practice outcomes	5.0	4.25
1.5 Use supervision and consultation to guide professional judgment and behavior	5.0	4.75
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<b>5.0</b>	<b>4.5</b>
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level, mezzo, and macro levels	5.0	4.0
2.2a Present as learner to clients and constituencies	5.0	4.75
2.2b Engage clients and constituencies as experts of their own experiences	5.0	4.75
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5.0	4.5
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>5.0</b>	<b>4.3</b>
3.1a Apply understanding of <u>social</u> justice to advocate for human rights at the individual and system levels	5.0	4.25
3.1b Apply understanding of <u>economic</u> justice to advocate for human rights at the individual and system levels	5.0	4.25
3.1c Apply understanding of <u>environmental</u> justice to advocate for human rights at the individual and system levels	5.0	4.25
3.2 Engage in practices that advance social, economic and environmental justice	5.0	4.5
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	<b>5.0</b>	<b>4.0</b>
4.1a Use theory to inform scientific inquiry and research	5.0	4.0
4.1b Use practice experience to inform scientific inquiry and research	5.0	4.0
4.2a Apply critical thinking to engage in analysis of quantitative research methods and research findings	5.0	4.0
4.2b Use critical thinking to engage in analysis of qualitative research methods and research findings	5.0	4.0
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.	5.0	4.0
<b>Competency 5: Engage in Policy Practice</b>	<b>5.0</b>	<b>4.4</b>
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	5.0	4.25
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	5.0	4.25

Learning Outcomes from the Senior Class of 2017	Student Self-Report on SWEAP Survey	Evaluation by Field Instructor
	1-5 scale (n = 1)	1-5 scale (n=4)
5.3a Apply critical thinking to <u>analyze</u> policies that advance human rights and social, economic, and environmental justice	5.0	4.5
5.3b Apply critical thinking to <u>formulate</u> policies that advance human rights and social, economic, and environmental justice	5.0	4.5
5.3c Apply critical thinking to <u>advocate</u> for policies that advance human rights and social, economic, and environmental justice	5.0	4.5
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>5.0</b>	<b>4.63</b>
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	5.0	4.5
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	5.0	4.75
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>5.0</b>	<b>4.25</b>
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	5.0	4.5
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients	5.0	4.5
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5.0	4.25
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	5.0	3.75
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>5.0</b>	<b>4.35</b>
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	5.0	4
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	5.0	4.5
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5.0	4.5
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	5.0	4.5
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals	5.0	4.25
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>5.0</b>	<b>4.5</b>
9.1 Select and use appropriate methods for evaluation of outcomes	5.0	4.5
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	5.0	4.5
9.3a Critically analyze, monitor, and evaluate intervention and program processes and outcomes	5.0	4.5
9.3b Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	5.0	4.5

## C. Seniors' Satisfaction and Suggestions

### Feedback from the Senior Class of 2017

Data source: Student self-report on MU Exit Survey

Scale: 1 low – 5 high

	MU 2017 (n = 4)	MU 2006-16 (n = 86)	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	5.0	4.7	-
2. My career and personal goals were considered	5.0	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	5.0	3.7*	-
<b>Field Instruction Agency</b>			
1. My field placement responsibilities supported my learning goals	5.0	4.4	-
2. The agency was accepting and responsive to me as a student	5.0	4.5	-
3. Agency staff members were available for consultation	4.5	4.6	-
4. I was welcomed and encouraged to attend agency programs and activities	5.0	4.6	-
5. The general atmosphere of the agency was conducive to me as a learner	4.0	4.4	-
<b>Agency Field Instructor</b>			
1. Provided me adequate information during initial weeks	5.0	4.4	-
2. Clearly defined my role and responsibilities during initial weeks	4.5	4.1	-
3. Helped me set goals	5.0	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	5.0	4.5	-
6. I felt supported by my Agency Field Instructor	5.0	4.5	-
7. Was accessible to me during my placement	4.5	4.4	-
8. Had adequate teaching/supervision abilities	5.0	4.5	-
<b>Faculty Field Instructor</b>			
1. Was readily accessible to me during my placement	5.0	4.6	-
2. Helped me clarify my learning goals during my placement	5.0	4.6	-
3. Meetings with my Faculty Field Instructor during my placement were helpful	5.0	4.6	-
4. Worked well with my Agency Field Instructor	5.0	4.6	-
<b>Self-Rating</b>			
1. I had a strong desire to have a field placement	5.0	4.7	-
2. I put forth a great deal of effort in my field placement	5.0	4.7	-
3. My choice of social work as a career was reinforced as a result of field placement	5.0	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	4.5	4.9	3.7
Scale: 1 low – 5 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 – 5 high	5.0	4.6	4.3
<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)			
Scale: 1 low – 5 high			
1. The Social Work Program provides a learning environment that respected all persons.	5.0	5.0	-
2. The Social Work Program models respect for difference.	5.0	5.0	-
3. The Social Work Program provides students with opportunities to participate in program policy decisions.	5.0	4.4	-
4. The social work faculty models commitment to the advancement of the social work profession.	5.0	4.9	-
5. The Social Work Program provides opportunities to participate in student organizations.	5.0	4.6	-

## Comments and Suggestions from the Senior Class of 2017

Data source: MU Exit Survey

### Strengths of the MU Social Work Program:

- Provides solid foundation of generalist social work, with emphasis on the whole person
- Accurately prepares for social work careers
- The professors are very educated and knowledgeable
- The classes required all helped be develop as a social worker
- 

### Limitations of the MU Social Work Program:

- None

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

- There was a perfect amount of everything

### Content or teaching methods to discontinue:

- None

### Other suggestions for improving the Program:

- Amazing program—no suggestions 😊
- It is great how it is



**Anna Schillinger '17 completed her field placement at Parkview Hospitals in Fort Wayne**

**MANCHESTER UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM**

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**LAST COMPLETED ON SEPTEMBER 13, 2017**

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

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

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	
		Program Option #1 (MU Social Work Program)	Aggregate of All Program Options
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	3 out of 5 rating by field instructor; 80% on Practice Frame of Reference	100% of seniors in Field Instruction Spring 2017	100% of seniors in Field Instruction Spring 2017
<b>Competency 2: Engage Diversity and Difference in Practice</b>	3 out of 5 rating by field instructor; 8 out of 10 rating in Field Instruction Seminar participation	100% of seniors in Field Instruction Spring 2017	100% of seniors in Field Instruction Spring 2017
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	3 out of 5 rating by field instructor; 8 out of 10 rating in Field Instruction Seminar participation	100% of seniors in Field Instruction Spring 2017	100% of seniors in Field Instruction Spring 2017
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>	3 out of 5 rating by field instructor; 13 out of 15 on Research Project Proposal	75% of seniors in Field Instruction Spring 2017	75% of seniors in Field Instruction Spring 2017
<b>Competency 5: Engage in Policy Practice</b>	3 out of 5 rating by field instructor; 13 out of 15 on Policy Portfolio	75% of seniors in Field Instruction Spring 2017	75% of seniors in Field Instruction Spring 2017
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	3 out of 5 rating by field instructor; 3 out of 5 on SOWK 375 role plays Section I	100% of seniors in Field Instruction Spring 2017	100% of seniors in Field Instruction Spring 2017
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	3 out of 5 rating by field instructor; 13 out of 15 on Client Assessment	100% of seniors in Field Instruction Spring 2017	100% of seniors in Field Instruction Spring 2017
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	3 out of 5 rating by field instructor; 13 out of 15 on Intervention and Evaluation Plan	75% of seniors in Field Instruction Spring 2017	75% of seniors in Field Instruction Spring 2017
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	3 out of 5 rating by field instructor; 13 out of 15 on Intervention and Evaluation Plan	75% of seniors in Field Instruction Spring 2017	75% of seniors in Field Instruction Spring 2017

## D. Alumni Survey

Alumni surveys were administered to 2015 social work graduates.  
Thirteen surveys were distributed; seven were returned.

### Alumni Data

(Data from Class of 2015 alumni who did not complete the surveys are included if known.)

1. MU Alumni Achievement of Program Goals		MU '15 (n = 7)	MU '07-'14 (n = 33)	National '08-'14 (n = 4,508)
Data source: SWEAP Alumni Survey Scale: 1 low – 9 high		Return rate 54%	Return rate 59%	
a.	How well did your BSW Program prepare you for your current position in social work? (Pgm Goal 1)	8.4*	7.9	7.5
b.	How well did your BSW Program prepare you for additional education? (Pgm Goal 2)	8.2*	7.5	7.6
2. MU Alumni Achievement of Competencies		MU '15 (n = 7)	MU '10-'14 (n = 33)	
Data source: SWEAP Alumni Survey Scale: 1 low – 9 high				
a.	Identify as a professional social worker and conduct oneself accordingly.	8.8*	9.0*	-
b.	Apply social work ethical principles to guide professional practice.	8.8*	9.0*	-
c.	Apply critical thinking to inform and communicate professional judgments.	8.6*	9.0*	-
d.	Engage diversity and difference in practice.	8.6*	8.5*	-
e.	Advance human rights and social and economic justice.	8.2*	8.5*	-
f.	Engage in research-informed practice and practice-informed research.	8.0*	7.2*	-
g.	Apply knowledge of human behavior and the social environment.	8.8*	9.0*	-
h.	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	7.3	7.7*	-
i.	Respond to contexts that shape practice.	8.3*	8.5*	-
j.	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	8.8*	8.5*	-
3. Educational Activities since completing BSW				National (n = 4,508)
Data source: SWEAP Alumni Survey.				
a.	Percentage enrolled in any graduate course since BSW	33.3%	35.7%	27.6%
b.	Percentage applied to MSW Program	83.3%	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	16.7%	5.9%	30.0%
f.	Percentage currently studying for other master's degree, not MSW	0.0%	5.9%	3.9%
g.	Percentage currently studying for MSW degree	33.3%	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	100%	88.2%	45.5%
j.	Percentage planning to pursue doctoral degree, any field	16.7%	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	\$36,000	\$27,328	\$32,144
c.	Average number of months after BSW until employment found	3.0	2.4	3.5
d.	Percentage who have engaged in community service, agency boards, task forces, etc.	50.0%	85.7%	57.4%
e.	Percentage who have joined NASW	50.0%	21.4%	40.1%
f.	Percentage who have engaged in grant writing or other funding activities	16.7%	21.4%	15.2%
g.	Percentage who have engaged in lobbying or advocacy	33.3%	-	22.1%
h.	Percentage who have conducted a workshop	16.7%	21.4%	17.4%
i.	Percentage who have presented to community group	16.7%	21.4%	35.0%
j.	Percentage who have enrolled in a continuing education course	66.7%	50.0%	34.5%
k.	Percentage who attended a professional workshop or conference	66.7%	-	46.5%
l.	Percentage who have engaged in professional writing (newsletters, journals, etc.)	33.3%	-	15.0%
m.	Percentage who have engaged in research or program evaluation	16.7%	-	47.0%
n.	Percentage licensed as a social worker (BSW or MSW level)	33.3%	35.3%	36.9%

## Comments from Class of 2015 Alumni

Data source: MU Alumni Survey

### Strengths of the MU Social Work Program:

- Rigorous coursework, well-rounded teachings, learned theories with real life examples, experienced professors,
- It was very thorough. It brought in real life experiences and had a good balance between micro, mezzo, and macro practice that was easy to understand as well as implement into actual social work and life in general.
- Preparing us for real life experiences within the social work field
- I was held to a high standard of work. I was challenged to do the best work that I could do.
- The practicums, group shadowing, and case studies truly prepared me for the work environment.
- The professors definitely wanted students to know the realities of social work as a profession.

### Limitations of the MU Social Work Program:

- Learning about the judicial system and policy
- I feel the only limitation was that it encompassed a lot of information in certain areas, but due to time constraints and the amount of material to cover some topics were not addressed as extensively
- Nothing really. Potentially helping more with life after undergrad. Helping with employment and/or graduate school information.
- There was limited opportunity to work within the community or see examples of real world models, that cities are able to offer students.

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

- I feel that more policy as well as the breakdown of interventions (should) be utilized more frequently.
- I would have the policy class actually give more insight to policies, not just reading the syllabus.

### Content or teaching methods to discontinue:

- Teaching from the syllabus
- I feel that they were all beneficial. The more information that is given the more prepared a student will be when faced with the need to use the skills and knowledge they've learned.

### Other suggestions for improving the Program:

- I feel that more hand on exposure to policy would be beneficial for students to truly understand how big the system is and how much influence policy has on social work and the populations which we serve
- Nothing, the MU Social Work Program was amazing overall!



***I just wanted to let you know that starting October 24th I will be the new Social Services Director for The Forum at the Crossing here in Indianapolis. I was excited and wanted to share my news with you and wanted to thank you for everything that you have taught me and for the experiences I had while at Manchester. I would not be where I am now if it were not for you, the rest of the social work department, and the Manchester staff itself. Thank you a million times thank you!"***

***—Chelsea Purcell '15***

## E. Employers' Survey

Alumni surveys were administered to the social work supervisors of 2015 social work graduates this year. Thirteen surveys were distributed; none were returned.

### Employer Feedback Regarding Alumni:

Data Source: SWEAP Employers' Survey

Scale: 1 low – 9 high

MU '15  
(n = 0)

National '15  
data unavailable

1. MU Alumni Job Performance. "How well does the employee..."	MU '15 (n = 0)	National '15 data unavailable
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.	-	-
▪ Engage	-	-
▪ Assess	-	-
▪ Intervene	-	-
▪ Evaluate	-	-

## V. Conclusions and Recommendations

On September 27, 2017, 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 supports the Manchester University mission in clear and distinctive ways.
2. The program has been consistent and stable over time and fully accredited since 1977. It consists of a coherent, integrated, and comprehensive curriculum which undergoes continuous, sustained assessment and improvement.
3. The social work faculty are valued by students and alumni.
4. The social work faculty are diverse in professional experience and expertise.
5. Social work seniors consistently meet benchmarks as rated high by their Agency Field Instructors. (This is the most valuable measure of student learning in the program.)
6. MU social work seniors continue to report confidence in their preparation for professional social work employment and further education.
7. Job placement rates remain high for MU social work graduates. Within 3 months, 100% of 2017 graduates were either employed in social work, engaged in a year of service, or had entered graduate school
8. MU social work graduates have a 95% graduate school acceptance rate over the history of the program—well above the national average.
9. MU social work alumni who are working in social work report higher-than-average salaries two years after graduation.

## *Areas Targeted for Improvement during 2017-2018*

### **1. Competency 5 – Engage in Policy Practice.**

Students historically struggle to achieve this competency. Just 75% of 2017 graduates demonstrated mastery. A new professor is in place as of Fall 2017 and will be making extensive changes to the two courses in the policy sequence.

#### **Response Plan**

- Reduce redundancies between SOWK 233 and SOWK 366
- Include more active learning strategies in both courses

### **2. Competency 4 – Engage in Practice-informed Research and Research-informed Practice.**

Student historically struggle to achieve this competency. Just 75% of 2017 graduates demonstrated mastery. A new professor began teaching SOC/SOWK 222 Social Research Methods in Spring 2017, and it remains to be seen whether his students do better on this competency's outcomes measures during their senior year.

#### **Response Plan**

- Strengthen alignment between SOC/SOWK 222 and the research component of the social work SCE. The social work faculty are already talking with the course instructor about ways to do this.
- Monitor student SCE performance among students who have had the new instructor for this course.

### **3. Competencies 8 & 9: Intervene and evaluate practice with individuals, families, groups, organizations, and communities.**

Only 75% of 2017 graduates demonstrated mastery of these competencies. This was primarily due to one of the four graduates not putting their best work into their SCE. Nevertheless, improvements can be made.

#### **Response Plan**

- Social work faculty will incorporate more examples of evidence-based interventions into required courses.
- Students' practice evaluation skills will benefit from the conversations social work faculty are having with the new instructor of SOC/SOWK 222.



Social Work  
Program  
Manchester University