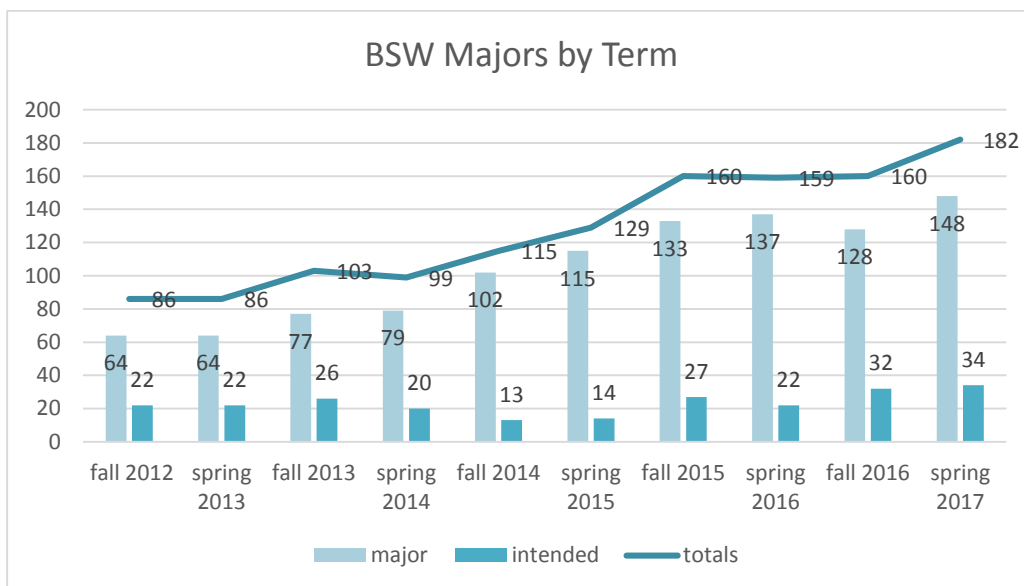


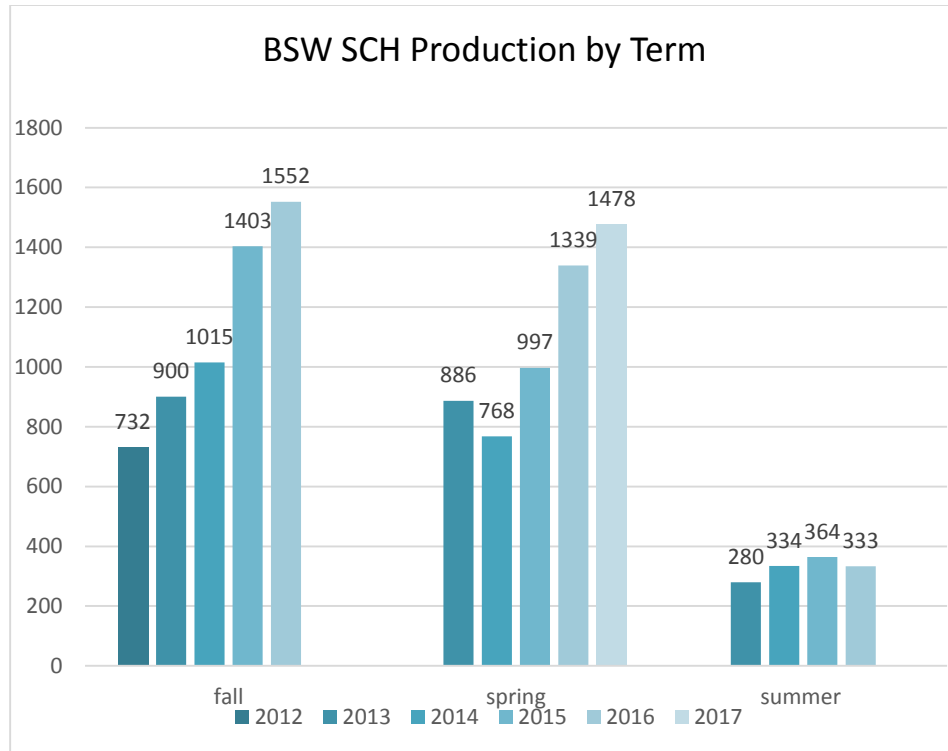
BSW Program Review & Program Efficiency and Enhancement Review (PEER)

Program Data

BSW majors. The number of BSW majors has steadily increased since the program began offering a distance option. While the BSW program has always been a strong program, relatively speaking, it became evident that trends toward decreases in enrollment would begin to effect social work. To overcome this trend, distance offerings were first increased, and then converted to a completely distance model that could be delivered via a combination of online and videoconferencing technology. This has resulted in a positive trend. *It is important to note that the growth of the BSW program has been relatively steady with incremental increases which has allowed us to adapt the program and curriculum in a more measured way than has been the case for the MSW program, which had to adapt much more quickly because of its exponential growth.



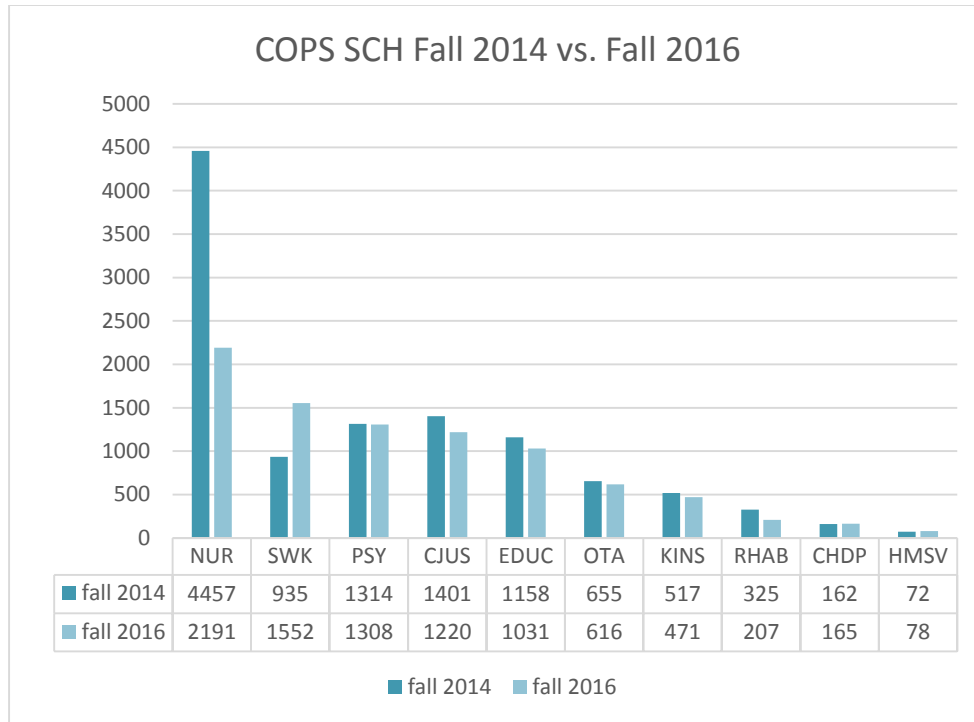
BSW student credit hour production. The number of student credit hours generated correlates to the number of social work majors at the BSW level. Though it should be noted that undergraduate programs are fundamentally different from graduate programs in that students are required to take a number of general education courses and electives to meet degree requirements; because of this while the trend is toward an increase in credit hours generated, this growth may be slower than the growth of majors as students take required courses in other disciplines. Below, the chart indicates growth in the BSW SCH production by term. Since the move to online, the BSW program has experienced significant growth as compared to previous years.



Relative to other programs in the College of Professional Studies, the BSW program has experienced positive trends – or an increase of credit hour production, while other programs are experiencing the reverse. We believe this likely has to do with external social forces since social work is currently a high-demand profession supported by factors such as the ACA’s mental health parity rules, an increase in social stratification due to income inequality and the housing market crash, an increase in developmental disabilities such as autism, and the aging of the Baby Boom generation. The reverse may be true for departments such as education, where rules and regulations at the state and federal level may have created limited opportunity and desire for such degrees.

Additionally, the university context has been a factor. Because the communities served by face to face programs present limited opportunity for employment, it is possible to reach a saturation point. By moving to distance education, the marketplace has become global – we believe this presents continued opportunity for growth which at present, appears to be limitless given the unmet need in developing countries, rural communities, and for students who do not have access to face to face programs.

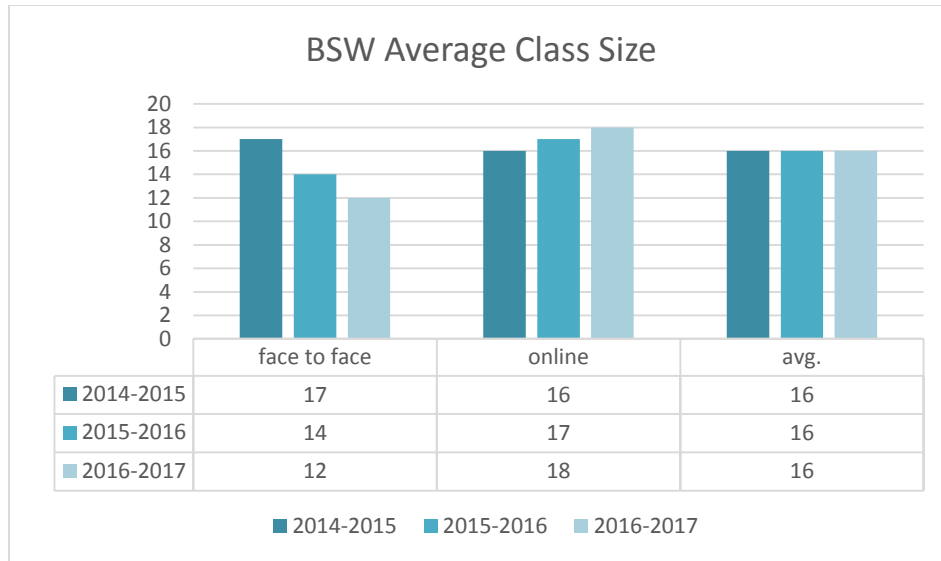
The following graphic represents an SCH comparison of social work relative to other majors within the College of Professional Studies – from fall of 2014 to fall of 2016.



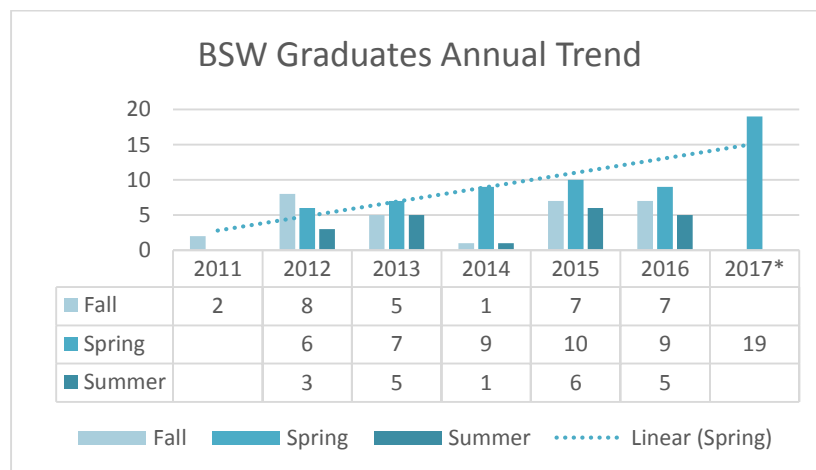
The financial implications related to student credit hour production are important to mention. For fall of 2016, the BSW SCH was 1552; when calculated at a rate of \$4.75 per credit hour, revenue generated in 2016 totals \$7,372.00 when compared with the total for fall of 2014 which would have been only \$4,441.25.

Social work is unique in that student fees support things such as required travel for accreditation, technology, and staff support. Student fees are based on the SCH production, and generate additional revenue. The estimated BSW fee revenue for fall 2016 was \$15,520.00 versus only \$9,350.00 in fall of 2014. This upward trend is likely to continue given all available data.

Average course enrollment. The number of students enrolled in courses has increased over time as well. Higher average course enrollment is of financial benefit to the institution, as is (we believe) distance education because of the savings related to physical campus infrastructure and maintenance. By offering fewer sections of courses with larger course caps, and more sections online versus in-person courses, we feel the BSW program has been responsible in its growth by limiting its draw on university resources. Below is a chart showing the average number of students per course (with ITV satellite sections combined) by term, excluding fieldwork and grad/undergrad cross-listed electives. The average class size in the BSW program has remained consistent at 16, above the university undergraduate average of 11 per course in 201720.



BSW program graduates. We began admitting distance students in 2014. In addition, the decreased total hours to degree has had an effect on the number of students graduating. Keeping in mind that it takes several years to see results of a change at the undergraduate level due to the number of credit hours required to attain a degree, we feel that historical data demonstrates a program that remained relatively static, but that over time, we will see increases in the number of program graduates. The 2017 data (below) is based on the most recent graduate list made available to us by the registrar’s office. We predict that the number may be less than those actually graduating since our students, as a whole, tend to wait until the last minute to apply for graduation. There is a clear upward trend in the number of BSW degrees awarded and we expect this trend to continue.



In terms of budget, given the graduation incentives, projected revenue for degrees awarded at \$500 per completed degree will be \$9,500.00. When compared to the annual revenue generated from this incentive in the entire 2015-2016 academic year of \$9,000.00, it is evident that the program’s growing numbers are of fiscal benefit to the institution.

Strategies for achieving efficiency. We believe that at this time, we are operating at maximum efficiency given existing resources with the possible exception of Intro to Social Work, which is offered as a general education Service Learning course. The rationale for maintaining two online sections of this course is to accommodate students whose schedules will not allow them to take a course at the specified times (they are listed on alternating days).

We strongly believe that continuing to admit students to the BSW program has made the program a center for growth within the College as well as the University. Because of program efficiency given our class sizes, online modality, and use of student fee money to provide ancillary support for staff and technology, we believe we are a revenue generator for the institution as well.

Challenges and opportunities for the future. Currently, we have four full time faculty (two 9-month & two 12-month) and use adjuncts as needed (we are currently utilizing 4 adjunct FTE) to teach courses. The full time faculty assigned to the BSW program who hold nine month contracts have a regular teaching load of 12/12; the twelve month faculty have a regular load of 12/12/6. It is imperative that, given our existing workload and requirements from CSWE for a 25:1 student faculty ratio at the BSW level, this regular load remain the same. Our current ratio with 4 full time faculty FTE plus 4 full time adjunct FTE is 22:1, well within CSWE acceptable standards, and allowing room for growth.

As the program grows, it may be necessary to utilize additional faculty and/or staff.

Guiding questions

The following information is modified from the 2014 School of Social Work Report, updated with references to the MSW program removed since the MSW Reaffirmation Self Study substitutes for the 2017 PEER.

Social Work decided to ask our students, first. Here are sample responses, with each followed by faculty's thoughts, identified as (faculty):

1. What was the BSW Social Work Program at WNMU created to do in the first place?
 - a) "to provide the skills and foundation needed ..."
 - b) "in response to the community need for trained professionals in the area of social work. The need for social workers in rural communities stems from social conditions ..."
 - c) (faculty): None of us were here when the BSW was implemented, but "institutional memory" seems to indicate that a professional program was requested by students to credential-ize the human services degree offered at the time.

2. What is the program doing now?
 - a) Today, social work continues to address the need for professionally trained and licensable social workers. The BSW program has admitted applicants from 24 states. In addition the

program's graduates often matriculate to the MSW program, so the program serves as a feeder.

- b) The BSW program now has a fully distance education option, and according to the latest CSWE report, is one of only 18 such programs in the country.
- c) The BSW program continues to provide information for students through an online Canvas shell called 'Social Work Student Center' with licensure tips, position announcements, and conversation.
- d) We are teaching many, many more students (see the "Additional Information" document) than we ever dreamed, and, we believe, doing it well. We are documenting outcomes in a format recommended by our accreditor, and are happy to share them whenever anyone would like to review them. To just touch on a few things, since 2014, The BSW program has:
 - Participated in the National Association of Social Workers (NASW) Student Legislative Advocacy day, providing first-hand legislative lobbying training and experience and allowing students to see, in-person, how to testify in a legislative committee hearing.
 - Taught Intro to SWK and Intro to HMSV in area high schools as a part of HERO (Higher Education Reaching Out).
 - Continued managing a grant from the NM Governor's Commission on Disabilities and running the local Assistive Technology Lending Library.
 - Provided support and intern/staffing to the Community Disability Resource Center through the NM-TAP Governor's Commission grant.
 - Supported students financially through Title IV-E (a recurring grant totaling more than \$300,000 in support, triennially).
 - Annually inducted students to the national social work honor society, Phi Alpha.
 - Supported our Student Social Work Association (a part of student government).
 - Sent faculty & students to the Social Work BPD Conference, and faculty to the CSWE annual program meeting and most recently, the CSWE 2015 EPAS Reaffirmation Training.
 - Sent students and faculty to the NASW-NM conference – this year one BSW faculty member and an MSW student will be presenting at the conference, and the BSW Program Director will assume the chapter presidency in July.
 - Is currently collaborating with Outdoor Programs to develop a bachelor's level certificate in wilderness therapy.

- Aligning curriculum and assessment to the 2015 CSWE EPAS to get ready for reaffirmation, which will be due in 2019.

3. Should it be doing what it's doing now?

Yes, we feel that the BSW program should maintain its current trajectory for the following reasons:

- By entering the online market, we are able to reach out-of-state and international students –this supports the institution given their higher tuition cost, and supports the profession of Social Work since many online students would not otherwise have access to the educational opportunity given their location, available funding, work schedules, and family life situations.
- We believe our community interaction supports the mission of WNMU in many ways, including connecting to the local community by providing resources through the DRC, which in turn increases the community's capacity toward inclusion and support of its members with disabilities. The mission is also supported by considering out-of-the-box ideas such as the wilderness therapy certificate, which also supports the institution's focus on the Gila as an asset, by providing a unique degree program that can make the university more attractive to outside markets and draws upon a community of students that are interested in integrative learning practices.
- We believe that our current actions are exposing students to unique learning opportunities through their conference attendance and participation. They are engaging with peers and professionals and developing networks.
- Ongoing assessment remains important to social work as an accredited program. We feel we do well at making program adjustments based assessment. This expertise in assessment carries over as leadership roles in university committees to benefit the institution as a whole as well.
- We believe that our efforts toward collaboration are essential. Some examples are child welfare & human trafficking cross listing and the move to develop certificates that integrate social work with wilderness therapy – this collaboration is our first outside the college of professional studies.
- Finally, we believe that the Social Work Student Association fosters involvement in the university community with activities such as the Great Race and Homecoming. Dr. Brundage often discusses the importance in involvement for students – and we want to facilitate this when possible.

4. If not, what should it be doing?

- We recognize from assessment that our graduated students who take the licensing exam are having trouble passing. Because we are experiencing low pass rates, we

sought advice from other institutions, who indicated the need to incorporate license prep items throughout curriculum and to incorporate quizzes to decrease test anxiety and help students with the skills to take these type of tests. One adjunct, Olivia Paez has a license study group in Deming for SWK students – we may want to try that at other sites, including here on the main campus. We will be hosting a license prep workshop on campus this summer.

- We recognize the fact that social work is not an island – we cannot exist alone, and in order to build a stronger program, we need to build a stronger community. Toward that end, we realize the need to increase collaboration and communication with the rest of the institution. Moves toward increased collaboration have been made, but we can do this more (and should).
- Because our program demographics are shifting from face to face to online, fostering of collegial and collaborative relationships among students is also very important. Our great challenge will be developing a similar feeling of connectedness and community among our distance students as we have with our face to face students. We believe that in order to do this, the online social work student center is only one step – we must also provide bonding opportunities whenever possible and connect students who are located near one another.

5. How should it do what it should be doing?

- Answered within points above