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

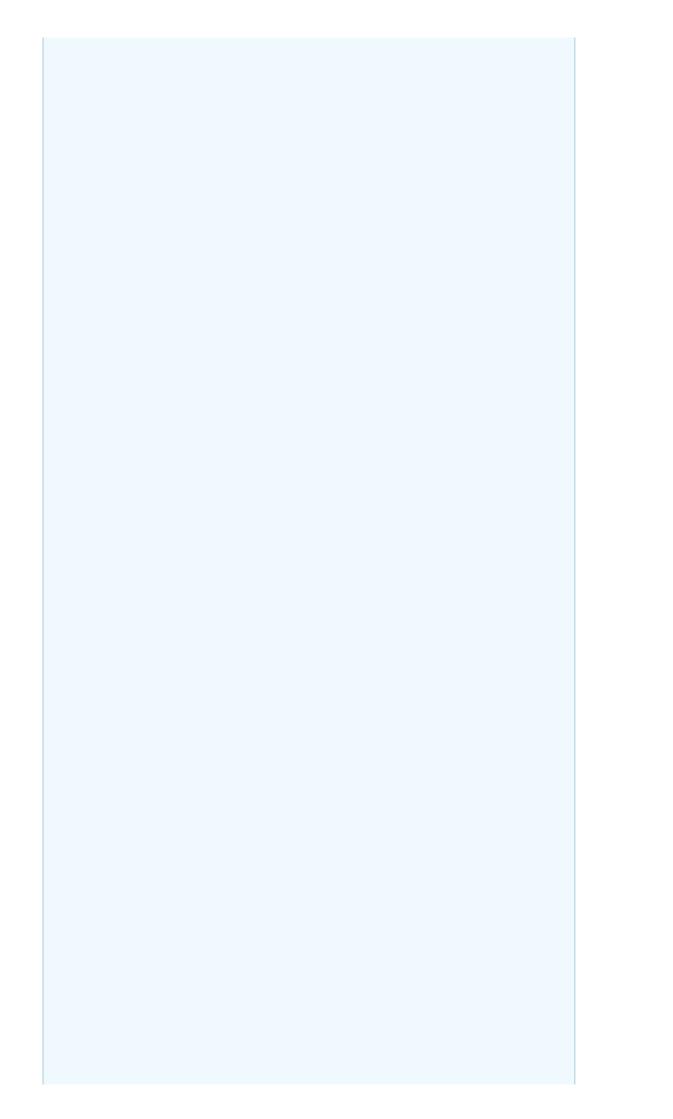
Employment of child, family, and school social workers is expected to grow by about 12 percent, which is <u>as fast as the</u> <u>average</u> for all occupations. Demand for child and family social workers should continue, as these workers are needed to investigate child abuse cases, place children in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

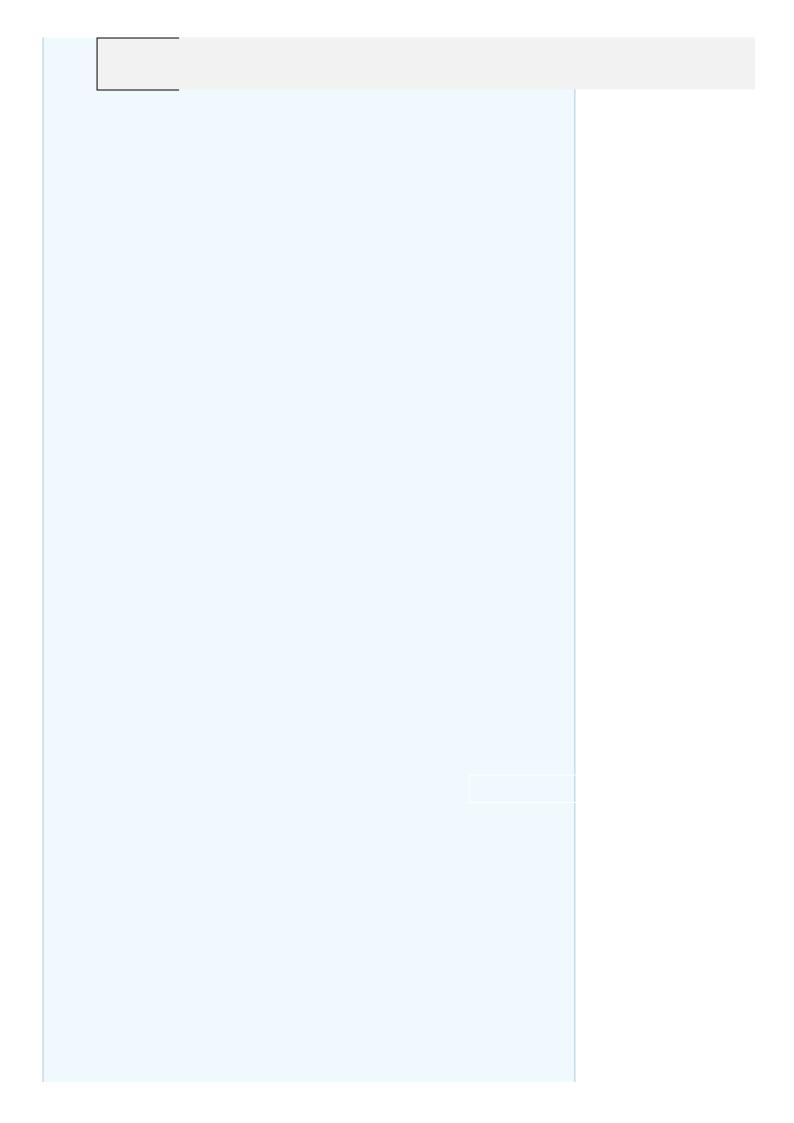
Mental health and substance abuse social workers will grow by almost 20 percent over the 2008–18 decade, which is much faster than the average. In particular, social workers specializing in substance abuse will experience strong demand. Substance abusers are increasingly being placed into treatment programs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

Growth of medical and public health social workers is expected to be about 22 percent, which is <u>much faster than the</u> <u>average</u> for all acceptationsa@Dieloghtbetr@ajor.provid#libotikers/sitestatestisphe eisebtrptheild#deathyperopid/etiont @Dr@Besevaialtkeld bto recovery. Opl ontolog ete i rtcequinth 22 percl o to a workersnvill benymeeded to assist/mediaberggllyploestrat@earondeassistatace for the aging, as well as to support their families. Employment opportunities for social workers with backgrounds in gerontology should be excellent, particularly in the

growing numbers of Ncare rkers with bhe kes (bours (boorors ce exceum toasoa aonarly i lauly i lopront O aoal % wil úepen depend g then tre t urr dúep g the tre rr d e úa

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		Heart: Tools for Emotional Healing	
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		key informants. Presented at the American Public Health Association meetings in Washington, D.C.
		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.
		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.
		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.
7	Jan Wrenn	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
		Wrenn, J. & <u>Racovita, L.</u> * 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.
		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.

WEAVE Que stion # 9# Marca Parameter 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
	MSV	V FFFPy G				

06-07	07-08	08-09	09-10	10-11		
Graduated	BSW MSW	15 / 8	9 29	11 24	21 20	13
Six-year graduat Rate (%) 35.8	tion BSW 3 AU	33.3 25.4	66.7 24.6	33.3 28.1	0 25.1	57.1
73.7 45.8	MSW AU	73.1 64.6	85.7 64.7	76.0 61.2	88.0 56.5	

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 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 accrediation 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 contain in the CSWE accreditation documents which have been donwloaded. 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 accrediation 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 reaccrediation 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 praisting officient stranged to 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 M&MoRregram/Director, our new BSW Program Director has developed a strategy for encouraging these studentsstudies in the sevent sevence of the se

v. <u>Strengthen collaborations with Southwestern Michigan College and Lake Michigan</u> <u>College</u> – 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. <u>Expand international social work emphasis</u> – recent ADRA-initiated contacts have prompted us to begin talking about formalizing social work field placement sites, tours and training opportunities.

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

iii. <u>Strengthen collaborations with MDiv and MYYAM programs</u> – 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. <u>Strengthen social work licensure preparation</u> – we wish to develop additional venues and approaches for students to prepare for social work licensure.

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Research

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