

PROGRAM REVIEW

February 7, 2011

UNIT Social Work DEPARTMENT Social Work COLLEGE College of Health & Human Se

GRADUATE _____ UNDERGRADUATE X

UNIT CONTACT PERSON _____

CHAIRPERSON SIGNATURE _____

DEAN SIGNATURE _____

EXECUTIVE SUMMARY UNDERGRADUATE

The Department of Social Work offers a Bachelor of Science degree in Social Work and is fully accredited by the Council on Social Work Education (CSWE), the national accrediting body for social work education. The goal of the social work program is to prepare its graduates for competent, ethical, entry level generalist social work practice with individuals, families, groups, communities and organizations largely in the rural areas.

The Department of Social Work uses a competency-based approach to education. Competency-based education focuses on desired learning outcomes (competencies) in a variety of skill, value and knowledge areas directly associated with competent generalist social work practice. More specifically, the Social Work Program's curriculum is organized around ten core competencies and their requisite set of 41 practice behaviors. After successfully completing all requirements of the curriculum, social work majors will be expected to possess and demonstrate mastery of the following core competencies and interrelated practice behaviors established by CSWE as minimum expectations for entry level generalist social work practice:

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgements.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

The major in social work requires 57 hours of course work including 51 hours of professional foundation courses and 6 hours of major electives. In addition, students must complete 9 hours of course work in biology, sociology and psychology. Social work majors are not required to complete a minor.

Upon completion of the declaration of major form, students are classified as pre-social work majors and assigned a faculty advisor within the department. Students are formally admitted to the major upon successful completion of all published prerequisites and after an application for admission has been filed in the department.

The department's admission policy is published in the University's Undergraduate Bulletin and the Social Work Program Student Handbook.

Program Review Final University Committee Chair Comments

I. SIZE, SCOPE, AND PRODUCTIVITY OF THE PROGRAM

Briefly describe the depth and breadth of your unit's offerings (Undergraduate).

The Department of Social Work has 8 full-time faculty members however, after adjusting for release time, total social work FTE is 7.25. By rank, our faculty includes: 2 associate professors, 3 assistant professors and 3 instructors – 3 are tenured, 2 are on tenure track and 3 are returning non-tenure track positions (RNTT).

During the last 3 years, the social work program has averaged 224 majors, 73 minors and 37 graduates per year. Our average faculty/student faculty ratio is 1:31. Through the same period, we generated an average of 4,567 student credit hours on campus and 402 student credit hours off campus. In a typical semester, approximately 40% of our total student credit hours are produced by our university studies courses (SW121 Helping Skills for the Human Services, SW207 Understanding Social and Cultural Diversity and UI427 Service and Community).

SIZE and SCOPE DATA UNDERGRADUATE							
Measure	Minimum	Aspirational Target	Year				
			AY07	AY08	AY09	4	5
Majors UNIT Total	125	250	223	232	217		
Social Work [BS/BS/SOWK]			14	58	31		
Social Work [BS-2.25/BS/SOWK]			180	140	76		
Social Work [BS-2.5/BS/SOWK]			1	0	0		
Social Work [PRE-MAJOR/BS/SOWK]			28	34	110		
Minors UNIT Total			64	73	81		
Social Work			27	73	81		
Social Work (Minor)			37	0	0		
Completers UNIT Total	22	34	25	36	49		
Social Work [BS/BS/SOWK]			11	0	5		
Social Work [BS-2.25/BS/SOWK]			14	36	44		
% Completion Rate 6 YR	33	47	48	50	60		
Unit - % Retention FS YR 1 -- F YR 2	40	60	57	54	62		
Unit - % Retention FS YR 3 -- F YR 4	60	80	79	65	73		
UNIV - % Retention FS YR 1 -- F YR 2			70	68	79		
UNIV - % Retention FS YR 3 -- F YR 4			84	78	83		
SCH On Campus FS			4,608	4,527	4,566		
SCH Off Campus FS			483	402	321		
SCH Total FS			5,091	4,929	4,887		
SCH Summer On and Off Campus			267	216	180		
SCHR (SCH ratios) On Campus Fall/Spring	162	216	346	346	329		
SCHR (SCH ratios) Off Campus Fall/Spring	130	194	403	251	193		
SCHR (SCH ratios) Total	151	216	351	335	315		

Delaware SCHR			184	174			
% of Sections with Enrollment < 10 (GR < 8)	10	5	16	24	29		

Area of Concern for Size and Scope Data (Undergraduate)

During the 3 year reporting period, we met or exceeded most of our aspirational goals in this section. However, one area of some concern is that we did not meet our long range goal of 250 majors. Our average number of majors was 224 or approximately 90% of our goal. While the trend for majors is irregular, the lowest number of majors was 217 or 87% of the goal set in AY2009. Nonetheless, we were consistently well above the minimum goal of 125 majors during the entire reporting period.

A second area of concern is rate of retention. Retention rates from year 1 to year 2 and from year 3 to year 4 are 96% and 90% respectively of our aspirational goals. While the trend is irregular, the 62% retention from year 1 to year 2 in AY09 did exceed our goal of a 60% retention rate. The aspirational goal of an 80% retention rate from year 2 to year 3 was not met during the 3 year reporting period but at 72.3% was well above minimum expectations for retention.

The final concern for this section is the decline in student credit hour ratios for both on and off-campus. The data show a slight decline (~5%) in on campus SCH ratios and a more substantial (~52%) decline in off campus ratios. In spite of the declining numbers, both on and off campus SCH ratios are at or above our aspirational goals.

In Fall 2007 the social work program began offering classes to a cohort of majors at the Kennett campus. We started with 20+ majors and graduated 8 in Spring 2009. This high attrition accounts for most of the decline in the off campus SCH ratio. In part, it also explains the slight drop in majors and total SCH ratio. There are no immediate plans to offer a second cohort program in Kennett.

TEACHING PERSONNEL DATA UNDERGRADUATE							
	Minimum	Aspirational Target	AY07	AY08	AY09	Year 4	Year 5
Unit Full Time Faculty Number	6.00	10.00	8.00	8.00	8.00		
Unit Full Time Faculty Adjusted for Release	5.50	9.50	6.25	6.25	6.25		
Unit Full Time Faculty UG FTE			12.50	12.50	14.52		
Unit Regional Campus Faculty Number					0.00		
Other Teaching Personnel UG Number	0.00	1.00	4.00	3.00	4.00		
Other Teaching Personnel UG PTFTE	0.37	0.75	2.00	2.20	1.00		

Area of Concern for Teaching Personnel Data (Undergraduate)

The data provided for this report indicates the Department of Social Work has 6.25 FTE after adjusting for release time. According to department calculations we have 7.25 FTE after accounting for faculty release time. Comments in this section are based on an FTE of 7.25.

An FTE of 8 (7.25 adjusted for release time) is adequate for carrying out the ongoing functions of the social work program such as: 1) curricular offerings for the major, 2) advising all majors, 3) curricula offerings for the University Studies Program and, 4) committee and administrative responsibilities. A concern for teaching personnel is that our accrediting body (CSWE) recommends a faculty/student ratio of 1:25 for undergraduate social work programs. In AY2009, with a 7.25 FTE and

217 majors our faculty/student ratio was 1:30 - which exceeds this recommendation. While the faculty/student ratio issue will have to be addressed during reaccreditation, future growth in the number of majors, without a corresponding increase in full-time faculty, could make this issue more problematic with CSWE.

The Department of Social Work does not routinely use part-time faculty to teach on campus courses. However, we occasionally use part-time faculty to teach classes at the regional campuses.

COMPARISONS UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV	COLL	UNIV
% Completion Rate 6 YR	50.95	50.77	46.44	50.82	44.05	47.04				
Unit - % Retention FS YR 1 -- F YR 2	58.24	62.68	58.20	63.69	59.56	66.03				
Unit - % Retention FS YR 3 -- F YR 4	75.94	82.78	75.68	83.34	78.35	82.34				
UNIV - % Retention FS YR 1 -- F YR 2	67.28	62.81	67.43	63.69	69.37	66.13				
UNIV - % Retention FS YR 3 -- F YR 4	82.27	83.02	83.46	83.73	83.33	82.40				
SCHR (SCH ratios) On Campus Fall/Spring	250.00	262.00	253.00	261.00	226.00	248.00				
SCHR (SCH ratios) Off Campus Fall/Spring	263.00	227.00	161.00	290.00	143.00	213.00				
SCHR (SCH ratios) Total	251.00	242.00	257.00	265.00	214.00	242.00				
% of Sections with Enrollment < 10 (GR < 8)	24.28	17.54	23.88	17.42	35.59	22.70				

SIZE and SCOPE DATA SUMMARY UNDERGRADUATE				
Measure	Mean	5 year Outcome	% of Aspiration Target	Trend
Majors UNIT Total	224.0	Needs Improvement	89.6	Irregular
Social Work [BS/BS/SOWK]	34.3			Irregular
Social Work [BS-2.25/BS/SOWK]	132.0			Declining
Social Work [BS-2.5/BS/SOWK]	0.3			Irregular
Social Work [PRE-MAJOR/BS/SOWK]	57.3			Improving
Minors UNIT Total	72.7			Improving
Social Work	60.3			Improving
Social Work (Minor)	12.3			Irregular
Completers UNIT Total	36.7	Aspiration	107.82	Improving
Social Work [BS/BS/SOWK]	5.3			Irregular
Social Work [BS-2.25/BS/SOWK]	31.3			Improving
% Completion Rate 6 YR	52.7	Aspiration	112.04	Improving
Unit - % Retention FS YR 1 -- F YR 2	57.7	Needs Improvement	96.1	Irregular
Unit - % Retention FS YR 3 -- F YR 4	72.3	Needs Improvement	90.41	Irregular
UNIV - % Retention FS YR 1 -- F YR 2	72.3			Irregular
UNIV - % Retention FS YR 3 -- F YR 4	81.7			Irregular

SCH On Campus FS	4,567.0			Irregular
SCH Off Campus FS	402.0			Declining
SCH Total FS	4,969.0			Declining
SCH Summer On and Off Campus	221.0			Declining
SCHR (SCH ratios) On Campus Fall/Spring	340.3	Aspiration	157.56	Declining
SCHR (SCH ratios) Off Campus Fall/Spring	282.3	Aspiration	145.53	Declining
SCHR (SCH ratios) Total	333.7	Aspiration	154.47	Declining
% of Sections with Enrollment < 10 (GR < 8)	23.0	Aspiration	460	Improving

UNDERGRADUATE

Brief Conclusion from Data

Based on the data provided, the faculty concludes that the Department of Social Work is strong and viable on all reporting measures. The department's productivity is well above minimum goals on every measure and exceeds many aspirational goals.

In addition to the data discussed above, the department's six year completion rate is consistently above the aspirational goal and, at 60% in AY2009, is well above the six year completion rates for the college and university. Additional evidence of program viability can be found by comparing our SCH ratio with the Delaware data that was provided for this report. These data show that the SCH ratio for the Department of Social Work is 190%+ above the national SCH data reported by the Delaware data for social work programs.

We have also concluded that year 1 to year 2 and year 3 to year 4 retention rates need to improve. Although the rates are well above the minimum levels we want to move closer to our aspirational goals.

Finally, we have concluded that the percentage of low enrollment classes needs to be explained. All low enrolled courses are field education classes. By design and for pedagogical reasons we limit all field education classes to 5 or 6 students. For field education courses, students are placed in area social service agencies and supervised by a faculty liaison. We have found that it is not possible for a faculty member to effectively carry out all field liaison responsibilities with more students. Since field education courses carry 12 credit hours per student, they generate the same number of student credit hours as a 3 credit hour course with 20 to 26 students.

Additional Data or Comments

None

Plan to Address

The Department of Social Work has developed a plan to address the year 1 to year 2 and year 3 to year 4 retention rates with special focus on year 3 to 4. The faculty has implemented an early warning program that is designed to advise students out of the major for either academic and/or non-academic reasons - especially during the pre-major period (generally freshman and sophomore years). This plan also considered to be a significant part of our "gate keeping" responsibility to the social work profession. Using this system, retention rates for year 1 to 2 are expected to be lower than for year 3 to 4 and it may have minimal effect on achieving our aspirational goals for year 1 to year 2 retention rates. However, we believe the greatest effect of the early warning system will be improving the retention rate for year 3 to year 4 by reducing the number of at risk students who might otherwise become majors. Reducing the number of at risk students will in-turn reduce the number of majors moving from year 3 to year 4 who are not prepared for the academic and/or non-academic expectations of the social work program. It is expected

that this action will result in a higher retention rate for year 3 to year 4.

At this point, the faculty does not intent to address the issue of majors - even though we have not achieved our aspiration goal of 250 majors. This aspirational goal was predicated on an FTE of 10. As mentioned above, our accrediting body (CSWE) recommends a faculty/student ratio of 1:25. Currently, with a 7.25 FTE, our ratio is 1:31 which exceeds this recommendation. Therefore, to reach our goal of 250 majors and remain within accreditation recommendations our companion goal would have to be the addition of 2 full-time faculty members. Given the current economic climate, we do not believe a 25% increase in faculty is a reasonable goal.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No Report

Program Review Final University Committee Chair Comments

II. REVENUE AND OTHER RESOURCES GENERATED BY THE PROGRAM

REVENUE DATA UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
All Courses - SCH Revenue					
On Campus FS	912,999.84	978,294.83	1,057,942.44		
Off Campus FS	63,890.16	71,698.98	64,200.30		
Summer On and Off Campus	49,870.65	48,369.72	43,952.40		
Subtotal Revenue SCH	1,026,760.65	1,098,363.54	1,166,095.14		
All Courses - Fees Revenue					
On Campus FS	1,000.00	1,730.00	1,815.00		
Off Campus FS	0.00	0.00	405.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	1,000.00	1,730.00	2,220.00		
All Courses - Total SCH and Fees	1,027,760.65	1,100,093.54	1,168,315.14		
Univ Studies Crses - SCH Revenue					
On Campus FS	393,365.40	377,173.56	424,065.96		
Off Campus FS	13,566.00	18,566.76	7,552.50		
Summer On and Off Campus	32,699.07	33,888.00	28,569.06		
Subtotal Revenue SCH	439,630.47	429,628.32	460,187.52		
Univ Studies Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	0.00	0.00	0.00		
Univ Studies - Total SCH and Fees	439,630.47	429,628.32	460,187.52		
SER/BC/ROM Crses - SCH Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue SCH	0.00	0.00	0.00		
SER/BC/ROM Crses - Fees Revenue					
On Campus FS	0.00	0.00	0.00		
Off Campus FS	0.00	0.00	0.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue Fees	0.00	0.00	0.00		
SER/BC/ROM - Total SCH and Fees	0.00	0.00	0.00		
Major Courses - SCH Revenue					

On Campus FS	519,634.44	601,121.27	633,876.48		
Off Campus FS	50,324.16	53,132.22	56,647.80		
Summer On and Off Campus	17,171.58	14,481.72	15,383.34		
Subtotal Revenue SCH	587,130.18	668,735.22	705,907.62		
Major Courses - Fees Revenue					
On Campus FS	1,000.00	1,730.00	1,815.00		
Off Campus FS	0.00	0.00	405.00		
Summer On and Off Campus	0.00	0.00	0.00		
Subtotal Revenue FeeS	1,000.00	1,730.00	2,220.00		
Major Courses - Total SCH and Fees	588,130.18	670,465.22	708,127.62		
Unit Revenue External Grants	104,242.00	104,245.00	0.00		

SUMMARY UNDERGRADUATE

Measure	Mean	Trend
All Courses - SCH Revenue		
On Campus FS	983,079.04	Improving
Off Campus FS	66,596.48	Irregular
Summer On and Off Campus	47,397.59	Declining
Subtotal Revenue SCH	1,097,073.11	Improving
All Courses - Fees Revenue		
On Campus FS	1,515.00	Improving
Off Campus FS	135.00	Improving
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	1,650.00	Improving
All Courses - Total SCH and Fees	1,098,723.11	Improving
Univ Studies Crses - SCH Revenue		
On Campus FS	398,201.64	Irregular
Off Campus FS	13,228.42	Irregular
Summer On and Off Campus	31,718.71	Irregular
Subtotal Revenue SCH	443,148.77	Irregular
Univ Studies Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	0.00	Static
Univ Studies - Total SCH and Fees	443,148.77	Irregular
SER/BC/ROM Crses - SCH Revenue		
On Campus FS	0.00	Static

Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue SCH	0.00	Static
SER/BC/ROM Crses - Fees Revenue		
On Campus FS	0.00	Static
Off Campus FS	0.00	Static
Summer On and Off Campus	0.00	Static
Subtotal Revenue Fees	0.00	Static
SER/BC/ROM - Total SCH and Fees	0.00	Static
Major Courses - SCH Revenue		
On Campus FS	584,877.40	Improving
Off Campus FS	53,368.06	Improving
Summer On and Off Campus	15,678.88	Irregular
Subtotal Revenue SCH	653,924.34	Improving
Major Courses - Fees Revenue		
On Campus FS	1,515.00	Improving
Off Campus FS	135.00	Improving
Summer On and Off Campus	0.00	Static
Subtotal Revenue FeeS	1,650.00	Improving
Major Courses - Total SCH and Fees	655,574.34	Improving
Unit Revenue External Grants	69,495.67	Irregular

UNDERGRADUATE

Brief Conclusion from Data

The faculty has concluded that the department's overall revenue picture appears to be extremely healthy for the three year reporting period. Most major categories showed improvement including; increased revenues from on campus courses (\$913,000 in AY 2007 to \$1,057,942 in Ay 2009), increased revenues from university studies courses (\$393,365 in AY 2007 to \$424,065 in AY 2009) and an increase in total revenue from all courses (\$1,026.76 in AY 2007 to \$1,166,095 in AY 2009) We note with interest that approximately 40% of department revenues are generated from university studies classes.

Combined revenue from summer school and off campus courses showed a modest decline of 4.9% during the same reporting period. However, summer school and off campus courses account for a small fraction (~10%) of the department's total course revenues. The decline in these revenue sources can be explained in two ways. First, off campus revenue was expected to decline as attrition reduced the size of the Kennett Regional Campus cohort and fewer students were left to enroll in the remaining off campus courses. Second, the department offers four summer classes each year and in Summer 2009 we cancelled our only face to face classes due to low enrollment resulting in lower revenue when compared to previous summers.

Faculty also observed that the revenue generated by course fees is inadequate. The fee is used to purchase professional liability insurance for the students while they are enrolled in their field education course and to pay for the cost of a required nationally normed assessment. As the cost for insurance premiums and the assessment continues to escalate, we anticipate the need to request an increase in the course fee.

Additional Data or Comments

No data to report

Plan to Address

To address the declining revenue in off campus courses, the department plans to offer a BS in social work cohort program at the Three Rivers Community College (TRCC) campus from Fall 2010 to Fall 2012. Participating students will be required to take 42 credit hours of upper level social work course work and we anticipate 20-25 students will enroll in the program. As a result of the TRCC cohort program, we expect off campus revenues will significantly increase over current levels.

To address the decline in summer school revenues, the department plans to offer a web based university studies course in place of the face to face university studies class. Web courses are more popular among students and faculty and there is less risk of cancelling the class due to low enrollment.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No Report

Program Review Final University Committee Chair Comments

III. COSTS AND OTHER EXPENSES ASSOCIATED WITH THE PROGRAM

COSTS DATA UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
Cost Per Major	1,561.00	1,583.00	2,173.00		
Unit Costs per Major SCH - On campus FS	122.00	121.00	154.00		
Unit Costs per Major SCH - Off campus FS	48.00	75.00	171.00		
Unit Costs per Major SCH - Summer	98.00	172.00	80.00		
Unit Costs per Major SCH - Overall	112.00	118.00	154.00		
Unit Costs for Major Crses - On campus FS	319,919.00	336,292.00	421,555.00		
Unit Costs for Major Crses - Off campus FS	17,693.00	19,553.00	45,025.00		
Unit Costs for Major Crses - Summer	10,547.00	11,336.00	5,020.00		
Unit Costs for Major Crses - Overall	348,159.00	367,182.00	471,599.00		
Unit Costs per Univ Studies SCH - On campus FS	75.00	79.00	62.00		
Unit Costs per Univ Studies SCH - Off campus FS	64.00	82.00	79.00		
Unit Costs per Univ Studies SCH - Summer	119.00	119.00	90.00		
Unit Costs per Univ Studies SCH - Overall	78.00	82.00	64.00		
Unit Costs for Univ Studies Crses - On campus FS	149,412.00	137,822.00	113,949.00		
Unit Costs for Univ Studies Crses - Off campus FS	7,266.00	11,525.00	4,519.00		
Unit Costs for Univ Studies Crses - Summer	18,843.00	17,874.00	10,516.00		
Unit Costs for Univ Studies Crses - Overall	175,520.00	167,221.00	128,983.00		
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Summer	0.00	0.00	0.00		
Unit Costs per SER/BC/ROM SCH - Overall	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Summer	0.00	0.00	0.00		
Unit Costs for SER/BC/ROM Crses - Overall	0.00	0.00	0.00		
Unit Costs per All SCH - On campus FS	102.00	105.00	117.00		
Unit Costs per All SCH - Off campus FS	52.00	77.00	154.00		
Unit Costs per All SCH - Summer	110.00	135.00	86.00		
Unit Costs per All SCH - Overall	98.00	104.00	119.00		
Unit Costs for All Crses - On campus FS	469,332.00	474,114.00	535,504.00		
Unit Costs for All Crses - Off campus FS	24,959.00	31,078.00	49,544.00		
Unit Costs for All Crses - Summer	29,389.00	29,210.00	15,536.00		
Unit Costs for All Crses - Overall	523,679.00	534,402.00	600,583.00		

COSTS COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Cost per Major	2,909.00	2,641.00	2,280.00		
University Cost per Major	3,297.00	3,345.00	2,083.00		
Delaware Study Cost/SCH Unit	217.00	241.00	0.00		
College Cost per Major SCHR	210.00	205.00	245.00		
University Cost per Major SCHR	204.00	214.00	231.00		
College Cost per Univ Studies SCHR	186.00	104.00	90.00		
University Cost per Univ Studies SCHR	153.00	108.00	106.00		
College Cost per SER/BC/ROM SCHR	308.00	177.00	166.00		
University Cost per SER/BC/ROM SCHR	121.00	130.00	117.00		
College Cost per all SCHR	186.00	168.00	186.00		
University Cost per all SCHR	153.00	155.00	161.00		

SUMMARY UNDERGRADUATE		
	Mean	Trend
Cost Per Major	1,772.33	Improving
Unit Costs per Major SCH - On campus FS	132.33	Irregular
Unit Costs per Major SCH - Off campus FS	98.00	Improving
Unit Costs per Major SCH - Summer	116.66	Irregular
Unit Costs per Major SCH - Overall	128.00	Improving
Unit Costs for Major Crses - On campus FS	359,255.33	Improving
Unit Costs for Major Crses - Off campus FS	27,423.66	Improving
Unit Costs for Major Crses - Summer	8,967.66	Irregular
Unit Costs for Major Crses - Overall	395,646.66	Improving
Unit Costs per Univ Studies SCH - On campus FS	72.00	Irregular
Unit Costs per Univ Studies SCH - Off campus FS	75.00	Irregular
Unit Costs per Univ Studies SCH - Summer	109.33	Declining
Unit Costs per Univ Studies SCH - Overall	74.66	Irregular
Unit Costs for Univ Studies Crses - On campus FS	133,727.66	Declining
Unit Costs for Univ Studies Crses - Off campus FS	7,770.00	Irregular
Unit Costs for Univ Studies Crses - Summer	15,744.33	Declining
Unit Costs for Univ Studies Crses - Overall	157,241.33	Declining
Unit Costs per SER/BC/ROM SCH - On campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Off campus FS	0.00	Static
Unit Costs per SER/BC/ROM SCH - Summer	0.00	Static
Unit Costs per SER/BC/ROM SCH - Overall	0.00	Static
Unit Costs for SER/BC/ROM Crses - On campus FS	0.00	Static

Unit Costs for SER/BC/ROM Crses - Off campus FS	0.00	Static
Unit Costs for SER/BC/ROM Crses - Summer	0.00	Static
Unit Costs for SER/BC/ROM Crses - Overall	0.00	Static
Unit Costs per All SCH - On campus FS	108.00	Improving
Unit Costs per All SCH - Off campus FS	94.33	Improving
Unit Costs per All SCH - Summer	110.33	Irregular
Unit Costs per All SCH - Overall	107.00	Improving
Unit Costs for All Crses - On campus FS	492,983.33	Improving
Unit Costs for All Crses - Off campus FS	35,193.66	Improving
Unit Costs for All Crses - Summer	24,711.66	Declining
Unit Costs for All Crses - Overall	552,888.00	Improving

UNDERGRADUATE

Brief Conclusion from Data

In general, some costs and other expenses associated with the department of social work increased during the reporting period while others went down. For example, unit cost per major went from \$112 in AY 2007 to \$154 in AY 2009. By contrast, unit costs for University studies courses went from \$75 to \$62 during the same period of time and unit costs for summer school also decreased each year from \$98 to \$80.

Cost per major increased from \$1,561 in 2007 to \$2,173 in AY2009. In part, the increased cost per major can be explained by annual increases in faculty salaries. However, this does not provide a complete explanation. The largest portion of increased cost was the result of hiring a new RNTT faculty member in AY 2009. This hire increased our faculty compliment from seven to eight University funded positions. It is important to point out that prior to AY 2009, the Department of Social Work had a grant funded position that paid the salary of an eighth faculty member. Under the terms of the grant, the faculty member taught five courses in the major each year and the salary was charged to the grant. Essentially, the University received revenue from these classes at no cost. When the grant ran out at the end of FY 2008, not only did the University pick up the cost of the eighth position but it also lost the benefit of charging the salary for the five major courses to another funding source. This two pronged change in FY 2009 was the major contributing factor to increased cost per major in FY 2009.

Unit cost off campus increased from \$48 to \$171 from AY 2007 to AY 2009. This can be explained by student attrition in the Kennett Campus cohort and by faculty salaries. In Fall 2007 the Kennett cohort had twenty five students enrolled in the social work program. By spring 2009 only eight students remained in the program. Fewer students, means higher costs. Also, during the spring semester a full time faculty member taught the Kennett cohort as an in-load course instead of the less expensive over-load course. This also translates into a higher cost per student/major.

Finally, the reason cost per University Studies class went down is that the new, eighth faculty member was assigned to teach all University Studies courses. This accounted for lower costs because we could offer more sections of University Studies courses and the sections were now taught by an RNTT with a lower salary than by a more highly paid PhD tenure tack faculty.

Additional Data or Comments

No data

Plan to Address

We will continue to monitor closely the costs and other expenses associated with the Department of Social Work looking to improve program efficiency. One plan is to develop a new UI3XX course and continue to reduce costs for University Studies courses. We will continue to cancel summer classes with low enrollment to help cut summer school costs. Finally, cost per major will be monitored to see if they exceed or fall below the AY2009 level. With the personnel changes described above, AY 2009 should be viewed as the new baseline level for costs per major.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No report.

Program Review Final University Committee Chair Comments

IV. CONTRIBUTION TO UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS

UNIT SCH FROM UNIVERSITY STUDIES AND COURSES SERVING OTHER PROGRAMS					
	AY07	AY08	AY09	Year 4	Year 5
University Studies: On Campus FS	1,980	1,743	1,830		
University Studies: Off Campus FS	114	141	57		
University Studies: Summer	159	150	117		
University Studies: Total	2,253	2,034	2,004		
Services: On Campus FS	0	0	0		
Services: Off Campus FS	0	0	0		
Services: Summer	0	0	0		
Services: Total	0	0	0		
ROM: On Campus FS	0	0	0		
ROM: Off Campus FS	0	0	0		
ROM: Summer	0	0	0		
ROM: Total	0	0	0		
Business Core: On Campus FS	0	0	0		
Business Core: Off Campus FS	0	0	0		
Business Core: Summer	0	0	0		
Business Core: Total	0	0	0		

UNIT SCH SUMMARY		
Measure	Mean	Trend
University Studies: On Campus FS	1,851.0	Irregular
University Studies: Off Campus FS	104.0	Irregular
University Studies: Summer	142.0	Declining
University Studies: Total	2,097.0	Declining
Services: On Campus FS	0.0	Static
Services: Off Campus FS	0.0	Static
Services: Summer	0.0	Static
Services: Total	0.0	Static
ROM: On Campus FS	0.0	Static
ROM: Off Campus FS	0.0	Static
ROM: Summer	0.0	Static
ROM: Total	0.0	Static
Business Core: On Campus FS	0.0	Static
Business Core: Off Campus FS	0.0	Static

Business Core: Summer	0.0	Static
Business Core: Total	0.0	Static

UNDERGRADUATE

Brief Conclusion from Data

The Department of Social Work offers multiple sections of three popular University Studies courses: SW121 Helping Skills for the Human Services, SW201 Understanding Social and Cultural Diversity and UI427 Service and Community. The faculty has concluded that the department's contribution to the University Studies Program has been strong and relatively consistent over the reporting period. On campus SCHs generated from University Studies courses have accounted for approximately 40% of our total SCH production - ranging from 38% to 42% annually. With the current faculty compliment, we feel we are nearing our capacity for University Studies courses.

Both off campus and summer school SCHs have declined during the same period of time. To some degree, off campus SCH production is beyond the department's control as we offer courses requested by Extended Learning. When Extended Learning requests that we offer one our University Studies courses off campus we do our best to do so. The drop in summer school SCHs was limited to AY2009 and that was because we cancelled a face to face section of UI427 in summer 2009 due to low enrollment.

Finally, we anticipate a slight increase in production of University Studies SCHs in the near future since the School of PolyTechnic Studies is now requiring all majors complete SW207. This requirement was implemented in AY2008 and is being phased in with all incoming Polytechnic Studies freshman.

Additional Data or Comments

No data.

Plan to Address

We will continue to monitor the demand for our University Studies courses to insure that the department is providing the best mix of course offerings for meeting the need of the University Studies Program. To that end, we are currently responding to a request from the University Studies Program for new UI300 level courses. We will offer a new University Studies course IU 308 Non Violent Communication in Spring 2010.

We also plan to replace the summer face to face section of UI427 with a web based section of either UI427 or SW207.

Finally, the department is developing a minor in multi-cultural studies which will require students take SW207 as a core course. The combination of these actions should result in an increase of SCHs in University Studies for the Department.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No report.

Program Review Final University Committee Chair Comments

V. EXTERNAL DEMAND

EXTERNAL DEMAND DATA UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
ACT DATA										
	N	ACT	N	ACT	N	ACT	N	ACT	N	ACT
No. Identifying Planned Major										
UNIT Totals			95	19.56						
AREA & ETHNIC STUDIES [571]			6	23.50						
MNTLHLTH&HUMSVCS/TECH [752]			26	20.50						
SOCIAL WORK [552]			63	18.80						
No. of ACT Scores to Southeast										
UNIT Totals			16	18.68						
AREA & ETHNIC STUDIES [571]			0	0.00						
MNTLHLTH&HUMSVCS/TECH [752]			4	19.80						
SOCIAL WORK [552]			12	18.30						
Yield: No. Enrolled at Southeast										
UNIT Totals			4	21.75						
AREA & ETHNIC STUDIES [571]			0	0.00						
MNTLHLTH&HUMSVCS/TECH [752]			1	24.00						
SOCIAL WORK [552]			3	21.00						

SUMMARY UNDERGRADUATE		
	Mean	Trend
Yield: No. Enrolled at Southeast		
UNIT Totals	21.8	
AREA & ETHNIC STUDIES [571]	0.0	
MNTLHLTH&HUMSVCS/TECH [752]	24.0	
SOCIAL WORK [552]	21.0	

Additional Data Available at http://www.missourieconomy.org/occupations/occ_proj.stm

UNDERGRADUATE

Brief Conclusion from Data

It is difficult to draw meaningful conclusions regarding external demand from the data provide because of the small data set. For example, an N of 12 ACT scores sent to Southeast yielding 3 students who ultimately enrolled as social work majors. These numbers are too small to provide significant analysis. Based on antidotal

data, we know that the vast majority of social work students “discover” the major after they have enrolled on campus as a declared major in another field such as psychology, criminal justice, education or undecided. In addition, many of our majors transfer from area community colleges. None of these students show up in external demand as measured by the current ACT data.

Nonetheless, the faculty concludes that external demand for bachelor’s level social works is particularly strong now and in the foreseeable future. This is largely based on a 2008-09 report issued by the U.S. Department of Labor, Bureau of Labor Statistics. According to the Bureau, employment for social workers is expected to increase by 22% during the 2006-1016 decade, which is much faster than average for all occupations. During this same time, job prospects are expected to be favorable, particularly for child/family and school social workers (up 19%), mental health and substance abuse social workers (up 30%) and medical and public health social workers (up 24%). The report also concludes that opportunities should be good for social workers who specialize in the aging population or work in rural areas where it is often difficult to attract and retain qualified staff.

Additional Data or Comments

No data.

Plan to Address

Our primary plan to address external demand is to recruit students from one of our many sections of University Studies classes. Each semester, over 200 students enroll in various sections of SW121 and SW207. Many are freshman and sophomores who who are undeclared majors or majors in a related field. Exposure to social work faculty and the profession, through these classes, can serve as a powerful recruitment tool.

Another strategy has been and continues to be taking the BS in Social Work to the University’s regional campuses. In Spring 2009, 8 students graduated from the Kennett Regional Campus and in Fall 2010 we will begin classes with a new cohort of majors at the Three Rivers Community College campus. Both Kennett and Poplar Bluff were were selected because of the local need for professionally trained social workers.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No report.

Program Review Final University Committee Chair Comments

VI. QUALITY OF PROGRAM INPUTS

UNDERGRADUATE					
Measure	AY07	AY08	AY09	Year 4	Year 5
ACT	21.53	21.96	21.73		
Selected Merit Scholarships	1.00	1.00	3.00		
High School GPA	3.16	3.18	3.26		
CBASE Composite	0.00	0.00	0.00		
CBASE English	0.00	0.00	0.00		
CBASE Math	0.00	0.00	0.00		
CBASE Science	0.00	0.00	0.00		
CBASE Social Studies	0.00	0.00	0.00		
CBASE Writing	0.00	0.00	0.00		

COMPARISONS UNDERGRADUATE															
	AY07			AY08			AY09			Year 4			Year 5		
	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT	COLL	UNIV	NAT
ACT	21.47	22.24	21.10	21.63	22.38	21.20	21.85	22.59	21.10						
High School GPA	3.31	3.31		3.27	3.29		3.35	3.40							
CBASE Composite	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE English	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Math	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Science	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Social Studies	0.00	0.00		0.00	0.00		0.00	0.00							
CBASE Writing	0.00	0.00		0.00	0.00		0.00	0.00							

SUMMARY UNDERGRADUATE		
Measure	Mean	Trend
ACT	21.77	Irregular
High School GPA	3.17	Improving
CBASE Composite	0.00	Static

UNDERGRADUATE

Brief Conclusion from Data

The two primary indicators for quality of program inputs are ACT scores and high school GPA. The average ACT score for our majors is 21.77. While ACT scores for social work majors have been irregular during the reporting period, they do compare favorably with the average ACT scores for the college but lag behind the University average. High school GPA has improved each of the last three years for social work majors, averaging 3.17, but remains below the average GPA for the college and university. Faculty concludes they would like to see improvements in both ACT and GPA of incoming majors and reach university averages for both measures.

Additional Data or Comments

No data.

Plan to Address

The immediate plan is to monitor ACT and GPA scores on a regular basis. We expect to see improvement in these measures as Southeast Missouri State University becomes the university of first choice for more and more students. Ultimately, improved ACT and GPA scores for the University will result in improved input at the department level as well.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No report.

Program Review Final University Committee Chair Comments

VII. QUALITY OF PROGRAM OUTPUTS

WP003 UNDERGRADUATE										
	AY07		AY08		AY09		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
>= 9.5 (superior)	7	18.42	6	10.34	3	7.14				
8.0 - 9.0 (proficiency)	22	57.89	44	75.86	28	66.66				
7.0 - 7.5 (marginal pass)	6	15.78	8	13.79	10	23.80				
< 7.0 (fail)	3	7.89	0	0.00	1	2.38				
Unit First Time Pass Rate	38	100.00	57	98.27	41	97.61				
Unit Mean	38	8.11	58	8.37	42	8.19				

WP003 COMPARISONS UNDERGRADUATE					
	AY07	AY08	AY09	Year 4	Year 5
College Mean	8.21	8.35	8.20		
College Pass Rate	97.15	97.61	99.06		
University Mean	8.25	8.34	8.35		
University Pass Rate	97.99	98.74	98.23		

WP003 SUMMARY UNDERGRADUATE			
Method		Mean	Trend
WP003 Mean		8.25	Irregular

UNDERGRADUATE

Brief Conclusion from Data

Faculty concludes that the quality of program outputs, as measured by WP003 scores, is very good. In the past two years, 100 social work majors took the 75 hour writing exam and only one received a failing score - resulting in a 99% pass rate. However, this does not tell the whole story. We also note that scores of superior have steadily decreased while scores of marginal pass have shown a corresponding increase. Finally, the department's mean WP003 score compares favorably to the mean score for the college but is below the university mean for WP003 scores.

Additional Data or Comments

No data.

Plan to Address

For some time, the social work faculty has been concerned with the overall quality of student writing. To address this concern, the department will soon implement a strategy aimed at improving writing outcomes. The faculty is developing a rubric for measuring minimum writing expectations that will be used across the social work curriculum. Once the rubric has been completed and approved by the faculty it will be used by all faculty members for every writing assignment in the social work curriculum. Students will soon become familiar with the rubric as it will be the same for every class. With consistent and uniform writing expectations imposed and upheld by social work faculty we expect to see improvement in student's writing skills as measured by course assignments and WP003 scores.

Brief Follow Up on Outcomes of Plans to Address from Last Review

No report.

Program Review Final University Committee Chair Comments

VIII. CURRENCY OF CURRICULUM

UNDERGRADUATE

What steps have you taken to ensure that your programs and courses are up-to-date and effective?

The Social Work Program is fully accredited by the Council on Social Work Education (CSWE). Programs are reviewed at least every 8 years by CSWE to ensure they are in compliance with accreditation standards for curriculum, program governance, resources, student development, faculty and program assessment. Our program will be reviewed for reaccreditation during AY2010-11. Faculty members are writing the self-study for reaccreditation this year (AY2009-10).

CSWE's most recent standards have placed increased emphasis on continuous assessment of student outcomes and program effectiveness. In addition, the standards now require that the curriculum be developed around 10 core competencies and 41 requisite practice behaviors rather than subject or area of content.

Largely due to accreditation, the Social Work Department constantly reviews and assesses all aspects of the program to make sure that it is in complete agreement with CSWE standards. We believe this continuous review helps keep our program up-to-date and effective.

Program Review Final University Committee Chair Comments

IX. IMPACT, JUSTIFICATION, AND OVERALL ESSENTIALITY TO THE SOUTHEAST MISSION

UNDERGRADUATE

The Department of Social Work significantly contributes to the Mission of the University in the following ways.

The published Mission Statement of Southeast Missouri State University states the University “provides professional education”. Social Work is a profession with its own body of knowledge and skills, its members are governed by a code of ethics and are accountable to society and the people they serve. The Social Work Program prepares its graduates for entry level practice as "professional social workers".

The University’s mission statement also maintains that students benefit from “real-world experiences” and “experiential learning”. The signature pedagogy of social work education is field education. Our 57 hour major culminates with a 480 hour field education experience. During their final semester, social work majors are required to successfully complete a field education experience in a local human service agency under the direct supervision of a professionally trained social worker. Real-world, experiential learning that provides the core of professional social work education.

Within the University’s Strategic Vision Statement, is the assertion that the University will serve the human service needs of the region. As the only social work program in the University’s service area, we are the primary provider of professionally trained bachelor's level social workers for area human service agencies. In addition, the social work faculty provides valuable professional service to the human services community as they attempt to address the many needs in the region.

Program Review Final University Committee Chair Comments

X. PLANNING FOR THE FUTURE

Given impending personnel and environmental changes, how do you envision the configuration of your unit in five years? What components would be phased out? What components would be reduced in size? What components will have grown? What new components will have been developed? What other units might be involved in the new components?

UNDERGRADUATE

In the next five years, faculty anticipates adding a minor in Multi-Cultural Studies and a Master's Degree in Gerontology to the Department of Social Work. The multi-cultural studies minor will consist of an interdisciplinary curriculum (primarily involving departments in the Colleges of Liberal Arts and Health and Human Services) and will include emphases in African American Studies, Hispanic Studies, Women's Studies, and General Multi-Cultural Studies. The Master's in Gerontology also has an interdisciplinary curriculum and will be offered as an on-line degree. The two programs are in various stages of development and both have broad support from the University community.

Impending personnel changes involve planning for faculty retirement. One faculty member is currently eligible for retirement and three additional faculty members could retire in the next five to seven years – these are all tenured or tenure track faculty. If these retirements take place relatively close together, the result could be a much younger and more inexperienced faculty. A major concern of these impending retirements is replacing tenured faculty with doctorally prepared faculty. The demand for PhDs in social work is ever increasing and the competition for hiring them is mounting.

Program Review Final University Committee Chair Comments

DEANS' COMMENTS

Final University Committee Chair Comments on Entire Document

Provost's Decision