

**2012 SAC Outcome Survey  
for the UWS Social Work Program:**

## Introduction

This is a report of the UW-Superior Social Work Program annual student outcome survey. The survey was a self-administered, self-efficacy measure that asked students to assess how well they were able to conduct a variety of social work activities and how they would characterize their learning in a number of different social work curricular areas. The Council on Social Work Education (CSWE) requires social work programs nationally to set goals and to measure each program's ability to meet these goals. The outcome survey has been part of the University of Wisconsin Superiors Social Work Program plan for meeting this requirement. The survey allows students to assess how competent they feel they are in meeting the goals and objectives set by the UW-Superior Social Work Program.

## Purpose and Rationale

The UW-Superior Social Work Program has conducted this survey annually for the past 18 years to partially satisfy the expectation that it measures its student outcomes. This research was designed to address three questions.

- How do students describe their current ability to meet outcomes established by the Social Work Program?
- Are senior students rating themselves higher than do the juniors and underclass levels of students?
- Which curricular areas, based on the self-assessment of students and their abilities, appear to be in need of revision or development?

Since the survey was designed to correspond with the program student outcome objectives, the researchers could connect the data to the outcomes and the objectives set forth by the Social Work Program. With this research the Program would be able to partially satisfy all outcome requirements for CSWE.

## Methodology

### Sample

The sampling frame was all declared Social Work majors from freshmen to seniors at the University of Wisconsin Superior in the spring of 2012. There were 99 declared majors with social work advisors. Forty-three of the students (43%) responded to the survey, making them the final sample. The survey outcomes provide us with a snapshot of what respondents in spring 2012 had to say; care should be taken in generalizing results to all majors that spring.

Table 1: Sample Characteristics

Year in School	Transfer Students			Non-Transfer Students		
	< 25 years	25 years+	All	< 25 years	25 years+	All
Freshman	1	0	1	0	0	0
Sophomore	1	2	3	0	1	1
Junior	5	10	15	3	1	4
Senior	2	6	8	4	2	6
All	9	18	27	7	4	11

- There are 38 respondents of the 43 majors (88%) represented in the table above. Five respondents (12%) had incomplete data on their surveys.
- There were one freshman respondent (2%), four sophomore respondents (9%), twenty-two junior respondents (51%), and sixteen senior respondents (37%); all forty-three answered this item.
- There seventeen respondents in the under 25 year old age category (40%) and twenty five who described themselves as 25 or older (58%). One student (2%) did not respond to this item on the survey.
- Twenty-seven respondents (63%) identified themselves as transfer students; eleven (26%) were traditional students who entered as freshmen. Five students did not respond to this item.
- The typical UWS social work major respondent appeared to be a transfer student, 25 years or older, who was a junior or senior in the major.

The Social Work Student Advisory Committee distributed surveys during the spring Meeting of the Major (MoM) in April 2012; it was also made available in the student lounge to be returned anonymously to the program support person, if a student had missed an opportunity at this MoM. This study used a non-probability design because there was no random sample. The researchers used criteria sampling, because only current social work majors filled out the survey. Using a non-probability sampling usually limits generalizability; the 43% return rate didn't allow results to be generalized to the entire social work student body. Juniors and senior were strongly represented, however, (junior return rate was 69% and senior return rate was 54%), and their perspectives are generalizable to the junior cohort and to all seniors in the social work student body in spring of 2012.

#### Kind of Study

This study was a descriptive study. The research project utilized a cross-sectional design (O<sub>1</sub>). The Minitab program was used to analyze the data, providing descriptive statistics. The researchers used the program to help run the correct statistics.

## Results

## Findings Analysis

The researchers used the results of the surveys to find and compare the overall student results with those of the seniors to see if the seniors were rating their abilities higher than those of the underclass students. The researchers looked specifically at the overall average response and the number and percent of all students answering “agree” to “very strongly agree”. They also looked at the seniors only in regard to their average response, as well as the number and percent that responded “agree” to “very strongly agree”. The scale used with all items was a six-point one as noted below:

6	5	4	3	2	1
VERY STRONGLY AGREE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY AGREE	VERY STRONGLY DISAGREE

Table 2: Items Relating to My Overall Experience with Social Work Courses

Survey Item	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Seniors mean	# (%) seniors 4-6 rating
I have developed a greater understanding and appreciation of human diversity through participation in courses <u>required</u> for the social work major (both in and out of the major area).	5.233	41/43 (95%)	5.000	25/27 (93%)	5.625	16/16 (100%)
I have developed a good understanding of social work values and ethics through my experiences in required social work courses.	5.535	40/43 (93%)	5.519	25/27 (93%)	5.563	15/16 (94%)
Required social work courses have provided me a greater understanding of dynamics and consequences of social and economic injustice (including all forms of human oppression and discrimination).	5.163	41/43 (95%)	4.963	25/27 (93%)	5.500	16/16 (100%)
Required social work courses have prepared me to work effectively with populations' at-risk (including a variety of minority people, disenfranchised persons, vulnerable adults and children, vulnerable social groups like GLBT and women).	4.833	37/43 (86%)	4.630	26/27 (96%)	5.200	15/16 (94%)
My experience in required social work courses has supported me in acquiring good writing skills.	4.857	38/43 (88%)	4.846	23/27 (85%)	4.875	15/16 (94%)
My experience in required social work courses has supported me in developing my oral presentations and communication skills.	4.581	35/43 (81%)	4.222	19/27 (70%)	5.188	16/16 (100%)
In general, I am satisfied with how the required social work courses I have taken so far have been taught.	4.714	37/43 (86%)	4.500	22/27 (81%)	5.063	16/16 (100%)

In this table, social work students were asked to rate their overall experience with social work courses. There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. All three groups had similarly positive expressed levels of agreement on all seven items, although seniors consistently reported stronger levels of agreement than did the student body as a whole or the group of non-senior students. Majorities of the respondents in all three groups and, especially seniors, agreed with all items.

This section also included an open ended question asking if there were any comments that the person taking the survey wanted to make about any of these first seven items. There were no open-ended comments.

*Table 3: Student Learning Outcome 1:*

*Make use of effective communication to employ a planned change approach with support client interventions across systems levels (individuals, families, small groups, agencies, and community).*

Items Related to Learning Outcome 1	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Seniors mean	# (%) seniors 4-6 rating
I can effectively use communication to employ a planned change approach with individuals, which supports assistance for the individual across multiple system levels.	4.558	36/43 (84%)	4.296	20/27 (74%)	5.000	16/16 (100%)
I can effectively use communication to employ a planned change approach with families across multiple system levels.	4.442	35/43 (81%)	4.111	20/27 (74%)	5.000	15/16 (94%)
I can effectively use communication to employ a planned change approach with small groups, which supports assistance for the small group across multiple system levels.	4.372	36/43 (84%)	4.037	20/27 (74%)	4.938	16/16 (100%)
I can effectively use communication to employ a planned change approach within an agency, which supports assistance for the agency across multiple system levels.	4.232	34/43 (79%)	3.963	19/27 (70%)	4.688	15/16 (94%)
I can effectively use communication to employ a planned change approach within a community, which supports assistance for the community across multiple system levels.	4.302	32/43 (74%)	4.037	18/27 (67%)	4.750	14/16 (88%)

This table evaluates the social work students' response regarding making use of effective communication. There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported seeing themselves effectively using communication skills associated with this learning outcome much more positively than did the non-seniors. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups and, especially seniors, agreed with all five items.

*Table 4: Student Learning Outcome 2:*

*With diverse, misunderstood and /or oppressed populations, use both ethnic-sensitive (including a specific focus on First Nations people) and socially-sensitive (including a specific focus on persons with developmental disabilities, persons with mental health issues, and aging people) generalist practice approaches*

Items Related to Learning Outcome 2	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Seniors mean	# (%) seniors 4-6 rating
I can appropriately use an ethnic-sensitive generalist approach with diverse, misunderstood and/or oppressed populations.	4.930	38/43 (88%)	4.593	23/27 (85%)	5.500	16/16 (100%)
I can appropriately use an ethnic-sensitive generalist approach with First Nations people.	4.442	36/43 (84%)	4.111	23/27 (85%)	5.000	16/16 (100%)
I can appropriately use a socially sensitive generalist approach with diverse, misunderstood and/or oppressed populations.	4.767	39/43 (91%)	4.444	23/27 (85%)	5.313	16/16 (100%)
I can appropriately use a socially sensitive generalist approach with developmental disabilities.	4.558	34/43 (79%)	4.333	20/27 (74%)	4.938	14/16 (88%)
I can appropriately use a socially sensitive generalist approach with persons with mental health issues.	4.581	35/43 (81%)	4.407	21/27 (78%)	4.875	14/16 (88%)
I can appropriately use a socially sensitive generalist approach with aging people.	4.465	34/43 (79%)	4.259	20/27 (74%)	4.813	14/16 (88%)

This table described the social work students' rating of their ability to work appropriately with various forms of diversity. There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately using ethnic sensitive approaches with diverse groups. The non-seniors did not rate themselves nearly as strongly. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups and, especially seniors, agreed with all six items.

*Table 5: Student Learning Outcome 3:  
Demonstrate how ecological and empowerment frameworks, as well as other theoretical frameworks, can be employed to inform practice decisions across systems levels.*

Items Relating to Learning Outcome 3	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Seniors mean	# (%) seniors 4-6 rating
I can demonstrate how the ecological framework can be employed to inform practice decisions across multiple system levels.	4.465	33/43 (77%)	3.963	18/27 (67%)	5.313	16/16 (100%)
I can demonstrate how empowerment frameworks can be employed to inform practice decisions across multiple system levels.	4.674	37/43 (86%)	4.222	21/27 (78%)	5.438	16/16 (100%)
I can demonstrate how at least one other theoretical framework can be employed to inform practice decisions across multiple system levels	4.628	37/43 (86%)	4.185	21/27 (78%)	5.375	16/16 (100%)

This table described the social work students' assessment of their ability to use the ecological and empowerment frameworks. There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately using the ecological perspective, empowerment perspectives, and at least one other perspective. The non-seniors did not rate themselves nearly as strongly. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with all three items.

*Table 6: Student Learning Outcome 4:  
Appraise the structure of organizations, service delivery systems, and communities and, under supervision, advocate for organizational and community change based on the principles of social and economic justice.*

Items relating to Learning Objective 4	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I am able to appraise the structure of organizations.	4.488	38/43 (88%)	4.148	23/27 (85%)	5.063	16/16 (100%)
I am able to appraise the structure of service delivery systems.	4.419	39/43 (91%)	4.074	23/27 (85%)	5.000	16/16 (100%)
I am able to appraise the structure of communities.	4.442	39/43 (91%)	4.074	23/27 (85%)	5.063	16/16 (100%)
I am able, under supervision; to advocate effectively for organizational change based on the principles of social and economic justice.	4.767	40/43 (93%)	4.519	24/27 (89%)	5.188	16/16 (100%)
I am able, under supervision; to advocate effectively for organizational change based on the principles of social and economic justice.	4.744	38/43 (88%)	4.333	22/27 (81%)	5.438	16/16 (100%)

This table described the social work students' self-assessment about whether they were able to analyze organizations and delivery systems. There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately able to analyze organizations and service delivery systems. The non-seniors did not rate themselves as strongly. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with all five items.

*Table 7: Student Learning Outcome 5:  
Integrate knowledge of the history of the social work profession and current social welfare structures, fiscal imperatives, policies, and issues with the ability to analyze their impacts upon client systems, human service agencies and systems, and social work practitioners.*

Items Relating to Learning Outcome 5	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I am able to integrate knowledge of history of the social work profession with the ability to analyze its impact upon client systems, human service agencies and systems, and social work practitioners.	4.581	37/43 (86%)	4.296	21/27 (78%)	5.063	16/16 (100%)
I am able to integrate knowledge of the current social welfare structures, including fiscal imperatives, policies, and associated issues with the ability to analyze their impact upon client systems, human service agencies and systems, and social work practitioners.	4.214	31/43 (72%)	3.815	17/27 (63%)	4.933	15/16 (94%)

This table described the social work students' self-assessment of their ability to understand the history of social work as a profession and the impact of social service structures in addressing current client situations. There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately able to analyze social welfare history and structures and their impact on work with current clients. The non-seniors did not rate themselves as strongly. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with both items.



*Table 8: Student Learning Outcome 6:*

*Apply critical thinking skills in problem solving with social work values and ethics, human diversity issues, the dynamics of discrimination and oppression, social and economic justice, and interactions among systems.*

Items Relating to Learning Outcome 6	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I am able to apply critical thinking skills in problem solving with social work values and ethics.	4.907	39/43 (91%)	4.593	23/27 (85%)	5.438	16/16 (100%)
I am able to apply critical thinking skills in problem solving with human diversity issues.	4.977	38/43 (88%)	4.630	22/27 (81%)	5.563	16/16 (100%)
I am able to apply critical thinking skills in problem solving the dynamics of discrimination and oppression.	4.930	37/43 (86%)	4.556	21/27 (78%)	5.563	16/16 (100%)
I am able to apply critical thinking skills in problem solving with social and economic justice issues.	4.837	37/43 (86%)	4.481	21/27 (78%)	5.438	16/16 (100%)
I am able to apply critical thinking skills in problem solving interactions among systems.	4.605	37/43 (86%)	4.222	21/27 (78%)	5.250	16/16 (100%)

This table described the social work students' self-assessment of their ability to use critical thinking skills in various curricular areas like sorting out values and ethics, resolving human diversity issues, addressing discrimination and oppression, problem-solving social justice issues, and sorting interactions among systems.

There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately able to use critical thinking across multiple dimension encountered in practice. The non-seniors did not rate themselves nearly as strongly. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with all five items.

*Table 9: Student Learning Outcome 7:  
Distinguish their personal values in relation to professional social work ethics, especially the values of self-determination, empowerment, and regard for diversity.*

Items Relating to Learning Outcome 7	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I am comfortable that my personal values are compatible with those of the National Association of Social Workers Code of Ethics.	5.063	39/43 (91%)	4.852	23/27 (85%)	5.688	16/16 (100%)
I am able to promote social work values, especially the values of self-determination, empowerment, and regard for diversity.	5.302	40/43 (93%)	5.037	23/27 (85%)	5.750	16/16 (100%)

This table described the social work students' self-assessment of their ability to understand personal values in relation to social work ethics and human diversity and social justice.

There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately comfortable with their values in relation to the NASW Code of Ethics and able to promote social work values. While the non-seniors rated themselves positively on these two items, they did not rate themselves as strongly as the seniors did. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with both items.

*Table 10: Student Learning Outcome 8:  
Understanding and apply the values base and ethics of the profession to practice situations  
across systems levels.*

Items Relating to Learning Objective 8	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I not only understand the value base of the profession of social work; I am able to apply it to practice situations with individuals.	4.930	38/43 (88%)	4.630	23/27 (85%)	5.438	16/16 (100%)
I not only understand the value base of the profession of social work; I am able to apply it to practice situations with families.	4.791	38/43 (88%)	4.481	23/27 (85%)	5.313	16/16 (100%)
I not only understand the value base of profession of social work; I am able to apply it to practice situations with small groups.	4.605	37/43 (86%)	4.259	21/27 (78%)	5.188	16/16 (100%)
I not only understand the value base of profession of social work; I am able to apply it to practice situations within agency setting.	4.395	33/43 (77%)	4.074	17/27 (63%)	4.938	16/16 (100%)
I not only understand the value base of profession of social work; I am able to apply it to practice situations within community setting.	4.488	37/43 (86%)	4.222	21/27 (78%)	4.938	16/16 (100%)

This table described social work students' self-assessment of their ability to understand and use professional values and ethics in micro, mezzo, and macro practice settings.

There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately comfortable using the value base of the profession in practice settings. They were somewhat less sure with the macro level, but overall agreed they knew how to use these values as professionals in all three levels of practice. The non-seniors rated themselves less positively on these five items than the seniors did, especially in the macro levels of practice. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with all five items.

*Table 11: Student Learning Outcome 9:  
Evaluate the impact of professional use of self in practice situations across systems levels.*

Items Relating to Learning Outcome 9	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I can evaluate the impact of professional use of self in practice situations with individuals.	4.628	34/43 (79%)	4.259	18/27 (67%)	5.250	16/16 (100%)
I can evaluate the impact of professional use of self in practice situations with families	4.535	34/43 (79%)	4.185	18/27 (67%)	5.025	16/16 (100%)
I can evaluate the impact of professional use of self in practice situations with small groups	4.419	34/43 (79%)	4.000	18/27 (67%)	5.125	16/16 (100%)
I can evaluate the impact of professional use of self in practice situations within agency settings	4.395	36/43 (84%)	4.074	20/27 (74%)	4.938	16/16 (100%)
I can evaluate the impact of professional use of self in practice situations within community settings.	4.310	33/43 (74%)	4.000	17/27 (63%)	4.813	16/16 (100%)

This table described social work students' self-assessment of their ability to use "self" in a professional manner with various client systems (micro, mezzo, and macro).

There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves appropriately comfortable using "self" in various client practice settings. The non-seniors rated themselves less positively on these five items than the seniors did. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with all five items.

*Table 12: Student Learning Outcome 10:  
Identify and make appropriate use of supervision and consultation*

Items Related to Learning Outcome 10	Overall mean	# (%) Overall 4-6 rating	Non-Senior mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I understand what is considered appropriate use of supervision and consultation.	4.907	38/43 (88%)	4.704	23/27 (85%)	5.250	15/16 (94%)
I can make appropriate use of supervision and consultation.	4.884	39/43 (91%)	4.556	23/27 (85%)	5.438	16/16 (100%)

This table described social work students' self-assessment of their ability to use supervision and consultation properly.

There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves as understanding and being able to make appropriate use of consultation and supervision. The non-seniors rated themselves less positively on these two items than the seniors did. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with both items.

*Table 13: Student Learning Outcome 11:  
Conduct research to evaluate their own social work interventions and those of others, as well as to evaluate agency and community practice.*

Items Relating to Learning Outcome 11	Overall mean	# (%) Overall 4-6 rating	Non-Senior Mean	# (5) non-senior 4-6 rating	Senior mean	# (%) seniors 4-6 rating
I am able to conduct research to evaluate my own social work interventions.	4.140	37/43 (86%)	3.704	18/27 (67%)	4.875	16/16 (100%)
I am able to conduct research to evaluate the social work interventions of others.	4.186	34/43 (79%)	3.741	18/27 (67%)	4.938	16/16 (100%)
I am able to conduct research to evaluate agency and community practice.	4.116	33/43 (77%)	3.630	16/27 (59%)	4.938	16/16 (100%)

This table describes social work students' ability to use research in a professional setting.

There were 43 respondents; twenty-seven were not seniors, and sixteen were seniors. The seniors reported that they saw themselves as understanding and being able to make appropriate use of research skills in examining their own practice and that of others and within an agency/community setting. The non-seniors rated themselves less positively on these two items than the seniors did, especially at the macro level of practice. The overall statistics reported were heavily influenced by the large number of junior and senior respondents.

Majorities of the respondents in all three groups, but, especially seniors, agreed with both items.

There were four open-ended questions on the survey that were analyzed for common themes.

*Question 1: Do you have any comments you want to make about any of the seven items? (This question was referring to common programmatic themes at the beginning of the survey.)*

- There were no comments made on this question.

*Question 2: What are the strengths of the present social work curriculum?*

Twenty-two people made comments relating to this question; some of the themes that arose from their comments were: the characteristics and qualities of the teaching staff, the thoroughness and applicability of content taught, the emphasis on social justice, diversity and ethics, and the structure of the curriculum and scheduling. The comments made are included here verbatim (including typos and mis-spellings).

- Appreciation of diversity
- The professors, they make me want to come to class and learn. Also, social work 101 is very informative
- Lots of valuable information
- The staff are great teachers who care for the students
- It has helped me discover and articulate my values and ethics. I have started a journey of culturally competent practice.
- How excited and caring the professors are.
- The faculty and their life experiences.
- Availability of teachers, class discussions
- The strengths are that there are many opportunities involved. I also believe that one on one and small group interactions allow students to learn what they are being taught more clearly.
- Great in-depth evidence based research into the multidimensional aspects and the field. I also appreciate when guest speakers come in and give real life accounts of what its like out there.
- I like the fact that we learn the major difference between micro and macro level practice. I also like the balance of the class contact and going out to the community.
- Good overview of expectations in the field.

- Give us a good understanding of the code of ethics and apply it to each course subject, helping us practice and learn the standards in many ways.
- Applying critical thinking when it comes to problem solving and meeting individuals needs.
- SOW 121 gives me a lot of great insight into the history of social work as well as understanding how to work with vulnerable populations.
- Having the classes run together on one or two days of the week
- The classes in general discuss need to know material and are interesting.
- Faculty get together with one another to create or go over curriculums of each members lesson plans.
- Good student and advisory collaboration
- Cultural competence education
- Great support
- A lot of hands on, application projects and community involvement. The current faculty team

*Question 3: What Improvements in general would you suggest for the way social work courses are taught?*

Twenty-seven people made comments in response to this question. Themes that emerged were: issues with group work projects, a strong feeling that the classes should have better coordination of expectations and due dates, be more balanced in the amount of work expected, and address pacing between them, issues with teaching/learning style (like not enough hands on, too many tests, too much lecture, too much technology), and concerns about grading and other course expectations. The verbatim comments (typos and all) are included below:

- More teaching out of the books. Less facilitating and more teaching. Teach us what we are tested on so that we hear/learn it three times and understand.
- More one on one explanation and group work
- Some days feel very long with class all day long.
- Spread out due dates throughout the week.
- Less powerpoints, more use of websites and videos in class to engage new generation that is comfortable with technology
- Less busy work and more time to read the book

- I think an improvement would be staff mapping not when all course assignments are to be due so as not to have a large amount due on one day.
- Easier to follow grading
- Policy and research-longer class time.
- Group work combining between classes instead of having a bunch of different groups.
- A balance of quality and quantity. By this I mean that the work load is more equal across all four programs I would much rather do high quality curriculum then just more of it.
- Tests are almost pointless because we have so much other projects/papers/assignments that we don't have the time to read the book. Two attempt exams are though because I actually get a chance to go back and correct my answers which makes me learn it.
- I do not like the large group projects. Partner projects are not bad, but 5 people it is too difficult to organize times to meet.
- Everyone has a heart and great desire to prepare, equip us students to do social work professionally but learning is a life, on-going process. I believe there is too much quantity, which decreases the quality and ability to be enmeshed in what is critically important. A unit method where projects are coordinated across the classes would simplify. The way Lynn walks us through a project is a great help what seems understandable to those familiar with project is very confusing when you are on over load. Too much multi tasking has been shown with evidence/based research that quality suffers, retention is efficient, what is critical to know and know well for internship learning process.
- Keep people in more of the same groups across classes during the semester so that each person is not juggling a handful of different groups with different people.
- Hybrid courses diminish the value of my education.
- Not as much online/D2L or not so much busy work. Offer both types either online or in-class.
- Maybe teachers can collaborate group projects and make them a little less stressful
- Less lecture, more hands on. Super mini internships in various agencies with various cliental with various supervisors.
- More hands on field work type activities
- Quality in our work over expected quantity



- Less community events and so many interviews, keeping groups the same people for each class, not waiting to assign everything til the end of the semester.
- Hands on student learning for client file methods one and two
- More hands on activities, less PowerPoint presentations
- Less groups, maybe one group across classes
- More cohesiveness with work load, there are some class that demand more time and others suffer even though they're all 3 credits. Make interpersonal skills and interviewing a year long course like research and policy.
- No hybrid courses, easier to read text books, more scenarios in class that connect class work to field work.

Question 4: What suggestions do you have about how to improve participation in the two social work student organizations, SWSA and SAC?

Ten people responded to this item;

- Professor support in intro to social work classes
- Rotate positions during appointed times to give a more well-rounded experience
- To have more of a introduction of what we are doing. I felt thrown into something I knew nothing about.
- Student participation has been great this year.
- Flexible meeting and sub-committees of non-members
- I am excited to get involved in it.
- Less of a homework load so that a student might be able to fathom taking on one more thing.
- Nothing, it's a lot of fun and really like it.
- Want to do it
- More community appearance

Question 5: What community service activities would you like our social work student groups to sponsor?

Eleven people responded to the item:

- Any with good intentions
- Stuff with casda

- Pavsas/casda, prevent child abuse MN activities
- Casda
- Helping the homeless
- Homeless shelters, develop a food shelf on campus for students, community and alumni
- Homeless
- Clothing drives
- Fundraisers
- Group volunteer day in community
- Food and clothing drive, community garden at elementary school, litter clean up project.

Finally, students were asked to vote for possible SO 426: Special Topics course topics:

- Mental Health (26 votes)
- Child Welfare (23 votes –run within the last three years at least once)
- Grant Writing (19 votes)
- Working with Persons with Disabilities (14 votes)
- Rural and Small Town Social Work Practice (13 votes)
- International Social Work Practice (12 votes)
- Working with Elderly (8 votes)
- Healthcare (6 votes)

These topics received one vote each under “other”:

- Physical/sexual abuse
- Social work with criminal offenders
- Youth and adolescent
- Adolescent deviant behavior
- Forensic social work

### *Conclusion*

All three research questions were been answered through this outcome survey. The results of the research show that the students at UWS feel mostly positive about their ability to meet outcomes established by the Social Work Program. Most of the average responses rated at “agreed” or

higher, and the percentage of students answering agree or higher was generally above 70%. The senior students scored higher than the underclass students. No one curricular area stood out as a problem area, although non-seniors scored themselves generally on items that asked about agency and community level practice, demonstrated some unfamiliarity with theories and perspectives employed by the program, were less knowledgeable about the history and structure of current social welfare programs, were less certain about appropriate professional uses of “self”, and were less comfortable with the outcomes relating to research.