

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the Bachelor of Social Work
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Social Work are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The Bachelor of Social Work resides in the School of Social Work, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report offered a very positive assessment of the program. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the program. These recommendations were productively addressed by the Director of the School of Social Work and the Dean of the Faculty of Public Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on January 13, 2022.

Social Work
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Bachelor of Social Work

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The School of Social Work was pleased to receive the reviewer's external report on July 19th, 2021. This report was shared with program supervisors and staff. It will be shared with faculty at the faculty retreat on August 25th, 2021. We are committed to the continual improvement of our programs to enhance the student, staff and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean of the Faculty of Public Affairs.

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed:

Prepared by (name/position/unit):

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Build on current methods for the successful integration of Indigenous content in the BSW curriculum to similarly integrate content on racialized populations and racism in core curriculum. (Concern and Opportunity)	1 – Agreed to unconditionally	<p><i>Summer 2021 – update Brightspace website with Indigenous resources for instructors. Share this, Indigenous Teaching Bundles, and Anti-Racism resources with all instructors for the coming and all future years.</i></p> <p><i>Continue to enrich Indigenous and Anti-racism resources and share with faculty and have the undergraduate supervisor review course outlines to ensure all courses contain content that speaks to racialized populations and address racism and Indigeneity.</i></p> <p><i>In 2021-2022 the undergraduate committee will also review the resources that the School is using for Indigenization and Anti-Racism and will make recommendations regarding where (which year) in the curriculum they might be useful. This will help to reduce</i></p>	<p><i>Brightspace update – SSW Indigenization committee</i></p> <p><i>Integration of Anti-racism and Indigenization resources – all SSW faculty with support from program supervisors and director.</i></p> <p><i>Sharing resources and course outline review – SSW undergraduate supervisor</i></p> <p><i>Recommendations for integrating</i></p>	<p><i>Brightspace update – summer 2021</i></p> <p><i>Integration – ongoing</i></p> <p><i>Course outline review – before every term.</i></p> <p><i>Recommendations for where to have this content in the curriculum will be developed and shared with instructors by May 2022.</i></p>	N

		<i>repetition of resources throughout the program.</i>	<i>resources in which years of the program – SSW undergraduate committee.</i>		
2. Follow through on stated plan to implement a full program-level assessment with the assistance of staff and resources available through the Office of the Vice-Provost for designing and scaling up assessment methods. Increase opportunities for a broader range of stakeholders to be involved in assessments. (Weakness)	<p><i>2- Agreed</i></p> <p><i>We currently utilize our community forum to engage stakeholders in the assessment of our graduate program. The stated plan involves ongoing support from the Dean of FPA who currently provides funding for the community forum.</i></p>	<p><i>Implementation of the current plan – ongoing.</i></p> <p><i>Development of community survey – fall/winter 2021-2022.</i></p>	<p><i>Implementation of plan – SSW undergraduate supervisor</i></p> <p><i>Survey development – SSW undergraduate supervisor and director</i></p>	<p><i>Survey development – fall/winter 2021-2022, implementation spring 2022 (see also recommendation #11)</i></p> <p><i>Implementation of plan – ongoing</i></p>	<i>N</i>
3. Explore opportunities to further expand modes of delivery to meet program learning outcomes. (Opportunity)	<p><i>3- agreed to in principle.</i></p> <p><i>We currently offer a range of courses in the daytime, evenings and as intensives. As part of our regular program delivery (not COVID related), we offer over 1/3 of our curriculum either in the evenings or through web-based asynchronous delivery (12 of 38 undergraduate courses delivered in the 2021-2022 academic year). This has increased significantly over the past 5 years, during which time, we have developed five online courses in the program to increase this flexibility. We will continue this commitment. Practicum delivery remains a point of inflexibility though in recent years this has improved with the introduction of more</i></p>	<i>Ongoing maintenance of web-based courses and offering evening options for students.</i>	<i>SSW Undergraduate administrator, director and undergraduate program supervisor.</i>	<i>Ongoing</i>	<i>N</i>

	<p><i>web-based and research-based practicums some of which we hope to sustain.</i></p> <p><i>We continue to be committed to primarily being a program delivered in a face-to-face format as students have expressed a strong preference for this mode of delivery.</i></p>				
4.Enhance course design, resources and teaching team processes that support instructors and ensure consistency in course experience. (Concern)	<p><i>1- Agreed to unconditionally</i></p> <p><i>Supports to instructors have been enhanced over the past few years. The program supervisors work closely with all instructors and support teaching teams through the use of course leads (experienced faculty members). The undergraduate program supervisor will continue to review all course outlines to ensure consistency across sections.</i></p>	<p><i>Ongoing review of course outlines on an annual basis.</i></p> <p><i>Ongoing support for instructors from teaching mentor and undergraduate supervisor.</i></p> <p><i>Ongoing development of teaching teams with use of course leads.</i></p>	<p><i>SSW Undergraduate program supervisor</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>
5.Identify and/or develop a specific committee that addresses the assessment of learning outcomes, as outlined in B4 (Program Learning Outcomes Assessment Plan, Cyclical Program Review document). (Weakness)	<p><i>1- Agreed to unconditionally</i></p> <p><i>The undergraduate program committee under the leadership of the undergraduate supervisor is already designated as the body to assess learning outcomes.</i></p>	<p><i>The undergraduate supervisor will continue to work with the committee to set, revise and assess program level learning outcomes.</i></p>	<p><i>SSW Undergraduate program supervisor</i></p>	<p><i>Annually in the spring.</i></p>	<p><i>N</i></p>
6.Include a member from Field Education on the Program Committee to ensure field education is noted and included as part of the overall curriculum. (Opportunity)	<p><i>1- Agreed to unconditionally</i></p> <p><i>The undergraduate field coordinator has always been and will continue to be a member of the undergraduate program committee to ensure field education is noted and included as part of the overall curriculum.</i></p>	<p><i>Continue this practice in assigning field coordinators to the undergraduate program committee.</i></p>	<p><i>Director</i></p>	<p><i>Annual</i></p>	<p><i>N</i></p>

<p>7. Identify and integrate curricular and co-curricular opportunities to reinforce connections between curriculum and preparation for generalist social work practice. (Opportunity)</p>	<p><i>1 – Agreed to unconditionally</i> <i>This is the ongoing work of the program supervisor and faculty in the program.</i></p>	<p><i>Continue providing co-curricular and curricular opportunities to students. Instructors will continue to clearly articulate course level and program level learning outcomes in their course outlines and will review them the first day of each class.</i></p>	<p><i>All faculty</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>
<p>8. Review the balance of introductory versus advanced skills being taught at different levels of the core curriculum. (Opportunity)</p>	<p><i>1- Agreed to unconditionally</i></p>	<p><i>The BSW program committee will carry out this review and make any necessary program revisions. A report of this review will be made to the departmental board. Any changes will be made in consultation with the Faculty of Public Affairs.</i></p>	<p><i>Undergraduate program supervisor and undergraduate committee</i></p>	<p><i>Review undertaken during fall/winter 2021-2022.</i></p>	<p><i>Possible calendar changes may be recommended but given the recent program change, our preference would be to enhance curriculum within existing structure.</i></p>
<p>9. For future reporting, demonstrate how the financial resources (e.g., Evelyn Maud McCorkell Fund, etc.) are directly connected to recruitment and retention of diverse students with economic needs. Give a breakdown of how the Evelyn Maud McCorkell Fund is allocated. What amount/percentage goes to students, faculty research, etc.? (Opportunity)</p>	<p><i>1-agreed to unconditionally</i> <i>One third of the EMMF fund was redistributed to the office of advancement to provide scholarships to students. The other 2/3 of the funds go to the overall functioning of the SSW, including supporting faculty research, co-curricular activities (e.g., Black History Month, ASIST training) and infrastructure projects (e.g., mural development). The proportion of the fund that goes to each of these activities changes every year and we have been</i></p>	<p><i>Demonstrate use of financial resources in future cyclical review reports.</i></p>	<p><i>SSW Undergraduate supervisor and Director</i></p>	<p><i>Next cyclical review</i></p>	<p><i>N</i></p>

	<p><i>improving our reporting on funded activities which can be reported on in future cyclical reviews</i></p> <p><i>In 2020-2021 the School worked with the Office of Advancement to establish a specific scholarship for BIPOC students. Other bursaries are designated for students in financial need.</i></p>				
<p>10. For future reporting, provide clearer information about retention rates and graduate rates for full-time versus part-time students. (Concern)</p>	<p><i>1- Agreed to unconditionally</i></p>	<p><i>Explain table more fully in next report.</i></p>	<p><i>Undergraduate supervisor and director</i></p>	<p><i>Next cyclical review</i></p>	<p><i>N</i></p>
<p>11. Develop a strategy to seek input from a broader range of stakeholders to inform program enhancements. (Concern)</p>	<p><i>2- Agreed to with resources provided by the Dean's office</i></p> <p><i>With funding provided through FPA, the School has hosted a community forum every two years with community partners. This has primarily focused on enhancing the graduate program but can be expanded to enhance the BSW program with support from the Dean's office. This forum has had relatively low levels of participation, even when carried out remotely.</i></p>	<p><i>Annual supplementary budget requests to the Dean that include financial support for an expanded community forum.</i></p> <p><i>Development of survey for community partners – fall/winter 2021-2022.</i></p>	<p><i>Community survey development – SSW Director and undergraduate supervisor.</i></p> <p><i>Survey implementation and community forum – SSW Undergraduate supervisor (in collaboration with graduate supervisor)</i></p> <p><i>Increased funding for community forum – Dean FPA</i></p>	<p><i>Survey development – fall/winter 2021-2022.</i></p> <p><i>Implementation of survey once every two years, beginning spring 2022.</i></p> <p><i>Community forum once every two years beginning spring 2023.</i></p>	<p><i>N</i></p>