

**Council on Social Work Education
Commission on Accreditation**

Site Visit Report

Program Visited Name: Indiana State University
Program Visited State: Indiana
Program Level(s) visited: Baccalaureate Social Work Program

Date of Site Visit: September 30 – October 2, 2015

Site Visitor Name: Jeannie A. Duke

For your reference, a copy of the site visit schedule is provided as an attachment. The site visitor met with social work program faculty and Dr. Portia Adams, BSW Program Director, and Melissa Ketner, Practicum Director; college administrators Dr. Daniel Bradley, President, Dr. Mike Licari, Provost, Dr. Jack Turman, Dean, Dr. Peggy Weber and Dr. Yasenka Peterson, Associate Deans of the College of Health and Human Services (attended exit meeting), Dr. Diane Cooper-Bolinsky, Chair- Department of Social Work, and; five field instructors, seven advisory committee members and five social work students who were seniors.

The site visitor appreciates the gracious hospitality displayed and the cooperative manner in which this program approached the site visit. The schedule allowed adequate time to complete the important tasks associated with a CSWE site visit. As requested by the Commission on Accreditation, the visit reviewed standards 1, 3 and 4, as well as the specific standards cited by the COA as requiring clarification or additional information. The site visit report addresses those common three standards and the three cited by the COA.

AS 1.0 Program Mission and Goals

The program has a mission and goals that are derived from the university and college's missions. The President, Dr. Bradley discussed ISU's normal school history of professional education and current emphasis on experiential learning as well as the Board of Trustee's focus on career readiness and how social work contributes to this mission. ISU ranks first in the nation for community service by students among 277 national universities (Vol. 1, pg. 2). The Dean, Dr. Turman, stated the college's core values and emphasis on educating qualified professionals who serve diverse populations is highly consistent with social work being a part of the College of Nursing, Health, and Human Services (since July, 2010). The placement of social work in this college has resulted in greater exposure for the program and a doubling of the BSW student body. The Department of Social Work's mission has a focus on "social and economic justice and on the development of competent and skilled social work professionals". Field instructors and advisory council members reported ISU BSW students were well prepared to enter field education and the workforce. Individuals who hire ISU BSW's reported competent, prepared generalist social workers who are sought after by employers. Several field instructors reported preferring ISU BSW field education students over other larger institutions in the state

due to their professionalism and preparation. Advisory council members, field instructors and students articulated their knowledge of the program's mission, goals, and core competencies. Students and field instructors discussed coursework and agency experiences that provided opportunities to work within a generalist practice framework. The college's simulation lab, funding to attend professional conferences such as NABSW and Legislative Day, three social work sponsored conferences per year, and the RSW-SBIRT grant (see attachment) are examples of generalist practice learning opportunities for students.

AS 3.1 Implicit Curriculum - Diversity

The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of human diversity are practiced. The program provides a learning context that is nondiscriminatory and reflects the professions fundamental tenets. The program's self study, Volume I, pages 70 -91, illustrates its values regarding nondiscrimination and human diversity, its learning context where efforts are continuously in place to educate about diversity, model respect for human differences, offer experiences to enhance learning about differences to students, faculty, and the college/greater community. In interviews with field instructors, advisory council members, and students, all three groups cited respect for and understanding of diversity as a strength in this BSW program. The curriculum infuses content on diversity throughout the required social work foundation courses and a required HBSE 2 Ethno-Cultural course further provides content focused on diversity. The university focuses on experiential learning and career readiness. In addition, the college's core values and emphasis on providing qualified professionals who serve diverse populations sets a tone of respect for human diversity. The university's Diversity Plan has resulted in a doubling of the number of minority students and minority faculty on the campus. One year ago, the Social Work Department hired Dr. Portia Adams, an African American female as BSW Program Chair. The BSW program has experienced tremendous overall growth and an above the university average increase in African American majors. The department provides support and funding for students to participate in activities such as Legislative Day, NABSW and LGBTQ conferences, and international travel to Russia, Vietnam, and Korea. A recent grant (Dr. DuongTran, P.I.) will provide social work and medically-oriented students training on "substance abuse disorders through curriculum development, on substance use disorders, assessment, brief intervention, and referral to treatment" in rural communities (see attachment). There is an ongoing challenge to diversify the faculty. With two vacant faculty positions, one a new line and one a replacement line, the department has an opportunity to recruit minority faculty.

AS 4.0 Assessment

The program implements its plan to evaluate the outcome of each core competency and shows evidence that the assessment is used continuously to affirm and improve the educational program. In the self-study, the program provided examples of how data generated from assessment has been analyzed and used to inform and improve the program. Faculty meet at the end of each semester to review assessment data outcomes. Other examples of use of results for program improvement were provided to the site visitor. For example, each year the program faculty fine tune details in assignments based on assessment outcomes. The advisory council also reviews assessment data and make suggestions for program improvement. For example, the advisory council identified professional writing as a challenge for some students and the social work program responded by developing a writing course. Members agreed the department consistently looks for ways to improve what they described as an already "rigorous"

curriculum. Program faculty use assessment results to modify course content, assignments, and increase emphasis on certain topics.

Since students have consistently met or exceeded the 70% benchmark, the faculty increased the benchmarks to 80% (see attachment: 2014-2015 Assessment of Student Learning Outcomes). In conjunction with the required Transfer Single Articulation Pathway (TSAP), four year colleges and universities (in Indiana) must provide a two year graduation plan for community college transfers. In order to accommodate this requirement, the program anticipates having to reduce the major to 70 hours or below with no more than 120 hours to graduate. TSAP will necessitate curriculum changes, at which time the program plans to begin incorporating the 2015 EPAS.

Accreditation Standard 3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

The program identified each full- and part-time faculty member in tabular form and provided their curriculum vitae. However, the program did not provide a faculty summary form or provide a narrative discussing the qualifications, competence, expertise in social work education and practice, and years of service to the program for each identified faculty member.

The site visitor is asked to clarify with the program the qualifications, competence, expertise in social work education and practice, and years of service to the program for each faculty member currently teaching in the program. The site visitor is also asked to obtain a completed faculty summary form.

The following faculty members are assigned to the BSW program:

Robyn Lugar	100%
Rhonda Impink	100%
Melissa Ketner	37.5% (BSW field education administration/ one BSW course)
Portia Adams	25% (BSW program chair administration)
Jennifer Todd	100%
Angela Napier	25%
Paul DuongTran	25%
Diane Van Cleave	25%
Dianna Cooper-Bolinsky	37.5% (Chair- Department of Social Work)

The program did provide the site visitor with an updated faculty summary form (see attachment Faculty Summary Part 1 and 2). The narrative discussing the qualifications, competence, expertise in social work education and practice, and years of service to the program for each identified faculty member is being prepared by the program. They are aware of the need to provide these materials to COA as part of their response to the site visit report and are currently

working on these documents. In discussions with the President, Provost, Dean, faculty, advisory council, field instructors and students, the faculty was consistently described as highly qualified, involved in professional and community service, active researchers, “excellent” and involved with students both on campus and in the community.

Accreditation Standard 3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs.

The program identified its faculty-to-student ratio, but did not identify specifically how it arrived at its identified ratio. The program also identified that it is in the process of hiring additional faculty members. Additionally, the program did not discuss how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

The site visitor is asked to review the program’s progress in hiring an additional faculty member and obtain a revised faculty-to-student ratio. The site visitor is asked to clarify with the program how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

The department currently has two approved faculty lines – one a replacement position and one a new faculty position. The replacement position is currently held by a one year contract instructor. The President, Provost and Dean are all aware of the growth in the BSW program (100 students to 205 students currently) since the 2010 move to the College of Nursing, Health and Human Services and support the hiring of the two social work positions. The Dean, Dr. Turman, indicated recruitment for the two positions will begin this academic year with an anticipated fall, 2016 start date for the new faculty, assuming successful recruitment.

The university’s FTE formula is used to determine the faculty-to-student ratio. According to this formula, the current faculty-to-student ratio is 1:33 (See FTE attachment). Attached you will find a “Faculty to Student Ratio: A:” document listing current total number of students (206) to 4.25 faculty currently assigned to the program for a raw number ratio of 1:48. Currently, first year students are advised through the Freshman College and there is university-wide discussion of instituting professional advisement at the sophomore level. BSW students are admitted to the program in their junior year and attachment “Faculty to Student Ratio: B” shows there are 98 juniors and seniors for a 1:33 ratio. Faculty, students and advisory council members all expressed concern over the increase in majors and class size. Currently there are 60 students in field placements. BSW field placements have grown from 74 in spring, 2015 to an anticipated 112 in spring, 2016 resulting in additional pressure on the Interim Field Director, Melissa Ketner. Ms. Ketner was hired in July, 2014 in a three year interim instructor position with a course requirement load (per university policy) of 15 hours. She is in her second year of the three year contract. She currently has 25% release time for BSW field administration, 50% release time for MSW field administration, and teaches SWK 610 (seminar and liaison for 6 MSW students) and SWK 490 (Generalist Practice for 17 BSW students) for a total of 16 hours. Ms. Ketner was

provided additional administrative support through a part-time graduate assistant. Dr. Cooper-Bolinsky reported this overload was for one semester (fall, 2015) and Ms. Ketner's course load will be reduced to accommodate the larger numbers in field education in spring, 2016. Faculty will be discussing limiting admission numbers to the social work major should the growth of interested students continue.

Accreditation Standard 3.3.4: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

The program provided its faculty workload policy. However, the program did not describe how the faculty workload policy supports the achievement of institutional priorities and the program's mission and goals.

The site visitor is asked to clarify with the program how the faculty workload policy supports the achievement of institutional priorities and the program's mission and goals.

As an institution with a focus on teaching, ISU's workload policy for faculty is 12 hours per semester/ 24 hours per year. The program has experienced several major changes in recent history including the move to the College of Nursing, Health, and Human Services; the addition of a MSW, rapid expansion in the number of BSW students, recent change in department chair leadership and the hiring of a new BSW program director (2014). It was reported to the site visitor by university administrators, students and external constituents that the faculty continues to provide a "rigorous" curriculum, are involved in community and professional service, implement three C.E. conferences per year, develop study abroad opportunities and are engaged with students on and off campus. The program will provide additional details to address AS 3.3.4 in their response to COA. See attachment Accreditation Standard 3.3.4 (2014) for more details which outlines faculty responsibilities related to tenure and promotion criteria.

The site visitor thanks the Office of Social Work Accreditation for the opportunity to visit this BSW program. If additional information is needed, please let me know.

Respectfully submitted,

Jeannie A. Duke, MSW, LCSW, ACSW
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Attachments:

Meeting sign-in lists: faculty, advisory council, student, field instructor, exit
University FTE calculations: Spring and Fall, 2014
Updated Form AS4(B): Assessment of Student Learning Outcomes
Faculty to Student Ratio: A
Faculty to Student Ratio: B

Accreditation Standard 3.3.4 (2014)
Sycamore SBIRT Curriculum and Rural Workforce Development
BSW Reaffirmation Site Visit Itinerary
Curriculum Vita: Melissa A. Ketner, MSW, LCSW
Faculty Summary Part 1 and 2