Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics
Academic Program Name: **Social Work**
Degree: **Bachelor of Social Work (B.S.W.)**
Program CIP Code: **44.0701**
School and Department: **Health Professions/Department of Allied Health and Social Work**
Time frame for this review: **Fall 2015 – Spring 2020**
Date of last internal review: **December 2015**
Current date program reviewed for this report: **January 31, 2021**

Program Goal Statement and Student Learning Outcomes

The Dalton State College Bachelor of Social Work (BSW) program offers a social work degree based on the social work profession's purpose, which is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge-based on scientific inquiry, social work's purpose is carried out through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Grounded in values and ethical principles of social work, the DSC (Dalton State College) BSW program seeks to provide the people of the Northwest Georgia region with culturally competent, well-trained, professional generalist social workers who have special preparation to work with the Appalachian rural population and the immigrant and native Georgian Latino population, the largest at-risk populations of the region. The DSC Bachelor of Social Work program is built upon the values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry, which are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. The program goals are:

1. Prepare generalist social workers to enter practice under professional supervision in the fields of social services, health care, and mental health.
2. Prepare generalist social workers with the cultural competence skills needed to practice with the largest diversity groups of the Northwest Georgia area: Appalachian, African American, and Hispanic/Latino individuals, and families, including special preparation for work with recently arrived Hispanic/Latino families through the attainment of at least a third-year college level of Spanish language fluency and in-depth cultural knowledge.
3. Prepare generalist social workers to apply social work theories and interventions using the "person-in-environment" and "ecological, multilevel systems" perspectives across practice settings.

4. Prepare generalist social workers to intervene effectively in a variety of human and social problem areas and to evaluate the effectiveness of interventions.

5. Prepare generalist social workers with the skills necessary to enter the social welfare system as child welfare workers in various roles, for example, as entry-level employees in the Georgia Department of Family and Children Services (DFCS) prepared to work with families troubled by the issues of child abuse and neglect.

6. Address the critical shortage of social workers in child welfare.

7. Prepare generalist social workers to understand current social policies impacting clients and advocate for desired changes at all levels of society and government.

8. Prepare generalist social workers to understand and utilize the ethical standards of the profession embodied in the code of ethics of the National Association of Social Work (NASW) and to practice within the values of the social work profession.

9. Prepare generalist social workers to compete successfully for admission to an accredited Master of Social Work (MSW) program in Georgia and throughout the United States if they desire more advanced preparation.

10. Facilitate the entry of non-traditional students into the social work profession by offering the BSW degree program in formats designed to allow non-traditional students, particularly employed persons and persons from oppressed groups, the opportunity to work toward a degree.

11. Recruit faculty members who have in-depth knowledge of the needs of recent Latino immigrants and rural Appalachian persons and who personify the highest ethical, academic, and professional practice standards to develop a culture of excellence for social work faculty, staff, and students.

12. Develop strong linkages and feedback processes with the social work practice community through an active Professional Advisory Board, a professional-to-student mentoring program, a continuing education program, and an international education program that encourages participation by practitioners and students.

13. Strengthen the Northwest Georgia region's social service delivery system by engaging social service agencies in the social work educational process of field instruction, by offering continuing education program determined by agency needs, and by involving outstanding agency administrators in the program's Professional Advisory Board.

Program outcomes:

The program outcomes are based on the nine Council on Social Work Education (CSWE) standards as established in the 2015 Educational Policy and Accreditation Standards (EPAS). The program adopted the new EPAS outcomes for the 2015-2016 academic year forward. The program outcomes align the program's goals with the new CSWE Competencies to provide the framework for the individual student learning outcomes. The program outcomes delineate the specific requirements of the program shift from the EPAS 2011 to EPAS 2015. The 2015 EPAS moved the educational framework from one that emphasized content (what students are taught) and structure (of the educational components) to one focused on student learning outcomes. This competency-based model focuses on identifying and assessing what students demonstrate in practice.

The BSW Program will prepare students to demonstrate generalist social work competencies as identified by CSWE. These competencies are:

Competency

1: Demonstrate Ethical and Professional Behavior

2: Engage Diversity and Difference in Practice

3: Advance Human Rights and Social, Economic, and Environmental Justice

4: Engage in Practice-informed Research and Research-informed Practice

5: Engage in Policy Practice

6: Engage with Individuals, Families, Groups, Organizations, and Communities

7: Assess Individuals, Families, Groups, Organizations, and Communities

8: Intervene with Individuals, Families, Groups, Organizations, and Communities

9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student learning outcomes:

The BSW program student learning outcomes are based on the nine CSWE competencies. Students must demonstrate competency through the ability to integrate and apply knowledge, values, and skills to practice situations. The learning outcomes are designed to allow the student to demonstrate a holistic approach to the practice of social work through critical thinking, affective reactions, and the exercise of judgment. Learning outcomes are demonstrated across the curriculum and assessed at the knowledge level and skills level to determine competency. The skills assessment always takes place in a live or simulated setting in the student's field practicum. CSWE has identified practice behaviors used as the indicators of competency, and these behaviors form the student learning outcomes.

Competency 1: Demonstrate Ethical and Professional Behavior

Professional Behaviors:

• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

• use technology ethically and appropriately to facilitate practice outcomes; and

• use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Practice Behaviors:

• apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

• present themselves as learners and engage clients and constituencies as experts of their own experiences; and

• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:

Practice Behaviors:

• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Practice Behaviors:

• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice:

• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

• assess how social welfare and economic policies impact the delivery of and access to social services.

• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

Practice Behaviors:

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

• collect and organize data and apply critical thinking to interpret information from clients and constituencies.

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

• select appropriate intervention strategies based on the assessment, research knowledge, and clients and constituencies' values and preferences.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

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• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

• facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

• critically analyze, monitor, and evaluate intervention and program processes and outcomes.

• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Brief Assessment of Previous Program Review

The outcome of the previous program review (brief narrative statement).

The previous program review provided the groundwork for changes within the BSW program designed to increase student success and allow it to continue maintaining CSWE program accreditation. The action items identified in the previous program review were addressed over the course of the new program review period and have positively impacted the program and student success. (Action items specifically addressed below)

What improvements have occurred since the last program review or assessment?

The BSW program continues to grow and attract majors to the program, thus allowing the program to meet the increasing need for professional social workers in the community. The number of declared majors dropped from 2017 to 2018, but the 2019-2020 year has seen a significant increase in both declared majors and students enrolled in lower-division courses.

The program completed the full transition to the CSWE EPAS 2015 for the field education component in 2016, allowing for the successful integration of the new assessment standards with the field programs. This included a new training program for field instructors and new rubrics for assessing student learning.

The curriculum was revised during the 2017/2018 and 2018/2019 academic years to allow for more opportunities to reach students in the lower-division courses and strengthen student performance in upper-division courses. The revisions included the addition of two lower-division social work courses in Area F, bringing the total to four.

The program integrated the use of the School of Health Professions Simulation Lab in both junior and senior-level courses to provide students the opportunity to practice skills development in a multidisciplinary setting.

The program continued to see a rise in the number of students applying for and receiving Advanced Standing admission to MSW programs across this report's five-year span. The increased number of MSW's in the community has been identified as a priority by providers, community partners, and other stakeholders for several years. The shortage of advanced practitioners has a significant impact on service provision in the community. The program has explicitly supported student transition to graduate programs and eventual licensing at the advanced level (LMSW, LCSW).

The program has increased the number of native Spanish-speaking Hispanic and Latino/a students completing the program. Preparing culturally competent social workers who can work with the native Latino/a and Hispanic population of the region has been a priority of the program since its inception. The ability to attract Latino/a and Hispanic students to the program has allowed the program to diversify the student population and ensure that the community benefits from the influx of Latino/a and Hispanic social workers, not just Spanish speaking social workers of other cultures. This continues to be a priority, as the demand for Hispanic and Latino/a advanced practitioners continue to increase in the region.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan.

The BSW program has made several curriculum changes to strengthen the program and to allow for greater student success.

1. The program added two lower-division courses to the Area F portion of the curriculum. These two courses are Social Work 2103 (Social Work Practice and Service Learning) and Social Work 2104 (Social Work Interviewing and Communication). Social Work 2103 is a service-learning course that replaces the volunteer service requirement for admission to the upper-division. The course allows the students to complete service-learning activities alongside social work faculty while learning about the social work professional Code of Ethic's commitment to service. This high-impact course allows students to be exposed to social services settings and begin learning engagement and intervention skills with client populations. It allows students to determine before admission to the program if they are genuinely interested in and prepared for work in these settings. Additionally, the course provides the faculty with an opportunity to assess student performance in a field setting to determine the likelihood of student preparation for upper-division work. Based on end-of-semester student evaluations, the first three offerings of the course (2019 and 2020) were popular with the students. The course offering also allows the program an additional opportunity to interact with the community at large and other service providers who are not necessarily partners in the upper-division field program. The second lower-division course is Social Work 2104. This course is the introductory interviewing skills course that was historically the Practice 1 class offered in the first semester of the upper-division course sequence. The course has been moved to the lower division to allow students to demonstrate the ability to successfully learn the material and demonstrate basic skills before the upper division. This allows students to determine if they are, in fact, comfortable with the requirement and skills of the profession before upper division, thus ensuring students can have a more successful transition to another course of study, if needed.

2. The program added a new upper-division course, Social Work 3202: Practice with Groups, to the second semester of the junior year. This course was added in response to on-going feedback from alumni and the Professional Advisory Board. Social workers in field placements were being offered the opportunity to lead groups, alumni were being required to practice in group settings, and the curriculum had not covered practice with groups in an extensive manner. This new practice course ensures that BSW graduates are prepared for entry-level practice with groups within the scope of professional licensing standards.

3. The program aligned the student learning outcomes for field practicum with the 2015 EPAS during the 2016 academic year. The program began the transition to the new EPAS across the program during the 2018 year. This change requires the students to demonstrate specific competencies over the course of the program and for the assessment of competencies with specific benchmark

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assignments. The assessment of competency is based on the CSWE established practice behaviors and extends beyond students simply earning a grade in a particular course (the historical measure).

The 2015 Action Plan for the Comprehensive Academic Program Review included:

Specific Action(s):

1. Seek funding for an additional faculty line to be filled by August 2018. Recruit minority applicants.

   Outcome:

   At the end of the 2014-2015 year, the social work faculty included four full-time and one part-time faculty. After this reporting period (2019-2020 AY), the social work faculty comprises five full-time and one part-time (.49 FTE) faculty members. During the 2016-2017 academic year and the 2019-2020 academic year, the program conducted faculty searches and made specific efforts to recruit minority applicants for the open faculty positions. During the 2016-2017 search, there were minority applicants. However, the program was not successful at hiring a minority candidate. The 2019-2020 search attracted several minority applicants, and the search successfully hired a minority faculty member for the 2020-2021 academic year.

2. Improve student funding opportunities by seeking additional student work-study opportunities, examining stipend possibilities with practicum sites, reducing textbook costs, providing additional financial aid information to students, and discussing the options for additional scholarships with the DSC Foundation director.

   Outcome:

   The program continues to work with the institution to expand funding opportunities for students. The social work program works with declared majors to secure work-study opportunities on campus and make applications for scholarships through the DSC Foundation. The program works to reduce textbook costs by utilizing resources such as open-source texts and Cengage Unlimited subscriptions. The program utilizes the field fee collected as a part of the senior practicum to provide resources directly to the students, including additional professional training, texts, and other resources. The field program has revised field standards to allow students to have paid field practicum experiences, accept stipends from field settings, and create field placements in employment settings. This has helped reduce the financial difficulties students specifically face when participating in the required field practicum over the course of the senior year.

3. Meet with the Chair of the DSC Social Sciences Department and agree on a strategy for providing information to students and advisors.

   Outcome:

The BSW Program Chair and the Professional Advisor for the program work cooperatively to ensure that students across campus are informed about the BSW program and student learning options. The program actively participates in cross-disciplinary activities and coordinates activities with the Office of Student Life to increase student body awareness of the program and the social work course of study.

4. The Director of Field Education will continue to aggressively pursue all possibilities for new field placement sites, providing adjunct MSW field instructors if necessary.

   Outcome:

   The Director of Field Education has significantly increased the number of field placements for student learning and diversified the field placements for a greater breadth of options. The Field program significantly expanded into Southeastern Tennessee, which has positively impacted students by providing more options for field studies. As the institution now provides in-state tuition to Tennessee residents, the number of Tennessee BSW students increases. Additionally, the program has field sites across Northeast Georgia and into the greater Atlanta area. For the 2018/2019 academic year, the program had over fifty field partnerships covering over 100 miles, and a three states (Georgia, Tennessee, Alabama) radius. The program has ensured sufficient MSW field instructors for the program by hiring an additional faculty member responsible for providing field supervision to students.

5. The department will designate a faculty member to identify lower division students, bring them together, provide information and support to them, monitor their progress, and involve them in upper-division social work students.

   Outcome:

   The Director of Field Education (DFE) worked closely with the program's professional advisor to identify students needing assistance in navigating entry to the upper-division and provided extra support to students identified in the new lower-division courses. The DFE coordinated the expansion of the fall Fresh Start (new student orientation), expanding the orientation to a full-day to allow for sufficient coverage of material designed to enhance student success upon entry into the upper-division. Outreach to students on campus increased membership in the social work club by lower-division students. During the 2017-2018 year, the senior social work students created a mentoring program partnering first-year BSW cohort members with senior students to enhance engagement and facilitate student success in the junior coursework.

Student Demographics

Enrollment	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Headcount	113	116	109	114	104	-7.96
FTE	17.75	16	16.66	17.58	16.08	-9.75
Enrolled Full-time	85	90	82	85	78	-8.235
Enrolled Part-time	28	26	27	29	26	-7.14
Female	104	104	96	99	94	-9.61
Male	9	12	13	15	10	11.1
Alaskan Native/Native American/American Indian	0	0	0	0	0	0
Asian, Hawaiian, Other Pacific Islander	1	1	0	0	1	0
Black/African American	10	12	11	7	4	-60
Hispanic	24	25	25	36	37	41.66
Multi-racial	1	3	3	2	5	400
Undeclared	4	1	4	4	5	25
White	73	74	66	65	52	-28.76

Analysis and comments on student demographics.

The program's student headcount remained stable, with the most significant drop occurring from the for 2017 and 2019 academic years. This drop coincides with the drop in overall enrollment for the institution as a whole. The program has seen an increase leading into the 2020 academic year, and the number of declared majors indicates a likely increase in program enrollment between 2020 and 2024. The enrollment figures are similar to that of the national average, with CSWE reporting a significant fluctuation in BSW enrollment between 2016/17 and 2017/18 with a significantly increased enrollment followed by a decrease in enrollment followed by a 2018/2019 stabilization. The program continues to maintain the same split of full-time to part-time student enrollment. The part-time enrollment is primarily with lower-division declared majors, with a minimal number of students in the upper-division pursuing part-time studies (a five-year course of study as opposed to four). The program enrollment remains below but within reach of the national average for BSW programs, 126 per the most recent survey by CSWE for 2019. Nationally, 87.2% of BSW students are full-time students; at DSC 75% are.

The program continues to be primarily female, with the student body makeup mirroring that of the profession. Efforts to recruit male students to the program are on-going and to increase male representation in the professional community. Of the students enrolled, 89% in the program are female; nationally, 85.8% of BSW programs are female.

The most significant shift in the student population has been in increasing students identifying as Hispanic or multi-racial. While the student demographics indicate the "Hispanic" designation, most of the students in the social work program identify as Latinx rather than Hispanic. The increase in Hispanic/Latinx and multi-racial students results from intentional recruitment of students and increased support of Hispanic and Latinx students in the program. These graduates are filling an essential shortage in the professional social work community. This is a positive change in student demographics that reflects the program's on-going commitment to training culturally competent practitioners for the area. Nationally, 6.5% of students enrolled in BSW programs are Latinx/Hispanic; at Dalton State, 35.68% are Latinx/Hispanic.

Additionally, further analysis of the program's demographics indicates that the number of "non-traditional" students has significantly decreased. The program has shifted from its original orientation (2005-2010) toward non-traditional students to enrollment that mirrors a college-level shift. The program is admitting and graduating more students who are considered "traditional" college age, enrolling immediately post-high school.

Faculty Indicators of Program Quality	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
School (not Department) faculty teaching in the program (excluding Areas A through E)	5	5	6	6	6	20
Full-time program faculty	4	4	4	5	5	25
Part-time program faculty	1	1	2	1	1	0
Total program faculty	5	5	6	6	6	20
Percent of program classes taught by full-time program faculty	83	83	67	83	83	0
Gender (full-time and part-time faculty)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Male	1	1	1	1	1	0
Female	4	4	5	5	5	0
Race/Ethnicity (full-time and part-time faculty)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0
Asian, Hawaiian, Other Pacific Islander	0	0	0	0	0	0
Black/African-American	0	0	0	0	0	0
Hispanic	1	1	1	1	1	0
Multi-racial	0	0	0	0	0	0
Undeclared	0	0	0	0	0	0
White	4	4	5	5	5	0
Tenure Status (full-time faculty)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Tenured	2	1	1	1	1	-50
On-tenure track	0	1	1	1	2	200%
Non-tenure track	2	2	2	3	2	0
Rank (full-time faculty)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Professor	0	0	0	0	0	0
Associate Professor	1	1	1	1	1	0
Assistant Professor	2	1	1	1	2	0
Instructor/Senior Lecturer/Lecturer	1	2	2	3	2	100%

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	2015-16	2016-17	2017-18	2018-19	2019-20	% Change
Doctorate	1	1	1	1	1	0
Specialist	0	0	0	0	0	0
Master's	3	3	3	4	4	25
Bachelor's	0	0	0	0	0	0
Associate's/Other	0	0	0	0	0	0

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The program shift over the past five years has included an increase in the number of full-time and tenure-track faculty. This change will continue into the 2020 year with an increase in additional faculty on tenure-track. The percentage of full-time faculty teaching courses has remained steady, except for the 2017 year. That year, the program added additional faculty for teaching and field supervision, with those part-time positions eventually receiving funding for full-time status. This increase has allowed the program to comply with the CSWE faculty- to- student ratio of 1:25 for accrediting purposes. At Dalton State, 20% of the program courses are taught by part-time faculty, whereas at the national level, 32.8% of BSW courses are taught by part-time faculty.

The program faculty are primarily master's level faculty. The master's degree, MSW, is the terminal degree for social work. Additionally, most of the faculty are licensed clinicians (83%, or five or six faculty in 2019), exceeding the national average of 51% of faculty being licensed clinicians. The licensing aspect is significant, as the CSWE standards have shifted to competency-based education. The emphasis on integrating clinical skills and knowledge requires faculty who are qualified to practice across the field of social work at all three levels (micro, mezzo, and macro). For the upcoming 2020 year, the program will have 100%, licensed faculty. The program is committed to the on-going recruitment of doctoral level faculty, but nationally there remains an under-supply of doctoral faculty for BSW programs.

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Indicators of Measures of Quality

Student Input	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Mean ACT score	19.63	18.94	18.95	18.44	18.73	4.58
Mean SAT score	450	439	446	456	452	.44

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

The BSW program will complete the next accreditation process in fall 2020.

Indicators of Measures of Quality

Student Output	2015-16	2016-17	2017-18	2018-19	2019-20	% Change
Exit scores on national/state licensure (If applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Graduating majors' mean GPA	3.29	3.40	3.44	3.49	3.39	3.03
Employment rate of graduates (if available)	95	n/a	n/a	94.12	100	5.263
Number of students entering graduate/professional programs	13	15	12	11	11	-15.38

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

The students continue to achieve the program goals and demonstrate these goals by achieving the student learning outcomes for the BSW program. For the most recent year (2019-2020), the program met the goals as outlined. The program goals are assessed individually and collectively each year. The program goals are evaluated by measures related to the student learning goals and other established benchmarks. For all program goals, assessment data is summarized in charts below narratives.

1. Prepare generalist social workers to enter practice under professional supervision in the fields of social services, health care, and mental health.

Program goal met. The program outcome is specifically measured by graduate job placement success and the evaluation of student performance in the field practicum. Graduate placement rates are determined by utilizing year-end surveys of students and follow-up surveys at the six-month, one-year, and five-year point.

The BSW program prepares graduates for entry-level social work practice. The program works with a Professional Advisory Board and community-based agencies throughout Northwest Georgia and Southeastern Tennessee to determine employers' needs and assist students in securing employment post-graduation. BSW students are considered prepared for entry-level practice when they are evaluated as "competent" on all nine professional competencies. The evaluation tool includes the Rubric for Evaluation of Students in the field. This five-point scale assesses students on the professional competencies and specific behavioral indicators of competency. The scale evaluates students' performance with a five being "very high performance," a three being "competent," and a 1 being "unacceptable." Students cannot earn below a three at any one behavioral level or in the overall assessment—the overall assessment in the field is the indicator of readiness for professional practice.

Of the students who responded (90% of students) to a survey from the class of 2018, 85% had secured social work employment within 6 months of graduation, and an additional 5% within one year. Of the students responding, 5% said they had not sought employment in the field.

2.Prepare generalist social workers with the cultural competence skills needed to practice with the largest diversity groups of the Northwest Georgia area: Appalachian, African American, and Hispanic/Latino/a individuals, and families.

Program goal met. The program outcome is measured by evaluating the student learning goals related to cultural competency and diversity in practice. Additionally, the program surveys the Professional Advisory Board, community partners, community agencies, and others who employ and utilize graduates to determine our graduates' success in their work with the diverse client populations of Northwest Georgia.

Student competency in diversity in practice is assessed through specific practice behaviors as identified by CSWE. These include apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3.Prepare generalist social workers to apply social work theories and interventions using the "person-in-environment" and "ecological, multilevel systems" perspectives across practice settings. (Results measured with #4 see below)

4.Prepare generalist social workers to intervene effectively in various human and social problem areas and evaluate the effectiveness of interventions.

Program goal met. The program outcome is measured by evaluating the student learning goals related to the utilization and evaluation of interventions in the field practicum setting. Additionally, the program surveys the alumni, Professional Advisory Board, community partners, community agencies, and others who employ and utilize graduates to determine our graduates' success in their work with the client populations.

The field practicum is the signature pedagogy of social work education. The BSW program has a strong field education program designed to maximize students' opportunities to demonstrate achievement in the nine CSWE competency areas. CSWE requires all students to obtain "competency" in all areas in the field setting and one additional classroom or another learning environment. Successful fieldwork leads students directly to job opportunities, most within their field setting. Employers understand that social work field education is robust and requires students to perform as entry-level practitioners, therefore demonstrating job readiness. The BSW program standard for competence in the field is a rating of "3" (85) on each of the nine competencies. This is on a 0-5 scale. Students are rated on each learning task on the Individual Learning Plan and then receive a total score for each competency. Evaluation is made utilizing the Rubric for Assessment of Field Competency. Of the BSW program

students, 100% received a 3 or higher rating on the Individual Learning Plan for the field. This makes up 60% of the grade for Social Work 4999. The remaining 40% of the grade for this course grade comes from field-related course assignments, participation in the Integrative Field Seminar, and completion of the field's documentation. The 40% of the grade is assessed by the SOWK 4999 faculty using rubrics for the students' assignments as outlined in the syllabus. 100% of the students received an 85% or higher in the course portion of the course and received an 85% or higher overall SOWK 4999 grades. Each year the social work faculty and the Director of Field Education evaluate the course requirements to ensure that they continue to require students have sufficiently challenging opportunities to meet the individual CSWE competencies. Each year Field Instructors from the individual field practicum sites receive training on the evaluation of student work and assessment of competencies.

5.Prepare generalist social workers with the skills necessary to enter the social welfare system as child welfare workers in various roles, for example, as entry-level employees in the Georgia Department of Family and Children's Services (DFCS) prepared to work with families troubled by the issues of child abuse and neglect. (Results measured with #6, see below)

6.Address the critical shortage of social workers in child welfare.

Program goals met: The program outcome is measured by evaluating student learning outcomes in the Child Welfare and Advanced Child Welfare courses and DCFS field practicum experiences. The program surveys both DFCS program administrators in Department of Human Services (DHS) Region 1 and 2 to determine graduates' hiring rates in the DFCS system. The program continues to expand field practicum opportunities for students within DFCS offices.

7.Prepare generalist social workers to understand current social policies impacting clients and advocate for desired changes at all levels of society and government.

Program goal met: The program outcomes are measured by evaluating student learning outcomes for measures in courses related to social work and public policy and assessment of performance in the field placement.

BSW students must demonstrate an understanding of social policy, and this is evaluated in the classroom. Additionally, students must demonstrate their advocacy skills at the practice level through classroom activities and fieldwork. This understanding and skill are demonstrated through the CSWE identified behavioral indicators: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze,

formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

8.Prepare generalist social workers to understand and utilize the ethical standards of the profession embodied in the code of ethics of the National Association of Social Work (NASW) and to practice within the values of the social work profession.

Program goal met: The program outcome is measured by evaluating the student learning outcomes related to understanding and applying the professional code of ethics. The student outcomes include specific course assignments embedded across the BSW curriculum and the field practicum setting. Generalist social workers must understand and utilize the NASW Code of Ethics for practice in the social work profession. Students in the BSW program must understand the Code of Ethics and the integration of the Code into practice. Students must demonstrate the ability to apply the Code of Ethics to practice situations and recognize and resolve ethical dilemmas in social work practice. Competent social workers evaluate practice through the lens of the Code of Ethics at the micro, mezzo, and macro levels and apply critical thinking principles to inform practice behaviors. The demonstration of competency is indicated by the behavioral indicators as established by CSWE: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes, and use supervision and consultation to guide professional judgment and behavior.

9.Prepare generalist social workers to compete successfully for admission to an accredited Master of Social Work (MSW) programs in Georgia and throughout the United States if they desire more advanced preparation.

Program goal met. The program goal is measured by surveying the students upon graduation and alumni at the six-month, one-year, and five-year post-graduation points. Dalton State BSW program alumni have historically high acceptance rates as Advanced Standing students in MSW programs. In the time of 2016-2019, all graduates seeking admission to MSW programs received Advanced Standing status. Students have been admitted to institutions throughout the United States, though our students tend to gravitate to Southeastern US programs. There remains a shortage of MSW trained practitioners and subsequently LCSW, practitioners in Northwest Georgia and Southeast Tennessee, so our program graduates are filling a vital need in the area. Program alums who receive their MSW indicate that they are receiving higher wages and are being promoted to supervisory roles within local organizations due to the graduate degree. Additionally, as more alumni earn the MSW, the availability of more MSW level

Field Instructors increases for the BSW program. As MSW programs extend the availability of Advanced Standing to students beyond the five-year mark, this program will continue to survey students to determine the MSW acceptance rate beyond the five-year BSW graduation point.

Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

The BSW program assesses student learning outcomes each year in keeping with the CSWE requirements for accreditation. The student learning outcomes are assessed with specific benchmark assignments and through assessing student performance in the field practicum. Student learning outcomes in the field are assessed utilizing the rubric for Assessment of Students in Field, which measures student performance of individual learning tasks and demonstrates specific CSWE identified practice behaviors. Students are evaluated on a 1-5 scale, "3" is considered "competent." (1 is considered "poor/cannot continue in program" and 5 is considered "outstanding/exceptional") Students cannot successfully graduate from the program without achieving a minimum of "3" in all areas for field practice. Additionally, students must achieve the established benchmark grade for specific assignments that are used for assessment purposes.

The chart below reflects the 2019-2020 program year and overall achievement of the baseline overall percentage of students achieving the CSWE Competency Benchmarks.

Summary Data for Fall 2019-2020

DALTON STATE

COMPETENCY	COMPETENCY BENCHMARK (%)	Aggregate of Students from All Program Options n = (Number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	75%	N=19 100%
Competency 2: Engage Diversity and Difference in Practice	75%	N=19 95%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75%	N=19 100%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	75%	N=19 100%
Competency 5: Engage in Policy Practice	75%	N=19 81.5%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75%	N=19 95%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75%	N=19 100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75%	N=19 100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75%	N=19 100%

The Summary Date and Outcomes for Fall 2019-2020 chart the specific Student Learning Outcomes as operationalized in the CSWE Competencies.

Summary Data and Outcomes Fall 2019-Spring 2020

Competency	Competency Benchmark Course Measure	Competency Benchmark Field Measure Score/students 1-5 Scale	Mean Score of Students inclusive of both measures	Number/ percentage of students achieving benchmark for competency
Competency 1 Demonstrate Ethical and Professional Behavior	Ethics Presentation in SoWk 4998 19>90 Mean score 95 100%>75	5=8 4=8 3=3 Mean score 91 100% at 3 or>	Mean inclusive of both scores=93 100%> 75	100%
Competency 2 Engage Diversity and Difference in Practice	4301 Social History Paper 7>90 10>80 2>70 Mean score 88.17 90% achieve benchmark	5=3 4=10 3=6 Mean 90 100% achieve benchmark	Mean inclusive of both scores= 89	95%
Competency 3 Advance Human Rights and Social, Economic, and	Final Examination SoWk 3505 16>90 3>80	5=5 4=7 3=7 Mean 90	Mean inclusive of both 91	100%

Competency 4 Engage in Practice Informed Research and Research Informed Practice	Final Examination for So Wk 4400 (Research) 11>90 5>80 3>75 Mean 88 100%>70	Capstone Research Project Completed in Field 5=3 4=7 3=7 Mean 90	Mean score inclusive of both measures 89	100%
Competency 5 Engage in Policy Practice	Policy papers 4>90 3>80 5>75 7>60 Mean was 88.9 63% achieved the 75% benchmark	Advocacy Day Assignment in Field 90> =22 80>=1 Mean score for all 97 5=8 4=6 3=5 Mean 91 Mean inclusive of both measures 94	Mean inclusive of both scores 89.95	81.5%
Competency 6 Engage with Individuals, Families, Group, Organizations, and Communities	Process Recording 3201 9>90 9 >80 1>70 Mean 82.2 91% achieved 75% benchmark	5=4 4=11 3=4 Mean 90 100%	Mean inclusive of both 86.1	95%

Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities	Social History 3201 5>90 8>80 6>70 Mean 87 100% achieved benchmark of 70%	5=3 4=9 3=7 Mean 89	Mean inclusive of both 88	100%
Competency 8 Intervene with Individuals, families, groups, organizations, and communities	Treatment plan 4999 17>90 . 2>80 Mean 94 100% achieve 75 benchmark	5=6 4-6 3=7 Mean 90 MADD assignment 4201 19>90 Mean 95 Mean inclusive of both 92.5	Mean inclusive of all measures 93.25	100%
Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities	Examination in 3202 13>90 6>80 Mean 88 Evaluation of Practice Paper 4999 19>90 Mean 95 91.5 inclusive of both measures	5=3 4=9 3=7 Mean 88.9	Mean inclusive of both measures 90.2	100%

Indicators of Measures of Quality

If available, provide additional information and/or results of other quality indicators related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

Non available.

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

The BSW program evaluates the curriculum yearly in keeping with CSWE program accreditation standards. The program must assess the student learning outcomes and determine if the curriculum provides students the opportunities to demonstrate their competencies. Yearly reviews of the curriculum are designed to ensure that student learning happens cohesively across the program, that the curriculum supports holistic competency, and that benchmark assignments remain challenging, relevant, and instructive. The curriculum reviews allow the program to verify that student learning is aligned with the CSWE EPAS 2015 (the most recent EPAS).

The curriculum is evaluated to ensure that all coursework is in keeping with the professional standards and research in the field. Social work is an evidenced-based profession, and the curriculum must be aligned with the latest research for practice. The curriculum is reviewed, and any proposed changes are done in cooperation with the Professional Advisory Board.

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% Change
Number of students enrolled in the degree program	113	116	109	114	104	-7.96
Number of students who applied to the program (if applicable)	21	23	16	21	19	-9.52
Number of students admitted to the program (if applicable)	20	22	16	21	19	-5.0
Percent of classes taught by full-time faculty	83	83	67	83	83	0

Describe additional details as deemed appropriate.

The program's student headcount remained stable, with the most significant drop occurring from the 2017 and 2019 academic years. This drop coincides with the drop in overall enrollment for the institution as a whole. The program has seen an increase leading into the 2020 academic year, and the number of declared majors indicates an increase in program enrollment for between 2020 and 2024. The enrollment figures are like that of the national average, with CSWE reporting a significant fluctuation in BSW enrollment between 2016/17 and 2017/18 with a significantly increased enrollment followed by a decrease in enrollment followed by a 2018/2019 stabilization. The program continues to maintain the same split of full-time to part-time student enrollment. The part-time enrollment is primarily with lower-division declared majors, with a minimal number of students in the upper-division pursuing studies part-time (a five-year course of study as opposed to four). The program enrollment remains below but within reach of the national average for BSW programs, which was 126 per the most recent survey by CSWE for 2019. Nationally, 87.2% of BSW students are full-time students; at DSC, that is 75%.

The program shift over the past five years has included an increase in the number of full-time faculty and faculty on the tenure-track. This change will continue into the 2020 year with an increase in additional faculty on tenure-track. The percentage of full-time faculty teaching courses has remained steady, except for the 2017 year. That year, the program added additional faculty for teaching and field supervision, with those part-time positions eventually receiving funding for full-time status. This increase has allowed the program to comply with the CSWE faculty to student ratio of 1:25 for

accrediting purposes. At Dalton State, 20% of the program courses are taught by part-time faculty, whereas 38.8% of classes are taught by part-time faculty at the national level.

The program faculty are primarily master's level faculty. The Master's degree, MSW, is the terminal degree for social work. Additionally, most of the faculty are licensed clinicians (83%, or five or six faculty in 2019), exceeding the national average of 51% of faculty being licensed clinicians. The licensing aspect is significant, as the CSWE standards have shifted to competency-based education. The emphasis on integrating clinical skills and knowledge requires faculty who are qualified to practice across the field of social work at all three levels (micro, mezzo, and macro). For the upcoming 2020 year, the program will have 100%, licensed faculty. The program is committed to the on-going recruitment of Doctoral level faculty, but nationally there remains an undersupply of Doctoral faculty for BSW programs.

Indicators of Measures of Productivity

Graduation	2015-16	2016-17	2017-18	2018-19	2019-20	% Change
Number of degrees conferred	21	20	21	14	21	0
Total student credit hours earned	114.87	116.1	115.87	123.35	123.61	7.6

Describe any institutional-specific factors impacting time to degree.

The time to degree for BSW students is limited, in that the program is a cohort-based professional degree that requires students to complete the program within a specific amount of time. Students may take additional years to complete the lower-division course of study, as is often the case for the institution's student body; however, the upper-division course of study must be completed in two or three (for part-time) years. The Dalton State population comprises students who are often part-time and extend their study for over six years. This is primarily a result of students who are employed full time while enrolled in courses. Additionally, the institution sees many students initially enrolling immediately post-high-school graduation who leave school only to return later. The social work program attracts these "non-traditional" students who then graduate within the additional two-year time span. The time-to-degree is strengthened for many students by the low cost of enrollment yet challenging as the BSW program does not currently offer coursework outside of traditional hours (nights or weekends).

Evidence of Program Viability

Based on evidence from **ALL of the above** information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

There continues to be a strong demand for BSW graduates regionally and nationally. According to the U.S. Bureau of Labor Statistics, the social work job market will continue to grow at a rate more than double that projected for all other occupations from 2016-2026. This statistic is considered a conservative one that does not consider the additional need for social workers that may arise given the socioeconomic fall out of the 2020 COVID 19 pandemic. All the program graduates who have been seeking employment have been employed by the benchmark goal established for the program (six months post-graduation). Additionally, the program's alumni have high acceptance rates into MSW programs. There remains a shortage of MSW level social workers in Northwest Georgia and Southeastern Tennessee, and subsequently, a shortage of advanced practitioners (LMSW, LCSW). Our alums are helping meet this need for practitioners. (Council on Social Work Education and NASW reports)

The Dalton State BSW program is the only BSW program in Georgia that is north of Atlanta. The program's faculty maintains close relationships with the area's employers, and junior and senior students are placed in field education practice within community agencies. As a result, employers begin competing to hire students before their graduation. Informal feedback suggests that employers have been highly satisfied with DSC graduates and would like a larger pool of graduates to hire. Regularly scheduled formal surveying of social work providers is set for the 2020 academic year. We anticipate the data will support the yearly hiring rates for student support. The program has regular communication with employers and community partners through the field program. Additionally, the BSW Program Director is a member of various community collaboratives that provide opportunities for gathering information regarding graduate's performance on the job. Program alumni are also serving as Field Instructors for the BSW program, and the program conducts yearly evaluation of the Field Instructors. This access to graduates allows the program to gain additional feedback on the alumni's performance in the profession.

The feedback of the Professional Advisory Board allows the program to obtain information regarding the program and any needed changes for the program and/or curriculum. The Council on Social Work Education also solicits the Professional Advisory Board's input during the program accreditation review process alongside alumni and other community stakeholders.

The program remains fully accredited by the Council on Social Work Education and will complete its next program evaluation in fall 2020. The program anticipates remaining fully accredited. CSWE will announce the new EPAS 2021, and the program will make any changes to the curriculum or assessment methods based on the new requirements of the EPAS. The CSWE EPAS ensures that the program is practicing in an evidence-based manner that reflects the profession's needs and ensures professional competency for entry-level generalist social workers.

Program Strengths and Weaknesses

Based on this review, what are the strengths and weaknesses of the program?

Strengths:

1.The Council on Social Work Education, accredits the Dalton State BSW. All accredited BSW programs are based on a strong liberal arts foundation and provide a generalist social work curriculum. Also, the Dalton State BSW program emphasizes the importance of human diversity through specific curricular offerings. The Dalton BSW program emphasizes the use of high-impact learning practices such as collaborative assignments and projects, cohort-based learning communities, writing-intensive courses, undergraduate research, diversity learning, service learning in community-based settings, internships, and capstone courses and projects. Program retention is strong once students are admitted to the upper division of study.

2.Graduates of the program demonstrate specific competencies in working with all people with a special understanding of the issues encountered by the people of Northwest Georgia, including Latino and Appalachian residents. The program is rigorous and includes a requirement that each student conduct a research project at their practicum site in collaboration with their agency. Students who graduate from the DSC BSW program are "work ready" and are strongly sought after as employees by local employers. The program has excellent relationships with area human service organizations. The program is meeting a specific need for social workers for this region. Feedback from employers and graduate programs consistently supports that the program's rigor has resulted in highly prepared practitioners.

3.The program has a strong faculty with the terminal degree for the profession and with additional licensure. The program has three faculty members with the highest practice license (LSCW), and all additional faculty are licensed as LMSW. The licensing aspect is significant, as the CSWE standards have shifted to competency-based education. The emphasis on integrating clinical skills and knowledge requires faculty who are qualified to practice across the field of social work at all three levels (micro, mezzo, and macro). For the upcoming 2020 year, the program will have 100% licensed faculty. Additionally, after this program review period, the program has one faculty member pursuing doctoral education, and upon the commencement of the 2020 academic year, three of the four faculty full-time faculty will also be. This access to the research and advanced studies of faculty will positively impact

the students. As social work is an evidenced-based profession, faculty research and academic endeavors can only strengthen the formulation and delivery of the best possible curriculum.

4. The program has integrated well into the School of Health Professions. In 2013, reorganization at Dalton State resulted in the "School of Social Work" becoming the "Department of Social Work" housed within the School of Health Professions. Being part of the School of Health Professions emphasizes the social work program as a competency-based, professional program similar to other health disciplines and facilitates transdisciplinary collaboration with other programs within the School of Health Professions. As part of the School of Health Professions, students benefit from multidisciplinary exercises with the school's Simulation Lab programs. Research has shown that simulation work is a valuable tool for ensuring social work students are competent in skills practice.

5. The program has a solid field education program. Field Education is the signature pedagogy of Social Work as defined by CSWE. The field program is an essential aspect of social work education, and the Dalton State field program is robust. During this review period, the program significantly increased the number of field placements for student learning and diversified the field placements for greater options. The field program significantly expanded into Southeastern Tennessee, which has positively impacted students. The program has field sites across Northeast Georgia and into the greater Atlanta area. These agencies provide learning opportunities for students in the program and employment opportunities for students upon graduation. The "reach" of the program is significant, and BSW graduates are working and providing service across the region.

Weaknesses and concerns:

1. The Dalton State BSW program continues to grow and attract students despite a downturn during a portion of this program review period. To maintain the CSWE required faculty: student ratio, the program will need additional faculty. Given the institution's budgetary concerns, particularly as a result of COVID-19 budget cuts, the ability to attract and retain qualified faculty is cause for concern. Additionally, the program needs to attract a more diverse faculty, and given budget constraints, it cannot compete with programs nationwide recruiting these same candidates. Sufficient faculty numbers are also important given the nature of the curriculum. In a competency-based program, the curriculum is rigorous, with assessment items that are intensive, high impact, and require greater than average faculty involvement in the preparation, implementation, and assessment.

2. A strength of the program is the SHP (School of Health Professions) Simulation Lab's availability for use by social work students. Research has shown that simulation work is a valuable tool for ensuring social work students are competent in skills practice. However, the simulation lab's use is impacted by the availability of simulation actors (for role play). The program currently does not have funding to support student or community performers' reimbursement for the simulation lab. This impacts the ability of the program to recruit enough for the lab's use. Simulation enhances student preparation for the field and provides the faculty with an additional avenue for assessing student learning. The program would

benefit from a strengthening of the skills lab, specifically in a manner that benefits the social work program.

3. Retention of students who are in the lower division continues to be a concern. The program currently offers two lower-division courses. Student retention is very high for the program once students reach the upper division. Reaching lower-division students early and offering additional support is useful. The program needs to have access to the program's professional advisor, and changes in the institution's advising model have weakened this. The program is considering ways to involve lower-division students earlier and hopes that the addition of the two lower-division courses (bringing the total to four) will provide additional opportunities for social work faculty to engage with students early to play a more substantive role in ensuring students remain enrolled. The economic realities of this region directly impact student success in higher education. Our students face multiple challenges while obtaining their degree, and these challenges often result in extended time completion times or reduced retention. The social work program is not immune to these realities and needs to help mitigate the issue. This could include expanding the program to meet student needs for coursework outside the traditional course day.

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

1.Retention of students who are in the lower division.

2. Recruitment and retention of qualified faculty.

3. Re-accreditation of the BSW program in 2020 and revised EPAS 2021.

Specific action(s):

1.The BSW program director will work with the professional advisor and other on-campus personnel to determine avenues for engagement with lower-division students, particularly before enrollment in the social work required lower-division courses.

2.Strengthen the lower division social work courses to prepare students for upper-division success. This will include making course revisions to ensure lower division outcomes prepare students for upper division assessment of competency. Revise admission standards to ensure students are prepared for success in upper-division courses and that the social work major's selection is a good fit for the student.

3. Support current faculty through doctoral studies and work with institution administration to address the budget needs related to recruitment and retention of faculty.

4.The BSW program faculty must revise the curriculum to ensure complete compliance with CSWE 2015 EPAS and prepare for 2021 EPAS.

Expected outcomes:

1. Continued growth in declared major and enrollment in the upper division of the BSW program. More graduates completing the program.
2. Sufficient faculty for maintaining the CSWE faculty: student ratio and increased diversity of program faculty.
3. Successful re-accreditation for the 2020-2026 period, a stronger BSW program prepared for changes that may occur with the CSWE EPAS 2021.

Time frame for achievement:

2020 academic year through 2025 academic year.

Person Responsible

BSW Program Director and appropriate faculty.

Resources needed:

Funding for faculty lines.

Support for activities from Department Chair, Dean, and other institution administration.

Prepared by:
Signature _____ Date: 9.16.2021

Dean's Approval:
Signature: _____ Date: 09/16/2021

COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: _____ Date: 9/16/2021

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

☑ Program **MEETS** Institution's Criteria

    ☑ Program is critical to the institutional mission and will be retained.

    ☐ Program is critical to the institutional mission and Is growing, or a high demand field, and thus will be enhanced.

☐ Program **DOES NOT MEET** Institution's Criteria for continuation.

    ☐ Program will be placed on monitoring status.

    ☐ Program will undergo substantive curricular revisions.

    ☐ Program will be deactivated.

    ☐ Program will be voluntarily terminated.

    ☐ Other (Please elaborate):

VPAA Signature: _____ Date: 9/24/21

Bruno Hicks, Ed.D.

Provost and Vice President of Academic Affairs

Dalton State College