

**2019-2020 PROGRAM REVIEW**  
*Great Basin College*  
*Bachelor of Social Work 3+1*

**I. Description of Program reviewed**

Mostly online program designed to prepare social work professionals to serve individuals, families, groups, communities and/or other supported social work functions.

Social Work Mission Statement: To educate, train and nurture competent, committed, compassionate and diverse social work leaders who advance the social justice mission of social work through their leadership in research, public policy, academics, and clinical practice at local, national and global levels.

Program Mission and Goals: The mission and goals of the social work program address the profession's purpose, are grounded in core professional values, and are informed by program context. Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

**II. Review Process and Criteria**

2015 Educational Policy and Accreditation Standards

CSWE is a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice.

The 3+1 Social Work Program is accredited by the Council for Standards in Social Work Education (CSWE). The following standards based on the Council for Standards in Social Work Education have been incorporated into the program and have been mapped to specific courses and student learning outcomes for each Social Work Competencies. Established thresholds for culminating assignments demonstrate competency within these categories and course assessment reports generated to ensure the students are meeting expected performance measures. Social Work Competencies are; 1) Demonstrate Ethical and Professional Behavior. 2) Engage Diversity and Difference in Practice. 3) Advance Human Rights and Social, Economic, and Environmental Justice, 4) Engage In Practice-informed Research and Research-informed Practice, 5) Engage in Policy Practice, 6) Engage with Individuals, Families, Groups, Organizations, and Communities, 7) Assess Individuals, Families, Groups, Organizations, and Communities, 8) Intervene with Individuals, Families, Groups, Organizations, and Communities, 9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Program Context: Context encompasses the mission of Great Basin College as it educates students to enriches people's lives by providing student-centered, post-secondary education to rural Nevada.

Educational Policy 2.0: The curriculum will include material in which the social work students will learn that the generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.

Educational Policy 2.1: Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice.

Educational Policy 2.2: Signature Pedagogy

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity.

Educational Policy 3.0: Diversity

The GBC 3+1 program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special

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programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

### Educational Policy 3.1: Student Development

To promote the social work education continuum, graduates of the GBC 3+1 social work program are encouraged to work toward admittance to master's social work programs where they are presented with an articulated pathway toward specialized practice.

### Educational Policy 3.2: Faculty

Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the faculty at GBC's 3+1 Social Worker program models the behavior and values expected of professional social workers. Faculty is required to have both experience in the profession and graduate level degree in social work and are qualified to teach the courses to which they are assigned.

### Educational Policy 3.3: Administrative and Governance Structure

The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, the GBC 3+1 social work program provides an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### Educational Policy 3.4: Resources

The Social Work program has adequate procedures for budget development and administration in order to achieve its mission and goals. Please see attached for a completed budget form explaining how financial resources are sufficient and stable to achieve its mission and goals. It uses resources to address challenges and continuously improve the program. It has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals. It demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. Please see attached library report. It has sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals. It has the availability of and access to assistive technology, including materials in alternative formats.

### Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time. Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used, and the data collected may vary by context. Assessment information is used to guide student learning, assess student outcomes, assess, and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

#### Accreditation Standard 4.0: Assessment 4.0.1

The GBC 3+1 Social Work program includes ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes the following:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

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- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

The most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option. Please see attached.

The GBC 3+1 Social Work program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

### **III. Major Findings and Conclusions of the Program Review**

During the review process it was noted that students were able to complete the Associate of Arts degree with the number of credits they completed. A review of current students vetted out a process to identify students that had met the requirements for the AA degree.

The Great Basin College catalog needed to be updated to include current details on the Silver State Transfer agreement with the University of Nevada, Reno. It is now more clearly aligned and the process for students to transfer to University of Nevada, Reno working directly with a transfer coordinator.

Feedback from community and student's as well as data collection on student persistence supported the decision for the social work program to go to fully online with their courses starting Fall 2020. This includes courses that are completed at Great Basin College only.

### **IV. Next Steps for this Program Based on Program Review Findings and Recommendations**

The next steps for the program:

- Advising for student enrolled in Social Work 101 the first-class students take will create an opportunity to track and advise them to complete the AA degree at GBC as well as get them on the path for the Silver State transfer process.
- Collection of data on persistence related to the change in online instruction will be tracked.
- Creating a more cohesive relationship with UNR to track graduates and student persistence.

### **V. Descriptive Statistics**

#### **A. Number of students with declared major in the program area:**

2019-20                      60

#### **B. Number of graduates from the program for the following years:**

2017-18                      14

2018-19                      15

2019-20                      8

#### **C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:**

The cohort size based on this information, which is a match of GBC with UNR data is small when evaluating first-time, full-time, degree seeking students. In the future we will work with UNR to develop a methodology to reflect better outcomes for this program.

2017-18                      0%

2018-19                      50%

2019-20                      0%

#### **D. Headcount of students enrolled in any course related to the program (duplicated):**

Fall 2019                      68

**VI. Please submit a copy of the corresponding institutional report. You may submit this in the form of an electronic file (e.g. PDF or Word) or you may provide a weblink to the report from which we will create a file. These reports should be formatted in such a way that they do not include any information that should not be made public. These reports will be filed in a web**

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**location that interested parties may access via a weblink that we will create. Please indicate below whether you are attaching the report or providing a weblink:**

The following is a weblink to the Great Basin College Bachelor of Social Work 3+1 program with University of [https://www.gbcnv.edu/programs/human\\_services/bsw\\_sw/](https://www.gbcnv.edu/programs/human_services/bsw_sw/)

View the Assessment of Student Learning Outcomes.

<https://nevada.app.box.com/s/dafek31mkx3wkruggew9ulizto6q7jdv>

University of Nevada, Reno School of Social Work <https://www.unr.edu/social-work>

The school of Social Work at the University of Nevada, Reno baccalaureate is accredited by the Council on Social Work Education CSWE <https://www.cswe.org/>

Institutional Strategic Plan: 2015-2021, University of Nevada, Reno. Retrieved from <https://www.unr.edu/provost/strategic-plan>

National Association of Social Workers, (n.d). *NASW's National Survey of Licensed Social Workers*. Retrieved from <https://www.socialworkers.org/>

University of Nevada, Reno General Course Catalog 2020-2021. Retrieved from <https://catalog.unr.edu/>