



			<p>key informants. Presented at the American Public Health Association meetings in Washington, D.C.</p> <p>Terry-McElrath, Y.M., McBride, D.C., Chriqui, J.F., O'Connor, J., & VanderWaal, C.J. (2007, November). Relationship between state precursor laws and methamphetamine small toxic lab seizures. Presented at the American Public Health Association meetings in Washington, D.C.</p> <p>VanderWaal, C.J. & Wrenn, J. (2007, October). Publish or Perish?: Expanding Collaborative Research Opportunities in Small Schools through Technology. Presented at the Council on Social Work Education Annual Meeting in San Francisco, CA.</p> <p>VanderWaal, C. J., Bishop, R.M. McBride, D.C., Rosales, K., Chriqui, J.F., & O'Connor, J. (2007, October). The middle-aged legislators who went smurfing: Impact and policy perspectives from key informants in states with methamphetamine precursor laws. Presented at the Addictions Health Services Research conference in Athens, GA.</p>
7.	Jan Wrenn		<p>Wrenn, J., * & VanderWaal, C.J. (2009, November). "Assessment of MSW Learning: Refinements in the Use of Portfolios" Council on Social Work Education. (Poster Presentation). San Antonio, TX.</p> <p>Wrenn, J. & Racovita, L. * (2008, October). Critical Thinking: Feature Films as a Tool in Social Work Education. Presented at the Council on Social Work Education Annual Program Meeting, Philadelphia, PA.</p> <p>McBride, D.C., VanderWaal, C.J., Helm, H., Matthews, L., Wrenn, J., & Proctor, D. (2008, April). Parallel and intersecting approaches for mentoring students and faculty. Presented at the 9th Annual Conference on the Scholarship of Teaching and Learning in South Bend, Indiana.</p>

WEAVE Question # 9111012 How do our program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downward trends, what are your plans for improvement?

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

	06-07	07-08	08-09	09-10	10-11		
Graduated		BSW 15		9	11	21	13
		MSW 11					
		PPG					

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

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

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

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

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

Connected Documents

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

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

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

Connected Documents

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

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

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

Connected Document

[AS 4 MSW final](#)

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

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

Connected Documents

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

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

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

Connected Document

[AS 3 MSW final](#)

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

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

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

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

Arguments in favor of an on-line format include flexibility in student access to courses and the ability to take courses without relocating to a

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

· Student Recruitment Opportunities – At the BSW level, there are several opportunities that present themselves. First, there is an ongoing list of undeclared majors from which BSW students can be recruited. In conjunction with the chair and BSW Program Director, our new BSW Program Director has developed a strategy for encouraging these students to declare the BSW major. In addition, the department has plans to renew our articulation agreements with Lake Michigan College of ourag reemerged t Colk igaf_ourag

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

2. MSW Program

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

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

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

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

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