



Cedarville University
DigitalCommons@Cedarville

Social Work Faculty Publications

Department of Social Work

10-2006

If You Build It They Will Come: A Marketing Strategy for Program Growth

Nelson L. Henning

Cedarville University, henningn@cedarville.edu

Esther M. Lanham

estherlanham@cedarville.edu

Follow this and additional works at: http://digitalcommons.cedarville.edu/social_work_publications

 Part of the [Higher Education Commons](#), and the [Social Work Commons](#)

Recommended Citation

Henning, Nelson L. and Lanham, Esther M., "If You Build It They Will Come: A Marketing Strategy for Program Growth" (2006). *Social Work Faculty Publications*. 11.
http://digitalcommons.cedarville.edu/social_work_publications/11

This Conference Proceeding is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in Social Work Faculty Publications by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact digitalcommons@cedarville.edu.





North American Association of Christians in Social Work (NACSW)
PO Box 121; Botsford, CT 06404 *** Phone/Fax (tollfree): 888.426.4712
Email: info@nacsww.org *** Website: <http://www.nacsww.org>

“A Vital Christian Presence in Social Work”

IF YOU BUILD IT THEY WILL COME: IMPLEMENTING A MARKETING STRATEGY FOR PROGRAM GROWTH

**Nelson L. Henning
Esther Lanham**

**Presented at:
NACSW Convention 2006
October, 2006
Philadelphia, PA**

“If you build it they will come” is a familiar line from the movie *Field of Dreams* (Frankish, 1989). As simplistic as this sounds, the application of this premise toward the building and numerical development of a baccalaureate social work program could be true. “If you build it” they will probably come. You can start a social work program and probably get students to come to it. The larger question is how many will come and once they enroll will they stay? Addressing this two fold question could decide whether a program will grow or even survive. In recent years we have seen a fluctuation in the number of students attending baccalaureate programs of social work. According to the Council on Social Work Education’s (CSWE) Statistics on Social Work Education in the United States: 2003, there were 37,557 full-time students in accredited undergraduate social work programs in 1999. However those numbers decreased in 2003 to 34,500 full-time students indicating a significant decrease in social work majors (Lennon, 2005).

Shank and Thorton (2006) noted the idea of recruiting/marketing to potential social work students has gotten a lot of attention within the community of social work faculty. Earlier statistics indicate that between the years of 1994 and 1998 the overall number of students in social work programs has dropped 6.9% (CSWE, 1998). However the number of baccalaureate programs in social work has increased from 421 (June 2000) to 453 (August 2006). The message from these statistics seems to be that there are more programs with a smaller student population.

The future success of a social work program may hinge on how well that program integrates marketing into its strategic planning. Dennison (2002) found that 75% of the respondents in her study view marketing as either important or very important, however only 25% reported that they market their program according to a plan.

Our recruitment initiative began by studying our target audience. Today's high school students are the first generation raised on computers and the Internet (American Generations, 2005). While being technically savvy, they still actively care about the world around them. They want to make a difference, and are willing to invest their time and energy for the betterment of humankind. More than reaching into their wallets, they will roll up their shirt sleeves to help those in need. They want to be problem-solvers (Gleeson, 2003).

With this in mind, we identified two areas for emphasis. First, we emphasize the ministry aspect of social work because our students tend to be Christian service oriented. Recent program alumni who are missionaries and pastors provide us examples of how their social work education prepared them for full-time ministry and how they use their training on a daily basis. We include these examples and other ministry-related opportunities in our recruiting materials and presentations. Secondly, a majority of visiting prospective students have expressed interests in

working with adoptions, with children and families, and in mental health counseling. So we began to highlight how a social work education prepares for careers in these areas.

Our strategic plan focuses on three primary areas of marketing. One addresses students who are not yet enrolled in our university (External Methods). The second area focuses on students who are currently enrolled at our university (Internal Methods). The third area promotes student retention, which we believe needs to be a part of any marketing strategy. Through employing a strategic plan that addresses these three areas, we have seen the student population in our social work major increase from 23 students in 2003 to 85 in the current school year of 2006-2007. This is an increase of almost 370%. The remainder of this presentation will address the external and internal methods of recruitment and our attempts at student retention.

External Methods

While the majority of the literature on student recruitment focuses on increasing enrollment of minority students, five marketing strategies are common throughout the literature: personal contact, brochures, web pages, presentations, and open houses. Additional methods are identified by Dennison (2002) and include partnerships with other entities, mass mailings, alumni, college fairs and job fairs. This presentation addresses how our program incorporated a number of these methods, and developed a few new approaches, to strategize and implement a plan for growth.

Campus Visits

When prospective students visit campus, a social work professor will meet with them and their parents. We give them an information packet about the program and a promotional gift with our logo. We invite them to sit in on a social work class. After the visit, we follow up by mailing

them a note thanking them for coming. Birthdays, high school graduation and Christmas are additional opportunities to remind them of our program by sending a greeting card. Creating computer generated greeting cards help keep this expense down and allow us to customize our message.

Social Work Day

Each September the University and the Social Work Program sponsors a Social Work Day. This event is funded by the Admissions Office. They send a colorful flyer through the mail, put notices in area newspapers, and post the event on the university website. Once the students and their parents are on campus the Admissions Office shows a promotional DVD and discusses financial aid and the process of being admitted to the university. The rest of the day is our opportunity to promote Social Work.

In the morning faculty and staff introduce themselves, sharing enough personal details such as family and hobbies so students will see us as human and approachable. We eat lunch with the students and their parents, sitting among our guests so we can engage them during the meal.

We arrange for 3 or 4 Social Work Alumni to join us at lunch and we conduct an informal panel session moderated by one of the faculty. Sample questions addressed by the panel are displayed in Appendix A. The Alumni talk about the transition from university to the social work world, and give advice on what the prospective student can do now to prepare for the major. We ask the University Alumni Office to donate a small gift as a thank you for the alum's service to the university.

Current social work students volunteer to help at this event, welcoming our guests and assisting with check-in, guiding them to meeting locations, and eating lunch with them. Our

students are our biggest asset with their love of social work and enthusiasm for the university. Having them present throughout the day allows the prospective student to interact with someone closer to his/her own age and hear first hand about dorm life, social work courses and the students' perceptions of their professors.

After lunch, we meet in a classroom and the Program Director talks about social work as a profession, how it differs from other helping professions. A PowerPoint presentation gives pertinent information about the Social Work Program. Each professor talks about the social work courses they teach. Then we divide into two groups to visit a local social service agency so students and their parents can observe a social worker in action. After the agency tour we return to campus for light refreshments and a brief question and answer session to close out the day. We give each student an information packet and a promotional item, such as a water bottle with our logo on it to take home.

The Admissions Office arranges for an on-line evaluation of the event and prepares a report for us, which includes a list of attendees' names and addresses. Follow-up contact is made, either by letter or by using our volunteer students to call them.

We've conducted Social Work Day for 4 years, with attendance ranging from 8 to 15 students (18 to 29 guests including parents and siblings). Within two years of any given Social Work Day, we will welcome back 2 or 3 of these guests as freshmen social work majors.

This event has been very cost effective for the Program. The Admissions Office has agreed to cover the cost of the mailing, advertising, luncheon, and transportation for the field trips. The Alumni Office provides thank you gifts for the Alumni Panel. All the Program pays for are the afternoon snacks, the information packet and the promotional gift for the student, and a small thank you gift for the two agencies we visit. Although it requires our time on a Saturday,

the interaction with these high school students and their parents is lively and rewarding, and faculty and staff look forward to this event each Fall.

Alumni

When we mail the Baccalaureate Evaluation and Assessment Program (BEAP) Alumni survey, we enclose 3 or 4 program brochures and ask our alumni to give it to their church's youth leader. We also ask our alumni for names of students in their churches who might be interested in attending our Social Work Day so we can add them to the mailing list.

Social Work Camp

One approach currently being developed is a summer Social Work Camp for high school students. The goal is to educate young people about the profession and our program, and to get them comfortable with our campus. The camp will run Monday to Friday with a daily instructional class period, but the majority of time will be dedicated to experiential activities, such as visiting a variety of social service agencies and participating in a service project. The evenings will be filled with social activities supervised by a different social work professor for the expressed purpose of facilitating student and faculty interaction. A registration fee will be charged to help cover the expenses of the camp. Because the camp will be open to sophomores as well as juniors and seniors, it may be three years before we can accurately evaluate the effectiveness of this approach.

Printed Materials

Our program brochure was revamped to include student endorsements, list a broader range of social work career arenas, and add pictures of students in field assignments. We

compile an information packet for all prospective students. It contains our brochure, the NASW booklet “Choices”, a report from the Department of Labor Bureau of Statistics on the social work profession, a sheet providing our mission statement, goals and objectives, a curriculum guide, and the Program Director’s business card. It is packaged in a pocket folder imprinted with the university logo and program name on the front. We give this packet to visiting students and mail a packet to people who inquire about our program via email or telephone.

College/Career Fairs

We provide the Admissions Office our prospective student packets and promotional gift items for distribution when they visit high schools for Career Days or special assemblies, such as eating disorders awareness and abstinence programs.

Technology

We provide information about our program on the web with links to social work organizations, US Dept. of Labor Bureau of Statistics, faculty and staff homepages, and direct links to program e-mail addresses.

Because email is such a popular way for students to communicate, we created a generic email account with an intuitive address socialwork@cedarville.edu. Not only is it easy to remember, it instantly identifies us when we send out emails.

We alert our local radio station when we have special guest speakers on campus who are willing to conduct “on air” interviews. This is great exposure for their agency and for our program as their sponsor on campus. The university’s radio station is networked with 12 other stations, covering 27 Ohio counties, and 10 counties in neighboring states. This network also announces our special events as a public service announcement.

Personal Contact

Each Spring we ask the Admissions Office for a list of students who have applied for admission in the Fall with a declared interest in social work. The professors make a personal phone call to each student. We ask the Admissions Office to provide us phone cards so the professors can call from home during evening hours if unable to reach the student during the day. As the admission process progresses and a faculty advisor is assigned, that advisor will email the student. One professor offers to meet the student and their family when they arrive at the dorm to help them move in.

Increasing our visibility

Being a small major, we've teamed up with other departments to sponsor special events such as Eating Disorder Awareness Week, a Bioethics Seminar, a food collection drive for hurricane victims, and various fund-raisers for local agencies. Events such as these are open to the public and receive media attention.

We also promote senior class projects to the greater community via posters in area businesses and churches, radio public service announcements, and newspapers. Recent events that were very well attended include the Child Soldiers of Uganda, and Sex Tourism.

We announce the accomplishments of our Social Work students (such as scholarships, NASW regional chapter Social Work Student of the Year, training as a CASA volunteer, etc.) in area newspapers as well as in the campus newspaper.

The university calendar provides another means to raise our visibility on campus and on the Web. We place as many dates as possible on the university calendar, listing campus events as well as special programs open to the community.

Internal Methods

A great source for student recruitment is found among the existing student body, specifically students who have not declared a major. According to the National Center for Education Statistics, the national average for students entering college without a declared major is 15%, and 50% of all students will change their major at least once (United States Department of Education, 2005). How do we reach these students?

Educating the advisors for undeclared students

The Social Work Program faculty and staff host an educational luncheon during the Fall Faculty/Staff sessions, inviting all university employees who serve as undeclared student advisors. It's a simple inexpensive luncheon of sandwiches, chips, and soft drinks. We give a brief overview of the Program and discuss the type of student who may be a good fit for social work. God has created each individual with gifts and aptitudes. Based on the biblical principle "Train up a child in the way he should go [and in keeping with his individual gift or bent]" (Proverbs 22:6, Amplified Version), advisors for undeclared students can help these young people find where God wants them.

We illustrate and discuss the proposed four year schedule of a social work major with the intention of helping the advisor to see the importance of early identification of potential social work majors. Over the three years that we have hosted these lunches, we have witnessed significant changes in how our program is perceived, and have seen erroneous perceptions and biases against the profession change to a new appreciation for social work. We have also experienced a significant increase of students declaring social work as their major at the end of their freshman or the beginning of their sophomore year.

We provide each advisor an information packet and a labeled hanging folder so they can slide this material right into their file drawer for ready access. We also give them a promotional item for their personal use in their office (such as a calculator, pen, or note pad) to help them remember the program. The expense of the luncheon is minimized by serving a simple menu of sandwiches, chips, and soda.

Educating the Admissions Office

We met with Admissions Counselors to ensure they have an understanding of what social work is and to provide them information they need to know when talking with prospective students and parents about our social work program. We showed them our information packet and expressed our appreciation for opportunities to meet visiting prospects. As turn-over occurs within the Admissions Office, we will repeat this effort.

153/13

In October the Office of the Registrar holds an event entitled “153/13.” It is so named because there are roughly 153 undeclared students and 13 departments. This is an important event for undeclared students and any other students who are questioning if they are in the right major. The purpose is to expose them to the different majors available at our university and provide an opportunity for them to talk with professors in the various disciplines.

We schedule our faculty and staff to ensure our program is represented throughout the entire event. We have handouts about social work, business cards, and a free promotional item for interested students. We make our table stand out from other majors by propping up some eye-catching display, usually a full sized color social work poster or a bouquet of balloons. We

donate two \$5 gift certificates to a local fast food restaurant as door prizes, which gains the program recognition as a sponsor.

Of vital importance is obtaining the names of those students who visit our table. We follow up with either a personal note through campus mail or an email thanking them for visiting our table and inviting them to contact us if they want more information about social work.

Getting Started Picnic

An annual kick-off picnic brings all the social work majors, faculty and staff together. We invite undeclared students to this event as well. There is no planned recruiting agenda, just an opportunity to make students aware of our program and give them an opportunity to get acquainted with our social work students. Our students are our best recruiters. We have had two or three non-majors attend our picnic each year. Generally one or two continue to investigate the major by registering for our course “Introduction to Social Work.”

Utilizing Social Work Students

The Social Work Organization organizes a Pizza Party and sends an open invitation via campus-wide email to all undeclared students and other students who may be interested in learning more about the major. The Social Work Program pays for pizza and pop. Interested students are asked to RSVP to a club officer so that: 1) we can know how much food to order; and, more importantly, 2) so we can obtain their names for future recruiting efforts. Faculty and staff do not attend this event, it is entirely student led. There are generally 6 to 10 non-majors who attend this event. Three of these attendees decided to switch their major to social work.

Majors Meetings

We invite undeclared students to our Fall Semester Social Work majors meeting. At this meeting we talk about the Social Work Program and the admission process. We ask two or three selected seniors to talk about their experiences working in a social agency for their field assignment. This meeting acquaints the undeclared student with our program, what social work internships are like, and who our students are.

Participate in Career Links Day

Each November, the Career Services Office plans a career day for Social Work, Criminal Justice, and Psychology. We offer a professional development workshop as part of the day's activities. The workshop is open to students from any major. Guest speakers present topics that appeal to all helping professions (not just social work), such as adoptions, mental health, working with children, and integrating your faith into your chosen career. We have a sign-in sheet so we can follow-up with the students who are not our majors. Our follow-up is very low key, basically an email thanking them for attending the workshop. The goal is to get them to recognize social work as a helping profession and a viable option to consider.

Social Work Month

Social Work Month (March) is a great opportunity to highlight the profession, and by extension our major. We receive permission to hang posters in high traffic areas around campus (the student center, fitness center, dorm lobbies, Career Services Office and hallways of selected academic buildings).

We enlist the Library's help to set up a display area near the entrance for Social Work Month. We provide a poster promoting social work and the Library does the rest. The Library

decorates the area with banners and balloons. Selected publications that deal with social work issues are displayed on shelving in that area. As students check out displayed materials, the Librarian replaces them with other social work titles.

New Student Survival Kit

We send a little tissue wrapped packet we call a “student survival kit” to our incoming social work freshmen and new students who have indicated an interest in the helping professions but have not declared social work as a major. The packet is small enough to fit in the campus mailboxes, yet contains a number of items symbolic of attributes that will help a student succeed at college. The packet is tied with ribbon and a typed card is attached explaining the contents. (Details are provided in Appendix B.) By buying the supplies in bulk at discount stores and enlisting volunteer help to assemble the packets, we can create these packets at a cost of only 40 cents each.

Bulletin Boards and literature displays

We gained approval to post social work information on bulletin boards at the campus post office and to place our program brochure and the NASW “Choices” publication in their literature racks. We also maintain our own bulletin board and literature rack in a hallway near our office. This hallway is a corridor for high student traffic headed for classrooms and the computer lab. We change the bulletin board display by our office several times a year, beginning with a “welcome to social work” theme and later featuring special “awareness” months, for example social work with the elderly during November or social work with adoptions during April. (See Appendix C for the listing provided by NASW.)

Campus Newspaper

When a social work student receives a special honor or is involved in an interesting endeavor, we ask the campus newspaper to do a story. Past stories have featured students who were selected as the NASW regional chapter's "Social Work Student of the Year" and a student who received training as a Court Appointed Special Advocate. Special events sponsored by the Program or the Social Work Organization are also written up in the paper. We do this not only to promote our Program but to show others how the Lord is working and blessing our students. Consistent with the parable in Matthew 5, we are not putting our "lights" under a basket but letting them shine so that God may be glorified through His work in our students' lives.

We encourage our social work students to contribute articles to the campus newspaper. Topics dealing with mental health issues such as eating disorders, depression, and sexual abuse are of relevance and interest to a high percentage of the student body. Authors are credited for their articles and identified as social work majors.

The Effectiveness of Internal Recruiting

In Fall 2004 we started with 9 incoming freshmen. That class grew by the beginning of their sophomore year to 27. In Fall 2005 we had 13 incoming freshmen. That class has grown by the beginning of their sophomore year to 31 students. Only four were transfers from other schools; the remaining 14 were the fruit of intentional recruitment efforts.

Retention

All recruitment efforts must be accompanied by retention efforts to perpetuate program growth. Maintaining manageable class sizes and quality instruction are very important. The relationship between professor and student is a strong factor in keeping students in the major.

Showing our students we care about them and their education becomes harder to accomplish when we have more students to interact with and less time to devote to each student. There are strategies which can be implemented to overcome these limitations.

The Personal Touch

To keep the personal touch, we send birthday cards to all our social work majors, and condolences or get well cards when we learn of those situations. We send a letter of congratulations to students for special accomplishments, such as 4.0 GPA for the semester. We also send a letter to encourage and acknowledge the hard work of struggling students who have raised their GPA during the term.

The Social Work Program provides meal tickets at the cafeteria for faculty to have lunch with small groups of their advisees each semester. On occasion the professors may invite a class to their home and the Social Work Program will help defray those expenses.

Identifying with the Major

Our “Getting Started” picnic brings all the majors together at the beginning of the school year to meet one another and to get acquainted with faculty and their families in a relaxed non-academic setting.

Three majors meetings throughout the school year help students identify with the major and strengthen the connection among the students. Although business is conducted at these meetings, the atmosphere is more like a social event than a classroom and students get to connect with other social work majors they normally do not see on any given day.

Likewise, Social Work Organization activities help students feel connected to the major and to other social work students. The organization sells a different social work sweatshirt each year that students particularly enjoy wearing to club-sponsored service projects and socials.

Advising

Social Work Faculty are trained to serve as academic advisors to social work students. The same faculty advisor will follow the student all four years. Each advisor meets with his/her students each semester to ensure they remain on track and help find solutions for course conflicts. The advisor also counsels the student on weak academic performance, referring the student to appropriate resources such as the Academic Assistance Office or the Writing Center.

Students transferring credits from other institutions and sophomore students changing majors from another discipline are provided extra attention to evaluate credits already earned and determine how to fit in the remaining courses required for the social work degree.

Academic Success

Each professor has the opportunity and responsibility to help students succeed by recognizing early any struggling students and encouraging them to seek help from the university's Academic Assistance Office or other appropriate student resources.

Mentoring

A pilot project developed by the Queens County Black Nurses Association demonstrated how a mentoring program can increase student retention (Ramsey, Thompson, and Brathwaite, 1994). We've developed a mentoring program called "Freshmen Friends". Following the biblical principles of Colossians 3:16 (The word of Christ dwell in you richly as you teach and

admonish one another with all wisdom) and Proverbs 31:26 (She speaks with wisdom, and faithful instruction is on her tongue), upperclassmen volunteer to take freshmen “under their wing,” to provide a friendly face and someone who knows about the admission process and field experience, which are often areas of concern to our freshmen.

The Cost of our Marketing Plan

We want to be good stewards of the resources God has given us, so it is important to consider how to extend a small budget for the greatest effect. Since our Program has little money available for recruitment and marketing, we capitalize on free advertising - word of mouth, students in our major, radio, TV, and newspapers - as often as the opportunity presents (Phillips, 1997).

Collaboration with other departments and offices on campus to co-sponsor special events and high profile service projects permits us to maximize our efforts and minimize our financial investment. We developed relationships with people in key offices (such as Admissions, Career Services, Alumni Relations, the Office of the Registrar, the Dean of Advisors for undeclared students, the Library) and in certain academic areas such as Bioethics and Psychology where collaboration is mutually beneficial. It proved well worth our efforts to develop these relationships and, in some cases, to educate these contacts about social work to get them in our corner and willing to partner with us. At the end of the school year, we send a thank you card to all campus offices that have assisted our marketing efforts throughout the year, from Food Services to the Dean of our school.

Promotional Items

An initial outlay of \$300-\$400 to purchase promotional gifts for prospective students is an expense well worth the money. The benefits of such gifts are numerous. For an external student, it promotes a good feeling about their time with us. They take home a reminder of their visit that keeps our contact information readily in front of them. For a current student who is not a social work major, it has the additional benefit of increasing the Program's visibility around campus.

Effective gifts are useful, practical, eye-catching in design and color, and appropriate for both genders. At a minimum, the item should have enough surface area for good visibility of your program name and website. With more space, an email address or phone number can also be displayed. Student-tested and approved items include sports water bottles, calculators, tri-color highlighter markers, ink pens, and self-adhesive note pads. To help contain costs, look for sale items and buy in quantity for a better price.

Biblical Principles

A wise builder begins his project with a blueprint and consults with the experts about the building site, soil composition, placement of underground utilities, etc. For God's blessing on any endeavor, we must communicate with the Master Builder through prayer and His Word, our blueprint for life. By following biblical principles, we can pursue our objectives with the right attitude and correct motives (Philippians 2:3-16) and bring glory to our Savior.

Prayer

“Ask and it shall be given you. Seek and ye shall find. Knock and it shall be opened unto you” (Matthew 7:7, NKJV).

Guidance from God

Proverbs 16:3 says “Commit your works to the Lord, and your thoughts will be established.” Proverbs 16:9 reminds us that “in his heart a man plans his course, but the Lord determines his steps.” James tells us “If any of you lacks wisdom, let him ask of God who gives to all liberally and without reproach, and it will be given to him.” (James 1:5, NKJV).

Stewardship

We believe everything we have is from God’s hand. “Every good gift and every perfect gift is from above and comes down from the Father of Lights” (James 1:17, NKJV). God will hold us accountable for how we use the resources and conduct the business He has called us to do (Romans 14:12). Therefore we must strive to be good stewards as we implement our marketing plan.

Thankfulness

Since everything comes from His hand, it is fitting that we “praise God’s name in song and glorify him with thanksgiving.” (Psalm 69:30 NIV) We are to be thankful for everything (I Thessalonians 5:18), so it is right and fitting that we thank our colleagues who have supported our efforts and partnered with us.

God wants us to be successful.

Jeremiah 29:11 tells us that God has a plan for our success. However, success is not measured in human terms, but by our faithfulness in fulfilling our calling. God will not evaluate

our success by the size of our Program, but by the impact our students make for His kingdom. Our Heavenly Father will look at the student who takes her social work degree to Africa and impacts hundreds of lives by working with AIDS patients. Then He will look at us and say “Well done, thou good and faithful servant” (Matthew 25:23 KJV).

God will reward faithfulness.

The parable in Matthew 25 lays out the principle that when God finds us faithful with little, He will entrust us with more.

God’s way is the best way.

Proverbs 19:21 (NIV) says “Many are the plans in a man's heart, but it is the Lord's purpose that prevails.” We may have big dreams and big plans, but “unless the Lord builds a house, the work of the builders is useless” (Psalm 127:1, NIV). It is God who enables us to accomplish our plans. He sends the students. He grows the Program. To Him be the glory and praise.

Summary

As the profession of social work continues to grow, it is imperative that we have a cadre of well-trained professional social workers. The supply of new professionals will not necessarily happen by just “building” an undergraduate program of social work. For each program to maximize its effectiveness it will need to develop an intentional strategic plan for continued growth. Social work education administrators must become familiar with effective marketing techniques and to convince peers and administration of the value of investing time and effort in a strategic plan that focuses on program growth and development.

References

- American generations: Who they are and how they live* (5th ed.). (2005). Ithaca, NY: New Strategist Publications.
- Berger, R. (1989). Promoting minority access to the profession. *Social Work* 34(4).
- Berger, R. (1991). Untapped sources for recruiting minority BSW students. *Journal of Social Work Education* 27(2).
- Berg-Weger, M., Birkenmaier, J., Tebb, S., & Rosenthal, H. (1999). Bridging new heights: Creating linkages between community colleges and baccalaureate programs. *Journal of Baccalaureate Social Work*, 4(2).
- Bock, W. (2002). The millennial generation. *The digital age storyteller: Monday memo*. www.mondaymemo.net.
- Bracy, W. & Cunningham, M. (1995). Factors contributing to the retention of minority students: Implications for incorporating diversity. *Journal of Baccalaureate Social Work* 1(1).
- Council on Social Work Education. (1998). *Statistics on Social Work Education in the United States:1998*. Alexandria, VA.
- Dennison, S. (2002). Marketing status of social work education: An exploratory study. *The Journal of Baccalaureate Social Work*, 7(2).
- Directory of colleges and universities with accredited social work degree programs*. (2003). Alexandria, VA: CSWE.
- Frankish, B. (Producer) & Robinson, P. (Writer/Director). (1989). *Field of Dreams* [Motion picture]. United States: Universal Pictures.
- Frost, C., Anderson, M., & Sublette, S. (1987). How to increase enrollment in undergraduate and graduate schools of social work. *Journal of Social Work Education* 23(2). Washington, D.C.: CSWE.

Gleeson, P. (2003). *Managing and motivating the generations: Implications for the student and the employee*. Presentation at Combined Sections meeting of Texas Woman's University and Matrix Rehabilitation, Tampa, FL.

Greene, H. & Greene, M. (2002). University business: Understanding and targeting retention. www.greenesguide.com.

The Holy Bible. Amplified Version.

The Holy Bible. King James Version.

The Holy Bible. New International Version.

The Holy Bible. New King James Version

Lennon, T. (2005). *Statistics on social work education in the United States*. Alexandria, VA: CSWE.

Oliver, J. & Brown, L. (1988). The development and implementation of a minority recruitment plan: process, strategy and results. *Journal of Social Work Education* 24(2).

Phillips, M. & Rasberry, S. (1997). *Marketing without advertising* (2nd ed.). Berkeley, CA: Nolo Press.

Raber, M., Tebb, S., & Berg-Weger, M. (1998). Recruitment and retention of minority students in bachelor of social work programs. *Journal of Baccalaureate Social Work*, 3(2).

Ramsey, D., Thompson, J., & Brathwaite, H. (1994). Mentoring: A professional commitment. *Journal of National Black Nurses' Association*, 40(4).

Shank, Barbara W. & Thorton, Serene B. (2006, Winter). Marketing the BSW program: A blend of creativity, ideas, and resources. *BPD Update*, 28, 5-10.

U.S. Department of Education, National Center for Education Statistics, 2003-2004.

www.nces.ed.gov/programs/digest/d05/tables/dt05_211.asp

Appendix A

Social Work Day Alumni Panel Questions

When did you graduate?

What are you doing now i.e. Employment, education etc.?

What did you like about CU?

What did you not like about CU?

Extra demands that were placed upon you while attending CU?

How did you come to select social work as a field of study at CU?

What preparation would you recommend a prospective student do before coming to CU?

What is the Christian worldview that you received while studying at CU?

What career goals do you have?

Any suggestions you would make to any of the parents that are in attendance today?

Did you come to CU with graduate school in mind?

Appendix B

Student Survival Kit

Toothpick...to remind you to pick out the good qualities in everyone, including yourself.

Rubberband...to remind you to be flexible. Things might not go the way you planned, but the Lord remains in control. “I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jer. 29:11

Band-aid...to remind you to heal hurt feelings, either yours or someone else’s.

Eraser...to remind you everyone makes mistakes. That’s okay. We learn from our errors.

Life Saver...to remind you of God’s saving grace.

Tea Bag...to remind you, that true strength often comes out when in hot water. “My strength is made perfect in weakness.” 2 Cor. 12:9

Gum...to remind you to stick to your studies and you can accomplish your academic goals.

Mint...Remember – you are worth a mint to your family and to your Lord.

Sugar... Stay sweet! “Let your gentleness be known to all men. The Lord is at hand.” Phil 3:5

Pencil...to remind you to list your blessings every day. “His compassions are new every morning. Great is Thy faithfulness.” Lam. 3: 22, 23

Appendix C

Observances recognized by NASW

Month	Observance	Sponsor	Related Social Work Practice Area
January	National Poverty in America Awareness Month	Catholic Campaign for Human Development	Poverty and Social Justice
February	Black History Month	Association for the Study of Afro-American Life and History	Diversity and Culture
February	School Counseling	American School Counselors Association	Youth and Schools
February	National Children of Alcoholics	National Association for Children of Alcoholics	Children and Families
March	National Professional Social Work Month	NASW	
March	National Youth Violence Prevention	Constitutional Rights Foundation-Chicago, American School Counselor Association, Association for Conflict Resolution, National Association of School Resource Officers, Youth Services America	Youth and Schools
April	National Child Abuse Prevention	National Clearinghouse on Child Abuse and Neglect Information	Children and Families
April	Alcohol Awareness Month	National Council on Alcoholism and drug Dependence, Inc.	Mental Health
April	Counseling Awareness Month	American Counseling Association	Children and Families
April	National Public Health	American Public Health Association	Health
April	World Health Day	The World Health Organization	Health
April	National Minority Cancer Awareness Week	Centers for Disease Control, National Cancer Institute	Health
May	National Foster Care Month	NASW, Foster Care Parent Association, The Child Welfare League of America, Childrens' Bureau, Administration for Children and Families, US Department of Health and Human Services, the National Foster Care Coalition, National CASA, and Casey Family Programs National Center for Resource Family Support	Children and Families
May	National Mental Health Month	National Mental Health Association and National Council for Community Behavioral Healthcare	Mental Health
May	Older Americans Month	Administration on Aging	Ageing

May	Asian Pacific American Month	Asian Pacific American Heritage Association	Diversity and Culture
May	National Nursing Home Week	American Health Care Association	Aging
May	National Anxiety Disorders Screening Day	Screening for Mental Health, Inc.	Mental Health
May	National Suicide Awareness Week	American Association of Suicidology	Mental Health
June	National Cancer Survivors Day	National Cancer Institute	Health
June	Abused Women and Children's Awareness Day	SAMHSA Center for Mental Health Services	Children and Families
July 26	Anniversary of the Americans with Disabilities Act	Young Adult Institute/National Institute for People with Disabilities	International Human Rights
September	Healthy Aging Month	Educational Television Network, Inc	Aging
September	National Alcohol and Drug Addiction Recovery Month	Substance Abuse and Mental Health Services Administration; Center for Substance Abuse Treatment	Mental Health
September	National Hispanic Heritage Month	Hispanic American Leadership Organization	Diversity and Culture
October	Child Health Month	American Academy of Pediatrics	Children and Families
October	National Depression Education and Awareness Month	National Mental Health Association and Screening for Mental Health, Inc.	Mental Health
October	National Domestic Violence Awareness Month	National Coalition Against Domestic Violence	Children and Families
October	Hunger Awareness Month	American's Second Harvest	Poverty and Social Justice
November	Child Safety and Protection Month	National SAFE KIDS Campaign	Children and Families
November	Home Care Month and National Hospice Month	National Association for Home Care and Hospice	Aging
November	Homeless Awareness Month	National Coalition for the Homeless	Poverty ad Social Justice
November	National Alzheimer's Disease Month	Alzheimer's Disease and related Disorders Association	Aging
November	American Indian and Alaska Native Heritage Month	Amican Indian Culture Research Center, Bureau of Indian Affairs	Diversity and Culture
December	Universal Human Rights Month	International Society of Friendship and Goodwill	International Human Rights
Dec. 1	World AIDS Day	American Association for World Health	Health