

BS Social Work CPR Index (AY 23-24)

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Comprehensive Program Review

AY 2023 – 2024

Institution: Middle Georgia State University

Academic Program: Bachelor of Science in Social Work

College or School: School of Education and Behavioral Sciences

Department: Teacher Education and Social Work

CIP Code: 44.07

Date of Last Internal Review: 1st CPR Review

Faculty Completing Report: Rebekah Hazlett-Knudsen, Ph.D., LMSW

Current Date: 3/29/2024

5 Year Enrollment by Campus and Graduation Trends:

The program has demonstrated strong enrollment since welcoming the first cohort in fall of 2020. Strong enrollment numbers are observed through the five-year period (beginning in 2020) with slight year-to-year reductions in 2022 (10%) and 2023 (2%).

Two years of graduation numbers are currently available. The program graduated 25 students in the spring of 2022, a strong inaugural graduating class. In the spring of 2023, this number decreased to 13. It is believed this decrease was in part due to the impact of the pandemic program enrollment – particularly for in-person programs. An additional factor is thought to be that a part-time plan of study was first offered in fall 2021, extending the progression of many students who under a full-time progression would have completed in spring 2023.

Enrollment

Campus	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5 YR Growth	Fall 2019 compared to Fall 2023 only
Macon	NA	77	95	85	83	3.1%	120%
Cochran	NA	NA	NA	NA	NA	NA	NA
Warner Robins	NA	NA	NA	NA	NA	NA	NA
Dublin	NA	NA	NA	NA	NA	NA	NA
Eastman	NA	NA	NA	NA	NA	NA	NA

Online	NA	NA	NA	NA	NA	NA	NA
Off Campus	NA	NA	NA	NA	NA	NA	NA
Total	0	77	95	85	83	3.1%	120%

Graduates

AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5 YR Growth	AY2019 compared to AY2023 only
NA	NA	NA	25	13	-48%	-48%

Program Purpose and Mission:

The B.S. in Social Work prepares engaged, lifelong learners through community-based experiential learning. Students are equipped to apply generalist social work skills to address the needs of diverse individuals, families, and communities. Grounded in the social work values of service, competence, the importance of human relationships, diversity, and social justice, the B.S. in Social Work is committed to developing skilled professional social workers engaged in empowering marginalized and underserved populations.

The curriculum is designed to ensure student development of the nine Council on Social Work Education (CSWE) competencies. The CSWE (2015) defines competency-based education as an outcomes-oriented approach that focuses on student demonstration of practice knowledge, values, and skills rather than specific teaching content or strategies. The program includes a clear progression of 18 hours of lower-level foundation coursework, 45 hours of upper-level social work core coursework, and six hours of social work electives. Courses in the formal program build competence in the areas of cultural responsiveness, ethics, direct practice with individuals and families, policy analysis and practice, group practice, community and organizational practice, and research. Students consolidate learning during the field experience (4th) year. During the field year, students apply learning and demonstrate competence through a supervised 400-hour field practicum and associated seminar. Students also explore specialized areas of social work through elective course options in practice areas such as healthcare, mental health, and forensic practice.

Alignment of Department, School, and Institutional Mission:

The mission of the B.S. in Social Work is closely aligned with the department and school. The Department of Teacher Education and Social Work’s mission statement demonstrates strong similarity to that of the B.S. in Social Work; both emphasizing preparation of competent and responsive professionals who focus on inclusion and social justice. The B.S. in Social Work also closely aligns with and contributes to the mission of the School of Education and Behavioral Sciences by emphasizing engagement between faculty, students and our community stakeholders. The B.S. in

Social Work program provides a career-ready curriculum grounded in experiential learning that connects students directly with the community agencies and practitioners. Likewise, the program supports the institutional values of stewardship, engagement, adaptability, and learning through the development of professional social workers ready to engage in community-based problem-solving. The B.S. in Social Work enacts the institutional mission to educate and graduate inspired, lifelong learners whose scholarship and careers enhance the region and the state.

Program age, tracks, concentrations, etc.:

The B.S. in Social Work was established in fall 2019 and welcomed the first cohort of students in fall 2020. Students in the program progress along a clear plan of study. As of the 2023-2024 academic year, the program plan of study included 18 hours of lower-level foundation coursework (field of study), 45 hours of upper-level social work core coursework, and six hours of social work electives. In the 4th year, student competency development is supported through a required a 400 hour field education practicum.

Accreditation information/status:

In March 2020, the B.S. in Social Work program began the three-year candidacy process and was granted full accreditation by the Council of Social Work Education (CSWE) in June 2023. The program is accredited through June 2031. Specialized accreditation enhances the value of the B.S. in Social Work for past, current, and potential students. As graduates of a CSWE accredited program, students are eligible for licensure in states that license bachelor-level social workers and admission to advanced-standing Master of Social Work programs. Additionally, specialized accreditation enhances the reputation of the program among academic peer institutions, within Middle Georgia community, and contributes to the reputation of the institution.

Method(s) of delivery:

Students completing the core curriculum and lower-level field of study courses can take most courses on any campus, lower-level field of study courses (SOCW 2215, SOCW 2400, SOCW 2500, and SOCW 2700) must be taken online. The third and fourth year of the program curriculum is offered on the Macon campus in face-to-face and hybrid program options. Social work (SOCW) program electives are offered fully online to increase student access. Students may also choose between full and part-time plans of study. The program uses a cohort model to support progression and competency outcomes.

The following sections discuss in more detail the program's commitment to student development through an integrated curriculum and student-focused support, scholarship, and service.

Teaching and Learning Through Service and Scholarship

The B.S. in Social Work provides a highly structured program of experiential High Impact Practices (HIPs) in each formal program semester. The program offers a unique blend of HIPs including collaborative assignments, service-based community learning, and an ePortfolio Capstone. Program pedagogies support student learning, including values and affective and cognitive responses, which are critical to social work outcomes.

The B.S. in Social Work curriculum design supports student learning through a logical progression of immersive practice clusters. Students complete all courses within a cluster or sequence before

proceeding. Paced progression ensures that students develop needed foundational knowledge before advancing. In the third year of the formal program, students develop foundational generalist skills for social work practice - completing 27 hours of 3000 level coursework. Field education is fundamental to social work education, and as such, field students complete 400 field practicum hours over two semesters, progressively establishing competency.

A unique feature of the program is the inclusion of third-year skills labs that heighten academic engagement and prepare students for the fourth-year field education experience. Students complete two such experiential practice labs that connect them to agencies and the community. SOCW 3400: Practice Lab I – Individuals, Families, and Groups engages students in case-based experiential role plays that progressively integrate skills learned in co-requisite courses. In SOCW 3800: Practice Lab II – Organizations and Communities, students engage in instructor-led community-based learning and student-led research and service. The development of the community-partnerships and research structure necessary for these efforts is conducted by faculty as a complement and addition to their own scholarship - demonstrating the interconnectivity of research and service in the social work profession.

Experiential learning is further integrated throughout the field education year (fourth year) by connecting course content to the final field experience. The field-education year builds junior-level learning by integrating classroom learning into the field-setting experience. Each semester of the field education year provides students the opportunity to connect field experience to classroom learning and to connect classroom learning to field experience. Within the SOCW 4500: Organizational and Community Change course, students partner with their field placement setting to identify and address a macro-level need. In the final semester, students synthesize learning and growth through the completion and presentation of the ePortfolio. Each student develops an ePortfolio demonstrating their reflection and growth from the beginning of the social work program through graduation. The portfolio displays many aspects of a student's experience and growth within the social work program, including critical assignments from core social work courses, assignment reflections, and summative reflections. Students build their web-based portfolio at the start of the senior year during SOCW 4300: Social Work Practicum and Seminar I and showcase their final ePortfolios in their final semester during the SOCW 4600: Social Work Practicum and Seminar II course. Students present their ePortfolios to classmates, faculty, community stakeholders, and guests.

Student-Success

Social work faculty are committed to student success and opportunity. Due to the experiential structure of the curriculum, program faculty are involved in building and sustaining community-based experiential learning opportunities with partner agencies across Middle Georgia. Social work faculty serve as liaisons to the community and the profession, ensure that social work students have advising and mentoring that builds professional identity. BSW faculty meet with students in the formal program regularly to build student social work identity, preparation for initial career, preparation for graduate school, and development of skills needed for continued academic and professional success in the social work curriculum.

The B.S. in Social Work program sponsors two registered student organizations (RSOs). Horizons, the student social work club engages students through various avenues of volunteering, campus events and community outreach. The MGA Phi Alpha Delta Iota Pi Chapter provides fosters high standards of education for social workers and invites those who have attained excellence in scholarship and achievement in social work. Program faculty serve as faculty advisors and work closely with student officers to plan and engage events and community service.

Changes since last review:

This is the first review of the B.S. in Social Work.

Benchmarks of progress:

Enrollment in the B.S. in Social Work has been strong since the program was initiated in 2020. In the first year offered, the program enrolled 77 students and then experienced a 23 percent increase between 2020 and 2021. Between 2021 and 2022, program enrollment experienced a ten percent decline. The small enrollment declines observed in academic years 2022 and 2023 can be attributed to the impact of the COVID epidemic on student ability to take in-person courses paired with the strong graduation numbers observed in 2022. The number of graduates in academic years 2022 and 2023 meets USG program productivity requirements, and the graduates expected in academic year 2024 will also meet this requirement, with 22 anticipated graduates. The program demonstrates strong program outcomes in student outcomes across competency areas.

As shown in the table below, students met or exceeded outcomes benchmarks across both cohorts with available outcome data, except competency nine (evaluation) in 2023. Program outcomes are expected to continue to demonstrate high attainment in AY 2024 and beyond. Program outcomes are derived from faculty and community feedback, through evaluation by agency-based supervisors.

CSWE Competencies		Cohort by Graduation Year	
		2022	2023
Competency One Behavior	Ethical & Professional	93%	96%
Competency Two Practice	Engage Diversity & Difference in	90%	92%
Competency Three Justice	Human Rights &	90%	96%
Competency Four Practice	Research Informed	88%	88%
Competency Five Practice	Policy	84%	88%
Competency Six Engagement		92%	92%
Competency Seven Assessment		86%	92%
Competency Eight Intervention		86%	84%
Competency Nine Evaluation		88%	76%

Competency Benchmark: 80% percent of graduating students will earn 80% or better on the aggregate of outcome assessments.

Plans for action:

Curriculum changes are driven by feedback from the faculty and the Social Work Advisory Council (SWAC). The program reviews competency outcomes annually to determine and respond to benchmarks. Results are presented to the SWAC during the first scheduled meeting of the academic year. Feedback from community stakeholders provides a rich source of assessment interpretation and feedback for program renewal.

In response to 2022 benchmark outcomes, SOCW 2700 and SOCW 2400 courses were developed, proposed and approved to support lower-level (field of study) student attainment of policy, critical thinking, and writing for social work. Both courses were developed as synchronous online courses to increase student flexibility while maximizing interaction and support. These courses became effective in the 2023-2024 catalog, and the program continues to monitor impact on student outcomes and any potential barriers to timely progression or program entrance.

A review of the program's curriculum was undertaken in response to the USG Core Impact requirements. Changes were proposed and approved for the 2024-2025 academic catalog that will align program prerequisites with the Core Impact requirements by reducing the number of prerequisite courses to six foundational courses (PSYC 1101, PSYC 2103, SOCW 2215, SOCW 2400, SOCW 2500, and SOCW 2700). Changes will increase flexibility and reduce barriers to entrance to the program.

Outreach to program alumni is under review with the goal of aligning efforts with best practices for engagement and the CSWE 2022 Educational Policy and Accreditation Standards. Program alumni support the program as guest speakers and field education task supervisors; however, the program seeks to improve intentional outreach and engagement of alumni as program ambassadors.

Additionally, plans for action include further developing the program's outreach and marketing strategy to include a campaign to enhance regional awareness of social work education as a structured and [cost-effective] approach for pursuing bachelor's to master's degree completion. Outreach plans are anticipated to include middle school, high school, community college, and social service agency outreach.

Shifting trends and market forces that may impact program demand:

The primary audience for the B.S. in Social Work has been Pell-Grant Eligible (lower income), non-traditional, and female. Students pursuing the B.S. in Social Work are balancing employment, and family responsibilities, with academics. We anticipate that as the impact of the pandemic continues to lessen, enrollment numbers will improve by two percent annually.

The program's responsiveness to CSWE accreditation requirements ensures that the program is well positioned to meet evolving trends in social work practice and education. Additionally, achieving national specialized accreditation through the Council on Social Work Education (CSWE) is expected to support enrollment – particularly for students seeking an option for undergraduate education that supports entrance to advanced-standing Master of Social Work programs.

The B.S. in Social Work program supports the workforce in Middle Georgia by preparing career-ready graduates for employment in a growing field. According to the U.S. Bureau of Labor (2023), social work jobs are expected to grow by seven percent between 2022 and 2033. Students gain work experience that immediately contributes to the regional work force – throughout the fourth-year field practicum. Following graduation our graduates enter the regional workforce as bachelor prepared social workers. Additionally, our graduates most often pursue a Master of Social, returning to the community prepared to assume clinical and advanced social work positions.

Using IPEDS data, list the supply of graduates in the program and related programs in the service area:

Similar or Related Degrees/Programs	CIP Code	Supply* (Graduates/Completers)	Competitor Institutions**
Public Administration and Social Service Professions	44.0701	27	FVSU (16 in the same area)

**Supply = Number of program graduates last year within the study area*

***Competitors = List other USG institutions that offer this program of a similar program in the area*

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ¹	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Community and Social Service Specialists	Retrieved [4/01/2024] from https://www.onetonline.org/link/locawages/21-1099.00?st=GA	4,210	14.3	\$39,730	
Child and Family Social Workers	Retrieved [4/01/2024] from	6,000	18	\$43,310	

	https://www.onetonline.org/link/locawages/21-1021.00?st=GA				
Healthcare Social Workers	Retrieved [4/01/2024) from https://www.onetonline.org/link/locawages/21-1022.00?st=GA	3,470	19	\$55, 790	
Social Service and Human Assistants	Retrieved [4/01/2024) from https://www.onetonline.org/link/locawages/21-1093.00?st=GA	10,060	17.7	\$32, 120	
Mental Health and Substance Abuse Social Workers	Retrieved [4/01/2024) from https://www.onetonline.org/link/locawages/21-	970	25.8	\$47, 960	

	1023.00? st=GA				
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¹National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

Note: The narrative areas should be as direct as possible, address all the areas/elements referenced above, and be of sufficient length to represent your academic program holistically since the last review. In drafting the CPR note the principle function is to “address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission.”

USG Academic and Student Affairs Handbook 2.3.6 “consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to **address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission**. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence”

IEB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 04/21/2024

Program Reviewed: Bachelor of Science in Social Work

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
Please note: The reported 120% increase in enrollment between Fall 2019 and Fall 2023 is inaccurate. The correct growth figure is 20%.
 Despite steady growth in program enrollment over the years, there has been a concerning drop in the graduation rate. Interestingly, the graduation rate does not mirror the enrollment trend within the program.

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	Compared to other programs, this program demonstrates a consistent growth over time. Another important aspect is that it is a face-to-face (F2F) program, which significantly enhances campus presence.				
Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year Graduate, Associate's or Certificates: 5 graduates/year <small>Programs falling under these benchmarks are designated as "low performing"</small>			The graduation rate does not reflect the trends observed in enrollment within the program.		

IEB's Comprehensive Program Review Rubric and Evaluation

Program Strengths of Note:

Compared to other programs, this program demonstrates a consistent growth over time, indicating its increasing popularity and the expanding interest it garners year after year. This steady rise in enrollment is not only a testament to the program's robust curriculum and effectiveness but also highlights its appeal among prospective students. Another important aspect is that it is a face-to-face (F2F) program, which significantly enhances campus presence. The in-person format fosters a more vibrant campus environment, encourages deeper engagement with academic and extracurricular activities, and facilitates stronger connections among students and faculty. This direct interaction not only enriches the learning experience but also plays a crucial role in building a supportive and dynamic university community.

Areas of Concern:

The graduation rate does not reflect the trends observed in enrollment within the program. Despite a notable increase in the number of students enrolling each year, the percentage of those successfully completing the program has not shown a corresponding rise. It highlights the need for a deeper investigation into the reasons why students may not be graduating at expected rates, despite their initial commitment to the program. Addressing these challenges is crucial for improving student outcomes and ensuring that the growth in enrollment translates into an increase in the number of graduates.

Other Comments: The enrollment rate increase of 120% (2019 compared to 2023) is miscalculated.

Comprehensive Program Review Report

Academic Program Name: Bachelor of Social Work (BSW)

College or School: Education & Behavioral Sciences

Department: Teacher Education & Social Work

Date of Last Internal Review: N/A (this is the 1st CPR for this program)

Outcome of Previous Program Review (brief narrative statement, if applicable): N/A

Current Date: June 12, 2024

Executive Summary: *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal.*

The B.S. in Social Work prepares engaged, lifelong learners through community-based experiential learning. Students are equipped to apply generalist social work skills to address the needs of diverse individuals, families, and communities. Grounded in the social work values of service, competence, the importance of human relationships, diversity, and social justice, the B.S. in Social Work is committed to developing skilled professional social workers engaged in empowering marginalized and underserved populations. The curriculum is designed to ensure student development of the nine Council on Social Work Education (CSWE) competencies.

The IEB notes: "Compared to other programs, this program demonstrates a consistent growth over time. Another important aspect is that it is a face-to-face (F2F) program, which significantly enhances campus presence."

The IEB also noted a decline in graduation metrics during the 2nd year of program completers (AY23).

AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	5 YR Growth	AY2019 compared to AY2023 only
NA	NA	NA	25	13	-48%	-48%

The # of graduates in AY24 was 22, which reveals a U-shaped trend line for graduation in this young program (began in Fall 2020). The BSW program is graduating nearly one-quarter of it's

students each year, which speaks to program quality and both faculty and student commitment to progression and completion. The dip in graduates can be explained by contextual factors surrounding COVID-19, and it is expected (and demonstrated) to be an anomaly. The program coordinator notes:

“First, that cohort began in 2021 - approximately 1 year into the pandemic. Since our program is primarily face to face, I believe we saw a reduction as folks sought out more online options. The initial cohort (2020 start and 2022 graduation) had already committed to the program prior to the pandemic's start.

The biggest factor behind this observed result is that COVID really drove the expectation for online and flexible programming without a required (in-person) internship and our program just isn't designed to work like that. A program like ours can be a hardship for students who are committed to social work but who have even more demands on their time and resources than before the pandemic. We continue to explore this balance and funded internships/tuition assistance would go a long way to helping students, as would a clear path to a local advanced-standing MSW.”

The BSW program is a program of excellence at MGA, with sustained enrollment growth and strong program completion metrics. The three full-time faculty who coordinate and deliver this program have a demonstrated commitment to excellence, and provide many rich opportunities for experiential learning and community engagement for students. The program is on its way to recognition as a flagship baccalaureate offering in MGA's curricular portfolio.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program. *Include a statement of plans for action based on the overall categorical summation contained in this section.*

XX Program MEETS Institution's Criteria (also indicate 1 subcategory below)

XX 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.

Required statement of plans for action: The BSW program is on the cusp of needing one additional faculty line in order to sustain growth and the program's high quality. Additionally, the opportunity to pair this offering with an MSW will continue to be explored.

Program DOES NOT MEET Institution's Criteria (also indicate 1 subcategory below)

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Required statement of plans for action: _____

Academic Dean Signature: *David Birk*

Dean of Graduate Studies Signature (when applicable):

Date: 6/12/2024

Comprehensive Program Review Report

Academic Program Name: BS in Social Work

College or School: School of Education and Behavioral Sciences

Department: Teacher Education and Social Work

CPR Review Schedule AY23-24

Provosts Response:

I concur with the Dean's assessment that the Bachelor of Science in Social Work (BSW) program is a strong and growing academic offering at MGA. The program's commitment to preparing engaged, lifelong learners through community-based experiential learning, coupled with its emphasis on social work values and professional competencies, demonstrates its vital role in serving both students and the broader community. The program's sustained enrollment growth and high program completion rates are clear indicators of its strength, and the faculty's dedication to student success and experiential learning is commendable.

The decline in graduation metrics in AY23, while notable, appears to be an anomaly influenced by external factors such as the COVID-19 pandemic and its impact on student decision-making and access to face-to-face programming. The subsequent rebound in AY24 suggests that the program is stabilizing, and as demand for in-person experiential learning continues, the program remains well-positioned for continued success.

Next Steps:

1. Retention and Graduation Rate Analysis
 - Continue monitoring graduation trends to confirm that the dip in AY23 was a one-time occurrence.
 - Conduct a deeper analysis of student progression barriers and implement targeted interventions, including enhanced advising and academic support.
2. Internship and Financial Support Opportunities
 - Explore funding opportunities for paid internships and tuition assistance to help students overcome financial barriers that may impact program completion.
 - Develop partnerships with local social service agencies and government organizations to increase accessibility to funded field placements.
3. Pathway Development for an Advanced Standing MSW
 - Begin discussions on creating a clear pathway to a local advanced-standing Master of Social Work (MSW) to retain BSW graduates and attract additional students to MGA.

4. Program Recognition and Growth

- Continue strengthening experiential learning and community engagement to further solidify the BSW program as a flagship baccalaureate offering within MGA's curricular portfolio.
- Engage in external marketing and branding efforts to highlight the program's excellence, student success stories, and faculty achievements.

Categorical Summation

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

X Program MEETS Institution's Criteria

X 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 PARTIALLY MEETS Institution's Criteria and will be re-evaluated in

Program DOES NOT MEET Institution's Criteria

Program will be placed on a 1 year monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Provost or VPAA Signature:

Date:



2/5/25