

Entities without data

- SOCIAL WORK DEPARTMENT
- Social Work, BSW
- Social Work, MSW

Andrews University

Detailed Assessment Report 2011-2012 Social Work PROGRAM REVIEW *As of: 2/18/2013 04:18 PM EST*

Program Review Questions and Review Question Responses

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

For the response to WEAVE Question #1, please refer to the Department's CSWE self-study, Volume 1, AS1, pp. 2-6 in the Document Repository. In the original document, the content was the same for both the BSW and MSW programs. However, after feedback from CSWE, revisions were made to distinguish the BSW program mission from the MSW program mission. These revisions are documented in the Site Visit Response pp. 1 and 2.

Connected Documents

- [AS 1 BSW final](#)
- [AS 1 MSW final](#)

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

This question is addressed in the CSWE accreditation documents, Volume 1, pp 1-2 for both the BSW and MSW programs.

Since the BSW program was re-opened in 1990 we have had a number of key transition points involving both internal and external constituents. The first major transition occurred in 1995 when the Administration agreed to the development of an MSW program at Andrews University. This decision moved our department from two faculty members to a total of 10 faculty members and the addition of over 40 new MSW students.

Several years after the beginning of that program, the Department of Social Work formed a relationship with the Associated Mennonite Biblical Seminary in Elkhart, Indiana. This collaboration has continued to the present, bringing an average of 2-3 students into our program each year and enriching the classroom discussions with a Mennonite world view that focuses on non-violence, reconciliation, conflict mediation, and other forms of peace making.

Somewhere around this same time, the BSW program developed articulation agreements with both Lake Michigan College and Southwestern Michigan College. These agreements allowed students who took Associate degrees in human services to transfer courses into our program without losing time and credits. Those two alliances continue but are due for revision.

In 2002, Columbia Union College (now Washington Adventist University (WAU)) approached Andrews University to request that our department offer the AU BSW degree on their campus. That relationship has continued to the present, with WAU currently maintaining 1.5 FTEs (John Gavin and Marie Mathieu) and 37 declared social work majors. Due to recent rapid growth, our partnership is due for a renewed Memorandum of Understanding.

In 2005, during a time of low university and departmental enrollment, our department was reviewed by the "A-Team", an ad-hoc university committee charged with closing down programs that were not considered to be financially viable. With an income-expense ratio of 1:1, our program was vulnerable. In order to strengthen our program, the Behavioral Sciences Department agreed to help our department by offering cross-listed courses, merge our incomes (expenses remained separate), and develop shared courses that could be offered between the Master of Science in Administration (MSA) and MSW programs. That collaboration allowed the department to maintain both programs while it developed extensive recruiting activities, curriculum re-design, and broader strategies for growth. During this past academic year (2011-12), the two departments formally separated the two department's income lines. The Department is now at its highest enrollment in the history of the department.

Most recently, our department has developed two collaborative degree programs with the SDA Theological Seminary. In its first full year of functioning our department has enrolled 20 MSW students who are completing either the dual MDiv/MSW degree or the MAYYAM/MSW degree programs. In addition, we are now cross-listing several classes between our department and the seminary. We expect these two collaborations to continue to provide students to our program far into the future.

Connected Documents

- [AS 1 BSW final](#)
- [AS 1 MSW final](#)

Program Review # 3. How does the program contribute to the academic success of Andrews University?

Impact Question #3: How does the program contribute to the academic success of Andrews University?

2010 statistics show that the Department of Social Work had a combined undergraduate and graduate enrollment of 100 students, making it the seventh largest department in the College of Arts and Sciences (CAS). The MSW program is the second largest graduate program in CAS, generating a total of 973 academic credits during the 2010-11 academic year. Additionally, as of Fall 2011, the department had a combined enrollment of 102 students, showing 2% growth from the previous year. MSW students are at a record high of 54 students as of Fall 2011, with 17 students coming into the MSW/MDiv or MSW/MYAM collaboratives, while BSW students have dipped a bit due to a high number of seniors who graduated in May and August 2011.

As will be described in greater detail in Question #8, enrollment for the BSW program has remained steady over the past five years ranging from the mid to upper 50s. This gives evidence for the stability of the BSW program and its continuing viability. Since the BSW program does not offer courses that are a part of the University's General Education package, the total number of undergraduate credits per year is lower than many other departments (701 UG credits for 2010-11). However, there are several courses that often attract students who take the course to fulfill elective requirements for their degree. These courses include SOWK100 Introduction of Social Work and SOWK320 Introduction to Counseling Skills. A new course will be offered in the fall semester of 2011 that could also be attractive to many students: SOWK200 Critical Thinking. While this course is designed for social work students, the principles it elucidates are applicable to all bachelor's level students who want to increase their ability to analyze problems and think through solutions.

In addition, the Four Year Plan for the BSW requires a substantial number of cognate courses from other departments in addition to the standard general education courses, and thus adds to the success of other departments. These courses include STAT285 Statistics, SPAN171 Elementary Spanish I, BIOL100 Human Biology, PSYC100 Introduction to Psychology, PSYC180 Dealing with Your Mind, SOCI119 Principles of Sociology, PLSC104, American Government, and PLSC237 Individual, State and the Marketplace or ECON225 Macroeconomics. In addition, because the Department of Social Work strongly believes in a well-rounded general education degree, students take the majority of the general

education courses required by the university. Although it does not increase social work credits, it does build the credit totals of other departments.

As noted above, the MSW program has stayed relatively stable in student numbers over the past five years. While the program had a low of 35 students in 2008-9, the total rose to 43 students during the 2010-11 academic year. This was followed by this year's recent jump to 54 students during the Fall Semester 2011 for a 38% increase. The MSW program has, in large part, accomplished this increase by intentionally collaborating with other departments for the benefit of the students, the programs, and the university. Since 1998, our MSW program has maintained a dual-degree program with the Associated Mennonite Biblical Seminary in Elkhart, Indiana. This collaboration has brought in 2-3 students every year, with a projected four students anticipated to be enrolled in the program in 2011-12. In addition, in the fall semester of 2010, a dual degree program was launched between the SDA Theological Seminary and the Department of Social Work offering dual masters degrees: the Master of Divinity and the Master of Social Work. In the fall semester of 2011, a second dual degree program was initiated, a Masters in Youth and Young Adult Ministry and a Masters in Social Work. Both of these dual degree offerings are designed to enhance the capacity of church ministers to serve their congregants in light of today's challenging social issues. An option was also developed for seminary students to take their elective courses in the social work department at a reduced rate. This gives students who do not choose a dual degree to still be exposed to significant social work content.

In addition, the Department of Social Work has developed several areas of MSW-level emphasis that draw upon courses from disciplines other than social work. This allows us to draw on the strengths of other departments and avoid course proliferation. These include Administration and Development where two of the four courses from the required list are from the School of Business. In the School Social Work emphasis area, two of the three required courses are from the School of Education. In the Christian Ministry emphasis area, all of the courses except one are taught at the seminary. Likewise in the International Social Work emphasis, the majority of required and optional courses are taught in departments other than social work. Finally, in the new Aging and Social Work area of emphasis, both of the optional courses are non-social work courses. Although noted in another section, a final area where the department contributes to the university is through scholarly productivity. The faculty believe that good research not only adds to the academic reputation of the university, it also improves teaching and allows faculty to contribute to the knowledge base of the profession. The department has been very productive in the past two years. In 2010, the department ranked 16th out of the 36 listed university-wide departments in recorded scholarly activity, with a productivity score of 8.25. This represented contributions from every one of the faculty, representing 26 scholarly products from seven faculty members. This placed us 10th out of 36 university-wide departments in our average activities per faculty member. In 2009, our scholarly productivity score was even higher (9.75) but department-wide rankings are not available for comparison. Contributions included articles, book chapters, and scholarly presentations at national conferences.

Program Review # 4. What is the state of demand for graduates of and enrollment in the program?

See Governmental Occupational Outlook Handbook 2010-2011

http://www.bls.gov/oco/oooh_index.htm

<http://www.occsupplydemand.org/>

WEAVE Question #4: What is the state of demand for graduates of and enrollment in the program?

The demand for social workers is growing not only in the United States, but also globally. Social work has a long history of involvement with the United Nations and its services to populations suffering from poverty, hunger, oppression, war, and discrimination. As the recognition of the global nature of human suffering grows, so does the demand for professionals such as social workers who plan and implement strategies to provide relief. The global scope of social work practice is one reason why we have chosen to develop an International Social Work area of emphasis/specialization.

In the Adventist community, the value of social work is becoming more recognized. Historically, the Adventist Church has focused on feeding the hungry and clothing the naked through Community Service Centers. More recently, research has demonstrated that as a people we suffer from the same social problems as others. Divorce, addiction, emotional problems, abuse and domestic violence are widespread in the church first because we are a microcosm of society at large, and second because we have failed until recently to recognize that these problems exist. Recent research in the Adventist Church has reinforced the idea that there are high rates of divorce, domestic violence, abuse and addictive behavior among church membership. These findings stimulate the need for social workers in local congregations. Globally, programs such as End It Now have highlighted the need for social workers to be a part of a global effort to end violence of all types toward women.

BSW programs in the Seventh-day Adventist educational system include our own here at Andrews University, the Andrews Extension Program at Washington Adventist University, and programs at Southern Adventist University, La Sierra University, Walla Walla University, Pacific Union College, and Union College. There are other MSW programs in the Seventh-day Adventist educational system. They are at Loma Linda University, Walla Walla University and Southern Adventist University. The geographic diversity of these programs leads to a tendency for many students to take classes closer to their place of residence. The Andrews University program is somewhat of an exception in that students enroll in the program whose husbands are attending the seminary and who wish to participate in either the MDiv/MSW collaborative or the MYYAM/MSW collaborative. In addition, there are more local BSW and MSW programs in the States of Michigan and Indiana. Many, such as those with the University of Michigan system and the Indiana University system, are large schools with up to 500 students. Many, like Andrews, are smaller schools. A few BSW programs like Goshen College and St. Mary's College have a Christian focus, but there are no other small MSW programs in the area that offer a global Christian perspective and yet provide a very personal interaction between students and professors. Feedback to the department consistently highlights the value that students place on the accessibility, flexibility and personal Christian ethic that is displayed in the department of social work. Many local BSW programs have proven to be valued feeder programs to the MSW program at Andrews.

The **Bureau of Labor Statistics** (www.bls.gov) gives the following positive employment outlook for the profession of social work through the year 2018. Although quotation marks have not been used, please note that some information provided below has been directly inserted from the BLS website as part of our summary report.

Employment for social workers is expected to grow [faster than the average](#) for all occupations through 2018. Job prospects are expected to be [favorable](#), particularly for social workers who specialize in the aging population or work in rural areas.

Employment change. Employment of social workers is expected to increase by 16 percent during the 2008–18 decade, which is faster than the average for all occupations. The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontological social workers. Employment of social workers in private social service agencies also will increase.

Employment of child, family, and school social workers is expected to grow by about 12 percent, which is [as fast as the average](#) for all occupations. Demand for child and family social workers should continue, as these workers are needed to investigate child abuse cases, place children in foster care and with adoptive families. However, growth for these workers may be hampered by the budget constraints of state and local governments, who are amongst the largest employers of these workers. Furthermore, demand for school social workers will continue and lead to more jobs as efforts are expanded to respond to rising student enrollments, worsening social problems, as well as the continued emphasis on integrating children with disabilities into the general school population. There could be competition for school social work jobs in some areas because of the limited number of openings. The availability of Federal, State, and local funding will be a major factor in determining the actual job growth in schools.

Mental health and substance abuse social workers will grow by almost 20 percent over the 2008–18 decade, which is [much faster than the average](#). In particular, social workers specializing in substance abuse will experience strong demand. Substance abusers are increasingly being placed into treatment programs instead of being sentenced to prison. Also, growing numbers of the substance abusers sentenced to prison or probation are increasingly being required by correctional systems to have substance abuse treatment added as a condition to their sentence or probation. As this trend grows, demand will strengthen for treatment programs and social workers to assist abusers on the road to recovery. Opportunities for social workers in private practice will expand, as they are preferred over more costly alternatives. Furthermore, the passage of legislation that requires insurance plans offered by employers to cover mental health treatment in a manner that is equal to treatment of physical health may increase the demand for mental health treatment. Social work has an additional advantage over other mental health professionals due to the ability to independently practice and bill for services.

Growth of medical and public health social workers is expected to be about 22 percent, which is [much faster than the average](#) for all occupations. One of the major contributing factors is the rise in the elderly population. These social workers will be needed to assist in finding the best care and assistance for the aging, as well as to support their families. Employment opportunities for social workers with backgrounds in gerontology should be excellent, particularly in the growing numbers of assisted-living and senior-living communities. The expanding senior population also will spur demand for social workers in nursing homes, long-term care facilities, home care agencies, and hospices.

Job prospects. Job prospects are expected to be favorable. Many job openings will stem from growth and the need to replace social workers who leave the occupation. However, competition for social worker jobs is expected in cities where training programs for social workers are prevalent. Opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff. By specialty, job prospects may be best for those social workers with a background in gerontology and substance abuse treatment.

Projections Data [About this section](#)

Projections data from the National Employment Matrix							
Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
				Number	Percent		
Social workers	21-1020	642,000	745,400	103,400	16	[PDF]	[XLS]
Child, family, and school social workers	21-1021	292,600	328,700	36,100	12	[PDF]	[XLS]
Medical and public health social workers	21-1022	138,700	169,800	31,100	22	[PDF]	[XLS]
Mental health and substance abuse social workers	21-1023	137,300	164,100	26,800	20	[PDF]	[XLS]
Social workers, all other	21-1029	73,400	82,800	9,400	13	[PDF]	[XLS]

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the Handbook introductory chapter on [Occupational Information Included in the Handbook](#).

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

The qualifications of faculty and staff, the percentage of time they spend in instruction, and the adequacy of faculty to mentor students is covered in the CSWE self-study document for the MSW program in Volume 1, pp. 72-104 and in the corresponding section of the BSW self-study document. The department's reply to the Council on Social Work education further clarifies the Department of Social Work's attempt to comply with the requirements of CSWE regarding student to faculty ratio. All of these documents are in the document repository.

Question #5 also inquires about students workers who are assigned to the program. The practice is the department is to assign one graduate assistant to each faculty member. Graduate Assistants generally work between 10 and 15 hours per week. The exception to this is that the Director of Field has a Graduate Assistant that gives 20 hours per week with additional help from a BSW student.

Connected Documents
[AS 3 BSW final](#)
[AS 3 MSW final](#)

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

Our response to this question is contained in the CSWE Self-study document in Appendix C located in the document repository.

Connected Documents

- [Appendix C Librarian Report](#)
- [Appendix C Program Expense Budget](#)

Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?

For a discussion of the curriculum of the social work department, see the CSWE self-study document in the repository, volume 1, pp. 9-54.

The Department of Social Work is one of a few small social work departments in the U.S. that offers both BSW and MSW programs. At the MSW level the department offers both a 2 year Regular Standing option as well as a 1 year Advanced Standing option. The 1 year Advanced Standing option is open only to those who have previously received a BSW degree. In the 2 year Regular Standing program, the first year is called the Foundation year and allows students who have a bachelor's degree in a major other than social work to take social work courses equivalent to those taken during a BSW program to prepare them for the advanced practice course of the second year or Advanced year. It is not uncommon to have Advanced Standing programs in social work education today. What is a little less common is to have BSW and MSW program in the same department where students take courses that can provide academic credit in either the BSW or MSW program Foundation year. While this practice is accepted by the Council on Social Work Education, the challenge is how to differentiate between graduate education and undergraduate education so as not to "dummy-down" the course to only the undergraduate level.

Recognizing this dilemma, the department of social work is reviewing its practices to incorporate the following: 1) a separate syllabus for both graduate and undergraduate students, 2) a different grading scale for graduate students, 3) additional assignments that reflect graduate learning for enrollees who are graduate students.

Connected Documents

- [AS 2 BSW final](#)
- [AS 2 MSW final](#)
- [AS 3 BSW final](#)

Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

WEAVE Question # 8 How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

Data received from Sue Schwab, ITS Administrative Systems Analyst, reveal the following regarding enrollment for the past five years:

		06-07	07-08	08-09	09-10	10-11
Fall Program Majors	BSW	55	53	59	59	56
	MSW	43	48	35	37	43
Credit Hours	BSW	653	679	675	785	701
	MSW	1,043.5	1,157.5	813.5	968	935.5
	Total	1,696.5	1,836.5	1,488.5	1,753.5	1,636.5

Enrollment for the BSW program has remained steady over the past five years ranging from the mid to upper 50s. This gives evidence for the stability of the BSW program and its continuing viability. Enrollment for the MSW program has ranged from 35 to 48 in the past five years, with an increase to 54 students in the current Fall 2011 semester. The years 08-09 and 09-10 were the lowest years followed by an enrollment increase in 10-11. It is anticipated that there will be a continuing increase in MSW enrollment due to the new MDiv/MSW and MYAM/MSW dual degree programs. The figures for the department's credit hours parallel those of the student enrollment, and have remained steady over the past five years with a decrease in the 08-09 academic year, and then a rebound in the following two years.

In most universities, trends in productivity are generally measured in terms of scholarship. Beyond their teaching responsibilities, faculty are expected to have time for scholarship and community service activities. As noted in Question #2, the department has been very productive in the past two years for which we have comparative tracking information. In 2010, the department ranked 16th out of the 36 listed university-wide departments in recorded scholarly activity, with a productivity score of 8.25. This represented contributions from every one of the faculty, representing 26 scholarly products from seven faculty members. This placed us 10th out of 36 university-wide departments in our average activities per faculty member. In 2009, our scholarly productivity score was even higher (9.75) but department-wide rankings are not available for comparison. Contributions included articles, book chapters, and scholarly presentations at national conferences.

Table 1 demonstrates faculty scholarship levels, with peer-reviewed publications over the past five years and peer-reviewed presentations over the past three years. As can be seen, all faculty have been active in scholarly activities over the past five years across a broad range of publication and presentation venues. Some faculty are more active than others, depending largely on their research interests and teaching loads. Because faculty often co-publish or co-present their research findings, there will be some redundancy in the tables. We also attempt to involve students regularly in our scholarly publications and presentations. An asterisk (*) within the author list identifies student involvement.

To support these activities, faculty are encouraged to attend one professional conference each year, with financial support of approximately \$1,000 per year in travel costs. In order to be approved for a conference, each faculty member must at a minimum submit a scholarly abstract for a poster, roundtable, or oral presentation. Although faculty are not required to be accepted in order to attend the conference, as can be seen in Table 1, our acceptance rate is quite high to regional, national, and international conferences. If faculty submit additional abstracts to other conferences and are accepted, the Dean of the College of Arts & Sciences has generally been able to provide funding for the faculty member to attend.

Table 1

Faculty		Scholarly Publications (last 5 years)	Scholarly Presentations (last 3 years)
1.	Mioara Diaconu	<p>Nawrotzki, R., Diaconu, M., & Pittman, S. (2009). Climate-change-induced human migration: The necessity of collective global action. <i>The Global Studies Journal</i>, 2910, 43-58</p> <p>Diaconu, M. (2009, September). Peer review/referee of article for the <i>Global Studies Journal</i> – Article: Medical Tourism.</p> <p>Diaconu, M. (2009, September). Peer review/referee of article for the <i>Global Studies Journal</i> – Article: Developing a Social Work Text in Global Study.</p>	<p>Diaconu, M., *Racovita, D.L. (2009). <i>Globalization, Economy, and Financial Education: The Social Work Responsibility</i>. Council of Social Work Education (CSWE): 55th Annual Meeting (November 6-9, 2009) – oral paper presentation</p> <p>Pittman, S., & Diaconu, M., (2009). <i>Global Humanitarian Job Market: Where Do Social Work Professionals Fit</i>. Council of Social Work Education (CSWE): 55th Annual Meeting (November 6-9, 2009) – oral paper presentation.</p> <p>Diaconu, M., Pittman, S., & Nawrotzki, R., (2009, July). <i>Exploring climate induced human migration in the Least Developed Countries</i>. Presented at The 16th International Consortium for Social Development (ICSD) Symposium, Monterrey, Nuevo Leon, Mexico.</p> <p>Diaconu, M. & Pittman, S., (2008, October). Lessons Learned for Optimizing International Practicum Experiences. Presented at the Council on Social Work Education Annual Program Meeting, Philadelphia, PA.</p>
2.	John Gavin		<p>Gavin, J. (2009, January). Perspectives on the future: Adventist education in the Baltimore Washington metropolitan area. Presented to the Adventist Community Action Council,</p> <p>Gavin, J., Drumm, R., & Sedlacek, D. (2009, March). Barriers to Adventist involvement in social issues. Presented at the International Association of Adventist Social Workers Conference, Huntsville, AL.</p>
3.	Ann-Marie Jones		<p>Jones, A. (2009, November). "Teaching Social Welfare Using An Experiential, Extra-Curricular Approach," Council on Social Work Education, (Oral Paper Presentation), San Antonio, TX</p> <p>Jones, A. (2009, October). "Church Reflecting Community". (Oral Paper Presentation), North American Association of Christians in Social Work, Indianapolis, IN.</p> <p>Jones, A. (2009, March). Church-based support groups: The good, the bad and the ugly. (Oral Paper Presentation), the International Association of Adventist Social Workers (IAASW) Conference in Huntsville, AL.</p> <p>Jones, A. & Kampa, B.* (2008, October). Infusing Domestic Violence Content into HBSE Courses, Utilizing a Unit Study Approach. Poster session presented at the Council on Social Work Education Annual Program Meeting, Philadelphia, PA.</p>
4.	Shelly Perry		
5.	Laura Racovita-Szilagy	<p>Diaconu, M., Racovita-Szilagy, D.L., Jones, A.M., Manley, L. (March 2010 – Current): <i>The importance of cultural diversity in the context of domestic violence: A case study</i></p>	<p>Diaconu, M., Racovita, D.L. (2009, November) Globalization, Economy and Financial Education: The Social Work Responsibility. Presented at the Council on Social Work Education 55th Annual Meeting, San Antonio, TX</p> <p>Wrenn, J.F., Racovita, D.L. (2008, November) Critical Thinking: Feature Films As A Tool In Social Work Education. Presented at the Council on Social Work Education 54th Annual Meeting, Philadelphia, PA</p> <p>Racovita, D.L. (2008, July). Peer review of article for the <i>Global Studies Journal</i> – "Hidden Transcripts" of Globalization</p> <p>Diaconu, M., Racovita, D.L. (2008, May). The Social Worker's Role and Forced Migration: From a USA & Global Perspective. Presented at The Global Studies Conference in Chicago, IL</p> <p>Racovita, D.L., Diaconu, M. (2007, June/July). Using team concepts to enhance student learning experiences in field practicum, in the context of group supervision. Presented at The Association for the Advancement of Social Work with Groups, XXIX International Symposium in Jersey City, NJ</p> <p>Diaconu, M., Madrigal, C.R., Racovita, D.L. (2006, October). Evaluation methods: The grand finale of group process and outcomes. Presented at The Association for the Advancement of Social Work with Groups, XXVIII International Symposium in San Diego, CA</p>
6.	David Sedlacek	<p>Sedlacek, D. (2009). Heart Examination: A Tool to Integrate Biblical Concepts into the Healing Process. <u>Proceedings of the 2009 North American Association of Christian in Social Work Conference.</u></p> <p>Sedlacek, D. and Sedlacek, B., "Mental Health: A Spiritual Perspective" in Thompson, W., (ed.) <u>Rational Health: Healthcare that makes sense to common people.</u> In process of publication.</p> <p>Sedlacek, D. and Sedlacek, B. (2008) <u>Cleansing the Sanctuary of the</u></p>	<p>Sedlacek, D. & Ashley, G. (2009, November). The Use of the 2008 EPAS in Competency-Based Portfolios as Exit Examinations. Council on Social Work Education Roundtable Discussion. San Antonio, TX</p> <p>Sedlacek, D. (2009, October). Heart Examination: A Tool to Integrate Biblical Concepts into the Healing Process. Oral Paper Presentation for North American Association of Christians in Social Work, Indianapolis, IN.</p>

		<p><u>Heart: Tools for Emotional Healing</u>. Tate Publishing, Mustang, OK.</p>	<p>Gavin, J., Drumm, R., & Sedlacek, D. (2009, March). Barriers to Adventist Involvement in Social Issues. Presented at the International Association of Adventist Social Workers, Huntsville, AL.</p> <p>Sedlacek, D. and Cort, M. (2009, March). The Relational Consequences of Adverse Childhood Experiences. International Association of Adventist Social Workers, Oakwood/Southern Collaborative Research Conference.</p> <p>Sedlacek, D., Ashley, G., and Fischle, H. (2007, August) Single Parent Programming on College Campuses: An Effective Child Welfare Intervention. Sixth Annual Fall Social Work Conference, The University of Alabama.</p>
7.	Curtis VanderWaal	<p>VanderWaal, C.J. (2010). <u>The DeVos Urban Leadership Initiative: Executive Summary</u>. In Eardley, R.W. <i>Measuring Freedom: A Handbook on Program Evaluation</i>, pp. 194-207. Acton Institute: Grand Rapids, MI.</p> <p>Terry-McElrath, Y.M., McBride, D.C., Chriqui, J.F., O'Malley, P.M., VanderWaal, C.J., Chaloupka, F.J., & Johnston, L.D. (2009). Evidence for Connections between Prosecutor-Reported Marijuana Case Dispositions and Community Youth Marijuana-Related Attitudes and Behaviors. <i>Crime & Delinquency</i> 55(4), 600-626.</p> <p>VanderWaal, C.J., Hernandez, E.I., *Trecartin, S., Diaconu, M., & Carlson, N. (2008, June). The DeVos Urban Leadership Initiative: Evaluation of a Youth Ministry Training Program. <u>White House Office of Faith-Based and Community Initiatives: Innovations in Effective Compassion</u>. Available at: http://innovationincompassion.hhs.gov/documents/DeVosUrban_CJV.PDF</p> <p>McBride, D.C., Terry-McElrath, Y.M., VanderWaal, C.J., Chriqui, J.F., & Myllyluoma, J. (2008, February). US Public Health Agency Involvement in Youth-Focused Illicit Drug Policy, Planning, and Prevention at the Local Level, 1999-2003. <i>American Journal of Public Health</i>, 98(2), 270-277.</p> <p>VanderWaal, C.J., Taxman, F., & *Gurka, M. (2008). Reforming Drug Treatment Services to Offenders: Cross-System Collaboration, Integrated Policies, and A Seamless Continuum of Care Model. <i>Journal of Social Work Practice in the Addictions</i>, 8(1), 127-153.</p> <p>VanderWaal, C.J., *Bishop, R.M., McBride, D.C., *Rosales, K., Chriqui, J.F., O'Connor, J.C., & Terry-McElrath, Y.M. (2008, July). <u>Controlling Methamphetamine Precursors: The View from the Trenches</u>. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, NCJ 223480. 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WEAVE Question # 9 How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downward trends, what are your plans for improvement?

Data received from Sue Schwab, ITS Administrative Systems Analyst, reveal the following regarding enrollment for the past five years:

	06-07	07-08	08-09	09-10	10-11	
Graduated		BSW 15		9	11	21
13		MSW 8		29	24	20
Six-year graduation		BSW 33.3		66.7	33.3	0
Rate (%)		AU 25.4		24.6	28.1	25.1
35.8		MSW 73.1		85.7	76.0	88.0
73.7		AU 64.6		64.7	61.2	56.5
45.8						

When compared with Andrews University overall, the graduation rates reported in percentages are significantly higher for the BSW program with the exception of the 09-10 academic year. The small N of the sample leads one to interpret this data with caution, however. The higher N for MSW students leads us with more confidence to state that graduation rates for the past six years have been consistently higher than the University in general. The raw number of graduates, of course, is directly related not only to retention but also to the class size for any given year. Anecdotally, the department of social work, especially at the BSW level, always has students changing majors into the program from other departments more than it has students transferring to other departments.

When attempting to benchmark the Andrews University Department of Social Work against other social work programs, the Council on Social Work Education provides aggregate data from an annual survey of social work programs. These data are not broken out by program size, so in many ways they only provide a rough comparison with our program. The CSWE data reveals that the average BSW program size is 70 students with an average graduation class size of 31. At the MSW level, there are 29,975 students in 195 programs with an average of 154 students per program. The average number of MSW degrees conferred by year is 98. The CSWE survey gives no data on retention or graduation rates.

Program Review # 9. How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement? (Undergraduate programs without a formal admission procedure should calculate the retention rate based on the number of sophomores and graduates.)

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35.8						
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Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals, and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

For a reply to this question, please see the CSWE accreditation documents that have been downloaded. Volume 1, pp 6-7 contains the Program Goals. Volume 1 pp. 105-129 addresses these questions in much more depth. We complete a survey of alumni on a regular basis. We've asked the faculty member in charge of this survey to include a question this year related to their success on taking the social work licensing exam.

Connected Documents

[AS 1 BSW final](#)
[AS 1 MSW final](#)
[AS 4 BSW Final](#)
[AS 4 MSW final](#)

Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

The response to this question is contained in the CSWE accreditation documents which have been downloaded. Please see Appendices D & E in Volume 1 for the response to this question.

Connected Documents

[Appendix D Alumni Survey](#)
[Appendix D Librarian Report](#)
[Appendix E Student Focus Groups](#)

Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?

The response to this question is contained in the CSWE documents, Volume 1 pp. 126-129. These documents have been downloaded.

Connected Document

[AS 4 MSW final](#)

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

The response to this question is contained in the CSWE accreditation documents that have been downloaded. See Volume 1, pp. 99-101.

Connected Documents

[AS 3 MSW final](#)
[AS 4 BSW Final](#)

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

The response to this question is contained in the CSWE reaccreditation documents, Volume 1, pp. 99-101.

Connected Document

[AS 3 MSW final](#)

Program Review # 15. Describe the strengths of the program.

Weave Question #15: Describe the strengths of the program.

The following response is a compilation of response gleaned from faculty at the Summer 2011 faculty retreat, student responses from oral portfolio presentations, and student responses from student focus groups.

Faculty are generally viewed by students as being compassionate, student-centered, people-oriented, tolerant of diversity populations and spiritual without being dogmatic. Many students choose the Department of Social Work at Andrews University because it is overtly and unapologetically Christian in its focus and the faculty model both Christian and SDA values while welcoming students from other faith perspectives. A small student-teacher ratio allows for individualized attention for advising, classroom instruction and other faculty-student interaction. Another attractive feature of the MSW program is Monday-only classes that allow students who live at a distance to travel only one day per

week to the campus. Many students are attracted to the program because of its diverse student body, and that of the University at large as well as the diversity of the faculty.

The program has the reputation on campus of being open to new ideas, concerned with social justice, and hospitable to students. Faculty are concerned about student achievement and will go out of their way to advocate for a student rather than saying "no, it can't be done." Faculty maintain a small student emergency fund for times when students need help with rent or other necessities.

Faculty work hard at improving their professionalism in the areas of research, training, professional presentations, and publications. Faculty improve their skills by attending training events sponsored by Andrews University on topics such as teaching styles, student learning styles, on-line course development and research. Two faculty are currently working toward completion of PhD degrees. The departmental leadership style is a democratic approach that works well in the social work profession. The faculty have worked hard to build rapport with one another, to maintain an active conflict resolution process, and to create an environment of genuine love and care for each other as well as for the students.

In the past year, faculty have made significant revisions in the social work curriculum as the result of feedback from the department's constituents. These revisions have strengthened the curriculum significantly. New emphasis areas have been added in the areas of international social work, aging, and Christian ministry. A critical thinking course has been added to the BSW curriculum and the research course has been strengthened by dividing it into two 2-credit courses. A statistics course has been added as a math requirement to strengthen critical thinking and the ability to understand statistical concepts in research. All of these revisions have been made to increase the rigor of our students' capacity to analyze and apply research. Similarly, improvements have been made to the practice courses, particularly addressing concerns about exposing students to various practice theories. The Human Behavior in the Social Environment course has been expanded to four credits taught over two semesters. At the most recent faculty retreat, a decision was made to eliminate the disaster preparedness emphasis area due to a lack of demand. A strength of the program is faculty's openness and awareness of student needs and requests.

The student accountability process has been strengthened so that academic problems and lapses in professionalism can be identified and dealt with earlier. The BSW application process has been streamlined. Practice behaviors have been integrated into the BSW admissions process. An Assessment of Student Professionalism (ASP) form and process has been completed. This assists with identifying and dealing with student professionalism problems.

Another strength of the department is its extensive assessment process including the development of student portfolios at both the BSW and MSW levels. This process has been ongoing, but strengthened for our recent CSWE site visit. The department developed an Assessment Plan to guide the ongoing process.

Another strength of the department has been its innovative development of collaboratives with other departments and universities. These include the recent MDiv/MSW and the Master of Youth and Young Adult Ministry (MYAM) and MSW collaboratives. A collaborative between the Associated Mennonite Biblical Seminary (AMBS) and the Department of Social Work has been in place for several years. These collaboratives have resulted in increased student enrollment. As of this date, seventeen MSW students are enrolled in the program for the fall 2011 semester as the result of these three collaboratives. The program has also developed a collaborative with the on-campus CIPD program in the Department of Behavioral Sciences. The department has also benefitted from several ongoing research collaborations between the two departments, as well as cross-listing courses that are of mutual interest. In addition, the department is part of a coalition of MSW-level universities across the state of Michigan. This group works together to build opportunities for students in the areas of child welfare, health, and criminal justice. Finally, the department recently began working with ADRA International to develop curricula, field placements, and training activities.

Additional strengths of the program include:

- Team orientation among faculty and students
- Good community and alumni relationships
- Good working relationship with campus community
- Strong student retention rate for BSW and MSW programs
- Highly motivated students
- Students with a passion for changing the world, with high rates of altruism
- Departmental hospitality includes regular student/faculty gatherings and a regular supply of snacks for student enjoyment. Our student lounge also provides a pleasant place for student interaction.

Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.

WEAVE Question #16: Describe the weaknesses of the program(s) and the plans that are in place to address them.

1. **Extrinsic Weaknesses:** There have been consistent health hazard challenges with being located in the basement (lower level) of Nethery Hall. Mold has been an ongoing challenge in the classrooms and in some offices. In the current renovation of Nethery Hall, workers have excavated around portions of the outside of the building to improve water drainage in an attempt to reduce mold. In addition, the carpet in the classrooms that have had mold on them were replaced with the renovation project. Prior to the renovation there was a somewhat regular backup of sewage that overflowed onto the floor of both the men's and women's restrooms. We are uncertain if efforts to date have eliminated this problem since there were, to our knowledge, no basement renovations to drainage systems in Nethery Hall. We have also had ongoing plumbing problems in the women's bathroom.

Additional physical plant challenges that impede the work of the department include poor visibility due to its present location in the basement, a strong stigma among students that we have been "stuck in the basement", and challenges with limited space given the current and growing number of students. With the renovation of Nethery Hall, some of these issues have been partially addressed. There have been discussions with the Dean about an alternative location at some future time. We are also developing a plan to improve the basement hallway to make it more appealing and less subway-like.

2. **Curriculum format:** The department receives calls regularly from potential students seeking an on-line option. There has been a fair amount of national discussion among social work faculty about the pros and cons of on-line social work education. One side of the argument contends that social work is best learned in a hands-on, classroom format augmented by field experience. Advocates of this position are of the opinion that students in an on-line program would miss the benefits of faculty modeling, on-site skills demonstrations, and learning that comes from student interactions.

Arguments in favor of an on-line format include flexibility in student access to courses and the ability to take courses without relocating to a university. To address this concern, faculty have considered hybrid models where some courses could be taken on-line, but with a requirement to take short-term university-based clinical intensives. With the relocation of Griggs University, the possibility of a viable partial on-line degree program exists. However, faculty will need to be intensively trained in the development and implementation of on-line education.

3. **Inconsistency:** Both students and faculty have noted that there are inconsistencies in several areas including formatting of the syllabi, consistent application of department policies, the knowledge of and use of technology among some faculty, tracking of students who are weak academically or who violate professional standards, and tracking of students on provisional status. For some faculty, this includes a sometimes inadequate knowledge of university policies and curriculum, particularly at the BSW level.

Several steps have been taken to remedy these weaknesses. Faculty have been made aware of the inconsistencies in syllabi and policies. While acknowledging the value of academic freedom and difference, faculty have noted the particular areas of concern to students and have agreed to a more consistent syllabus and policy application. In addition, faculty have been and are continuing to be trained in technology such as Moodle and on-line courses. We have asked support staff to notify us of students who fall below departmental academic standards, and have begun meeting at the end of each semester to identify and plan for student remediation. We are writing official letters to students with deficiencies and requiring a written remediation plan to go in their student file. Faculty have also attended departmental and university-wide orientation meetings related to advising and other university policies.

4. **Faculty turnover:** In the last several years, there has been a rate of faculty turnover of one faculty member per year, which is a fairly high rate for a program of our size. There has not been a consistent reason for this turnover. In general, faculty have excellent working relationships, and have a positive process in place for conflict resolution. Some have moved because of spouse relocation or accepting positions in other departments. One specific challenge to retention is our low salaries. We have been unable to attract several well-qualified faculty members due to a low starting salary and we lost another faculty member to another department that offered a higher salary. In that faculty member's situation, she had been unable to secure a green card based on the low departmental salary (judged to be an exploited foreign worker), but immediately obtained her green card when she switched to a higher salary level. One major problem with this rate of turnover is the instability it creates in the program with instruction, leadership, advising and the faculty/student system dynamics. The program is making every effort to create stability in this area, but it is an area that is often subject to forces beyond the program's control.

5. **Heavy recruiting and teaching loads:** The faculty spend significant amounts of time and energy attempting to recruit students into both our BSW and MSW programs. This drains energy from other areas, including service and scholarship. Faculty must often choose between growing the department's student base vs. working on research that builds the reputation of the department and university and adds to the knowledge base of the profession. The department is working with the Social Sciences Division to advocate for a division-wide recruiter who could more intensively and accurately recruit students to our department.

The faculty also maintain typical university teaching loads. While these expectations are similar to others in the university, the teaching loads, along with heavy advising and field liaison activities, make it challenging to both initiate and move scholarly projects forward. While we are collaborating with faculty from other departments to deepen our "bench strength" in this area, we remain hopeful that the University Strategic Plan will adopt a move toward lighter teaching loads, with the expectation that faculty will increase their scholarly productivity.

6. **Cost of degrees:** Our program would be larger, with greater ability to selectively enroll academically strong students, if we could offer scholarships to our MSW students. We routinely are told by prospective students that they would like to attend our program but feel unable to commit to the high tuition of the university. We are hopeful that the University will devote more scholarship resources to the graduate programs in the near future.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

WEAVE Question #17: Describe the opportunities likely to present themselves to the program in the coming years and the changes and resources necessary to take advantage of them.

There are several developments that provide opportunities for our department in the coming years. These developments and the changes needed to take advantage of them will be discussed below.

- Griggs move to Andrews – The recent move of Griggs University to become a part of Andrews University presents an opportunity for the development of on-line courses. It is anticipated that training will be given in the construction and administration of on-line courses which will facilitate the process of on-line course and degree development. Faculty will need to develop a strategy of how to approach an on-line program, and which model to consider. Janine Lim has been invited to explore these options with our faculty.
- On-line application process – The move to an on-line application process for the graduate programs presents an opportunity to streamline the registration process and accept MSW students into the program in a less cumbersome, more expeditious manner.
- Growth of the social work profession – The demand for social work jobs is greater than the normal for the country. This projected growth has been fueled by population shifts in the area of aging as well as by ongoing concern for treatment of substance and other abuse problems. The demand for mental health counseling and marriage and family counseling remains high. In response to this opportunity, the Department of Social Work has developed an emphasis area in aging and has strengthened its emphases in marriage and family and mental health in response to feedback from our accrediting body. We continue to participate annually in the Summer School of Addictions and have several independent study courses related to addiction. The department's extension program at Washington Adventist University is considering a drug and alcohol certification program.
- Michigan Schools of Social Work Collaborative – The Department of Social Work is a member of the Michigan Schools of Social Work Collaborative. MSW-level chairs and deans of schools of social work throughout the State of Michigan meet and communicate regularly about how they can work together on projects of common interest. Some of the areas presently being worked on include developing international field placements, child welfare (described in greater detail below), health, and criminal justice.
- Michigan Child Welfare Initiative – In response to recent lawsuits, the State of Michigan continues to hire large numbers of new social workers to provide an improved response to the needs of children in the State. Social Work programs have the opportunity to be approved by the State of Michigan to provide a child welfare curriculum that would equip graduates to fill the new positions available in the State. In response to this opportunity, the Department of Social Work has reviewed its curriculum in light of State requirements. Only one additional course would need to be added to these requirements. This course is currently in the planning stage of development.
- Partnering with other Institutions/Organizations – Discussions have begun about partnering with other colleges/universities both public and private regarding international study tours. The amount of funds available at Andrews to support such tours is shrinking, and such partnerships might open the way for new opportunities and

reduced cost to the University for these tours. These tours greatly enhance student learning. There has also been preliminary discussion with ADRA about the possibility of their providing international placements for social work students. The International Association of Adventist Social Workers (IAASW) continues to provide opportunities for students and faculty to present research findings at their annual conference and to link in meaningful ways with other Adventist social workers. In response to these opportunities, department faculty are taking leading roles in fostering these relationships and initiatives.

- Student Recruitment Opportunities – At the BSW level, there are several opportunities that present themselves. First, there is an ongoing list of undeclared majors from which BSW students can be recruited. In conjunction with the chair and MSW Program Director, our new BSW Program Director has developed a strategy for encouraging these students to consider social work as a major. In addition, the department has plans to renew our articulation agreements with Lake Michigan College and Southwestern Michigan College so Associate-level students can easily transition into our BSW program. The BSW program has also developed a new course in critical thinking. This course, along with the Introduction to Counseling course, can be taken as general education electives and may attract students into the department. The department plans to continue recruiting at the BSW and MSW levels, particularly focusing on high schools, colleges and universities in the Michigan/Indiana area. A recruitment plan has been developed by the BSW and MSW Program Directors to address this opportunity.

- Opportunity for Higher MSW Admissions Requirements – As the number of students applying and being accepted for admission to the MSW program increases, the opportunity is presented for the program to set more rigorous standards for admission to the program. In response to this opportunity, the following recommendations have been agreed upon by faculty and the Professional Degree Council:

- o Raising GPA admissions:

- § MSW to 2.75

- § Advance Standing to 3.0 overall and 3.2 social work classes

- § Advance Standing Plus to 2.75

- § BSW minimum GPA 2.5

- o Students would not be able to take Practice and Field classes until admission into the BSW program.

- o No lower than a B for any undergraduate core social work courses will be acceptable.

- Continuing Education Training – Most major social work programs offer continuing education courses to their alumni and other social work professionals each year particularly in the summer. There is not a great deal of this training offered in classroom setting in Southwestern Michigan. There is therefore an opportunity to develop additional CEU training options. In the coming year our department entered into a sub-contract with the State of Michigan Department of Human Services to provide four CEU training opportunities targeted primarily at child welfare workers in our section of the state. We hope to expand these opportunities in the future.

The department currently teaches an intensive in Social Work Licensure Preparation that is offered to social work professionals from the community. The department has also opened sections of a course in psychopharmacology to members of the community. The faculty will continue to identify additional courses that might appeal to professionals seeking the meet the requirements for re-licensure, assign a person to coordinate this effort, and develop these courses either on-line or for live classroom presentation.

- In the coming year, five of the faculty in our department are partnering with other faculty in the Behavioral Sciences and Physical Therapy Departments and the Seminary to develop faculty research grants on various topics. In addition, one faculty member received continued funding for a series of community evaluation projects and will be co-authoring a federal grant application this summer. We wish to continue to pursue additional research partnerships with other faculty and also work to bring in more external funds to provide research activities for both faculty and students.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

Weave Question #18: Describe the threats that may negatively impact the program in the coming years and the changes and resources necessary to mitigate them.

Below is a discussion of potential threats to the continuing viability of the social work programs at Andrews University:

- Technology – As discussed above, the future of higher education including social work will demand increased resources to implement on-line courses at all levels. While for-profit universities are capturing a large part of the on-line educational market, continued growth for non-profit universities demands that they also compete in the on-line market. The major threat seen by the department is that the University will not invest sufficient resources in on-line education. The integration of Griggs University into Andrews University offers hope that this vision is shared by University administrators. However, it is a long way from the work that Griggs is currently doing to the implementation of on-line education that is synchronous or asynchronous. Southern Adventist University has developed a hybrid on-line MSW program, and in their second year of operation, have accepted 80 students into the program. While some of this reflects the geographic demand of the Chattanooga area, it also highlights the drawing power that on-line programming possesses.

There have also been recent technology challenges on campus with the exchange system being down for extended periods of time, making it difficult to communicate and to do the essential work of the department. In addition, we frequently experience problems with emails that were either not distributed or received. This makes communication frustrating and embarrassing. These outages have been a continuing challenge and need to be resolved in a long-term manner. Likewise, when attempting to update the department's website, there have been frustrating challenges over the past year when we were attempting to meet accreditation requirements. Revisions to the website were repeatedly made, but when they were submitted, they did not appear as revised, leading to student and faculty confusion.

- Field Placements – Since Andrews University is located in a rural setting, the number and quality of field placements is limited. Andrews' social work programs are competing with other local social work, psychology and human services programs for a limited number of field placement opportunities. The Council on Social Work Education has strict requirements for field supervisors as well as field sites to which the program must adhere. This requires the continuing cultivation of relationships and awareness of new field opportunities as they arise. We've had an ongoing problem where social workers in some field placements are treated as inferior in skill and ability to psychology students. Efforts to resolve this problem through dialogue thus far have not been entirely successful.

· Lack of tuition support for international students – The Department of Social Work is faced with an increasing demand for admission from international students. A unique challenge is tuition assistance since they do not qualify for US government loans due to their citizenship status. Likewise, many of them are limited in the degree to which they can work. This threat needs to be addressed in order to keep department enrollment growing.

· Mounting student debt – the continued yearly rise in tuition costs is making it difficult to attract and retain students at both the undergraduate and graduate levels. Students routinely graduate with \$50,000 in debt and some carry \$75,000-80,000 in debt by the time they graduate from our MSW program. This starts them off in a lower-paying career at a great disadvantage and drives many students out of our program. Many other students would like to join our program but choose other cheaper program alternatives in the area.

· Insufficient recruitment funds – Compared with many other schools of social work, the funds available for recruiting are minimal. While it is true that the Office of Graduate Enrollment is doing their best, they, by their own admission, are not experts in the field of social work, and therefore, are not the best advocates for the program. It is our view that a Master's level recruiter dedicated to the Social Sciences Division would help to address these concerns through a recruitment strategy that would benefit all departments. In addition, the department itself should have a sufficient budget to travel to BSW programs locally and at least to the BSW programs in SDA colleges/universities. We've had to rely on using some of our small Graduate Assistant budget to augment the few dollars given to the department for recruiting. Students do a great job, but are somewhat limited in what they can do as well. In addition, we lose students when the process is so slow in the Office of Graduate Enrollment. Students have commented that we are not interested enough in them or that we are inefficient when they wait weeks after their application is completed to hear an admission decision. The Office of Graduate Enrollment is moving to an on-line system that will hopefully make this process more efficient for everyone using it.

· Diffusion of interests with a small faculty – Some have suggested that the department of social work is trying to do too much with too little. What is often cited is that there are eight areas of emphasis offered to students. While it is a valid concern that trying to do too much leads to nothing being done well, it must also be remembered that social work is a profession of wide and varied interest. The department has been intentional about designing areas of emphasis that allow students the types of preparation that will make them more marketable in today's society - for example, the new aging emphasis. However, we are also sensitive to the demand for areas of emphasis. As a result of these concerns, the Emergency Preparedness area of emphasis was dropped at our most recent faculty retreat.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

WEAVE Question #19: What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

Projected Growth

Student Enrollment: The Department of Social Work has set a three-year goal for the Andrews University site of 75 BSW students and 55 MSW students enrolled in the programs. The Washington Adventist University site has a target of 32 BSW students within three years. In order to reach these target goals, an increase in budget dedicated to student recruitment is necessary. We believe that allocating 25% of one faculty member's salary toward recruiting would be necessary to achieve these goals. Additional creative strategies to achieve these goals might include: natural helper recruiting at SDA academies, recruiting incentives of alumni and current students, and social media incentives. Therefore, we would need to double the amount of funds in the budget available for recruiting from the current \$3,000 to \$6,000 to cover the cost of travel, marketing and incentives.

We also wish to improve the quality of our graduate students. This will require more aggressive recruiting to develop a stronger, more qualified pool of candidates for admission into our program. We have already voted to raise the entering GPA of the Advanced Standing MSW program from 3.0 to 3.2 as one way to raise the bar on quality student admissions.

Faculty Recruitment: The Council on Social Work Education (CSWE), the department's accrediting body requires a minimum student/faculty ratio of 25:1 at the BSW level and 12:1 at the MSW level. Based on current student numbers, this would require one additional faculty position for the department. Since we have a growing number of Hispanic students, our recommendation is that a doctoral-level Hispanic faculty member be recruited to fill this requirement. If the department is able to recruit a PhD-level faculty member at the Assistant Professor level to fill the vacancy created by David Sedlacek's departure to the Seminary in the coming year, the administration has approved the addition of an additional ½ time MSW-level faculty member.

Teaching

On-line instruction: The goal of the Department of Social Work is to develop five on-line educational modules within the next five years. These modules would begin with courses requiring less clinical focus such as Human Behavior and the Social Environment, Introduction to Social Work, Social Welfare Institutions, and Social Policy. Several elective courses also lend themselves well to an on-line format including International Social Work, Gerontology, Psychopharmacology and School Social Work. In order to accomplish this goal, faculty need to be trained in the development and instructional process around on-line courses. Andrews University needs to commit to the technology necessary to support on-line education. We regularly receive calls from prospective students looking for on-line alternatives. Additional efforts to strengthen our teaching might include: ongoing Moodle training, new faculty participation in faculty learning groups, and structuring collaborative classes in which the instruction is shared by multiple faculty. We also have a number of program-specific initiatives that we will work toward in the coming 3-5 years. These include:

1. BSW Program

- i. Develop a Child Welfare training track – this track is emerging based on requests from the Michigan Department of Human Services. This strategic alliance positions BSW graduates at the front of the line for jobs in this area.
- ii. Strengthen resources and relationship with Washington Adventist University – this is a rapidly growing program that needs to add faculty and develop new space. A new MOU is also needed.
- iii. Develop a series on online social work courses – recognizing the growing presence of online education and the strategic placement of Griggs University on our campus, we wish to develop 5 – 7 courses for online students in the next 3 – 5 years.
- iv. Create a student mentoring program – a number of students could benefit from a sort of culture guide who could help them understand and navigate through the complexities of departmental and university life.

v. Strengthen collaborations with Southwestern Michigan College and Lake Michigan College – these two community colleges are rapidly growing and have strong two-year social services programs. Our program will strengthen our relationships by updating collaboration agreements and developing updated articulation documents.

2. MSW Program

i. Expand international social work emphasis – recent ADRA-initiated contacts have prompted us to begin talking about formalizing social work field placement sites, tours and training opportunities.

ii. Strengthen gerontology emphasis – the rapidly growing number of Baby Boomers entering retirement make this area of emphasis a strong area for growth.

iii. Strengthen collaborations with MDiv and MYYAM programs – seminary students from Andrews University and the Associated Mennonite Biblical Seminary in Elkhart now account for almost 40% of our MSW population. We will continue to develop these partnerships to create students who are equipped to serve their communities in areas of counseling, community development, and church growth.

iv. Strengthen social work licensure preparation – we wish to develop additional venues and approaches for students to prepare for social work licensure.

Research

Research Initiatives:

Faculty brainstormed ideas about how to develop research for the department. While the primary focus of most faculty has been on teaching excellence, the faculty are attempting to find ways to balance teaching, service and research. Several initiatives are emerging to build research projects.

During recent visits to Haiti to training indigenous workers about helping with post-traumatic stress, data was collected on faith as a mitigating factor in surviving the stress of trauma. This data is available for analysis. Time is the factor keeping us from moving forward with turning the data into potential publication.

Faculty and several students are proposing to replicate a study done recently of the abuse histories of students and how that impacts their ability to succeed academically, socially, spiritually and emotionally at the university level.

Several other research interests are in various stages of development or completion, all of which would involve participation by both undergraduate and graduate students. These include:

1. Grand Rapids Congregational Study (further publications)
2. Adventist Social Services History
3. IAASW network collaborations
4. Additional United Way program evaluations
5. Emerging collaborations with MI Schools of Social Work group
6. AU Risk Survey
7. Christian Record Braille Foundation
8. Role of Hispanic and African-American churches in providing support, education and referral to substance abuse and mental health services (possible Federal grant)

The major impediment to pursuing these initiatives is time. Release time is not given to faculty specifically for research, although faculty are encouraged to some time each week pursuing areas of interest that will enhance their teaching. Those interested in direct practice choose to spend time staying current in this area. What might be helpful would be incentives to conduct research such as release time. To that end, five faculty will be collaboratively applying for Faculty Research Grants this current academic year. At present, the main incentive is faculty interest.