

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Sociology

contact: Kevin Modesto

### Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
<b>History of the Program</b>	Describe why and when the program was established. How and why has the program evolved over the years?	Sociology has been taught at PLNU for 100 years. The first courses in sociology were offered in 1914. Courses evolved into a major in sociology with two concentrations, general sociology and criminal justice, and birthed the social work program. Departmental alumni serve the church and society around the globe. Recently, we have shaped and sent professors, pastors, doctors, peace officers, social workers, and a wide array of other alumni with careers with which they are actively serving their communities. As we look to the future, there are opportunities to grow and evolve with the goal of increasing access to a PLNU education developing servant scholars in San Diego, California, and around the globe.
<b>Consistency with Mission and Strategic Direction</b>	<a href="#">Describe how the program supports the PLNU mission and strategic direction.</a>	Sociology leads the university in faithfulness to our Nazarene heritage and Wesleyan theological perspective by nurturing servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope. This mission reflects the views of the founders of the First

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### Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)	
External Demand	<a href="#">FTF App Conversion Rate</a> (Completed Apps/Inquiries)	SOC PLNU*	19.1% 19.2%	19.5% 26.4%	18.7% 24.0%	18.6% 23.4%	13.2% 21.4%	9.6% 20.5%	What does this collection of data say about the external demand for your Program?  Sociology has grown from 30 applicants in 2008 to 56 applicants in 2013. According to Noel-Levitz external demand for sociology appears strong with a 3.1% market share of college bound students in PLNU's region. However, the proportion of inquiries to applications in sociology to PLNU fell between 2008 and 2013. This difference can be explained by a range of factors. Competition, almost every community college,
	<a href="#">FTF Admission Rate</a> (Admits/Completed Apps)	SOC PLNU*	73.3% 83.5%	72.7% 87.0%	66.0% 72.4%	69.4% 68.2%	55.6% 67.8%	55.4% 69.1%	
	<a href="#">FTF Yield</a> (Enrolled/Admits)	SOC PLNU*	40.9% 37.2%	33.3% 27.5%	24.2% 29.4%	30.2% 26.5%	26.7% 29.2%	9.7% 31.6%	
	<a href="#">Noel-Levitz High School Market Demand Share</a>	Above PLNU Median						3.1%	
	<a href="#">Noel-Levitz PLNU Share of Regional Deg Awd</a>	Below PLNU Median						0.3%	
	<a href="#">Share of PLNU Undergrad Headcount</a>	SOC	1.6%	1.8%	1.8%	2.1%	2.0%	1.5%	
Internal Demand	<b>Indicators</b>	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		Sociology's enrollment has grown from 35 majors in 2010-11 and 37 majors in 2012-13, suggesting In fall 2013, our department was responsible for teaching 2.4% of undergraduate academic units. In 2010, there were 198.3 full-time equivalent (FTE) Department faculty have led, crafted, and participated in almost every internal academic initiative over the last decade. We faculty contributed to the creation of and	
	<a href="#">Share of PLNU UG Units Taught</a>	SOC	2.7%		2.3%		2.4%		
	Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?								
Professional Trends for Graduates	Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?							Sociology majors commonly occupy 18 of 32 of the above average growth professions; in fact, sociology in sociology to increase the employability of our majors, specifically requiring internships for sociology majors	
	What changes could you make in your program that would better prepare your graduates for these professions?								

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### Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Comments (200 word limit for each comment)
Incoming Student Data (First-Time Freshmen)	Average SAT	SOC	1162	1020	1099	1145	1091	sm What does this data say about the quality of the students entering your program?
	Composite Score	PLNU*	1140	1125	1147	1150	1168	
	Average SAT Reading Score	SOC	581	509	551	574	556	sm Sociology is committed to racially and ethnically diverse students, many of whom are the first in their families to pursue higher education. We tend to enroll first-years with slightly lower GPAs and SATs. From Fall 2008 to Fall 2012 the average GPA for SSW first-years was 3.55, while the average GPA for PLNU first-years was 3.75.
	Average SAT Math Score	PLNU*	565	561		572	583	
	Average High School GPA	SOC	581	511	548	572	535	
		PLNU*	575	564	574	578	585	
		SOC	3.63	3.43	3.61	3.67	3.43	sm
		PLNU*	3.73	3.70	3.74	3.77	3.81	3.82
Faculty	Percent of full-time faculty with a terminal degree			Total SSW Dept			100.0%	The department has a highly qualified faculty.
	Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.						Each faculty member has an active research agenda in their area of expertise. Over the last year, every	
	Summarize the grants received by the faculty.						The majority of the faculty received external grant funding for their scholarly work. Faculty have received	
	Describe how the scholarly and creative activities of the faculty impact the program.						The faculty's scholarly and community activity provides opportunities for students to apply their learning in	
	What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?						The faculty are consistently developing their teaching. The majority 3/5 successfully completed the TILE	
Program Support	Describe the current quality of the holdings/facilities/equipment needed to execute this program.						Sociology is not a materially intensive major. Where there are people, sociology can be studied. Thus the	

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### Four: Quality of Program Outcomes

Criteria	Indicators		F07 Coh	F08 Coh	F09 Coh	F10 Coh	F11 Coh	F12 Coh	Comments (200 word limit for each comment)
Student Data	<a href="#">One-Year Retention</a>	SOC	sm	100.0%	50.0%	77.8%	64.3%	71.4%	What does this student data say about the quality of your program?
		PLNU*		84.8%	86.1%	86.3%	84.9%	85.8%	
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Sociology's graduation rate is higher than the general PLNU student population. The average six-year graduation rate for sociology from 2007—08 to 2012—13 was 82.28%, when adjusted for students whose declared major on the portal which is not consistent with the PLNU Cohort Status Report on which the graduation rates are based. During the same period, 2007—08 to 2012—13, PLNU's six-year average graduation rate was 75.5%. Sociology majors graduated at much higher rates than the general PLNU student population suggesting program excellence, this is
	<a href="#">Six-Year Graduation Rate</a>	SOC	85.7%	85.7%	66.7%	57.1%	50.0%	87.5%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	Indicators		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
	<a href="#">Number of Bachelor's Degrees Awarded</a>	SOC	11	11	6	6	12	7	
		PLNU*							
	<a href="#">Share of PLNU Bachelor's Degrees Awarded</a>	SOC	1.9%	1.8%	1.1%	1.1%	2.2%	1.2%	
		PLNU*							
Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013		
<a href="#">% of enrl UG who are race/ethnically diverse</a>	SOC	31.4%	30.0%	38.1%	36.2%	44.7%	56.8%		
	PLNU*	20.1%	21.8%	24.0%	29.0%	32.3%	34.2%		

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### Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.

<b>Curricular Information</b>	Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.	curriculum to address issues uncovered through the assessment. To date, most of the modifications have
	Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.	All of our students are required to apply their knowledge in some form. Approximately 60% of our majors complete a professional internship. One
	Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?	Our education has a practical orientation, thus we have not structured the curriculum toward scholarly presentations. However, we have had three students
	Describe your undergraduate student success rate for passing licensure or credentialing exams.	There are no licensure exams in sociology.
	Describe any study abroad opportunities organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this program (Annualize the number)?	We currently offer a biannual study abroad in South Africa in partnership with the Center for Justice and Reconciliation. The majority of the students who
	What are the distinctives of your program?	We are a close knit intentional Christian community. Diversity is valued. We model our Nazarene and
<b>Post-Baccalaureate Information</b>	Describe your success with student acceptance into post-baccalaureate education.	school. Between 2007—08 to 2012—13 87.5% of our students who applied to graduate school were
	Describe your success with students acquiring jobs in their discipline.	Our students have high rates of employment at or before graduation. Our alumni are spread out across
	Describe the findings from any alumni surveys that you have conducted for your program.	Our alumni were generally satisfied with the quality of their education from PLNU. The majority (85%) feel

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### Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	F06 Coh	F07 Coh	Comments (300 word limit for each comment)	
Student Data	<a href="#">Six-Year Graduation Rate</a>	SOC	85.7%	85.7%	66.7%	57.1%	50.0%	87.5%	When considered collectively what does this student data say about the productivity of your program?
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	74.5%	
	<b>Indicators</b>		<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	Sociology is a highly productive program when the actual six year average graduation rate (82.28%) is compared to PLNU's (75.5%). What is particularly significant is our majors are more racially and ethnically diverse and have lower SAT and GPA scores at the time of admission. Our low yield of freshmen applicants, but high transfer rate, is likely indicative of broader
	<a href="#">Number of Bachelor's Degrees Awarded</a>	SOC	11	11	6	6	12	7	
	<a href="#">Share of PLNU Bachelor's Degrees Awarded</a>	SOC	1.9%	1.8%	1.1%	1.1%	2.2%	1.2%	
	<b>Indicators</b>		<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	
<a href="#">FTF App Enrollment Rate</a> (Enrolled/Completed Apps)	SOC	30.0%	24.2%	16.0%	21.0%	14.8%	5.4%		
	PLNU*	31.1%	23.9%	21.3%	18.1%	19.8%	21.8%		

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### Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)	
<b>Cost and Revenues</b> (From the Delaware Study)	<a href="#">Student credit units taught (UG fall only)</a>	SOC ----- % of PLNU*	959.0 ----- 2.7%	866.0 ----- 2.5%	When considered collectively, what does the data above say about the productivity and efficiency of your program?  Our productivity costs are slightly high. These are relatively easily addressed by reducing the number of electives in the curriculum. They also result from a decision to comply with administrative requests to reduce the use of adjuncts out of the 2008 financial crisis, reducing the number of GE sections offered through the department. The Delaware data also do not include controls for regional cost of living or faculty rank, diminishing the comparison value of the data. The current influx of freshmen, increasing sections of SOC 101, combined with a more restrictive curriculum should bring our productivity costs in line with the Delaware estimates.
	<a href="#">% of credit units taught by full-time faculty</a>	SOC ----- PLNU*	83.4% ----- 72.7%	62.6% ----- 75.7%	
	<a href="#">Student credit units per faculty FTE</a>	SOC ----- PLNU*	188.0 ----- 197.0	195.0 ----- 198.8	
	<a href="#">Student/Faculty Ratio (Student FTE/Faculty FTE)</a>	SOC ----- PLNU*	11.75 ----- 12.32	12.19 ----- 12.42	
	<b>Indicators</b>		<b>2010-11</b>	<b>2011-12</b>	
	<a href="#">Student credit units taught (UG &amp; Grad - full year)</a>	SOC	1,888.0	1,659.0	
	<a href="#">Cost per Student Credit Unit</a>	SOC ----- DE Bchmrk	\$229 ----- \$174	\$226 ----- \$168	
	<b>Indicators</b>		<b>Unfilled Capacity</b>		
	<a href="#">Unfilled Course Capacity</a>	SOC ----- PLNU Median		18.4 ----- 14.1	
	When considered collectively, what does the data above say about the aspects of your program that need further study?				The focus of the curriculum is the primary area of study and is currently being analyzed in program review.
	<b>Indicators</b>		<b>2010-11</b>	<b>2011-12</b>	
	<a href="#">Extra revenue generated (lab fees, activity fees, etc.)</a>	SOC			
	<a href="#">Extra revenue/student credit unit</a>	SOC	\$0	\$0	
	<a href="#">Additional costs (See Glossary)</a>	SOC			
	<a href="#">Additional costs/student credit hour</a>	SOC	\$0	\$0	
Describe efficiency gains and cuts made by this program in the last four years.				Ironically, the primary cut we made, reducing the use of adjuncts and therefore reducing the number sections of	

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### Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	Current Catalog		Comments (300 word limit for each comment)	
Curriculum Breadth	<a href="#">Number of menu and elective units required in the program.</a>	SOC SOCJ	3	No comments, see questions below.	
	<a href="#">Number of menu and elective units offered by the program</a>	SOC SOCJ	18		
	<a href="#">Menu/Elective Ratio</a>	SOC SOCJ	6.00		
	Number of menu and elective units above required Middle Third (33%-66%) of Majors for m & e units above required	SOC SOCJ PLNU	15 0 to 5		
	<a href="#">Number of menu and elective units required in the program.</a>	SOC SOCG	27		
	<a href="#">Number of menu and elective units offered by the program</a>	SOC SOCG	43		
	<a href="#">Menu/Elective Ratio</a>	SOC SOCG	1.59		
	Number of menu and elective units above required Middle Third (33%-66%) of Majors for m & e units above required	SOC PLNU	16 0 to 5		
	How can you adjust your curriculum to reduce the size of your menus of courses?				Sociology has a large menu for students. The expanded menu option came out of our last program review. We
	Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?				We are likely going to reduce the number of sections offered in a few courses to increase efficiencies and
What GE courses does your department teach? Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units)?			Our GE courses tend to fill. In fact, we ran five sections of SOC101 this fall, all at capacity.		
What service courses (non-GE courses that primarily support a program in another department) does you department teach? Are there changes that you could make that would make your service courses more efficient and effective?			Our primary service courses are Race and Ethnicity, our GE's Introduction to Sociology, and Cultural Anthropology, all of which fill. We intentionally work		
<b>Indicators</b>		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>Comments (300 word limit for each comment)</b>
<a href="#">Unfunded Workload Units</a>	SOC	1	1	4	All unfunded load units have been eliminated or is funded by another program, such as LEAP or



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<b>Unfunded Load</b>	What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)	Our GE courses tend to fill. In fact, we ran five sections of SOC101 this fall, all at capacity.
	What faculty loading changes can your department make to reduce the amount of unfunded load in your program?	NA

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### Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
Impact	How is this program essential to PLNU?	Sociology's ability to attract and graduate students from diverse backgrounds makes us essential to the future of PLNU. Additionally, faculty members have contributed disproportionately to key initiatives such as LEAP and Community Classroom. Criminal justice, sociology and human services
	How is this program related to the success of other programs at PLNU?	Many programs depend on sociology for their long term success. Recent changes to the MCAT focusing more issues of the social dimensions of medicine make sociology a valuable added component for students in the sciences. Nursing has long partner with us to provide elements of
	What are the benefits to PLNU of keeping this program as it is?	The primary advantage to keeping us in our current configuration is the flexibility and creativity we can offer. Our department works well together. We collaborate creating a degree of synergy that enables us to be effective and creative.
	What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you	The primary benefits of merging with another department would be found in the administrative savings. Minimal savings could be found by combining administrative assistants chair responsibilities.
	Could this program make use of some courses from another program to create an interdisciplinary major?	We already collaborate in course work across the campus. Many of courses are cross listed. We have discussed re-establishing our partnership with Family and Consumer Sciences. Several years ago we convened a group of faculty to explore the creation of an inter-disciplinary major. The
Opportunity	Aside from additional staff, what would it take to make this program grow and become outstanding?	Growth will require more purposive education of parents and students about the employment opportunities for sociology majors. We can be more intentional in our work with admissions to ensure applicants matriculate. We are also open to creating course offerings in alternative
	What have you learned about changing trends in your discipline from looking at similar programs at	<a href="#">PLNU Comparator List</a>
	Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?	As a department we have introduced a range of pedagogies important to the discipline. We offer immersion courses, contextual education, service-learning, online and hybrid classes.
	Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?	Increasing racial and ethnic diversity is a key trend we are prepared to take engage. We also see the trends in big data as opportunities. Locally the increasing numbers of peace officers and military personnel provide natural markets for our education and we are working on developing
	What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?	We are not a particularly expensive program. Maximizing the number of students in available seats will save us money. We propose to do this by mixing populations in a variety of non-traditional courses offerings.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Contact: Pat Leslie

### Section One: History of the Program and Consistency with University Mission

Criteria	Indicators	Response (200 word limit)
<p><b>History of the Program</b></p>	<p>Describe why and when the program was established. How and why has the program evolved over the years?</p>	<p>The Social Work (SWK) curriculum is seen in the long history of the Sociology Department which is celebrating its centennial year. SWK is a profession that fully aligns with the historic and present mission of the University, actualizing the principle of serving others referenced as essential by our founders. SWK is the modern continuation of the work of the Nazarene church which trained deaconess' as 'friendly visitors', a traditional social work role. The department was renamed to include Social Work in 1998. In the past 14, SWK completed a feasibility study and the multi-phased process to acquire accreditation by the national Council on Social Work Education (CSWE). This status provides students with eligibility for Advanced Standing in many SWK graduate programs. PLNU program revisions now require active demonstration of the integration of the liberal arts curriculum with professional generalist practice and personal willingness to serve the surrounding community. The program requires all SWK students to engage in a minimum of 400 hours of professionally supervised direct service to agencies in the surrounding community. This professionally supervised experience is paired with academic curriculum in capstone seminars to ensure that students have learned, grown, and can serve with competence and cultural and social sensitivity. Since CSWE accreditation, all graduates who applied for advanced standing were accepted. This is significant because the portion of advanced standing spots available is generally less than 10% of entering enrollment in MSW programs.</p>

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## Social Work

<b>Consistency with Mission and Strategic Direction</b>	<a href="#">Describe how the program supports the PLNU mission and strategic direction.</a>	<p>Social work (SWK) helps achieve the mission of PLNU and carries out a central purpose laid out by Bresee: a people grounded in Scripture, pursuing a well-rounded education, serving the poor, and promoting social justice out of an intense love for God. The SWK mission is to develop competent professionals who are committed to serving others through integration of the knowledge, skills, and values that form the foundation of the social work profession (teach); who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development (shape), and respectful engagement in the community that empowers others are integral components of the means for relating to God through service (send). The program mission directly implements the PLNU mission to prepare students for service and leadership in selected professions. The Wesleyan heritage of the University is further expressed in core values and educational objectives of the program. SWK students integrate liberal arts with professional training, grow in personal conviction and competence, and serve poor and marginalized people as an expression of faith. SWK has potential for implementing several Strategic Enrollment Plan initiatives and efficiencies: 2+2; degree completion; alternate modes of delivery; and off-site expansion. The SWK supports access to less traditional students often attracting students from families with limited educational achievement or first generation students.</p>
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## Social Work

### Section Two: External and Internal Demand for the Program

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	2012	Comments (200 word limit for each comment)	
<b>External Demand</b>	<a href="#">FTF App Conversion Rate</a> (Completed Apps/Inquiries)	SWK 13.7%	PLNU* 19.2%	25.0%	26.4%	31.0%	24.0%	What does this collection of data say about the external demand for your Program?
		17.6%	23.4%	28.9%	21.4%			
	<a href="#">FTF Admission Rate</a> (Admits/Completed Apps)	SWK 100.0%	PLNU* 83.5%	71.4%	87.0%	66.7%	50.0%	65.4%
		28.6%	20.0%	41.7%	50.0%	23.5%		
	<a href="#">FTF Yield</a> (Enrolled/Admits)	SWK 28.6%	PLNU* 37.2%	20.0%	27.5%	41.7%	26.5%	23.5%
	23.5%	29.2%	29.2%	29.2%				
	<a href="#">Noel-Levitz High School Market Demand Share</a>	Below PLNU Median					SWK and PLNU patterns of inquiry rise and fall in similar patterns, however SWK's change between 2008 and 2013 evidences a greater rise than PLNU; doubling in actual number of inquiries (51 vs 103). The SWK program yield also exceeds PLNU. While the share of high school demand is lower, the regional degree completion share is above the PLNU median. This combination of indicators is understandable. Most high schools do not include exposure to social work curriculum. This contributor is offset by the fact that the PLNU program is one of only 23 BA SWK programs with CSWE membership in the western region (California, Arizona, Hawaii, Nevada, Samoa, Guam). PLNU should develop outreach materials and strategies to: 1) increase earlier exposure to the SWK profession and 2) advertise CSWE status to increase market awareness. Noting that the number of applications doubled but admittance rates diminished in 2013, prompts a need for additional information regarding external conditions and factors contributing to the lower admittance rates. CSWE reported 31,866 applicants for 415 BSW programs in 2102 with an acceptance rate of 82.3%, substantially above the PLNU acceptance rate, warranting discovery of contributing factors. Inclusion of transfer students could positively impact this indicator.	
	<a href="#">Noel-Levitz PLNU Share of Regional Deg Awd</a>	Above PLNU Median						
	<a href="#">Share of PLNU Undergrad Headcount</a>	SWK	1.1%	1.3%	1.7%	1.8%		1.5%
	<a href="#">Indicators</a>	2010-11		2011-12		2012-13	What does this data say about the internal demand for your program?	

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<a href="#">Share of PLNU UG Units Taught</a>	<p>SWK</p>	<p>0.6%</p>	<p>0.6%</p>	<p>0.5%</p> <p>Internal demand for SWK has remained relatively steady. Because no sociology or SWK specific course is part of a required GE curriculum, SWK does not enjoy the benefits of early exposure to incoming students. GE courses in the department are options for students other than our majors. SWK tends to be a 'destination' major as students begin to discover the 101 career opportunities in SWK for hands-on integration of Christian works and professional practice. When this discovery is made late in the student's PLNU training they may complete BA work in another discipline yet graduate into masters' education or to employment in non-professional social services. The SWK major is privileged to work with non-traditional, marginalized, and first generation college students who are often aware of the profession because of personal or family experience with social services. All SWK students are strongly encouraged to study abroad, providing space on the main campus for other students.</p>
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### Internal Demand

Based on some of PLNU's academic initiatives (e.g. expanding number of traditional undergraduate students, programs for new types of learners, expanding and creating new graduate programs, etc.), what new demands do you expect to be placed on your program?

SWK invites expansion of non-traditional students and bridge programs like SEP proposals that bridge the current PLNU experience at either end through cooperative endeavors like 2 + 2 programs with community colleges, or adult learners in degree-completion, continuing education, professional development or employer- specific training. When assessing these opportunities, the SWK program must think strategically across majors both within the department and across schools. Redesigning curriculum to meet the needs of multiple disciplines will require identification of core competencies and development of mutual student learning outcomes. The process will stretch the creative and cooperative expertise of multiple faculty. Resulting designs must prove administrative and economic feasibility. New off-campus education, flexibility in teaching schedules, increases in modular, Quad, or hybrid courses will require early investment in faculty development and program pilot-testing to ensure designs are 'proven strategies'. By re-tooling existing courses WASC challenges should be limited. Including SWK-type curriculum in a creative redesign across majors, disciplines, or a 2+2 community college experience anticipates a new integrated degree such as one in 'human services' which would not require CSWE accreditation. This could not effectively replace the existing accredited SWK program because a Human Service degree would not afford graduates advanced standing eligibility.

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## Social Work

Look at the provided resources about fast growing areas of employment in the next decade. Which of these professions could be occupied by students majoring in your program?

SWK has identified more than 101 careers and 1,300 positions associated with the profession. This reflects the flexibility and diversity of application that SWK training provides. The occupational data provided include 12 occupational categories which often employ social workers exceeding 16% change. The most apparent are Mental Health & Substance abuse SWKS (22.2%) Social and Community Service Managers (20.3%) and Community and Social Service Specialists (16.6%) and training and Development Specialists (19.2%) Meeting and event planners, training sPECIALISTS, human and labor relations trainers, public relations, treatment specialists, compliance officers, and social science related are all occupational categories requiring skills similar to micro and macro SWK . The range in demand from a high of 41.9% down to 16.2%. Projected changes in social context also influence occupational demand. The growth of aging population, global interest in social justice, increases in terminal illness are directly related to demand for professional SWK intervention and support.



# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Professional Trends  
for Graduates

What changes could you make in your program that would better prepare your graduates for these professions?

Only 11% of accredited BSW programs focus on aging or gerontology. The aging of 'baby boomers' and the extended life expectancy for Americans anticipates a surge in need for SWK professionals to serve the elderly. Requiring the course on aging would incorporate key content. Although educational standards do not require demonstrated competency in business acumen, PLNU graduates obtained employment in program management or development positions which would be enhanced by training in non-profit management or financial or personnel management skills. Areas of projected occupational growth include personnel management, human relations, and training and development. The current micro and macro skills training is applicable to these occupations, however there is no requirement students to personally encounter the challenges of these contexts. Alumni suggested earlier exposure to concurrent in-class training and application in community settings. Students learn principles for creating teams and planning and conducting meetings yet greater hands-on exposure to the logistics and marketing requirements for endeavors like event planning would enhance training. Using external community partners for shadowing in growth industries; offering targeted skills training or selected cross- training in partnership with the business or communication department could enrich graduate access to demand occupations for SWK "generalist practitioners".

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Three: Quality of Program Inputs

Criteria	Indicators	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Comments (200 word limit for each comment)
<b>Incoming Student Data (First-Time Freshmen)</b>	<a href="#">Average SAT Composite Score</a>	SWK sm 1140	PLNU* sm 1125	sm 1147	sm 1150	sm 1168	What does this data say about the quality of the students entering your program?
	<a href="#">Average SAT Reading Score</a>	SWK sm 565	PLNU* sm 561	sm 573	sm 572	sm 583	
	<a href="#">Average SAT Math Score</a>	SWK sm 575	PLNU* sm 564	sm 574	sm 578	sm 585	
	<a href="#">Average High School GPA</a>	SWK sm 3.73	PLNU* sm 3.70	4.09 sm 3.74	sm 3.77	sm 3.81	

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

<p>Percent of full-time faculty with a terminal degree</p>	<p><b>Total SSW Dept</b></p>	<p>PLNU has a well- qualified faculty. The 2012 Statistics on Social Work Education in the United States published by the national accrediting body (CSWE) show only 20.3% of faculty hold the rank of full professor, with 44.1% of full time faculty holding tenure; and 53% holding Doctorate in Social Work or Social Welfare. The mean base salary for rank of professor is \$89,930 across the US, however the mean does not adjust for regional economic factors and cost of living or other factors. Many comparator institutions do not offer only a BA degree in SWK, resulting in an opportunity to leverage certain resources like administration.</p>
<p>Summarize the most recent scholarly and creative activities of the faculty in this program. If desired, include information about peer reviewed scholarship.</p>		<p><b>Research:</b> The Director completed a dissertation in Social Policy &amp; Research; Completed research and development of the Keys to Housing Toolbox of best practices recognized by the US Interagency Council on Homelessness and subsequently endorsed by 15 local cities; Faculty &amp; student participation in homelessness research; participation in the Costs of Homelessness Study with FBI. <b>Community Collaboration and Awards:</b> Participation in creation of the NACSW conference titled, "Advocating Social Justice: For Such a Time as This Esther 4:14"; helped develop a multi-institution celebration of SWK at Petco Park in which a PLNU student received one of three awards. Faculty recipient of Housing Federation Ruby Award for advocacy; NASW Social Worker of the year in the region chosen by peers in SWK; County Board of Supervisors recognition and proclamation; national certificates of recognition for campaigns to serve veterans and homeless persons; linked to development of Community Classroom and Price Foundation initiatives. <b>Consultation:</b> Requests for faculty expert opinion on policy issues by offices of public officials (mayor, Board of Supervisors, congressional offices, local, regional, and federal departments such as HUD, Probation, USUCH, or VA which contributed to policy or programmatic changes in the community.</p>

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Faculty

Summarize the grants received by the faculty.	The list of external funding includes: Homeless Cost Analysis project in cooperation with FBEI and CJR (\$50,000); Alliance Healthcare Foundation <i>Sharing the San Diego Story</i> (\$78,000); Keys to Housing development and HCD technical support (\$18,000), Casey Foundation stipend, and a US Dept. Housing & Urban Development \$15,000 sole source funds (pending final approval).
Describe how the scholarly and creative activities of the faculty impact the program.	The external community recognizes the high level of involvement of PLNU in issues of social justice such as homelessness, veteran and prisoner reentry, immigration, human trafficking. This recognition provides direct benefits to the program and students, such as internship placements and fosters community recognition of PLNU. Internally, direct experience links students with external networks and exposure to the real-life challenges of the profession. Community recognition of key faculty increase the value of letters of recommendation and open doors of opportunity in employment or internship. Faculty also actively engage in creative and scholarly endeavors within the PLNU campus community, supporting interdisciplinary communication, co-curricular activities, and exemplifying Wesleyan principles. Students, faculty, and the campus community are enriched by the role- modeling service and sacrifice. This reflects the departmental mission of nurturing servant-scholars and embodies the general Wesleyan philosophy of doing all we can, in as many ways as we can, for as many as we can, as often as we can. Role models hold ourselves accountable to teaching, shaping, and serving together. Faculty also impact the overall operations of PLNU by contributing to University-wide planning and development through frequent participation on Task Forces or specialized teams.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

What are the faculty in the program doing to learn about and use the best teaching practices in their discipline?

CSWE website resources; Public Department Research Institute Webinars, professional association membership and journal subscription; review of publications in area of interest; active in local professional networks; periodic conference participation are utilized for faculty development. The Program Director participates in two professional peer discussion and professional development groups. The So. Cal Leadership Roundtable brings together leaders from thirteen areas in California three times a year and the national Peer-Sharing Roundtable meets electronically by conference call every other month. These contribute to course content and technical knowledge. A SWK program advisory group of agency executives and Field Educators meets annually to discuss the changing needs of the local SWK marketplace and to offer suggestions for changes to the PLNU program. Review of evidence-based practice journals and enrollment in on-line exchanges augment faculty exposure to new techniques and ideas. The faculty also participate in on-campus opportunities such as TILE, Center for Teaching and Learning, or discussion groups. The Program Director engages in forums across academic and administrative functions such as the FITT to examine trends in academia and to consider how these trends might influence program development and program delivery designs.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

<b>Program Support</b>	Describe the current quality of the holdings/facilities/equipment needed to execute this program.	SWK shares library holdings, facilities, and equipment with other programs, leveraging high quality tangible resources on campus such as automated classrooms, the Fermanian School's Experiential Learning labs, PLNU computer labs, and on-line resources. Three programs plus one Center share office equipment and a departmental assistant. Library and media services holdings purchased with SWK funds serve all three programs in the Department and help augment the resources of other programs such as Psychology, Family Consumer Science, or Education. Parts of the SWK curriculum could be shifted to an off-campus location if access to the types of resources shared on the main campus were accessible. The program does not have exclusive use of tangible resources, as a result, the program can easily be co-located with other programs.
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# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Four: Quality of Program Outcomes

Criteria	Indicators	F07 Coh	F08 Coh	F09 Coh	F10 Coh	11 Coh	Comments (200 word limit for each comment)	
<b>Student Data</b>	<a href="#">One-Year Retention</a>	SWK	87.5%	100.0%	100.0%	100.0%	83.3%	<p>What does this student data say about the quality of your program?</p> <p>SWK generally outpaces PLNU in all five program quality outcomes with each indicator also increasing between 2007 and 2013. Retention and graduation rates contribute to SWK's increased share of BAs awarded by the university. The few students who have not completed the program have lacked financial capacity, or have been academically challenged. SWK assists the University is achieving goals related to diversity or access to higher education for marginalized groups. The major attracts a higher level of racially/ ethnically diverse students, generally 10% or more than PLNU overall (with the exception of 2013). These students are often also first generation college attendees, LEAP students, or come from households involved in social services, or from pastoral or missionary families.</p>
		PLNU*	84.8%	86.1%	86.3%	84.9%	85.8%	
	Indicators		F02 Coh	F03 Coh	F04 Coh	F05 Coh	06 Coh	
	<a href="#">Six-Year Graduation Rate</a>	SWK	sm	63.6%	100.0%	80.0%	66.7%	
		PLNU*	73.2%	75.5%	76.1%	75.5%	78.1%	
	Indicators		2007-08	2008-09	2009-10	2010-11	11-12	
	<a href="#">Number of Bachelor's Degrees Awarded</a>	SWK	11	6	7	8	11	
	<a href="#">Share of PLNU Bachelor's Degrees Awarded</a>	SWK	1.9%	1.0%	1.3%	1.5%	2.0%	
	Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	11 2012	
	<a href="#">% of enr1 UG who are race/ethnically diverse</a>	SWK	32.0%	41.4%	37.5%	47.6%	42.9%	
PLNU*		20.1%	21.8%	24.0%	29.0%	32.3%		

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Four: Quality of Program Outcomes (continued)

It is not expected that departments will be able to answer all of the following questions. Answer those that apply.

Describe the significant changes that you have made to this program based on assessment of student learning outcomes data, program reviews, etc.

**Curricular Changes:** SWK eliminated the SOC 260 course requirement; incorporated CSWE educational standards, increased attention to specific research and skills training like evidence-based practice and motivational interviewing; incorporated new content in the Senior Portfolio, and increased 'flipped-classroom' experiences. Additional emphasis on the history of the social work profession and expansion of internship opportunities in administrative and gerontological SWK resulted from BEAP and competency testing. **Structure changes:** Revision to faculty load assignments was required to meet national standards and achieved CSWE accreditation that was identified as a key factor by prospective students. **Program Implementation Changes:** Revised Field Educator orientation to include the students and educators in an interactive session. Retained the customized internship placement system that was assessed as a strength by external evaluators. **Assessment changes:** replaced or augmented prior assessment tools to include new nationally standardized instruments Incorporated Foundational Curriculum Assessment Instrument as a summative evaluation.



# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Describe regular opportunities for students to apply their knowledge (internships, practicums, research projects, senior projects, etc.). Estimate what percentage of your majors participate in these opportunities.

100% of social work student participate in a minimum of 400 hours of off-campus professionally supervised internships accompanied by four units of seminar discussion. The outcomes of these activities are measured on a 44-item evaluative scale completed by the external Field Educator and are tested for competency on ASWB scale and a SWEAP survey. All SWK practice students engage in direct application of professional skills in at least four interdisciplinary community events, including at least one research activity involving data collection or analysis. All SWK majors also complete a research methods project, often as part of a team. Few SWK students engage in Honors projects, however, SWK Faculty support students from other majors in completing Honors Projects or practicum experiences. Internship opportunities also result in the agency hiring the student post graduation.

Describe any public scholarship of your undergraduate students (conference presentations, publications, performances, etc.). What percentage of your undergraduate students are involved in these activities?

Over the past two years, five SWK students participated in conferences; three provided professional-peer training in Domestic Violence, Motivational Interviewing, or emergency response. Prior students were recognized for three video productions: one for a program a student created in with Somali women and basketball that received a regional award; one for Outdoor Outreach with youth, and one for a new intervention for PTSD veterans that garnered national media attention. This collection of eleven students comprise 20% of the majors, and approximately the size of a typical cohort.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Curricular Information

Describe your undergraduate student success rate for passing licensure or credentialing exams.

Title protection, formal licensing or credentials are not required of BSW or MSW practitioners in California, however, to assure that PLNU SWK graduates are prepared to enter professional employment in states that do have those requirements, 100% of SWK students complete an ASWB exam in their last semester of senior seminar. Over the past 10 years, virtually all students passed the exam with a score at least 10% above the median on the first attempt; the two students who did not achieve the benchmark achieved at least 10% above the standard on a retest. In addition to the ASWB exam, the program recently incorporated the Social Work Educational Assessment Project (SWEAP) Foundational Curriculum Assessment Instrument (FCAI) used nationally to assess accredited SWK student outcomes nationally. Comparative data for PLNU will be available at the end of the current academic year. 100% of students acquire National Incident Management Services Certification (NIMS) a professional certification which acknowledges their preparedness for Emergency Response and is valid throughout the U.S. BEAP assessment of PLNU program outcomes consistently fall in the top 20%.

## Academic Prioritization Curricular Metrics - Undergraduate Programs

### Social Work

Describe any study abroad opportunities organized by your program. What percentage of your majors are involved annually (annualize the number)? How many students outside of your department participate in this program (Annualize the number)?

The program values study abroad and emersion experiences for SWK students. SWK students are highly encouraged to study abroad or participate in Community Classroom with approximately 10 % annually completing at least a semester in one of these venues. Department faculty were instrumental in the creation of the original Urban Term Emersion experience which was the precursor to the Community Classroom. Although not technically a study abroad program, Urban Term and Community Classroom experiences engage students in diverse communities and expose them to marginalized groups of people. Department faculty in conjunction with faculty from other departments and Center Directors have developed study abroad such as South Africa. The SWK program has arranged international practicum or customized independent study for select students.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

What are the distinctives of your program?

The PLNU Program is the only CSWE accredited BA program within Christian higher education in the San Diego area. Comparing the educational requirements and professional outcomes of SWK with three closely related professions psychology, sociology and family counseling, J. Ritter (et al) describe SWK as a practical degree for entry level professionals, deliberately tied to a liberal arts perspective, has primary concern for functioning of social organizations at any level, and holds concern for social justice and providing tangible needs to the poor and oppressed. Alternatively, they describe psychology as requiring an advanced degree to hold the title of Psychologist, focus more heavily in science and research, and rely more frequently on testing, diagnosis, and psychotherapy. Sociology is a more academic degree preferring an advanced degree for application as a sociologist, focuses on institutional and organizational inequality, social structures and global perspectives. Counseling requires certification or degree in specialty area, or pastoral qualifications; training is focused on assessment and the sphere of practice is often more limited. These comparative descriptions point to the particular alignment of SWK as a helping profession with the mission and principles posited by Bresee and the Church of the Nazarene noted in Section One: a well-rounded (liberal arts) education; grounded in Scripture; serving the poor; promoting social justice; serving from a intense love of God.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Describe your success with student acceptance into post-baccalaureate education.

SWK graduates excel in transition to continued education, employment, and professional advancement. PLNU graduates have historically experienced high level of acceptance (90%) into MSW programs. Since acquiring CSWE accreditation, the program has achieved even greater success. Students have been accepted into prestigious SWK programs at Columbia, North Carolina, U. Michigan, USC, as examples. Even more striking is the rate of placement into advanced standing (which is the equivalent of advancing to the second year of graduate study). All PLNU SWK students seeking advanced standing have been accepted into the very limited number of AS slots (typically 10% or less of openings). PLNU grads comprise 25% of the 16 spots available in AS at SDSU . More than half of those accepted also were awarded scholarships, including one fellowship awarded to only ten persons nationally. The caliber of PLNU graduates has been noted by SDSU and USC recruiters who actively outreach to our students in their junior and senior years inviting them to apply for AS and encouraging application for scholarship. This is noteworthy because both programs have more than sufficient applicants for the coveted AS spots. An SDSU also allowed deferred admission to AS for a PLNU graduate who had already accepted a professional position in a medical setting. The AS opening was subsequently filled by another PLNU graduate.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Post-Baccalaureate  
Information

Describe your success with students acquiring jobs in their discipline.

PLNU SWK graduates often receive employment offers before commencement. A sample of 129 SWK students over 15 years shows 53% went directly into related employment, 12% entered graduate study, and the balance either married, traveled, or no data was available. The diverse professional roles filled by PLNU graduates include all community sectors (government / public, non-profit / faith-based, and private business). Students are hired in direct service, management, administration, and development positions like: Director of VA Medical Center Outreach; Program Manager / Analyst in public housing; Training Coordinator for a Child Welfare Services office; Regional Coordinator for private foster care and adoptions agency; Program Specialist for pregnant and parenting teens, Assistant Director for a rural emergency shelter; Americorps trainer; Church Youth Services Coordinator; Caseworker for severely disturbed Adults; Veteran employment outreach, hospital Social Worker; and CPS Worker for examples. Graduates also developed their own programs: establishing a 501(c) 3 for PTSD veterans that has been recognized by national and international media and the VA; founding a recreational therapy program in northern California; and creating a small-business enterprise. Graduates have also worked cooperatively, sometimes using the PLNU SWK network to assist clients across state boundaries.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Describe the findings from any alumni surveys that you have conducted for your program.

employs standardized instruments used nationally and a departmental survey to assess graduate and alumni evaluation of the program. The BEAP Exit Survey and BEAP 2-year post-graduation survey, SWEAP Foundational Curriculum Evaluation Instrument and a departmental alumni survey offer insight from alumni. BEAP surveys capture self-reports of alumni on items including curricular content, program satisfaction, employment, finances, and demographic characteristics. BEAP results consistently rate the PLNU SWK program in the top quadrant (6-8 on an 8 point scale) on overall program satisfaction and sense of preparedness for the entering professional employment and higher education. Two additional measures were added in 2013. The SWEAP tests competency in foundational knowledge and concepts as compared with accreditation benchmarks and offers a comparison with the ASWB practice- focused certification instrument. Comparative results of SWEAP will be available by the end of Spring 2014. Also in 2013, 35 alumni including 26 SWK graduates responded to a newly developed departmental survey. This survey finds that 77% were employed with 81% reporting that the PLNU degree helped them get their job; and 49% attended graduate school; 93% felt prepared by the PLNU major , including 50% who described themselves as well prepared. 40% of the items regarding departmental services, such as advising and availability of faculty rated above 82%; another 40% above 73%; with two items, career advising and departmental access to computers at 68% and 37% respectively. The quality, selection, and usefulness of courses each received strongly positive responses; and 55% indicated that the outweighed the costs. Suggestions for improvement across the majors included items such as increased job coaching, more contact with alumni.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Five: Scope, Productivity and Costs of the Program

Criteria	Indicators	F02 Coh	F03 Coh	F04 Coh	F05 Coh	06 Coh	Comments (300 word limit for each comment)	
	<a href="#">Six-Year Graduation Rate</a>	SWK PLNU*	sm 73.2%	63.6% 75.5%	100.0% 76.1%	80.0% 75.5%	66.7% 78.1%	When considered collectively what does this student data say about the productivity of your program?
	<b>Indicators</b>		<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>011-12</b>	
	<a href="#">Number of Bachelor's Degrees Awarded</a>	SWK	11	6	7	8	11	
	<a href="#">Share of PLNU Bachelor's Degrees Awarded</a>	SWK	1.9%	1.0%	1.3%	1.5%	2.0%	



# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Indicators		Fall 2008	Fall 2009	Fall 2010	Fall 2011	II 2012	
Student Data	SWK	28.6%	14.3%	27.8%	25.0%	15.4%	
	PLNU*	31.1%	23.9%	21.3%	18.1%	19.8%	
<a href="#">FTF App Enrollment Rate</a> (Enrolled/Completed Apps)							Although the six-year graduation rate fluctuates in comparison with PLNU overall, it exceeds PLNU in 3 of the 5 cohorts for which the data is available. Internally we know that students may leave PLNU to work for a year or more before returning to complete a degree. The other indicators of productivity show an increase in the number of overall degrees awarded, and an increased share of the PLNU BA degrees awarded, and the actual count between 2008 and 2013 doubled. The rate of full time Freshman who enroll and subsequently complete largely mirrors the trends shown for the University. An overall higher percentage completed in 2008 when compared with other years with a subsequent reduction between 2008 - 09 and increases in 2011-12 and 2012-13. In 2009-10 the SWK program experienced an increase not reflected by PLNU as a whole. The overall comparison of 2008 with 2013 shows that while both SWK and PLNU suffered a loss, the decrease for SWK was only 6.4% and the decrease for PLNU was nearly 10%.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Five: Scope, Productivity and Costs of the Program (continued)

Criteria	Indicators	Fall 2010	Fall 2011	Comments (300 word limit for each comment)	
<b>Cost and Revenues</b> (From the Delaware Study)	<a href="#">Student credit units taught (UG fall only)</a>	SWK 163.0 ----- % of PLNU* 0.5%	210.0 ----- 0.6%	When considered collectively, what does the data above say about the productivity and efficiency of your program?	
	<a href="#">% of credit units taught by full-time faculty</a>	SWK 87.1% ----- PLNU* 75.5%	80.0% ----- 75.7%		
	<a href="#">Student credit units per faculty FTE</a>	SWK 108.7 ----- PLNU* 197.0	141.9 ----- 198.8		
	<a href="#">Student/Faculty Ratio (Student FTE/Faculty FTE)</a>	SWK 6.79 ----- PLNU* 12.32	8.87 ----- 12.42		
	<b>Indicators</b>		<b>2010-11</b>		<b>2011-12</b>
	<a href="#">Student credit units taught (UG &amp; Grad - full year)</a>	SWK 388.0	410.0		
	<a href="#">Cost per Student Credit Unit</a>	SWK \$335 ----- DE Bchmrk \$292	\$431 ----- \$282		
	<b>Indicators</b>			<b>Unfilled Capacity</b>	
	<a href="#">Unfilled Course Capacity</a>		SWK	17.5	
			PLNU Median	14.1	
	When considered collectively, what does the data above say about the aspects of your program that need further study?				Although these metrics are the most challenging for the SWK program, the trends in credit units, and student/faculty ratios improved between 2010 and 2011. The Delaware data draws comparison with programs that are not CSWE accredited or leverage BA and MSW level structures. Several other applied-skills majors within PLNU or subject to external professional accreditation also fall in the 75-90% or above. The baseline costs for the SWK program are deceptive. Courses required by the major and largely populated by SWK students are labeled as sociology courses only, thereby not reflecting the actual program / student costs. As part of the departmental review started last year, faculty have discussed a more appropriate cross-listing of courses by requirement and course population. A reduction of independent studies, and staggering of the 3 unit optional courses would also help curtail costs.
	When considered collectively, what does the data above say about the aspects of your program that need further study?				The program needs to examine low enrollment courses to determine if reducing the frequency of offerings would improve revenues. Other suggestions such as creating competency or skills or training modules from regular curricular content (such as grant writing, motivational interviewing, parenting techniques, working in teams, organizational and community assessment tools) that could be cross-populated or marketed to a broader audience are discussed in Section 7 of this report. According to CSWE, in 2012 only 2.4% of accredited programs are delivered on-line and 45.6% are not considering on-line or distance education at the BA level.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Indicators		2010-11	2011-12	
<a href="#">Extra revenue generated</a> (lab fees, activity fees, etc.)	SWK			As noted in the comments above, there may be good opportunities to redesign some of the technical skills training aspects of the SWK practice curriculum. This could lend itself to a broader market if approached in a modular or competency-based format.
<a href="#">Extra revenue/student credit unit</a>	SWK	\$0	\$0	
<a href="#">Additional costs</a> (See Glossary)	SWK			
<a href="#">Additional costs/student credit hour</a>	SWK	\$0	\$0	
Describe efficiency gains and cuts made by this program in the last four years.				The program reformatted faculty allocation for the 8 units of internship tuition as 6 units of faculty load. An additional step is to consider collapsing the SWK 470 - 471 into a single course that is repeated to achieve the total number of student applied hours required. This would slightly increase course enrollment. One adjunct is used to deliver a course rather than offered as overload taught by a full professor, accomplishing two benefits: reduced cost and exposure to another professional perspective.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Six: Curriculum Analysis

This section asks you to consider your data from last year with a particular focus on your curricular data (the data that was color coded red, yellow and blue). If you need the data resent, please email Maria.

Criteria	Indicators	ent Cat	Comments (300 word limit for each comment)
	<a href="#">Number of menu and elective units required in the program.</a>	SWK SWK	No comments, see questions below.
	<a href="#">Number of menu and elective units offered by the program</a>	SWK SWK	
	<a href="#">Menu/Elective Ratio</a>	SWK SWK	
	Number of menu and elective units above required	SWK	
	Middle Third (33%-66%) of Majors for m & e units above required	PLNU	
	How can you adjust your curriculum to reduce the size of your menus of courses?		Although the curriculum is tightly driven by accreditation and professional standards there are opportunities for redesign of course structuring and progression that would focus students into a tighter cohort. As noted in Sections 2 and 5 curricular restructuring of the two optional courses and the two sections of internship / practicum might effectively increase course size without dislodging required content. The restructuring might also open specific course components to a wider audience. Currently the program requirements only include 3 units of optional credits with the choice limited to 2 courses: Aging or Child Welfare. One adjustment would be to offer each course only every-other year. This could increase class size. Secondary impacts could be mixed. Many SWK major are interested in service to children and might delay graduation to ensure receiving that curricular content. Others might be motivated to study aging as an alternative which would increase exposure and preparation for an area of service that is predicted to grow in the next decade. Consideration must also be given to the other majors for which these courses are options for completing program requirements, such as Family & Consumer Science. Approximately 32% of students were external to the program.

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Curriculum Breadth

<p>Are there other ways that you can contract the course offerings in your program to reduce the number of low enrollment courses?</p>	<p>SWK 470, SWK471, SOC 471, and SOC 472 are all internship or practicum courses that are largely completed in professional settings off-campus. Two adjustments would lend to increased enrollment. First, SWK 470 and 471 could be collapsed into one course that would be repeated to complete the required number of hours, achieve demonstrated competencies. The courses focus on different aspects of the internship experience (early engagement vs later phases and termination. Combining the courses would increase enrollment in a singularly numbered course which would be redesigned to cover the entire breadth. Students, however, must create and complete individually-customized learning plans and as a result, would progress through the requirements over the total number of units. A combination of SOC471 and 472 could also occur. Another more bold adjustment would consider assigning all internships within the department to the same faculty person. Development and supervision of internships require similar tasks regardless of the professional setting or area of study. Activities including outreach to potential sites, orientation to the PLNU program, contracting, tracking student hours; and continuous communication and problem-solving; and assessing student evaluations completed by the Field Educator or internship site occur for each of these courses. A single faculty load with a capped enrollment could manage these activities for all interns within the department (potentially saving 6 units of faculty load). The processing of the internship experience from the various perspectives of each discipline would occur in senior seminar. Another consideration would leverage services from the Office of Strengths and Vocations such as cooperative marketing and recruitment, orientation or student tracking.</p>
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# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

<p>What GE courses does your department teach? Are there changes that you could make that would make your part of the GE more efficient and effective (e.g. reducing the number of low-enrollment sections, resequencing of classes, reallocation of units)?</p>					<p>SWK faculty participate in teaching the GE offerings of the department, such as race-ethnicity and intro to sociology. Non-majors comprise 79% and 92% of enrollment respectively. Previously, Sociology of the Family required by SWK was a GE alternative as SOC300. Faculty participation on the GE Task Force lead the department to voluntarily remove it as a GE offering because the course was less general than a broad survey of a social science. When offered as GE, 81% of students were outside the department. reintroducing the course as a GE option and examining other studies of the family offered by other departments to determine common curricular components and outcomes could improve efficiency.</p>
<p>What service courses (non-GE courses that primarily support a program in another department) does your department teach? Are there changes that you could make that would make your service courses more efficient and effective?</p>					<p>Thinking broadly about strategies that the program or department could implement to service other majors or programs is a specialty of our department and the SWK program. Faculty are engaged in investigating SEP opportunities such as 2+2, degree completion, CEU, or off-site enrollment opportunities. Although many BA programs under CSWE accreditation are not considering on-line or distance education, the PLNU faculty could explore potential alternate delivery of the required GE or liberal arts courses as a first step in automated delivery.</p>
<b>Indicators</b>		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>Comments (300 word limit for each comment)</b>
<a href="#">Unfunded Workload Units</a>	SWK	0	0	0	

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

<p>Unfunded Load</p>	<p>What curricular changes can your department make to reduce the amount of unfunded load? (e.g. reducing the number of labs/studios/lessons, increasing lab or activity fees to cover the unfunded load, etc.)</p>	<p>While there are no labs, studios, etc. required by the major our Research Methods course will participate in the fees for the newly adopted automated IRB system. Research methods is a curricular area that also crosses multiple departments, thereby inviting opportunities for efficiency. Social Science research methods are essential tools in sociology and evidence-based professional practice. Creation of a standardized course, including quantitative and qualitative methods and single-subject and survey instrument design might meet the requirements of multiple majors or could be used by faculty who are less familiar with particular research methods who may want to utilize a method in advancing their own research agenda. A foundational research and human protections course might also be valuable to graduate studies.</p>
	<p>What faculty loading changes can your department make to reduce the amount of unfunded load in your program?</p>	<p>One opportunity for the department rests on a waiver of the post-MSW direct practice requirement imposed by accreditation. The SWK program has initiated a request and must address the barriers associated with the specific document required (such as actual employee or time records). A waiver would allow greater flexibility in faculty assignment which in turn could allow greater synergy. Other significant factors in allocation of faculty investments include three primary influences: during the period being studied from 2008 until 2012, the Program Director was completing a PhD program and during the same period, the program completed the national accreditation process. These two efforts consumed considerable time and focus. Over the next two years, faculty will have greater opportunities to concentrate on outreach and marketing of the now-accredited program, explore program redesign, and reaffirmation of accreditation for an eight year period.</p>

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

### Seven: Impact and Opportunities

Criteria	Indicators	Response (200 word limit)
	How is this program essential to PLNU?	<p>The essential mission of PLNU is teaching, shaping, and sending Christian servant-scholars into the community. The SWK program truly embodies the mission of PLNU and brings success to the University in several ways. It directly accomplishes the mission of preparation in a selected profession in a way that other programs cannot claim. While other departments could make similar statements about other issues, the work of the SWK program is clearly about training professionals who are the hands and feet of direct service to the homeless and poor. The SWK program is the modern version of the training and work of the visiting church deaconess' described by Stan Ingersol. The SWK program is recognized for its contributions to understanding and serving the homeless in our region; is recognized for active engagement in the community at each level- direct service, organizational and structural development, and helps inform or create social policy. After nearly a decade of investment, PLNU is beginning to reap the benefits of the social work program involvement in the broader community. The level of community recognition is now pervasive enough that if the program were to end, community members might wonder if it signaled that the University was no longer invested in the plight of the poor. Social work students and faculty provide living examples of social justice and Christianity in action. Faculty expertise in understanding organizational structure and processes, analysis of research, and at times direct support to our neighbors-in-need are vital to the fabric of the PLNU community. As a major in an applied profession, SWK integrates liberal arts education, Christian tradition, and sacrifice into a professional use-of-self that is the essence of PLNU.</p>



# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Impact

<p>How is this program related to the success of other programs at PLNU?</p>	<p><b>Success in Community:</b> SWK contributes to the community recognition of PLNU; liaisons between the external community and other departments; partners with student ministries, political science, and nursing in engaging students in community service. Participates in quarterly Community engagement meetings with other faculty and administration. <b>Success of Centers:</b> actively contributes to the tangible support and work of the Center for Justice and Reconciliation and Fermanian Business and Economic Institute; links students to the Women’s Center; mentors Honors Students. <b>Program Development:</b> SWK faculty were instrumental in the development and initial implementation of the Urban Term and Community Classroom; and automation of the IRB process. <b>Institutional Success:</b> a high level of faculty investment in the work of University restructuring that goes beyond faculty committee membership (General Education Task Force; Graduate Education Task Force; New Faculty Seminar Alternate Methods of Instruction Task Force; Future Initiatives Think Tank; and Faculty Governance Task Force as examples).</p>
<p>What are the benefits to PLNU of keeping this program as it is?</p>	<p>To some, it might appear that the SWK program could be successful without professional accreditation. CSWE accreditation is an important distinction for the PLNU SWK program. As evidenced in acceptance to graduate study, CSWE accreditation has opened the doors of prestigious universities to our graduates. PLNU is recognized for expertise in developing strong social work practioners who possess keen undestanding of the values and ethics of the profession. Given the extremely limited opportunities for studying in a CSWE accredited -BA program in a private Christian setting in the Western region, discontinuing the accedited program would be a dis-service to the community of Christian scholars called to the profession and would not be in concert with the university goals related improved access and offering high quality professional training in an authentic Christian environment. The PLNU program recognizes critical need for well-trained Christian professionals to help meet the challenges faced by the modern commmunity. Well-trained professional Christian social workers bring an aspect of healing to those in need that secular SWK professionals cannot. Works without faith, even the work of highly trained professionals, cannot impact lives in with the same power that God through His faithful servants brings.</p>
<p>What would the benefits be of merging this program with another program either in your department or in another department? With which other program would you partner?</p>	<p>The high level of flexibility and openness that the SWK program brings to discussions about revision are apparent in the responses to other items in this document. The generalist practice of the SWK profession is built on a liberal arts foundation and incorporates theory and skills from other disciplines, perhaps making creative endeavors in SWK more feasible than for some other programs. Please see suggestions included above and in the item below.</p>

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

<p>Could this program make use of some courses from another program to create an interdisciplinary major?</p>	<p>As mentioned above, a Human Services major could potentially be developed by combining content from Social Work, Family Consumer Science, Sociology - Criminal Justice, Psychology, and Political Science (with possibly some optional content from communications or business). This type of major might lend itself well to students exiting community college and who are interested in delivering personal or supportive services to the community. This cross-disciplinary approach could also serve as supplemental preparation for pastors, or persons in support roles like executive or administrative assistants.</p>
<p>Aside from additional staff, what would it take to make this program grow and become outstanding?</p>	<p>The quality of the PLNU program is known locally however, more intentional marketing, greater exposure of students to professional associations through participation in conferences, or contributions to journals such as <i>The New Social Worker</i> that publishes articles from BA and MSW students could expand the visibility and heighten awareness of the uniqueness of the program (Accredited BA in private Christian institution in SD).</p>
<p>What have you learned about changing trends in your discipline from looking at similar programs at our comparators?</p>	<p style="text-align: center;"><a href="#">PLNU Comparator List</a></p> <p>Many comparator institutions do not have BA Social Work Programs, however, national trends indicate tendency for increased virtual learning, competency-based programming, and greater reliance on evidence-based practice interventions. The program has implemented changes in curriculum (noted above) as a result of these trends and more substantial changes are being considered as part of the Departmental Review process currently underway.</p>
<p>Are there new developments in pedagogy in your discipline? What would be required to implement these changes in pedagogy in your department?</p>	<p>Professional social work education is enhancing efforts to prepare high quality distance learning to include programs in remote areas throughout the globe; new research agendas expanded use of virtual learning tools, and integration of evidence-based practice. The SWK program recognizes these trends and has taken action to begin adjustment to the demands. (see curriculum above). A number of other potential actions have been included in this report for consideration: creating singular courses that serve multiple disciplines (like research methods) developing a new Human Services degree by combining several elements from social science and skills training; development of a 2+2; enhancing degree completion through modular courses; retooling selected courses for alternative modes of delivery and measuring success based on demonstration of competencies; collapsing development and supervision of internship courses under faculty members who can manage the process for multiple majors. This is a dynamic time filled with excitement and the challenge of truning opportunities into functional realities. CSWE reports that 10.4% of BA programs expect to offer one or more on-line or distance education courses next year.</p>

# Academic Prioritization Curricular Metrics - Undergraduate Programs

## Social Work

Opportunity

<p>Are there national trends in higher education or industry that are particularly important to your discipline? If yes, how is your program reacting to those trends?</p>	<p>The work of two major professional associations (CSWE and the National Association of Social Workers) reveal the trends in social work as a profession and in social work education. Their agendas target preparation of educators, researchers, students, and practitioners for global communities; advances in evidence-based practice; preparing leaders with the knowledge and skills to enhance the health and well-being of older adults and their families; and using 'virtual film' to enhance social work training; and expansion professional intervention in military social work. Three of these areas employ macro level professional skills, while others focus on training for intervention with specific populations where greater demand is anticipated over the next ten years. The SWK program has responded by development of a macro-skills course that includes direct exposure to macro intervention, revision to the research methods course content to include quantitative, qualitative and single-subject design, introduction of evidence-based practice research review in seminar, and encouraging study abroad in advising early in the students involvement in the program and restructuring the recommended course progression to accommodate a semester abroad. Faculty are completing training in multi-dimensional delivery modes like TILE and personally participating in trainings and meetings delivered on-line as ways to explore alternative pedagogy. The department is in year two of program review where discussions of alternative course delivery and competency-based curriculum outcomes are proposed.</p>
<p>What additional cost savings could you recommend for your unit? What could you give up to help the university trim costs?</p>	<p>The Department of Sociology and Social work could streamline curriculum as noted elsewhere in this document. The professional and practical skills of the faculty could also be applied to income-generating activities such as assisting grant writing either internally to the university or as community consultants; providing modular or CEU training that augment PLNU Center activities; or as expert or technical consultants to other organizations in the community. To be effective, this faculty use of time would need to be measured against the cost of replacing faculty time either in the classroom, in student advising, or replacement of other institutional service (like committee work). While strong relationships between students and faculty are a hallmark of the department and the University, periodic use of an alternate academic advisor or use of an adjunct in the classroom should not substantively damage the ongoing relationship. Similarly, temporary replacement of a faculty member on a university committee so that the faculty can engage in revenue-generating or development activities in the broader community should not substantively undermine the ongoing work of the faculty as a whole, yet could offer multiple benefits in building external relationships or off-setting revenues.</p>



**POINT LOMA**  
NAZARENE UNIVERSITY

**Office of the Provost**

To: Sociology and Social Work  
From: Kerry Fulcher  
Date: 4-29-14  
Re: Prioritization Decisions Related to SOC

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With the prioritization process complete, visits to departments impacted by prioritization decisions are taking place in advance of any detailed public announcements. The Cabinet recognizes that these types of decisions are both difficult to make and difficult to accept. While we believe that these decisions are in the best interest of the University moving forward, we recognize that some faculty may disagree. However, with these decisions made, we are asking all members of the community to exhibit great care for the wellbeing of our students. It will be particularly important to assist students in impacted programs with a specific plan to complete their degree, transition to a modified program or transfer to another program that will prepare them for their desired occupational path. Since our system uses faculty advisers, your interactions with your student advisees will be key in enabling them to successfully navigate the ramifications of any prioritization decisions while continuing to have a positive educational experience at PLNU.

**Guiding Principles for Prioritization:**

Recognizing the rapid changes across American higher education, and working from PLNU's position of vitality and strength, we have engaged in review and prioritization of our present programs and practices in order to set a strong future course for the university. Decisions of prioritization have been made to:

- I. Exercise responsible stewardship in order to ensure a sustainable future for PLNU.
- II. Provide a mission-centered, high quality student learning experience.
- III. Care for the people in our community through this process.

Data used to inform these decisions were pulled from the most up-to-date information from Institutional Research and from what was provided in the self-study reports. With this in mind, the following decisions have been made that impact programs within the SOC department:

**1. Eliminate 12 units of SOC taught annually**

**Rationale:** The course enrollments for some upper division courses in sociology are low and the menu/elective ratio is high. This change will bring the department more closely into alignment with university programs.

**Ramifications:** Because the Sociology and Social Work Department is in the midst of program review, it is expected that these adjustments will be made through the program review process and implemented when the process is complete.

**2. Eliminate 4.5 units of SWK taught annually**

**Rationale:** The demands placed on the Social Work program by external accreditation bring with them extra institutional cost. The Social Work program is being asked to evaluate its curriculum to reduce the teaching load roughly one and a half courses per year. The report from the department suggests that some changes are possible.

**Ramifications:** Because the Sociology and Social Work Department is in the midst of program review, it is expected that these adjustments will be made through the program review process and implemented when the process is complete.

**3. Evaluate Staffing needs with minimal goal of not replacing one of two positions being vacated by retirement or departure**

**Rationale:** Changes in the curriculum discussed in 1 and 2 above will reduce the overall teaching load of the department by  $\frac{2}{3}$  of a full-time equivalent position. These changes naturally lead to the need to evaluate appropriate staffing levels in the department.

**Ramifications:** The departure of two full-faculty members allows for the department to consider how to identify the right balance between full-time and adjunct faculty. At least one of the newly opened positions in Sociology and Social Work will not be refilled with a full-time faculty member.