

# Academic Program Review:

## Social Work Program

August 2009

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## **Academic Program Review:**

### **Social Work Program**

**August 2009**

#### **Overview of the Program**

Ferris' Social Work Program is located in the College of Arts and Sciences in the Social Sciences Department. It is an accredited program with the Council on Social Work Education (CSWE). It is a four-year, Bachelor's of Social Work (BSW) degree. It is a professional degree.

The Social Work Program at Ferris has been in existence since 1970. It began as a two-year program; it added the bachelor's degree in 1976. (Note: A two-year or an Associate's Degree in Social Work does not exist at Ferris). In 1986 the name was changed from the *Social Services Program* to the *Social Work Program*. Accreditation was sought from the Council on Social Work Education, and in June 1990, it was granted. The last accreditation was 2003. The next one is due 2011.

In 1996, the Social Work Program started a site in Traverse City with 28 students. This initiative was established to service the non-traditional students in the Traverse City and northern Michigan. This program is a 2-plus-2 program. The first two years of the Ferris Social Work curriculum are taught by NMC faculty. Ferris Social Work faculty teaches the last two years.

Since the last Academic Program Review in 2001 there have been 275 social work graduates, 83 from the Traverse City site.

Because the Social Work Program is accredited, standards for the program have to be followed. This means that the following must be investigated, assessed, and or implemented: the Program's curriculum, program governance, the advisory board, student organization(s), the field components, library offerings, facilities, budget, advising loads, goals, and mission statement.

Our graduates have to complete 120 credit hours to achieve their BSW. The BSW is based on a foundation of both liberal arts and social work courses. The 120 hours include two interviewing (client/customer) courses, two policy courses, two methods and practice courses (including content related to individuals, families, groups, and communities), two research courses (design and statistics), two diversity courses, 600 hours in internship, portfolio presentations, self assessment exercises/evaluations, human behavior and environment courses, and regular exposure to social work theory.

Students are not only learning in the classroom, but also in the community. For example, Students have the opportunity to attend the annual Legislative Day every March in Lansing. In the past, professors have hired a bus or vans and driven 40-plus students to Lansing. Professors also take students to Chicago to learn about inner city living, ethnic sections of the city, and their individualized agencies of service. They also eat food from other cultures and attend cultural events of other ethnic groups. Students, either through class or the social work student organization, provide service to the

community. This has included tutoring developmentally delayed children or adults, tutoring middle school or senior high students, tutoring the elderly, helping plan and participate in “Take Back the Night” (a domestic violence awareness event), raising awareness for the homeless and the poor (collect blankets or sleep in a cardboard box), help Eagle Village put on a program for children who are needing parents and potential adoptive parents, raise money or gather food for the poor during the winter months, act in or direct the play “Vagina Monologues”, raise money for the “May Day” speaker each year.

Up until the recent economic crisis, the social work program could boast that all students had social work jobs or were accepted into graduate school by graduation. Today we cannot give such impressive statistics. We can still boast, however, that those who apply for either an accelerated or two-year Master’s of Social Work (MSW) degree programs get accepted.

The Social Work professors serve as models for our students. The faculty is involved in the community, engages in private practice, conducts research, writes, and assists with community organization and serves on boards for human service agencies. All of the tenure-line faculty members are tenured. Three are full professors, one is an associate professor, and one is an assistant professor. They are all MSW social workers. They all have years of experience in the profession.

All five are responsible for both the main campus and the Traverse City site. This stretches faculty, but it is important that the two sites are comparable. In order to limit the stress placed on tenure-line professors, adjunct members of the faculty are essential to the program. The adjunct members of the faculty are seasoned instructors; they have taught at Ferris since 2000. Five are graduates of the Ferris Social Work Program.

Program assessment is ongoing. The faculty meets weekly to discuss student concerns, course material, professional trends, workshops, and assessment outcomes. Input is obtained from student, field, and board surveys. Every year there is a Field Instructors Workshop. Issues, trends, and needs in the workplace are discussed. This is to help the faculty stay fresh in course delivery and course material. Each year the Advisory Board meets to discuss the direction of the Ferris Social Work Program. For example, it was the Board that pushed for accreditation. Today, the Board is pressing for a stronger presence on campus and in the community.

Various communities support our program and our students. They ask for our students as interns, seek them as volunteers, and ask for their assistance with assessment and research. Perhaps most importantly, they hire our graduates. Community members support our students by providing resources for the students’ social work projects. The social work community supports the program by providing field instruction and members on the advisory board.

Social Work alumni support the program and the students by participating in teaching as adjunct instructors, acting as field internship instructors, joining the advisory board, writing the Social Work Alumni Newsletter, and organizing the Social Work Alumni Annual Picnic.

In the plans of the faculty, Advisory Board, students, and alumni is the MSW program here at Ferris. Due to the economic crisis, this project is on hold, but not the dream. All believe that this is in the best interest of the students and the northern part of Michigan.

Facilities are adequate for our teaching and student learning. The ideal, though, is to have a Social Work building where learning and community services can be enhanced. For example, we can better provide services that students can help administer, like parenting classes, self-esteem groups, ADHD child parenting, Adult ADHD support groups, food and clothing pantry, research for local agencies, etc.

A building would make Program services more identifiable to the community and facilitate a more cohesive, institute-like environment. Perhaps most importantly, clients will feel more comfortable taking part in social services when they are set apart from classroom-related activities, helping to ensure confidentiality.

## Section 1.

### A. Program Goals

1. The goals of the Ferris Social Work Program are:
  - Goal #1. Prepare social workers to be qualified generalist social work practitioners with individuals, families, organizations and communities toward the enhancement of the human condition.
  - Goal #2. Prepare social workers to practice without discrimination with highly diverse populations.
  - Goal #3. Prepare social workers to engage in activities that promote lifelong learning toward the effective performance of personal and professional responsibilities.
  - Goal #4. Prepare social workers to engage in activities that promote collaboration, reciprocal relationships and advocacy within diverse social/political environments towards the enhancement of the human condition.
2. The goals were developed by the social work faculty in concert with the accrediting standards, the profession's Code of Ethics, and the profession's definition.
3. The goals define a professional social worker and apply to students immediately following graduation. Once a graduate receives his/her BSW, he or she is then a practicing professional. These goals meet the accreditation standards, thus our graduates can be licensed as practicing social workers anywhere in the country (each state has its own licensing exam) and are eligible to attend an accredited social work graduate school.
4. The goals have been condensed into four instead of the 10 we had on our previous Review. The definition of social work is still there. The faculty determined that when generating a list of goals, the list can go on forever; thus the faculty looked at accreditation standards and condensed the wording.
5. The Ferris State University Social Work Program is well aligned with the Mission, Vision and Core Values of the Ferris State University Community as a whole. The National Association of Social Workers' Code of Ethics core values offer striking similarities to the of our institution, namely:
  - Service
  - Social Justice
  - Dignity and Worth of Person

- Importance of Human Relationships
- Integrity
- Competence

When compared to those of Ferris State University which are:

- Collaboration
- Diversity
- Ethical community
- Excellence
- Learning
- Opportunity.

The specific Mission of the Ferris State Social Work Program is: “To educate professional social workers who will be leaders in their field, promoting social and economic justice, diversity, and empowerment and eliminating oppressive social conditions. We inspire students to be critical thinkers to meet the challenges of a global society through lifelong learning, innovation, political engagement, service, and community collaboration.”

The overlapping themes of service, respect, collaboration, critical thinking, work preparation and opportunity and justice in an increasingly diverse and global society are key elements of all of these.

The Department of Social Sciences’ Mission Statement also works alongside the Social Work Program’s Mission Statement.

“The Social Sciences Department, through excellence in instruction, readies students to effectively navigate the increasingly complex, diverse and globally -connected world by providing them with knowledge of themselves, others, and the dynamic social environment. By means of hands-on exposure students are socially responsible, engaged, and prepared for both work and continuing education in the social/behavioral sciences and related fields.”

## **B. Program Visibility and Distinctiveness**

### **1. Describe any unique features or components of the program.**

- a). The Ferris Social Work Program is a four-year, stand-alone degree. A graduate with the BSW is a professional. The Program is accredited by the Council on Social Work Education (CSWE).
- b). The graduate is able to be licensed as a social worker in Michigan.
- c). Six hundred hours of supervised field internship in two different social work settings are required. The first-year internship is done during the summer semester. A student completes 120 hours in a social worker-supervised setting. Faculty liaisons make visits to ensure learning assignments are appropriate. The second internship, the senior internship, occurs during the last two semesters before graduation. The student must complete 480 hours. This is usually divided between two consecutive semesters, thus a student is in an agency for 6 months. Again, each student is supervised by a social work professional and visited three times by our faculty liaison.
- d). Block senior internships, which are summer offerings, are available to senior students if all his or her course work is completed and the field requirement is all that is left. The student must have at least a 3.0 GPA. The student must be able to put in 40 hours per week in the field. This option is used by a few students, especially those who have a job waiting for them or for the student who plans to attend graduate school in the fall.
- e). Classroom size is small and specialized. There are an ideal maximum of 8 students in senior seminar, 25 in policy and research courses, and 15 in the methods courses.
- f). Each faculty member comes from the workplace and has served various areas: the alcohol and substance abuse population, the medical social work setting, the school social worker setting, the mentally ill, child welfare, domestic violence, Native American Reservations, therapeutic counseling, community organizations, and homeless assistance.
- g). Teaching and learning is done both in the classroom setting and via community service learning.
- h). The Social Work courses are a mix of face-to-face and mixed delivery.
- i). The Social Work Program is taught on the main campus and in Traverse City. In Traverse City, our curriculum is taught in collaboration with Northwest Michigan College (NMC).



- j). The faculty continues to engage in high levels of professional development and community service activities.
- k). Faculty have worked with many of the Michigan Community Colleges to assist their students to take acceptable first two years courses so that their students can transfer to Ferris Social Work Program to complete the BSW degree.
- l). The Program has its own Graduation Ceremony for Social Work students and their families. The Social Work Program has a senior photo composite display in the hallway of the Starr building.
- m). The Social Work Program has a well-established Advisory Board. Some members have been with us since 1972.
- n). The Social Work Program has two student organizations: the Social Work Association (SWA) and the Phi Alpha Honor Society. Each provides students with social interaction, civic involvement, attend professional conferences, establish his or her leadership skills, brings in speakers for campus-wide and community attendance.
- o). Our program's history has shown that all social work graduates who apply to graduate school for social work are accepted.
- p). Receiving your BSW and having a GPA of 3.5 or higher makes the graduate eligible to attend an accelerated MSW Program , thus getting their graduate degree in one year.

**2. Describe and assess the program's ability to attract quality students.**

We are able to attract quality students because of our reputation as an excellent program. Such feedback has been garnered from the faculty of other universities, students' families, and at least one member of the Michigan legislature.

The Program also enjoys exposure through its involvement with community, national, conferences and organizations.

Our students have become active graduates who promote our program. Members of the faculty receive many notes and emails and visits from our alumni. Those who come to visit are bringing future students with them.

We have been able to develop three scholarships (totaling, at this, time around \$15,000.00) for incoming social work students. Though not as large as we would like, they will help future students.

The enrollment in the Social Work Program has been steady and consistent. The enrollment pattern shows this.

Year:	2004	2005	2006	2007	2008
Enrolled:	148	152	138	140	145

Student evaluations state that the learning is excellent. Alumni have stated that the curriculum provided them with important skills, knowledge, and values. Alumni have stated that the program made them more than ready for graduate school. Many have said that graduate courses frequently repeat what they already learned at Ferris. Field instructors state that students are well prepared when they come to the field.

The program has raised the ACT score for incoming first-year students hoping to raise the readiness of the students in the program. But we have noticed that the ACT does not provide us with accurate information. Because of our relatively high number of nontraditional students, it is difficult to assess the effectiveness of the change. More specifically, the link between GPA and ACT scores becomes tenuous with older students.

In the *Ferris State University Student Satisfaction Survey 2005-2008*, students rated the quality of students in the program at 86% "excellent-good".

**3. Identify the institutions that are the main competitors for prospective students in this program.**

Programs that are competitors on campus are Psychology and Sociology. Students unfamiliar with Social Work and want to "help people" will go to those fields they have heard about and had exposure to high school. Social work is foreign to them.

Our enrollment numbers were much higher prior to the Psychology Major. We still get a number of students who transfer from Psychology to Social Work and at the same time, we have social work students who minor in Psychology.

The biggest off-campus competitor is Grand Valley. They have a BSW and a MSW program. Their MSW program is also in Traverse City. Unfortunately this MSW program is the only one available to our students in Traverse City. They offer a degree in Advanced Generalist. The GVSU MSW is a generalist degree. It appears that the material covered in this program overlaps a great deal with our BSW. Students are not able to get clinical emphasis or community organization (which is what we want our proposed MSW to be). There is not another BSW program from Big Rapids to the Upper Peninsula.

Grand Valley's BSW program does not offer two internships. They are accredited also. Grand valley is not in the northern part of the Lower Peninsula.

Grand Valley has a strong International Study Abroad program for Social Work. A faculty member took a sabbatical last year in order to research and establish ties in El Salvador and Mexico for our International Social Work practice. The world is getting smaller and International Social Work is the push now. Students are looking for International Social Work study. We hope to have our program off the ground in the next two years.

### **C. Program Relevance**

#### **1. Provide a labor market demand analysis.**

The National Association of Social Workers (NASW) Press' "Workforce Trends Affecting the Social Work Profession" explains that the social work profession is one of the professions expected to grow at a faster-than-average rate through 2016. It also quotes the Bureau of Labor Statistics estimating the need for nearly 600,000 social workers in 2006 and 727,000 social workers in 2016. The increase is based on the number of older adults over the age of 65, which will blossom to around 71 million people in 2030. This is more than double the figure in 2005.

The NASW Press also states that due to the above, social workers are expected to be used as care managers and care coordinators, helping families develop and implement care plans for their elderly family members.

In the NASWNEWS, June 2009, US Rep Carol Shea-Porter (D\_N.H) stated, "Social Workers' service makes our communities stronger as the need for social workers is expected to grow at a rate much faster than average, we must attract new people to the profession and retain the dedicated professionals we already have."

NASWNEWS, June 2009, James Kelly, PhD, president of NASW states "...our current economic turmoil is creating a need for social work services that many of us have not experienced in our lifetimes."

From the Bureau of Labor Statistics under "Social Worker" it states, "Between 2006-2016, jobs for all social workers are expected to grow much faster than the average for all occupations. Jobs working with older people will grow especially fast because there will be more people who are old and need help. Jobs helping people who are addicted to drugs and alcohol will also grow quickly. Jobs in schools will grow because there will be more students with special needs. Jobs in hospitals will grow, too, but not as fast as jobs in other places. In cities, competition for jobs might be strong. It might be easier to find jobs in rural places." (April 29, 2008).

**2. Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.**

The Ferris Social Work faculty includes energetic, active, and involved, experts committed to ongoing learning, the social work profession, and teaching. Thus, the faculty is taking great strides to keep up to date on social work trends in practice, theory, community needs, etc. Members of the faculty attend an average of two social work conferences each year. Information is shared at weekly faculty meetings where the discussion often centers on curriculum and/or internship placement needs. An example is addressing the elderly in our courses. We were recently awarded two grants from the John A. Hartford Foundation. One is to develop gerontological - social work material to infuse in our present courses. The other is to develop a library of resources on gerontological social work. We are starting our second year of this reward.

Our Advisory Board's membership consists of social work professionals from different areas of service. They are asked at every Board meeting what is new in the labor force and what we might do to address it. For instance, it has suggested that the Program better address the "Baby-Boomer" population in its courses and field practica. It has suggested that international social work be addressed. It has also alerted us to the prominence of "Evidence-Based" therapy trends along with "Case Management" therapy methods. These are just a few of the suggestions provided over the years that the Board has directed faculty.

The Social Work Program has a Students' Concerns Committee which is a sub-committee of the Advisory Board. This committee provides the student with a listening ear of Board and faculty members. The reality has been that if there are concerns, students feel very free to voice their concerns.

The Traverse City site provides an excellent example. Recently, Traverse City students issued a complaint. They were worried that there was only one full-time faculty member available to them. This, they felt, limited their education and created a potential conflict of interest as same person provided the bulk of their instruction, advising, and grades. (This was, only in part, the result of a sabbatical leave.) The Program responded quickly. Multiple members of the faculty, seasoned adjuncts and regular professors, have been assigned to teach courses in Traverse City. The Program Coordinator is now visiting 1-2 times a week to address advising issues.

(It should be noted that the Social Work Faculty was in full agreement with the students, for they have requested, over the past six years, the hiring of another regular, full-time faculty member for the Traverse City area. This is an accreditation issue. It is important that the Program provide comparable educational experiences on both campuses.)

The faculty regularly reviews the comments and suggestions found in Exit Surveys. Usually, the graduates ask for more course material like medical terminology, child welfare laws, psychotropic drugs and mental illness. In the past they also told us that some courses are repetitive like SOCY 230 and SOCY 225 or ECON 221 and SOCY 443. We have also heard from the students that the curriculum is too restrictive and does not allow for electives. The faculty has discussed this and developed a revision of the curriculum (prior to the mandate that programs on campus change to 120 hours for a degree). Our curriculum went from 128 credit hours to 120 credit hours. We gave the students a choice of SOCY 225 or SOCY 230. Also they were given a choice of Econ 221 or SOCY 443. We eliminated PSYC 410. We gave them a choice of courses to meet their cultural and global requirements. For their Biology, we let them choose from three courses offered and they can take any other scientific understanding course they want. This has been particularly helpful to transfer students.

Alumni surveys suggest an overall positive view of the program. Suggestions have often reflected the current needs of alumni. For example, past students have suggested the inclusion of courses on child welfare, social work agency supervision, and international social work. The Faculty and Board have examined these possibilities. A child welfare course was once offered and we hope to bring it back now that there is additional room for electives. Regarding supervision, related issues are now covered in the senior seminar course taken alongside the senior internship. However, the faculty is researching a possible Social Work Agency Supervision course. As already mentioned, a social work professor went on sabbatical leave last year in order to research and implement an "International Social Work" internship in El Salvador and in Mexico. International Social Work is a future methods course that faculty will have to develop due to the needs of our present and future students. It is not uncommon for students to experience international work (e.g., church trips, the Peace Corps, etc.) and desire to do it on a permanent basis.

### **3. Assess why students come to FSU for the program.**

Students have commented that they enjoy the "family" atmosphere from faculty and students in the program. They enjoy the one-on-one instruction they get in the classroom. Alumni write that they resented that some professors pushed them so hard, but now on the job, they appreciate it and value it. These impressions are driven comments made by students, such as not feeling like a number, being encouraged by family who were Social Work alumni, and appreciation for the professional nature of the Program (e.g., "The degree (BSW) is a professional degree and you start working in the field right away.").

To measure student sentiment, the Program uses the *Ferris State University Social Work Program Student Satisfaction Survey 2005-2008*. According to this survey, students are very satisfied with their overall experience at FSU. They would recommend FSU to a friend. They have developed a close relationship with faculty members. They feel challenged to do their very best. They praise the availability of advisor. They rate the quality of career advising in the program as excellent-good. They rate quality of students in the program, course work preparation for employment, fairness in grading, and quality of instruction competence of program faculty all as excellent/good.

In addition, two other instruments are used in the Social Work Program: *The Baccalaureate Education Assessment Project Exit Survey (BEAP)* and our *Curriculum Evaluation Survey*. Both are completed by graduating seniors. The BEAP aggregates the information collected with similar information from graduating BSW students around the country. Summary information is sent back to us. The Curriculum Survey is distributed by the faculty to our graduating students. In this format, students give their opinion of the field experience and the social work curriculum. Answers are in narrative format.

#### **D. Program Value (faculty surveys)**

##### **1. Describe the benefit of the program, facilities, and personnel to the University.**

*“The highest work is that of Social Work because it gives joy to the worker and subsequently, to someone else.” - Woodbridge N. Ferris*

Social Work has been with Ferris State University from the beginning. It provides a steady enrollment each year. It is an accredited program. It is the only BSW for Northern Lower Michigan. Social work services are sought from local community programs. The faculty is active on national and local boards and committees. Members of the Faculty actively use and provide presentations about the Jim Crow Museum. The Social Work Program was awarded the Dr. Martin Luther King Social Justice Award in January 2007. The plaque stated: “For diffusing diversity throughout your curriculum; for teaching your students to value diversity; for serving as role models for activism.”

The Program does not have its own facilities. A dream is to have a building so that the Program can include an area to provide services for students and the community as well as experience for our students. We do have a room with a two-way mirror (Starr 110) to use in our two interviewing courses. It is not “ours”, but we do use the Jim Crow Museum in our courses.

**2. Describe the benefit of the program, facilities, and personnel to the students enrolled in the program.**

As mentioned previously, the Social Work Program is an accredited program which awards a BSW. This BSW allows the graduates to be licensed in the State of Michigan (to practice social work). It allows students to be licensed in other states after successfully passing a test. It also allows graduates to go on to graduate school to obtain their MSW. The degree allows graduates, with a GPA of 3.5 or higher, to be accepted into an MSW accelerated program.

Students comment often about the benefit of student advising by the faculty. All students have to meet with their advisors at least once per semester. Traverse City students value it so much that they complain loud and clear if they feel they are not getting their advising needs met (Fall 2008).

There have been no known complaints about learning facilities by the students other than when the air conditioning or the heat is not working properly. The Social Work Student Organization (SWA) and the Phi Alpha Honor Society complain that they do not have an office to call their own. These organizations have been awarded for excellent service from Ferris Student Services.

With five full-time faculty, the Social Work students have great opportunity for interaction with each professor be it advisor, field placement coordinator, field visit liaison, SWA advisor, Phi Alpha advisor, field trips, professor, supporter of the student's projects, and portfolio. The faculty meets weekly and frequently on the agenda are student concerns. Here we monitor students' progress, issues, and successes.

**3. What is the assessment of program personnel on the value of the program to employers? Explain how this value is determined.**

The Social Work faculty is well respected by the local community. This is based on the willingness of local social workers to participate on our advisory board, serve as field instructors, serve as adjunct faculty, ask for faculty to be on their agency boards, ask faculty to do an agency assessment or research for their program, and hire our graduates.

When we went to the community to complete a survey to show interest in our starting an MSW program here at Ferris, the written response was very positive. A couple of respondents were not hesitant to state how pleased they were with the quality of employees the social work graduates have been.

Other than the above, we do not have a survey asking employers how they feel about a particular professor. Our Employer Survey (BEAP) focuses on the graduates they have hired.

**4. Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc).**

As stated previously, the Social Work Program provides student and faculty services to the local community. Last fall we were contacted by the State of Michigan Poverty Summit Planning Committee and asked if we would send our students to Detroit to assist on the day of the Summit. Six students and one faculty went to the Summit, the first in the State of Michigan, and attended sessions and contributed to the dialogue. The students also provided assistance as volunteers to the Summit.

Faculty members serve as officers in national, state, and local organizations and committees. Many have participated in collaborative research. Faculty members have provided presentations about the Jim Crow Museum and brought the Jim Crow Museum “on the road” at conferences. Social work professors hold memberships in various social work-related organizations and present at workshops, conferences and community meetings.

The faculty has hosted a regional Social Work Education Conference here on the Ferris campus in 2006. A faculty member also planned and hosted a Sociology (his Ph.D. area) conference here on campus in 2007.

**5. What services for extra-University general public groups (e.g. presentations in schools or to community organizations) have faculty, staff and students provided? Describe how these services benefit students, program and community).**

In our SCWK 320 (Methods with Groups and Community) course students learn about the dynamics of working in a group on a community project. Students have to find a need in the community and develop a plan to implement that would address that need. As an example, a group decided to address the issue of homeless in this county. A group of students gathered data (i.e., they met and interviewed City Council members, Department of Human Services Director, Salvation Army, etc.). They then presented their findings before the City Commissioners with a suggested plan to implement. The students learned about politics, addressed a body of governmental officials, and found that not everyone thinks like they do.

Our Phi Alpha Honor Society students, with their faculty advisor, developed a national web-site for the National Phi Alpha Social Work Honor Society. These same students participated at the National Social Work Educators Conference (New York) and gave a workshop on the web-site. These students were presented with an award at this conference for the creation of the web-site.



In our SCWK 330 (Advanced Interviewing Skills) course, our students work with the area's elementary, junior high and senior high students, and with the area's elderly. Our students practice their skills with an assigned child, youth, or adult at the same time assisting the client with much needed services. The students at the end of the year present to faculty and community personnel at the "Annual Meeting" their work and progress (example, child 's grades have improved since intervention implemented) made by their client.

## Section 2: Collection of Perceptions

### A. Graduate Follow-up Survey

This survey is one of a series of assessment instruments developed by our national Baccalaureate Program (BPD) and is endorsed by the Council on Social Work Education (CSWE) our accreditation body. This instrument aggregates similar information from other BSW graduates around the country. We have been using this series since 2001. We submit this survey every two years. It addresses field of practice, population worked with, social work knowledge, values and skills, what further education was pursued, what memberships in what organizations they joined, and if they have personal physical impairments.

It addresses our Assessment Outcomes #1, #8, and #9.

BEAP Alumni Survey 2001-2008 (N=33)

Discussion and Summary: It is clear that our graduates felt they were well prepared for the field in the knowledge, values and skills of the social work profession. Students responded to BEAP Alumni Survey (N=33) from 2001-2008 two years after graduation, which had a 9 point Likert scale with 1 being “very poor” and 9 being “very good” in several areas of knowledge, values and skills of the profession.

Responding to their preparedness for social work knowledge, students indicated “good” preparedness, with an overall mean of 7.3. The areas receiving the lowest means in the knowledge area were group development (6.93) and organizational development (6.87), both in the macro practice area. The areas receiving the highest means were in the knowledge of oppression and discrimination (7.73) and bio-psycho-social development (7.77). All means in the knowledge area were above the “good” mark, and all surpassed national averages.

Responding to their preparedness for social work skills, students indicated “good” preparation with an overall mean of 7.36. Areas receiving the lowest means in the skills area were applying the findings of research (6.67), evaluating my own practice with supervision (6.67) and seeking organizational change with supervision (6.63). Again, the respondents felt they had “good” preparation and our graduates surpassed national averages.

An obvious area of strength identified by our graduates is in the social work values with an overall mean of 8.84! Graduates felt they were most prepared to respect the dignity of clients, uphold client confidentiality, and respect cultural and social diversity. There were no weak areas in the values section; all means were above 8.0.

Additional information gained from the survey indicated that 54.5% of students had applied to an MSW program, and 39.4% were currently enrolled in an MSW program.

68% of the respondents indicated they were prepared for graduate education “very good” or better, with 37% of the graduates indicating they were “superbly” prepared. Graduates were also engaged in professional activities with 46% of the graduates indicating they had attended a professional conference in the past year, and 27% indicating they had attended a professional workshop.

One possible area of concern is that 63% of our graduates indicated they were not licensed with only 23% indicating they were licensed. All states require licensing, but it is relatively new (2005) to Michigan, so that may be a possible explanation.

One difficulty in administering this instrument is that we mail them out and do not always have accurate addresses, thus we do not get 100% surveys completed. The Ferris Alumni Office tries to share their information with us and we them. We used to collect data from our Alumni, those out one year and those out 5 years using phone and mail. This became time consuming and not very productive. We have moved to an every-two-years mailing. With the help of our Social Work alumni List-Serv and our Social Work Face Book, we are able to keep more up-to-date addresses and phone numbers. We plan to put the survey on-line in the near future.

## **B. Employer Follow-up Survey**

Our Employer Survey is also in our BPD Assessment Series. We submit this every two years. It asks the employer his/her educational background, and 19 questions asking about social work skills, knowledge and readiness of the graduate they employed.

This survey addresses our Outcomes #1, #2, #3, #5, #6, #8, #10, and #11.

BEAP Employer Survey 2004-2008 (N=17)

Discussion and Summary: Employers of our graduates are sent a 19-question survey responding to how well they think the employee (Ferris graduate) demonstrates ability in several areas of knowledge, values and skills in the social work profession. The survey is a 10 point Likert-type scale, with 0 being “very poor” and 10 being “superb”.

Generally, our graduates were seen as capable in most of the areas, with only a couple of graduates being below the “good” range in a few areas.

Specifically, the results are as follows:

- Practices within values and ethics of the profession – 100% of our graduates were found to be “good” or above, with 41% of the graduates reported to be “superb”. This is a program strength.
- Understands, respect and appreciates diversity – 100% of our graduates were found to be “good” or above with 52.9% of the graduates reported to be “superb”. This is a program strength, and is consistent with graduates self report.
- Professional use of self – 100% of the graduates were found to be “good” or above.

- Understands current issues in social work – only one student was found to be below the “good” mark
- Applies knowledge of generalist practice – 100% of our graduates were found to be “good” or above, with 64.6% of our students perceived to be “very good” or above.
- Applies skills of generalist practice – 100% of our graduates were found to be “good or better, with 58.7% of the students “very good” or above.
- Uses theory to understand individual development – one graduate was rated “poor” in this area, while the remainder were rated “good” or better
- Uses theory to understand families – one graduate was rated “poor,” and one “adequate” with the remainder rated “good” or better.
- Uses theory to understand groups – one graduate was rated “poor” and one “adequate.” There was a big range in ratings for this category. Overall, these data are consistent with the graduates’ self report in the Alumni Survey.
- Uses theory to understand organizations – this is an area where there was a large range in the scores, and fewer students rated “very good” or better (47%). Again, the data are consistent with the graduates’ self reports.
- Analyzes impact of social policies on individuals, families and groups – there was a large range in the scores, but 70.5% of the students were rated “very good” or better.
- Analyzes impact of social programs on organizations and communities - 62% of our graduates were rated “very good” or better.
- Advocates for changes in agency policies and practices – there was a large range in the scores, with fewer graduates rated (50.9%) at “very good” or better.
- Applies research findings to practice – most of the graduates were rated “good” or better. Fewer students were very good or superb in this area.
- Evaluates effectiveness of own practice interventions – most of the graduates were rated “good” or better.
- Evaluates effectiveness of programs – most of the graduates were rated as “good” or better.
- Uses communication skills appropriately with different clients – this is an area of strength as 47.1% of the graduates were deemed “superb” in their communication skills.
- Uses supervision appropriately – again, an area of strength as 50% were deemed “superb” in their use of supervision.
- Functions effectively within organizational structure and policies – another area of strength, with 52.9% of our graduates seen as “superb” in this area.

Generally, employers see our students as well prepared for their social work positions, although the low rate of return on the instrument and the low “N” do not allow us to draw reliable conclusions and recommendations. Areas of strength include graduates’ preparedness for working within the values and ethics of the profession, diversity, communication skills, the use of supervision and the ability to function effectively within

the organization. Possible areas for attention include applying theory to groups and organizations and advocacy. The areas for attention seem to be consistent with the data gathered from the Alumni Survey. There were only a couple of students who were rated quite low on the scale which might have skewed the data due to the low "N".

### **C. Graduating Student Exit Survey**

Our Exit Survey is also in our BPD Assessment Series. We also have a Social Work Values Inventory (Exit) Survey that is part of this series. We also submit the Social Work Program Field and Curriculum Survey. These three surveys are given each semester to our graduating seniors.

These surveys address Outcomes #1, #2, #3, #5, #7, #8, #9 and #11.

BEAP EXIT SURVEY 2001-2008 (N=143)

Discussion and Summary: BSW students take the Baccalaureate Educational and Assessment Program (BEAP) survey immediately upon graduation, usually the last week of class. The survey is meant to assess their intentions for further education as well as their self report on how well they were prepared in social work knowledge values and skills. One hundred and forty three students took the survey between 2001 and 2008. The survey is comprised of a 10-point Likert-type scale, with 0 being "very poor" and 10 being "superb".

Responding to the questions regarding furthering their education, 82.7% of the students indicated they intended to further their education, and of those, 94% of the students planned to pursue an MSW. 33.6% had already applied to an MSW program and 59% had already been accepted into an advanced-standing MSW program.

Responding to their preparedness regarding social work knowledge, the overall mean on the Likert scale was 7.53. The range was 7.30 to 7.94, indicating all areas were in the "very good" range. The highest means were in the areas of knowledge of oppression and discrimination (7.94) and theories of diversity (7.87). The lowest means were in the area of organizational development (7.3) and the history of social work (7.31). These data are consistent with the data received in the Alumni Survey, with students who graduated two years prior.

In the area of social work skills, the overall mean on the 10-point Likert scale was 7.59. The range was fairly small as all the scores hovered around this mark, indicating "very good". The highest score was in the area of communication based upon diversity and ability (7.93) and the lowest was on evaluating research studies (7.42). These data are also fairly consistent with the Alumni Survey data.

The area of social work values was again a perceived strength for the respondents, with an overall mean score of 8.9! The range was 9.11 to 8.47. The highest means were in

the areas of upholding client confidentiality (9.11) and in being non-judgmental (9.04). The lowest was on working with colleagues in other fields (8.47) and working well with colleagues in social work (8.75), but ALL the scores were excellent.

These data clearly indicate the respondents feel they were well prepared in the areas of social work knowledge values and skills.

#### **D. Student Program Evaluation**

This evaluation is given to seniors who are enrolled in their senior seminar. This evaluation is given to seniors rather than second or third year students, because we found in the past that students just into the program are not fully aware of the curriculum sequence, how field placements are decided even why they are taking the courses the Program requires. Seniors have a more holistic view and can comment on it from that perspective. Their input is read by faculty, discussed at faculty meetings, and the Advisory Board. If a change is needed, options are examined and action is taken. For example, a few years ago, students were complaining that enough courses were not being offered during the academic year, thus delaying graduation. Faculty reviewed this, researched how many students were being offered independent studies in order to graduate on time. As a result, we then offered SCWK 320, 330 and 370 in both the fall and the spring. This did not work. SCWK 370 has had to be closed each fall due to lack of adequate enrollment. Lack of enrollment this past spring closed a section of SCWK 330 and 320. The faculty is still examining this issue.

#### **E. Faculty Perceptions**

The Social Work faculty consists of five full-time professors. We meet weekly and maintain regular communication on all matters of the program. A formal survey was not done. Faculty wanted to address issues as a whole with the knowledge that individuals could put in writing any concern they might not want to bring to the table. One issue that keeps coming up among the faculty is academic leniency. A faculty member may be seen as too rigid in expectations of students or a student. The other faculty member feels we are too easy on our expectations of our students. This is an ongoing discussion. The important point here is that we discuss such contentious issues openly.

Looking at the high results of our Program Outcomes, the Program faculty is investigating whether we have set the bar too low. Currently the bar is set at 2.0. Perhaps the bar should be set at 3.0, or better.

The faculty is very concerned about the off-site program in Traverse City. We are trying to maintain comparability between Traverse City and the main campus. We continue to request the allocation of more faculty members. Currently, it is difficult to have more than one full-time faculty there. We cannot have a program in Traverse City with one

full-time faculty and the rest adjunct. The Department Head and the Dean are aware of our concerns in this matter.

Another resource the Program needs is its own building, two more full-time faculty positions, and a director rather than a program coordinator. It would be nice to have additional funds to purchase videos/DVDs; funds to help our students in their field internship: transportation, housing, child care, medical care, and costs for tests (criminal, TB test, etc.); and funds and administrative commitment to implement a Ferris State University Masters in Social Work (MSW) program. It would be helpful to have a year-round secretary. Our student organizations need a place to work in. The students used to have an office, but due to faculty growth in the Department and elsewhere, the office for the students was eliminated.

Accreditation requires that the Social Work Program have self governance over its program, curriculum, and budget. This is very difficult to do in the governance structure at Ferris and in the College of Arts and Sciences.

The faculty does feel supported by our Department Head and our College of Arts and Sciences Dean on most program issues.

However, the concern of the “cost of the program” being based on class size is a serious concern for faculty. We have methods courses and seminar that we purposely want to keep small. Traverse City’s numbers would seldom get a class with more than 25. Our small size classes (ideal 25, though we have on occasion held more) is what is a plus for students coming to Ferris.

#### **F. Advisory Board Perceptions**

The Executive Committee of the Advisory Board meets with the Social Work Program Coordinator at least every other month and keeps in regular contact via email. The Executive committee develops the goals for the year and plans its two full board meetings. The Board consists of 15 members who are all social work professionals. Seven are alumni of our social work program.

Their voiced perceptions are: Governance needs to be addressed before CSWE Accreditation next year. They would like to see the term Program Coordinator changed to Program Director. They have submitted a paper to the Dean of the College of Arts and Sciences stating their proposal and reasons. The Advisory Board believes in the Social Work Program at Ferris. Some are vested as alumni and others have been a part of the Program’s development since the beginning and feel that ownership. They are also assisting in trying to help the program locate a “place” to start a storefront project allowing students to provide social work services to the public. Most Board members are very supportive of the MSW program. A couple of members are concerned that it might weaken our resources for the BSW program. The Board supports infusing

gerontology material into our curriculum. With continuing budget cuts in higher education, the Board is concerned about the future of the Social Work Program and the future of Ferris as a whole.



### Section 3: Program Profile

#### A. Profile of Students

##### 1. Student Demographic Profile

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Enrolled	148	152	138	140	145
Male	21	24	28	19	23
Female	127	128	115	121	122
Unknown	31	33	20	14	10
Black	19	17	12	20	15
Hispanic	1	2	3	1	3
Indian/Alaskan	2	1	2	1	1
Asian/Pacific	0	2	1	1	1
Caucasian	95	95	100	100	114
Foreign	0	1	0	0	0
Ave. Age	28	28	25	24	23
Full-time	108	112	106	105	97
Part-time	40	40	32	35	48
Resident	147	150	135	139	143

Discussion: Language and culture have been a problem for the one or two students we have had from other countries. This was seen especially in the interviewing courses and methods and client-to-student activities. Faculty worked closely with the International Program and the Writing Center with these students.

Gender: Social Work has been and continues to be a female-dominated major. We still are not attracting the minority population. In the past, this faculty made efforts to recruit especially the Hispanic population. We had hoped that would have been accomplished if we were able to get our program started in Grand Rapids. This would have provided instructor possibilities that were of Hispanic culture, thus winning the trust of the Hispanic community. This initiative has been set aside for the time being.

Most of our students are residents, thus we are preparing professionals for our State. I think we should watch the number of full-time and part-time students. Economics might be an issue...the average age went down and part-time students went up.

The overall numbers seem to be constant, thus will not affect the present curriculum or scheduling.

Day/evening classes: Most students on campus prefer day classes as noted in our enrollment. The Traverse City students prefer evening classes.

## 2. Quality of Students

### a). Range and average GPA of all students currently enrolled.

#### Pre-Social Work (raising GPA or category due to financial aid)

Year	Ave. GPA	min	max	Ave. ACT	min	max
2004	2.8	2.3	3.5	16.8	15	22
2005	2.5	1.9	3.3	16.3	15	20
2006	2.5	2.1	3.2	16.6	15	20
2007	2.8	2.2	3.5	19.0	16	23
2008	2.7	2.0	3.5	18.4	15	23

#### BSW-Social Work

2004	3.04	1.5	4.0	18.8	13	28
2005	3.03	1.6	4.0	19.4	13	30
2006	3.13	1.7	4.0	19.4	11	30
2007	3.12	1.6	4.0	19.3	14	30
2008	3.15	1.8	4.0	19.3	12	31

Discussion: Low ACT matches low GPA.

Our initiative to raise the ACT score for entrance into the program is related to good GPA scores.

**b). What is the range and average GPA of all students graduating from the program? ACT?**

Year	Ave. GPA	min	max	Ave ACT	min	max
2003-04	3.30	2.24	3.8	18.44	13	25
2004-05	3.40	2.45	4.0	21.00	17	25
2005-06	3.30	2.22	4.0	18.14	12	25
2006-07	3.20	2.10	4.0	18.25	13	28
2007-08	3.40	2.20	4.0	19.14	13	28

Discussion: The higher ACT correlates with the higher GPA.

Prior to Spring 2008, our senior field internship was graded as a “CR” or “NC”. As a result, their efforts in the field were not reflected in their GPA. Field totaled 12 credits all going as a “CR”. Now students are getting a letter grade and we believe this will help us better assess student success in the field.

**c). In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.**

We have two levels of students entering the Social Work Program: On **the first level**, a student **has** to meet the minimum admission requirements and want to major in the Social Work Program.

The Admission Requirements for students without prior college credits: a minimum of 2.7 high school GPA and a minimum of 17 ACT Composite Score including a READ sub score of 17. We changed the ACT from 16 to 17 and included the requirement of a READ score of 17.

**The second level** is Candidacy. This is where a student is formally accepted into the BSW candidacy program. This is usually in the junior year. Admission requirements for candidacy includes completion of required core courses (56 credits), a minimum overall GPA of 2.3, a minimum GPA of 2.5 in social work courses, a minimum grade “C” or better in all required social work courses, successful completion of a written self-analysis (15 pages), successful completion of research paper (20 pages) and a passing the written candidacy narrative (5 pages).

**Another** method of evaluating the quality of student is in the active advising by faculty with students. Students see their advisor at least twice a semester. In these sessions faculty members are listening for concerns the student may present that might hinder learning or understanding of the profession.

**d). Identify academic awards students in the program have earned. Significance?**

Students over the past few years have been awarded the Honors Program Leadership Award, an award that honors excellence. Students have also been recipients of the Torch Award, Who's Who in Social Work Award, and the VanderLaan Leadership and Service Award. The Social Work Student Organization (SWA) has received the four and five-star award for service to campus and the community. The Phi Alpha Honor Society inducts each semester social work students with grade points of 3.5 or higher. They are recognized with a gold and blue ribbon and medallion at graduation. All these awards meet the program's goals of leadership, advocacy, applying social work principles and life-long learning.

The significance of these awards demonstrates the caliber of students that are in the program. It also meets the program goals and outcome goals: #9, participates in the community as engaged citizens and critical thinkers and #11 to articulate appropriate professional use of self.

**e). What scholarly/creative activities have students in the program participated in?**

Phi Alpha Honor students have created the National Phi Alpha Web-site. Students have presented at national social work education conferences (BPD and CSWE) on service-learning projects, "Jim Crow Museum of Racist Memorabilia: Lessons Learned", and on gerontology course infusion. Students have received press coverage for their involvement in the community, such as Child Safety Day-a fun and informative day of learning for parents and children. Topics covered were fire safety, stranger danger, exercise, and nutrition. Other moments in the press included the following: FSU Social Work students raise awareness about child abuse..... Social Work students trying to provide Thanksgiving dinner to less fortunate.... Ferris Social Work students mentor in the community....Ferris Social Work students creates Pajama Program (provides books and pajamas for children in need)....A Different Drum...Social Work student creates therapeutic drum circle at Manistee County Medical Care Facility.

Students have been recipients of various scholarships given due to their GPA and Leadership and service. Two students are on the cover of the local United Way brochure. Again these examples all meet the program goals of involvement, life-long learning, leadership, working with and advocating for the less fortunate. (Program Outcomes #1, # 3, #4, #5, #6, #7, #9,and #11.)

**f). What are other accomplishments of students in the program?**

After Hurricane Katrina hit, two social work students trained with Red Cross. One got sick just before departure day. The other assisted for 10 days. She was able to share her experiences with faculty and her classmates. After the shooting at Northern Illinois University in February 2008, two of our male students went to offer assistance.

Students have been involved annually with directing or acting in the *Vagina Monologs*. This is a fund raiser for WISE, the local domestic violence shelter.

Students are very active in the "Take Back the Night" each fall. This is a public march to bring about awareness of the devastation of domestic violence on people and families.

These activities reflect the following program outcomes: #1 "Effectively professionally intervene with individuals, families, communities and globally utilizing the Planned Change Model and from systems and strength perspective to enhance the human experience" and # 6 "Practice without discrimination and with respect regardless of age, class, culture ability, ethnicity, family structure, gender, marital status, national origin, race, religion and sexual orientation. Service to others and advocacy are goals of the program."

### **3. Employability of Students**

#### **a). How many graduates have become employed full-time in the field within one year of receiving their degree?**

The 2005/2006 survey indicates that 95% were employed full-time in the social work field.

#### **b). What is the average starting salary of graduates who become employed full-time in the field within one year of receiving their degree?**

In Fact Book 2001-2002, the average salary for social work graduates was \$22,563. The range was \$12,000 - \$43,000.

In the 2005/2006 Graduate Follow-Up Survey, the average salary reported was \$27,995.

#### **c). How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree?**

Unknown at this time

#### **d). Describe the career assistance available to the students. What is student perception of career assistance?**

Students are exposed to various human service agencies and professionals throughout their coursework. Speakers from various agencies are invited into classrooms and student meetings. Throughout the curriculum, students visit different agencies and programs. Students have two field internships that open up doors to the understanding of what social workers do. Students have the faculty available to them to help discern an area of service. The student's senior field placement is selected to assist the student in the direction of work they want to pursue.

In the *Ferris Social Work Student Satisfaction Survey 2005-2008*, students rated the quality of career advising in the program as “good” to “excellent.”

**e). How many graduates continue to be employed in the field?**

No objective information other than email, Face Book and Alumni Newsletter is currently available. However, we believe that the majority are employed in the field.

**f). Describe and comment on the geographic distribution of employed graduates.**

From emails, letters and phone calls our alumni are in Europe, Africa, and the United States.

**g). How many students and/or graduates go on for additional educational training?**

On average 1/3-1/2 of the graduating class goes on to graduate school within the year of graduation.

**h). Where do most students and/or graduates obtain their additional educational training?**

Michigan universities: Grand Valley State University, Western Michigan University, Wayne State University, Michigan State University, and the University of Michigan

**B. Enrollment**

**1. What is the anticipated fall enrollment for the program?**

Based on previous years, 140 – 155 are expected. See below for previous years.

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Enrollment	148	152	138	140	145

**2. Have enrollment and student credit hour production (SCH) increased or decreased since the last program review?**

	<u>2000/01</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Enrollment	167	148	152	138	140	145
SCH*	2015	1857	1720	1727	1737	

\*The chart provided does not have a count for Traverse City enrollment count or student credit hours.

**3. Since the last program review, how many new students apply to the program annually.**

Based on the applicant test score database, the following trend in applications has been observed. Assuming test scores are not available for every student (some transfer students), the table below provides a conservative estimate:

Fall	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	107	108	134	142	162	173

**4. Of those who apply, how many and what percentage are admitted?**

Not available at this time.

**5. Of those who are admitted, how many and what percentage enroll?**

Based on advising assignments, approximately 25 – 35 students enroll per year.

**6. What are the Program's current enrollment goals, strategy and efforts to maintain/increase/decrease the number of students in the program?**

Current goals are:

(To increase) Ferris faculty - be present for Northwestern Michigan College (NMC) social work faculty and counselors. This will encourage counselors to support students attending Ferris. Effective summer 2009.

(To increase) Involve the Advisory Board and Alumni in speaking engagements to inform high schools and community colleges of the Social Work Program. Effective fall 2009.

To host Continuing Education Trainings for licensed Social Workers in Michigan. (First training October 2009)

**C. Program Capacity**

**1. What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

Accreditation standards suggest that the advisor-student ratio be at 25 students to one faculty. Currently, we are at 31:1. If we continue to have 5 full-time advisors, a capacity of 150 students would be appropriate.

**D. Retention and Graduation**

**1. Give the annual attrition rate (number and percent of students) in the program.**

The following table is based on FTIAC enrollments:

<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
12 (52%)	5 (42%)	5 (62%)	6 (60%)	4 (40%)	4 (33%)	1 (11%)	4 (50%)

**2. What are the program’s current goals, strategy and efforts to retain students in the program?**

Current goals are:

Continue to let students know that someone is listening to them. Continue to utilize the Student Concerns Committee. Continue to advocate for the students: finances, course substitutions, referrals to the writing and tutoring centers. Support students who are experiencing medical and psychological issues. Provide opportunities for students to advocate and learn out of the classroom (e.g., Legislative Day, field trips, urban city visits, and tribal visits).

**3. Describe and assess trends in number of degrees awarded in the program.**

<u>Year</u>	<u>On Campus</u>	<u>Off Campus</u>	<u>Total</u>
1996-97	31	5 * first grads	36
1997-98	23	15	38
1998-99	27	12	39
99/2000	20	18	38
2000-01	26	9	35
2001-02	20	7	27
2002-03	24	8	32
2003-04	19	7	26
2004-05	25	13	38
2005-06	22	14	36
2006-07	25	10	35
2007-08	37	13	50



2008-09                      20    11    31

Discussion: There have been 514 BSW degrees awarded since 1996 when the Traverse City site began. Since our last review, there have been 328 BSW degrees awarded. (These numbers are different from the reports (e.g., Fact Book) made available to us by the University. Their numbers throughout this report do not appear totally accurate. We did a head count of our students who have graduated and that is what is reported here.)

The increase in number in 2007-2008 is most likely a result of the change from 128 credit hours for the degree to the 120 credit hours.

**4. How many students who enroll in the program graduate from it within the prescribed time?**

		<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year6</u>	<u>Year 7</u>
1998	PSWK				15	23
	SCWK				35	35
1999	PSWK				10	10
	SCWK			19	19	29
2000	PSWK				10	10
	SCWK			17	25	33
2001	PSWK		17	17	50	50
	SCWK			17	50	50
2002	PSWK		17	33	50	50
	SCWK	0000				
2003	PSWK	0000				
	SCWK				20	
2004	PSWK	0000				
	SCWK	0000				
2005	PSWK	0000				
	SCWK			17		

2006 PSWK 0000

SCWK 0000

**5. On average, how long does it take a student to graduate from the program?**

Unknown at this time

**E. Access**

**1. Describe and assess the program's actions to make itself accessible to students.**

The Traverse City site has all evening courses to assist the non-traditional students who make up the majority of the enrollment. Students can go to either campus for courses. There are multiple program entry points. We have mixed delivery courses and summer internship courses. The program provides set and flexible office hours and professors can often be contacted by phone and e-mail.

Students completing the Student Satisfaction Survey answered the questions: (1) Availability of faculty to assist me outside of class with "excellent-good," (2) Availability of required courses with "excellent-good.", and (3) Quality of initial contact with the program with "excellent-good".

**2. Discuss what effects the actions described in (1) have had on the program.**

Based on recent complaints we have received from Traverse City students, it appears that they do not feel a part of the Ferris Social Work Program. They feel left out. In response, the Program has worked hard to assuage this feeling. Actions have included increasing faculty involvement in Traverse City, encouraging student organization activity, and inviting them to Social Work-sponsored functions (e.g., Social Work graduation, speaker events, and field trips). Presently, the Program Coordinator is in Traverse City two days a week and teaching a night course there. The only courses this summer in Traverse City are field courses. Thus the one faculty member can cover field visits, advising, and teaching. In the fall, three faculty members will be in Traverse City advising, teaching, and coordinating. All this helps stabilize the students in Traverse City, but it is a strain on faculty. Again, additional full-time faculty members are needed.

**3. How do the actions described in (1) advance or hinder program goals and priorities.**

They help maintain enrollment, help students graduate sooner, help faculty stay in communication without always being in the office (cell, email).

**F. Curriculum**

**1. Program requirements. Describe and assess the program-related courses required for graduation.**

All social work courses are related to the accreditation requirements of CSWE. The resulting curriculum provides a holistic approach to learning about the person and the surrounding world. The Social Work Program has a liberal arts foundation. General education courses fit well with our curriculum (science, humanities, math, English, global). The required courses for the Social Work (BSW) degree are: human biology, speech, religion, American government, select psychology courses (e.g., development), social work-specific courses, sociology courses (e.g., those related to diversity, globalization, and social justice), applied social research, and intercultural competence. These total 120 credit hours.

**a). As part of the graduation requirements of the current program, list directed electives and directed general ed courses.**

Outside of the required general education courses listed above, there are no directed electives, only suggestions. Suggested areas of study include language, courses that would meet cultural enrichment, and courses they would use to help them in their profession, like Sociology of the Elderly.

**b). Indicate any hidden prerequisites.**

Prerequisite course are listed on the program checksheet as requirements. Therefore, there are no hidden prerequisites.

Students need to take Math 110 in order to complete the Ferris' math requirement, Math 115 or higher. In our curriculum, per accreditation standards, students need to take Human Life-Span Development (PSYC 226). In order for our students to take PSYC 226, they have to have PSYC 150. The same is true for Sociology. Students need Marriage in the Family, Minority Groups and Social Stratification. Before a student can take these courses, they have to take Intro to Sociology. While this is all understandable, those are credit hours that can be used for our social work elective courses, such as child welfare, social work in the medical setting, social work with the elderly, social work in the justice system, and social work and the law. Most of these courses have fallen by the wayside due to lack of enrollment in the past. The program was so restrictive that there was no room for electives. The faculty is reviewing this and considering resurrecting these courses.

**2. Has the program been significantly revised since the last review, and if so, how?**

Yes. The curriculum went from 128 credits to 120 credits in 2006. We eliminated some courses that were not essential to the social work degree. Others we left as "either-or" or let the student choose (e.g., cultural enrichment). This then left more room for electives.

Eliminated: PSYC 410 (Behavior Modification)

- Choices:
- Choose your own cultural awareness and global courses
  - Make one (instead of two) science courses a human biology course
  - Choose between SOCY 225 or SOCY 230
  - Choose between ECON 221 or SOCY 443
  - Choose between COMM 105 or COMM 121
  - Choose between RELG 215, RELG 325, or RELG 326

**3. Are there any curricular or program changes currently in the review process?**

No. Only in the discussion stages: course in gerontology, child welfare, and law.

**4. Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?**

The Program plans to include an International Social Work component. This would involve a new course and new senior internship locations. It will also infuse gerontological social work in the curriculum and provide at least one course fully dedicated to the elder population. We will also re-write the Child Welfare course. We are in the process of working with the State of Michigan Dept of Human Services Child Welfare Program. It is believed that such a course will increase the odd of students being hired by the State.

The Program will also continue to pursue the Master's of Social Work degree program here at Ferris.

**G. Quality of Instruction**

**1. Discuss student and alumni perceptions of the quality of instruction.**

In the Ferris Social Work Student Satisfaction Survey 2005-2008, "Quality of Instruction" received mostly excellent and good ratings (91%). In the BEAP (Baccalaureate Education Assessment Project for Academic Social Work Programs) survey given to students at graduation, the mean for preparedness was 7.53. The range was 7.30 to 7.94, indicating all areas were in the "very good" range. The highest means were in the areas of knowledge of oppression and discrimination (7.94) and theories of diversity (7.87). The lowest means were in the area of organizational development (7.3) and the history of social work (7.31). These data are consistent with the data received in the Alumni Survey with students who graduated two years prior.

In the area of social work skills, the overall mean on the 10-point Likert scale was 7.59, "very good." The highest score was in the area of communication (7.93) and the lowest was on evaluating research studies (7.42). In evaluative research, the faculty has a

prototype for evaluative research coursework. It has been revised and new (adjunct) faculty members have been mentored.

The mean for social work values was quite high: 8.9. The range was 9.11 to 8.47. The lowest was on working with colleagues in other fields (8.47). Although still quite high, this can be addressed at this year's Social Work Field Instructors Workshop.

**2. Discuss advisory committee and employer perceptions of the quality of instruction.**

Advisory Board members are dedicated to the success of the social work program. Commitment over the years has been awesome. Employers have stated in their survey that they have been pleased with the skill level of our graduates.

**3. What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants?**

Our College keeps each faculty up-to-date with new computers. Many classrooms in STARR have SMART room equipment. Desks are new and in good condition. Department supports purchasing of classroom equipment, video cameras (for interviewing training), and films. The Department has supported student field trips and associated travel expenses.

**4. Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment.**

Faculty have attended the following trainings/workshops: Writing Across the Curriculum, My FSU training, WEB-CT training, Center for Teaching and Learning (some faculty members have presented at these sessions), Jim Crow Museum new-facilitator session (some faculty have taught this session), Ferris Accreditation committee training, and Ferris Connect.

**5. What efforts have been made to increase the interaction of students with faculty and peers?**

Each fall we have a Social Work Welcome Night. Here all social work students come together for pizza and interaction. New students are introduced to each other and the faculty. Student organizations are introduced and present their programs. Volunteer opportunities are also presented.

The student organizations speak before every social work class during the first two weeks inviting new students to join. The SWA provided social events to get the new students interacting. Throughout the year, SWA and Phi Alpha have events for faculty and students to participate in, such as invited speakers, marches, fund raisers, and social time.

Faculty and students attend the annual Legislative Day in Lansing. In spring is the annual Chicago Trip. Here faculty and students view inner-city living (e.g., ethnic communities, the homeless, etc.).

Faculty try to have students attend national conferences. Students go as volunteers or as co-presenters.

**6. Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.**

The faculty attends conferences each year and brings back new ideas or professional issues. These are shared at program meetings. New practices are used in our methods courses. Our grants to infuse gerontology in our social work courses suggest that the faculty is keeping the curriculum relevant. Service learning is used in our curriculum. The faculty is very committed to the Political Engagement Project. Our accreditation body, CSWE, asks that we look both at the direct and the indirect competencies when developing our Social Work Program and teaching our students. We are to address how we teach the whole student. We do not have classes driven solely by lecture. Hands-on activities are incorporated into the class sessions.

**7. What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?**

Per the *Student Satisfaction Survey*, students rate the following as “excellent/good”: quality of instruction, quality of classroom facilities, organization of curriculum, quality of academic advising, challenge of coursework, involvement in community, social experience, academic experience, and overall experience.

**H. Composition and Quality of Faculty**

The Social Work Faculty, per accreditation standards, needs to have a Masters in Social Work degree from an accredited MSW program. Professors must have had at least two years of direct practice subsequent to their MSW. The entire social work faculty (including adjuncts) meets these requirements.

**1. List the names of all tenured faculty by rank and qualification.**

**a). Identify their rank and qualifications.**

Katherine Palazzolo-Miller, MSW, Social Work Program Coordinator, Tenured, Full Professor

Dr. Gerald Matthews, PhD, MSW, Social Work Field Coordinator, Tenured, Full Professor

Dr. (almost) Michael Berghoef, MSW, Tenured, Full Professor

Dr. Wendy Samuels, PhD, MSW, Tenured, Associate Professor

Mary Lou Bonacci, MSW, Tenured, Assistant Professor

**b). Indicate the number of promotions or merit awards since last program review.**

Since the last Academic Program Review, all of the professors have been tenured.

Three have been awarded *Full Professor*, four have been awarded *Associate Professor* and one has not applied for promotion to date.

One merit award has been garnered.

**c). Summarize the professional activities of program faculty since last program review.**

Members of the Program have, and continue to publish, attend/present at/help plan national and state conferences, speak to local agency staff, serve as active board members in local human service agencies, serve on the governor's Ombudsman Child Foster Care Board, and lecture at other universities.

**2. Workload**

**a). What is the normal, annualized teaching load in the program or department?**

A normal load is 12 semester credits/semester. This is a contractual number.

All Social Work Faculty usually teach an overload each semester. This can be from one credit hour to 5 credit hours.

**b). List the activities for which faculty receive release -time.**

**Ongoing Release Time:**

Program Coordinator                      6 credits release each semester

Field Coordinator                         6 credits release each semester

Traverse City Site Coordinator       3 credits release each semester

**Temporary Release Time:**

Political Engagement Project         3 credits release fall & spring semester

Department Assessment Co           3 credits release fall & spring semester

Ferris Senate                               3 credits release fall & spring semester

Gero Grant facilitator                 3 credits release fall & spring semester

### **3. Recruitment**

#### **a). What is the normal recruiting process for new faculty?**

We have not had any in new professor join the faculty in 6 years. When we did, we followed Department, University, and College procedures. We developed the job a description and specifications. Ads are then published in appropriate venues (e.g., social work websites). The search committee (Social Work faculty and department head) reviews applicant materials (e.g., vitae), selects 4-5 applicants for phone interviews following EEO review, and ultimately selects about 3 to interview on campus. During this process, references are called and asked a standard set of questions. During the on-campus visit, each candidate will meet with the department head, each Social Work faculty member, and the Associate Dean of the College. Candidates are required to teach in one of the social work classes and provide a professional colloquium for the Department faculty. The search committee evaluates the candidates and selects a preferred candidate. The Committee, then, passes on their selection recommendation to Dean.

#### **b). What qualifications are typically required of new faculty?**

The new Social Work faculty member needs an MSW from an accredited program and teaching experience. A Ph.D. is preferred.

#### **c). What are the program's diversity goals for both gender and race/ethnicity in the faculty?**

The faculty would like to have as diverse a faculty as possible. If it could hire more faculty member, it would try to recruit people of color and other minority group members. Currently, the faculty is relatively diverse.

#### **d). Describe and assess the efforts being made to attain goals in (c).**

Every year, we request additional full-time faculty. Unfortunately, we have not had the opportunity to attain the goal described in (c).

### **4. Orientation. Describe and address the orientation of new faculty.**

The faculty follows the procedures established by the College, Program, and University. The faculty introduces the new employee to members of the Department faculty, Dean, etc. A Social Work professor is assigned as the new employee's mentor for a year. All members of the faculty assist when needed. The new professor is encouraged to attend conferences with other faculty members. Usually, by the end of the first year, the new faculty member is recommended for a Department or College Committee.



**5. Reward Structure.**

Faculty Development Funds are available to social work faculty. Timme Funds are becoming more limited, but available. Both the Dean and the Department Head have some funding that helps faculty purchase needed equipment and materials (e.g., a video camera). CPTS funds (formerly UCEL) are also used to enhance development funding.

**a). Describe the reward structure in the program/department/college as it relates to program faculty.**

As stated above.

**b). Does the existing salary structure have an impact on the program's ability to recruit and retain faculty?**

Again, the Program has not had the opportunity to hire recently, but in the past, salary was a cause of losing a good candidate. The salary was too low. It has not been a factor in retention of present faculty.

**c). Is the reward structure currently in place adequate to support faculty productivity in teaching and research and service?**

It is not adequate to support two new positions. So far it has been adequate for present faculty.

**d). Is enhancing diversity and inclusion a component of the reward structure?**

If we ask to go to the *Equity in the Classroom Conference* that may be true, otherwise this has not been verbalized by faculty members.

**6. Graduate Instruction**

Not applicable. Perhaps this will be at the next program review.

**7. Non-Tenure Track and Adjunct Faculty**

**a). Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program.**

**Adjunct:**

Deborah Kay Bauman, MSW

Kenneth Homa, MSW

Vincent Carter, MSW

Todd Salisbury, MSW

Suzanne Harrison, MSW

Janet Vizina-Roubal, MSW

Peter Hector, MSW

We do not have any one-year temporary employees.

**b). What percentage of program courses is taught by the faculty in (a)? What courses are they teaching?**

Fall 2008	Faculty : 49 credits=60%	Adjunct: 32 credits=40%
Spring 09	Faculty: 48 credits=55%	Adjunct: 40 credits=45%

**Adjunct credits since last review:**

	Campus	Traverse City	Fac. Overload	Total Credit hours
F 2007	14	0	8	22
S 2007	18	10	8	36
F 2006	14	2	5	21
S 2006	13	10	8	31
F 2005	9	2	3	14
SU 05	0	4	2	6
S 2005	12	7	8	27
F 2004	12	0	0	12
SU 04	12	0	0	12
S 2004	12	7	2	21
F 2003	2	3	0	5
SU 03	2	5	0	7
S 2003	11	3	5	19
F 2002	3	0	0	3

Discussion: The need for adjunct faculty has increased each year. It is best for the reader to see the pattern over the years. This past year, the Program had more full-time faculty on various forms of released time, resulting in more adjunct hours. This need for adjunct instruction has been quite significant in past years. The Program would benefit from the addition of 1-2 full-time professors.

Courses taught: SCWK 110, 130, 220, 240, 310, 330, 450, 481, 482, 491, 492 and SSCI 310

**c). Describe the required qualifications for faculty listed in (a). Has faculty met all the criteria?**

Adjunct faculty must have an MSW and at least two years in direct practice. All adjuncts meet this requirement. Our current adjuncts have worked with the following populations: the mentally ill, abused and neglected children, prisoners, infants, the homeless, the disabled, veterans, families, teens, and school systems.

**d). Does the program consider the current use of non-tenure-track faculty to be appropriate?**

The Program is concerned with the growing need for adjunct instruction, especially with the balancing act required to maintain both Traverse City and Big Rapids locations.

**e). If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty.**

We are accredited. This should continue as long as the Social Work Program has an MSW-level person as the full-time director/program coordinator and an MSW-level person assigned as the field coordinator. They also want to see MSWs teaching the methods and policy courses. If a full time, non-tenure-track person was put in charge of Traverse City for more than a year, the CSWE will question the commitment of Ferris State University has to the Traverse City site. This was the issue brought up by a CSWE site visitor in 1999.

**I. Service to Non-Majors**

**a). Identify and describe the General Education service courses provided by the program faculty for other department at FSU.**

Outside of Dr. Matthew's African-American Studies course (AFAM 107), we do not teach any General Education courses.

**b). Identify and describe any non-general ed service courses or courses required for other programs.**

Until 2006, the Program provided SCWK 130 (Interviewing Skills) for the Criminal Justice Program. SSCI 310 (Intercultural Competence) is taught by our faculty and available campus-wide. AFAM 107, Intro African American Studies is offered by the faculty for campus-wide availability. Similarly, SCWK 263 (Substance Abuse- The Problem), is offered to anyone on campus.

**c). Impact of the provision of General Education and non-General Education courses on the program.**

The Social Work curriculum is based on a Liberal Arts foundation. The required General education requirements works well with our curriculum.

**d). Does the program plan to increase, decrease, or keep constant its level of service course?**

Keep the same.

**J. Degree Program Cost and Productivity Data**

The Ferris State University Productivity Report (2003-2006) and the Degree Program Costing Report 2003-2004) were used.

In reference to other programs in our Department, we look low for the SCH/TEF. When compared to other professional degrees we are comparable.

2003-04	SCH =1,620.00	FTE =5.58	SCH/FTEF= 290.29	Instr Cost/SCH=\$111.68
2004-05	1,787.00	6.29	284.14	
2005-06	1,825.00	6.19	294.64	

**K. Assessment and Evaluation**

**1. List and describe what variables are tracked and why when assessing the effectiveness of the program.** See Program Assessment (2)

**2. Provide trend data for the variables listed in (1).**

\*Following is the Social Work Program Assessment Outcomes. Here it is in DOC format. We also have it in TracDat format...(seen in the printed report).

<b>Program Outcomes</b>	<b>Measurement (I=Indirect Measure, D=Direct)</b>	<b>Benchmarks</b>	<b>Outcome Results May 2009</b>
1. Effectively professionally intervene with individuals, families, communities and globally utilizing the	1. Field Instruction Evaluation - I 2. BEAP Employer Survey, questions 5-10 -D 3. SCWK 481 Field Exercises 1-8 -D 4. Portfolio	1.95% of students will score "meets" or better on aggregated competencies.	1. Field Evaluation - 98% of the students scored a "meets" or better on all aggregated field competencies. (N=119)

<p>Planned Change Model and from a systems and strength perspective to enhance the human experience.</p>	<p>Presentation - D</p> <ol style="list-style-type: none"> <li>5. Classroom Observation: SCWK 220, 330, SCWK 320, SCWK 481, SCWK 482 - D</li> <li>6. SCWK 320 Project D</li> <li>7. SCWK 330 Case File D</li> <li>8. BEAP Exit Survey –Section D -I</li> <li>9. BEAP Alumni Survey – Section C - I</li> </ol>	<ol style="list-style-type: none"> <li>2. Mean data will be 6 or higher on 10 point Likert scale.</li> <li>3.98% of students will successfully complete all 8 field exercises</li> <li>4. 98% of students will earn a “C” or better on their portfolio presentations</li> <li>5. Of BSW candidate situations identified as needing Academic Performance Review, 80% will be satisfactorily resolved.</li> <li>6. 2.0 or better for all students</li> </ol>	<ol style="list-style-type: none"> <li>2. BEAP Employer Survey – Aggregated mean for Q5-Q10 = 7.79. No area was under 7.3 (N=17).</li> <li>3. Field Exercises – 100% of students successfully completed all 8 field exercises.</li> <li>4. 100% of students scored a “C” or better on their portfolio presentations (N=20)</li> <li>5. No students were identified as needing formal Academic Program Review this year (08-09)</li> <li>6. Group Project SCWK 320 - Aggregated grade was 99.32% out of 100%. Students achieved a 3.9 average on the group project.</li> </ol>
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		<p>7. 2.0 or better for all students</p> <p>8. 6.0 Aggregated Mean or better on a 10 point Likert scale</p> <p>9. 6.0 Aggregated mean or better on a 10 point Likert scale</p>	<p>7. SCWK 330 Case File – 100% of the students received a 2.0 or better. 85% received a 4.0. (N=27)</p> <p>8. BEAP Exit Survey – Knowledge aggregated mean = 7.54; Skills mean = 7.63; Values mean 8.1. Total Aggregated mean for the section = 7.76, (N=143).</p> <p>9. Alumni Survey – Aggregated Mean for Evaluation of Preparation for working with client systems: 7.84. Knowledge mean = 7.30; Skills Mean = 7.38; Values Mean = 8.84. No individual mean under the 6.0 benchmark (N=33).</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME</b></p>
<p>2. Demonstrate knowledge, values and skills for evidence based practice.</p>	<p>1. Portfolio Presentation –D</p> <p>2. Case File –SCWK 330 (micro)</p> <p>3. Group Project – SCWK 320 (macro)</p> <p>4. Field Exercises 2,3,4,6 &amp;8</p> <p>5. Field Evaluations –Section B-G</p> <p>6. BEAP Employer</p>	<p>1. 98% of students will receive a 3.0 average on their portfolio criterion.</p> <p>2. 2. 2.0 or better on case file</p>	<p>1 Portfolio Presentations – 96% of students scored a 3.0 or better on their portfolio criterion (n=20)</p> <p>2 SCWK 330 Case file – 100% of students received a 2.0 or better on the</p>

	<p>Survey 15 &amp;16</p> <p>7. BEAP Exit Survey – Section D</p> <p>8. BEAP Alumni Survey – Section C</p>	<p>3. 2.0 or better on Group Project</p> <p>4. 2.0 or better on Field Exercises</p> <p>5. 5. 6.0 Aggregated mean or better</p> <p>6. 6.0 aggregated mean or better</p>	<p>case file. 85% of students received a 4.0 (N=27)</p> <p>3. Group Project SCWK 320- Aggregated grade was 99.23% out of 100%. Students received a 3.9 average on the group project.</p> <p>4. Field Exercise Data Incomplete to date.</p> <p>5. Field Evaluation – 98% of the students scored a “meets” or better on all aggregated field competencies (N=119)</p> <p>6. Employer Survey – 82% of graduates were rated above “6” on evaluating effectiveness of their own practice; 76% of graduates were rated above “6” on program evaluation. Aggregated mean for Q 15=8.0, for Q16=7.8; Total 7.9 (N=17)</p> <p>7. BEAP Exit Survey – Knowledge aggregated mean = 7.54; Skills mean</p>
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		<p>7. 6.0 aggregated mean or better</p> <p>8. 6.0 aggregated mean or better</p>	<p>=7.63; Values mean 8.1. Total aggregated mean for section = 7.76 (N=143)</p> <p>8. Alumni Survey – Aggregated mean for Evaluation of Preparation for working with client systems = 7.5; Knowledge mean = 7.3; Skills Mean = 7.4; Values Mean = 8.9. NO individual mean under the 6.0 benchmark (N=33)</p>
<p>3. Practice within the ethical framework as delineated by the NASW Code of Ethics</p>	<p>1. BEAP Employer Survey question 1-I</p> <p>2. BEAP Values Inventory -I</p> <p>3. Portfolio Presentation – Criterion 5 and Rationale Statements - D</p> <p>4. Field Exercise 5-D</p> <p>5. Field Evaluation – A1, 2-I</p> <p>6. BEAP Exit Survey D26-D35-I</p>	<p>1.95% of students will have an aggregated score of 6.0 or better.</p> <p>2. 70% of students will be competent on the three BEAP Value domains of confidentiality, self-determination and social justice. <b>Needs to be revised to compare with national data as the benchmark.</b></p>	<p>1. Aggregated mean 8.8. No students under the 6.0 benchmark (100% of students met benchmark). (N=17)</p> <p>2. BEAP Values Inventory – Our students exceed national means on all three values indices: Confidentiality Scale – FSU students 79.59 compared to national 75.98; Self Determination Scale – FSU students 66.15 compared to national 65.76; Social Justice Scale – FSU students 93.48 compared to national mean 88.58. A mean of 60 is</p>



		<p>3. 90% of students will provide evidence of utilizing the Code of Ethics through their portfolio presentation.</p> <p>4. Completion of Exercise 5 with a 2.0 or better grade for 98% of students</p> <p>5. 95% of students will be in the “good” or above range</p>	<p>considered “competent”.</p> <p>3. Portfolio Presentations – Criterion 5- 95% of students received an “excellent” or “very good” on Criterion 5 (social work values) showing evidence of practicing within the Code of Ethics (N=20)</p> <p>4. Field Exercise 5 – 100% of student completed this exercise with a 2.0 grade or better.</p> <p>5. Field Evaluations – Question 1 – Identifying points of conflict – 94% of the students were in the “good” or better range; Question 2 – Values – 100% of the students were in the “good or above” range. Total – 97% of students were in the good or better range for this measurement. Note: particular attention should be paid to the fact students were just under the benchmark in identifying points of conflict with the values</p>
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			<p>of the profession.</p> <p>6. BEAP Exit Survey – D 26-35 relating to “values” – aggregated mean was 8.1.</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME.</b></p>
		6. Aggregated score will be 6.0 or higher.	
4. Demonstrate the ability to integrate with both breadth and depth the liberal arts with social work knowledge, values and skills	<ol style="list-style-type: none"> <li>Portfolio Presentation – Criteria 1, 2 and 6-D</li> <li>Field Exercise 7-D</li> </ol>	<p>1.98% of students will have a 2.5 or better aggregated mean</p> <p>2. 2.0 or better for 98% of students</p>	<p>1. Portfolio presentation: Criterion 1 95% of students scored a 3.0 or better; Criterion 2 – 100% of students scored a 3.0 or better; Criterion 6 – 90% of students scored a 3.0 or better. (N=20)</p> <p>2. Aggregated grade for field exercises = 3.4.</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME.</b></p>
5. Function effectively and collaboratively within systems on all levels to advocate for social and political change and effective policy.	<ol style="list-style-type: none"> <li>Portfolio Presentation-D</li> <li>Field Exercises 4 and 7-D</li> <li>Resource Guide – SCWK 210 -D</li> <li>Field Evaluation Sections C,D and E-I</li> <li>BEAP Exit Survey</li> </ol>	<p>1.3.5 or better aggregated mean for portfolio</p> <p>2. 98% of students will achieve a 2.0 or better on Field Exercises.</p>	<p>1. Portfolio Presentation aggregated mean was 3.68. (N=20)</p> <p>2. Aggregated grade for field exercises = 3.4.</p> <p>3. Data not received.</p>

	<p>– Questions D3,10,12,17,24,25 I</p> <p>6. BEAP Employer Survey - Questions 10-13 &amp; 19 –I</p> <p>7. Policy Analysis Paper – SCWK 310</p>	<p>3. 98% of students will have a 2.0 or better on Resource Guide</p> <p>4. 95% of students will score “Meets or above” aggregated mean</p> <p>5. 6.0 Aggregated mean</p> <p>6. 6.0 Aggregated mean</p> <p>7. 98% of students will have a 2.0 or better on their</p>	<p>4. Field Evaluations Sections C, D, E – 98% of students scored a meets or above aggregated mean. Note: the only question falling below the benchmark was “appropriate use of confrontation” – 93% of students scored a meets or better on that question.</p> <p>5. BEAP Exit Survey – Aggregated mean for identified questions about working effectively within systems – 7.5.</p> <p>6. BEAP Employer Survey – Q 10 – Aggregated mean =7.38; Q11 mean = 8.0; Q 12 mean =7.81; Q13 mean =7.40; Q19 mean8.76. Total Aggregated mean of questions = 7.87 (N=17).</p> <p>7. Data requested from instructor.</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME.</b></p>
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		Policy Paper	
6. Practice without discrimination and with respect regardless of age, class, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.	<ol style="list-style-type: none"> <li>1. Field Evaluation – Section H -I</li> <li>2. Field Exercise 7-D</li> <li>3. Classroom Observation - 300-400 level courses -D</li> <li>4. Intercultural Group Presentation – SSCI 450</li> <li>5. BEAP Employers Survey #2 &amp; 17-I</li> </ol>	<p>1.95% of students will be at Meets or above aggregated mean</p> <p>2. 98% of students will achieve a 2.0 or better on Exercise 7</p> <p>3. Of BSW candidate situations identified as needing Academic Performance Review, 80% will be satisfactorily resolved.</p> <p>4. 95% of students will achieve a 2.0 for their Group Presentation</p> <p>5. Aggregated mean of 6.0</p>	<p>1. Field Evaluation – Ability to practice without discrimination – 100% of students scored at “meets” or above.</p> <p>2. Aggregated mean for Exercise 7 was 2.66. 100% of the students achieved a 2.0 or better.</p> <p>3. No students were identified as needing formal Academic Program Review this year (08-09)</p> <p>4. The mean grade for the group presentation was 3.75. No student group scored below 3.7.</p> <p>5. BEAP Employer Survey – Q2 aggregated mean = 9.12; Q17 1 aggregated mean = 8.53. (N=17).</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME</b></p>
7. Identify the dynamics of oppression and discrimination and advocate for	<ol style="list-style-type: none"> <li>1. Field Exercise 7 - D</li> <li>2. BEAP Values Inventory-I</li> <li>3. BEAP Exit Survey,</li> </ol>	<p>1. 98% of students will achieve a 2.0 or better on Field Exercise 7</p>	<p>1. Field Exercise 7-D – Aggregated mean was 2.66. 100% of the students achieved a 2.0</p>

<p>social justice and social change.</p>	<p>D4,6 and 17-I</p>	<p>2. 70% of students will be competent on the three BEAP Value domains of confidentiality, self-determination and social justice (Need to rewrite benchmarks).</p> <p>3. Aggregated mean of 6.0</p>	<p>or better.</p> <p>2. BEAP Values Inventory –Our students exceed national means on all three values indices: Confidentiality Scale – FSU students 79.59 compared to national 75.98; Self Determination Scale – FSU students 66.15 compared to national 65.76; Social Justice Scale – FSU students 93.48 compared to national mean 88.58. A mean of 60 is considered “competent”.</p> <p>3. BEAP Exit Survey – Questions related to advocacy for social change – aggregated mean = 7.54.</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME</b></p>
<p>8. Apply mentoring, supervision and professional renewal to enhance professional effectiveness.</p>	<p>1. BEAP Employer Survey #4 &amp; 18 I</p> <p>2. BEAP Alumni Survey Section D &amp; E -I</p> <p>3. BEAP Exit Survey Section D-I (Questions D36-38 Specific to professional</p>	<p>1. Aggregated mean of 6.0</p> <p>2. Benchmark to be determined.</p>	<p>1. BEAP Employer Survey – Q4 aggregated mean = 8.4; Q 18 mean = 8.63.</p> <p>2. 54% of graduates have applied to an MSW program, and 21% have completed another</p>

	renewal)	3. Benchmark to be determined.	<p>degree since BSW. 73% of graduates report having attended professional workshops/conferences in the past year. (N=33)</p> <p>3. BEAP Exit Survey Questions related to professional conferences &amp; workshops – students identified a mean number of 3.68 conferences or workshops they attended during their BSW education.</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME.</b></p>
9. Participate in the community as engaged citizens and critical thinkers.	<ol style="list-style-type: none"> <li>1. BEAP Alumni Survey – Section E -I</li> <li>2. Student Satisfaction Survey – Involvement in Community–I</li> <li>3. PEP Activities – SCWK 210,220,240,450, 330 – D</li> <li>4. Group Project – SCWK 320</li> </ol>	<ol style="list-style-type: none"> <li>1. Aggregated mean of 6.0 - <b>need to rewrite benchmark. Data not in Likert Scale.</b></li> <li>2. 60% of students will be “very involved” or “somewhat involved” in community.</li> <li>3. 90% of the total students in the social work program will have</li> </ol>	<ol style="list-style-type: none"> <li>1. Approximately 46% of graduates report being involved in the community in some capacity.</li> <li>2. Student Satisfaction Survey – 76% report being “very involved” or “somewhat involved” while in school.</li> <li>3. 100% of students were involved in a PEP class. (N=79)</li> </ol>

		<p>participated in at least one PEP course (need to measure for engagement)</p> <p>4. 95% of the students will achieve a 2.0 for their group project.</p>	<p>4.100% of students were involved in a community service project through the SCWK 320 class. <b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME</b></p>
<p>10. Retrieve, evaluate and use professional literature critically.</p>	<ol style="list-style-type: none"> <li>1. Research Paper– SCWK 240,</li> <li>2. Research Proposal SCWK 450, 481 -D</li> <li>3. Field Exercise 8 D</li> <li>4. BEAP Employer Survey #4 &amp;14-I</li> </ol>	<p>1 &amp; 2 98% of students will achieve a 2.0 or better on research paper and proposals</p> <p>3. 98% of students will achieve a 2.0 or better on Field Exercise</p> <p>4. 6.0 Aggregated mean</p>	<p>1. Research papers – SCWK 240 –data requested from instructor.</p> <p>2. Research proposal – SCWK 450 data requested from instructor. SCWK 481 – 94% of students submitted a successful research proposal in SCWK 481.</p> <p>3. Field Exercise 8 – 100% of students successfully completed Field Exercise 8</p> <p>4. BEAP Employer Survey – Q4 – aggregated mean= 8.4; Q14 (Applying research to practice) – mean =7.2.</p> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME.</b></p>

<p>11. Articulate appropriate professional use of self.</p>	<ol style="list-style-type: none"> <li>1. Classroom Observation– SCWK 130, 220, 330 - D</li> <li>2. Self Evaluation Paper – SCWK 220-D</li> <li>3. Candidacy Statement -D</li> <li>4. BEAP Exit D14-I</li> <li>5. BEAP Employer Survey #3-I</li> </ol>	<ol style="list-style-type: none"> <li>1. Of BSW candidate situations identified as needing Academic Performance Review, 80% will be satisfactorily resolved.</li> <li>2. 98% of students will receive a 2.0 or better on Self Evaluation Paper</li> <li>3. 3.95% will pass the candidacy paper</li> <li>4. 6.0 Aggregated mean</li> <li>5. 6.0 Aggregated mean</li> </ol>	<ol style="list-style-type: none"> <li>1. No students were identified as needing formal Academic Program Review in the 2008-2009 academic year.</li> <li>2. All students received a 3.7 grade or better on their self evaluation paper.</li> <li>3. 100% of students passed the candidacy paper.</li> <li>4. BEAP Exit Survey – “Professional Use of Self” – mean =8.07.</li> <li>5. BEAP Employer – Q3 aggregated data = 8.47.</li> </ol> <p><b>ALL BENCHMARKS EXCEEDED IN THIS OUTCOME.</b></p>
<p>12. Design and execute evaluation research</p>	<ol style="list-style-type: none"> <li>1. Research Proposal – SCWK 481</li> <li>2. Field Exercises 6 and 8-D</li> <li>3. Termination Report – SCWK 330 -D</li> </ol>	<ol style="list-style-type: none"> <li>1. 95% of students will achieve 2.0 or better on research proposals</li> <li>2. 95% of students will achieve 2.0 or better on Exercises 6 and 8</li> <li>3. 95% of students</li> </ol>	<ol style="list-style-type: none"> <li>1. SCWK 481 – 94% of students submitted a successful research proposal in SCWK 481.</li> <li>2. Exercise 6 – aggregated mean was 3.7; Exercise 8 – aggregated mean was 3.5.</li> <li>3. Termination Report SCWK 330 – 97% of students received a 2.0</li> </ol>



		will achieve a 2.0 or better on Termination Report	or better on the termination report (N=27)  <b>Research proposals slightly under benchmark. Evaluation research is something the program could improve upon.</b>
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NOTES ON MEASUREMENT INSTRUMENTS:

1. BEAP EMPLOYER SURVEY IS AGGREGATED DATA FROM SPRING 2004 THROUGH FALL 2008 (N=17)
2. BEAP ALUMNI SURVEY IS AGGREGATED DATA FROM SPRING 2001 THROUGH FALL 2008 (N=33)
3. BEAP EXIT SURVEY IS AGGREGATED DATA FROM 2001 through Fall 2008 (N=143)
4. BEAP VALUES INVENTORY IS AGGREGATED DATA FROM 2004 THROUGH FALL 2008 (N=125)
5. FIELD EVALUATIONS ARE AGGREGATED DATA FROM 2003 THROUGH SPRING 2009 (N=119)
6. STUDENT SATISFACTION SURVEYS ARE AGGREGATED DATA FROM SPRING 2003 THROUGH SPRING 2009 (N=60)

**3. Describe how the trend data in (2) is used to assess the rigor and breadth of the degree.**

The program assessment outcomes are based on our four program goals. These goals are based on the CSWE Accreditation Standards, the National Association of Social Work Code of Ethics. The 10 outcomes are considered necessary for any professional social worker.

**4. Describe how the trend data is (2) is used to assess the extent to which program goals are being met.**

It is used by the faculty to determine if the social work curriculum is meeting the needs of the students, society, and the Social Work Program.

## **L. Administration Effectiveness**

### **1. Discuss the adequacy of administrative and clerical support for the program.**

Our Department Head is supportive of our program and its needs. Our assigned clerical is only a 9-month position and we are a 12-month program. Summer leaves us with limited clerical support.

### **2. Are the program and/or department run in an efficient manner?**

If we had additional full-time members of the faculty, it would run even better. The Department appears to be run in an efficient manner.

### **3. Are class and teaching schedules effectively and efficiently prepared?**

Yes. In the Department, each program knows what times, days, and classrooms are available. This helps prevent clashes of courses being offered at the same time, thus causing havoc for our students trying to take required courses.

### **4. Are students able to take the courses they need in a timely manner?**

Yes, most of the time. There are always a few students who, for whatever issue, find needed courses not available to them. These cases are usually the result of a transfer student being out of sequence. Members of the faculty are good about providing independent studies for these students.

## **Section 4. Facilities and equipment**

### **A. Instructional Environment**

**1. Are Current classrooms, labs, and technology adequate?**

Yes, for both campuses

**2. How does the condition of current facilities impact program delivery?**

The classrooms in Starr and at the University Center have up-to-date equipment which is important for teaching.

**3. Describe the program's projected needs with respect to instructional facilities.**

It would be nice to have a two way mirror classroom for our interviewing skills course in Traverse City. We just received a video camera so that students can view their interview.

**4. Are students able to take the courses they need in a timely manner?**

Yes, this has not been a common complaint from students in the past. There is always the case when a transfer student comes in and may have to take a course or two out of sequence. All students in the Social Work Program must see their advisor to help with this situation.

**5. Describe how proposed changes or improvements to facilities would enhance program delivery.**

The Traverse City site should have a classroom with a two way mirror where students can better observe each other. This would provide a resource currently available to Big Rapids students, increasing the comparability of the two sites.

### **B. Computer Access and Availability**

**1. Outside of computers in faculty and staff offices, identify the computing resources that are allocated to the program.**

The computer labs in the Science and Starr Buildings are used as classrooms for our mixed-delivery courses. In Traverse City, the lab is used for our mixed-delivery classes there. The demand for these rooms by other programs can become a problem in the near future as there will be a great demand for few labs.

**2. Discuss how these resources are used.**

They are used in our research, statistics, and theories courses. Frequently, professors require students to conduct in-class research or use SPSS for analyses.

**3. Discuss the adequacy of these resources and identify needed additional resources.**

Computers are available to students at FLITE. On Traverse City campus, computers are not as freely available. Students, though, have not made this a complaint.

Technology is moving fast, so we would hope that the University has the resources to keep up with the rapid changes in technology. So far, we should be thankful for all that is available to faculty and students.

**4. Does an acquisition plan to address these needs currently exist?**

No, we do not have an acquisition at this time. We did just receive a video camera for use in Traverse City.

**5. Efficacy of online services available to the program.**

We have it, we use, and we need it. Online courses take a lot of preparation and dedication on the part of the faculty. Those who use it, use it well.

**6. Discuss the adequacy of computer support.**

It has greatly improved over the past few years. When support is needed in the classroom, the consensus is that it arrives quickly. If you are faculty member in your office, sometimes there is a delay, but on the whole, service is good.

**C. Other Instructional Technology**

**1. Identify other types of instructional technology resources that are allocated or available to the program.**

Resources: Video cameras and projectors. Two-way mirror classroom.

**2. Discuss how these resources are used.**

A social worker needs to be able to put a client at ease as well as able to get necessary information from the client. Video recording these sessions is valuable for the student. The two-way mirrored classroom helps in the classroom learning.

**3. Identify needed resources**

A two-way mirror room in Traverse City.

**4. Does an acquisition plan to address these needs currently exist?**

No. The Program will inquire about this before fall 2009.

**5. Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.**

See (2) above.

**D. Library Resources**

**1. Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.**

The Library liaison for the Social Work Program has been excellent. In the past few years, the liaison would come to Traverse City and explain the FLITE services. She/he also keeps us posted on newly acquired text, video, DVDs. FLITE has been generous when asked for needed films.

The written resources are more than adequate. Periodicals and professional journals are current. Students would prefer to use just the computer. The faculty has agreed that it will demand in our research and course papers a mandate for the written word to be documented.

**2. Discuss the service and instruction availability provided by the library faculty.**

FLITE faculty has been very cooperative with our students on campus and in Traverse City. The FLITE liaison will come to the students in Traverse City to instruct them on how to use the library, how to find resources, and whom to contact. Students then have a library contact to call or email. The library will even send up books that are requested.

On campus, the FSUS students new to the campus are instructed in the library and its resources.

The Social Work faculty is very pleased with the FLITE staff. They are there to assist when you plan meetings or student study sessions.

**3. Discuss the impact of the budget allocations provided by FLITE to your program.**

Thus far any material we needed purchase has been met.

## **Section 5: Conclusions**

### **A. Relationship to FSU Mission**

The specific Mission of the Ferris State University Social Work Program is: “To educate professional social workers who will be leaders in their field, promoting social and economic justice, diversity, and empowerment and eliminating oppressive social conditions. We inspire students to be critical thinkers to meet the challenges of a global society through lifelong learning, innovation, political engagement, service, and community collaboration.”

The Program’s Mission is well aligned with the Mission of Ferris State University: “Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.”

### **B. Program Visibility and Distinctiveness**

Ferris State University Social Work Program has been with the University since the beginning. The founder, W. Ferris stated that the “highest work is that of social work...”

The Program has evolved from a “Human Services,” two-year degree in 1970 to an accredited BSW-granting Program in 1990.

The Program is located at two Ferris campuses: Big Rapids and Traverse City. It has continued to have a steady enrollment and a large, growing number of active alumni. The Program has had an established, active Advisory Board since 1970.

### **C. Program Value**

The Social Work Profession is alive and well. Social Work is a recognized profession in all corners of the globe. In the United States, the social work professional has to be licensed (as are nurses, doctors and lawyers). The Bureau of Labor has stated that today and tomorrow, more social workers are needed, especially with the needs of the large number of elderly upon us. Ferris State University’s Social Work Program graduates Social Work Professionals who are needed in the work force.

### **D. Enrollment**

Enrollment remains steady. The Social Work Program has been asked to come to other areas of the State of Michigan, but a lack of faculty and resources has prevented such expansion. The faculty still has as an enrollment goal to try to reach the Hispanic population and develop a program on campus to attract the student and their families to venture forth to Big Rapids. The faculty has developed a Spanish-written brochure about the Social Work Program and has attended Spanish neighborhood functions to distribute them. We still need to work with these families to ensure attendance on a campus away from home.

#### **E. Characteristics, Quality and Employability of Students**

During this Economic Crisis in our State and Country, we have seen the last two graduating classes not have social work employment by the time they graduated. Prior to this we could boast that our graduating students were all employed or accepted into graduate school. Per the 2005-2006 Graduate Survey Summary, 95% of the social work graduates had employment. Throughout the years we have noted that our students who have applied to graduated school are accepted and completing their graduate degrees.

#### **F. Quality of Curriculum and Instruction**

The Student Satisfaction Surveys and Graduate Surveys have suggested that the Social Work curriculum is “excellent” or “good”. Employers Survey data have been just as positive. Communities seek out our student interns.

#### **G. Composition and Quality of Faculty**

All tenured faculty and adjunct faculty have the required qualifications to teach in the social work curriculum. Faculty members have been in direct social work practice. Full-time, regular faculty members have been promoted. Multiple qualified adjuncts have taught for the Ferris Social Work Program since the last Program Review.

The faculty keeps active in the profession by attending conferences, workshops and trainings. They are active in community agencies, boards, research projects, and publishing.

Social Work is a growing profession. The need is great for social workers, especially today. The coming of the “Baby Boomers” will demand more social work personnel throughout the country and the world. The Bureau of Labor states that social work will have to grow over 600,000 in the next few years to meet demand. Ferris Social Work Program plans to continue graduating competent professional social workers.