

University of Wisconsin – Superior Human Behavior, Justice, and Diversity Department Academic Program Review

Executive Summary

Summarize the main findings for this Department, associated with successful completion of the APR process. Describe this in terms of current departmental strengths, weaknesses, opportunities, and challenges for future planning.

I. Mission and Program Goals

A. Provide your program's mission statement.

The University of Wisconsin – Superior Social Work mission statement is “To teach students the generalist skills and knowledge needed to be responsible and ethical change agents who empower clients/consumers across diverse populations with a local, regional, and global consciousness focusing on social justice, self-awareness and lifelong learning”.

B. Describe how the program mission is aligned with the mission, vision, values and strategic priorities of the department and university.

The Social Work Program recognizes and values liberal education. The importance of the liberal arts foundation is stated in Volume III, Social Work Student Handbook, “The Liberal Arts Foundation” on pages 4 - 6. Students are required to complete the UWS liberal education curriculum, also called General Education (which may be changed to University Studies pending Faculty Senate action in Fall 2014). Students who transfer in with an associate's degree must have sufficient courses to meet the General Education requirements. The General Education foundation draws from all disciplines – natural science, history, literature, writing, math, and others – to prepare students for a holistic life in their communities.

Social Work supports the liberal education foundation in several ways. First, the program provides service courses to meet specific areas. For example, two faculty teach freshman seminars yearly; seminars are required of all new students and meet a General Education requirement such as social sciences. Second, Social Work integrates High Impact Practices (HIPs) as identified by UWS to promote student retention and graduation. For example, the freshman seminars are one of the HIPs. Service learning, another HIP, is utilized in SO W 121: Introduction to Social Work and SO W 380 and 480, the social work research courses. Social Work majors share their learning with the campus at forums each semester.

Third, Social Work faculty are involved in liberal education initiatives, including Gender Studies, Global Awareness and Education, student enrollment and retention, and assessment of learning outcomes. The Social Work Program both benefits and promotes liberal education and is fully integrated into campus life.

C. Describe how your program's activities are driven by the mission.

The mission is delineated in six goals:

GOAL 1: Generalist Preparation - To prepare students for entry-level ecologically-based generalist practice at all levels of intervention (individuals, groups, families, organizations, and communities), utilizing a liberal education foundation.

This goal is related to the generalist context of social work that includes work across systems - individual, family, group, agency, and community. The Social Work curriculum includes course work designed to build student skills and knowledge for working with each system. Students must complete a liberal education program (also called General Education at UWS) at UWS or a transfer college. Additionally, Social Work majors are required to complete courses in three areas to understand determinants of human behavior. These courses integrated the liberal education foundation more fully into the Social Work curriculum.

GOAL 2: Diversity - To prepare students for inclusive practice with diverse, underrepresented and vulnerable groups in society throughout a variety of local, regional & global human service settings, particularly empowering practice with American Indian people, elderly persons, veterans, and persons with differing abilities.

As stated in the Social Work mission, students must be prepared to work with diverse populations within an environmental context. This is particularly important when working with vulnerable groups. The Social Work Program has a specific commitment to working with American Indian people, elderly person, veterans, and persons with differing abilities given the community context. In SO W 121: Introduction to Social Work, students are introduced to vulnerable and diverse populations but also challenged to review their own experiences and biases in interactions with these groups. Each succeeding course builds upon this basic knowledge to promote skills effective with populations and the cultural competence and humility needed for sensitive and ethical social work practice.

Students are encouraged to pursue global opportunities through the Study Abroad Program to help expand their global awareness and appreciation of other cultures.

GOAL 3: Ethics - To prepare students for ethical and principled decision-making guided by the values and standards of the social work profession.

This goal reflects the importance of integrity and the commitment by the Program to ethical practice. Beginning in SO W 121: Introduction to Social Work, students engage in activities to learn about the values and ethics of the profession. The National Association of Social Work Code of Ethics is utilized, along with the International Federation of Social Workers values statements. Learning is then scaffolded across junior and senior-level courses, culminating in the identification of ethical dilemmas by social work field interns and ethical decisions.

GOAL 4: Social Justice - To prepare students to recognize and apply social justice principles in practice situations.

Social justice is a core aspect of the Social Work curriculum. Activities across courses stress the importance of advocating *with* people to promote dignity and equality with a focus on empowerment.

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Students in SO W 121: Introduction to Social Work study social justice issues (such as disparities in the foster care system) with a focus on understanding the role of social workers to promote equity in larger systems. In SO W 325 and 326, the social policy courses, students apply knowledge to analyze and evaluate the impact of policies on populations. They then identify how policies can be created or changed to reduce or eliminate disparities. SO W 344/345: Human Behavior in the Environment helps students understand the impact of systems on individuals and families and how those systems reduce or promote healthy development. Field internship activities require students to engage in community change efforts.

GOAL 5: Professional Development - To prepare students for lifelong learning, to maintain competence and stay current with best practice.

As stated in the Social Work mission, it is the goal of the program to graduate alumni who are actively engaged in lifelong learning and self-awareness. Only through professional development activities will alumni maintain the values of competence and continue in ethical practice.

Faculty encourage lifelong learning in classes and advisement. Advisement sessions include discussions about future social work practice and the populations and settings in which the student is interested. Alumni are regularly invited as speakers to serve as role models and mentors. Faculty and the Social Work Student Association promote professional networking, conference attendance, and volunteering to build skills and learn about the community. Faculty are role models with significant service to the campus and community. All faculty are also licensed as per state regulations, and promote licensure to students. Coursework includes information about regulations for social work and the steps required to achieve licensure in Minnesota and certification in Wisconsin. The Social Work Program utilizes the Association of Social Work Boards "Steps to Licensure" materials.

GOAL 6: Service - To engage students in social justice and change through generalist social work activities with local, regional and international communities.

The Social Work Program serves local, regional and global communities. Curriculum include activities which help students understand these environmental context, assess critical issues, and create activities to promote social justice. For example, SO W 325 and 326, the social welfare policy courses include content on current issues. Students learn about the disproportion of African American and American Indian men in the criminal justice system, the disparity of minority populations in foster placement rates, and the incidence of sex trafficking in the regional area. Students engage in service learning where appropriate, including community organizing efforts, research, and policy advocacy.

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Table 1.0: University of Wisconsin Superior Social Work Program Goal Alignment with Institutional and Professional Bodies

Mission of University of Wisconsin Superior

The University of Wisconsin Superior “fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region”.

Mission of the University of Wisconsin Superior Social Work Program

The mission of the University of Wisconsin – Superior Social Work Program is to teach students the generalist skills and knowledge needed be to responsible and ethical change agents who empower clients/consumers across diverse populations with a local, regional, and global consciousness, focusing on social justice, self-awareness and lifelong learning.

CSWE EP2.2 –Definition of Generalist Practice

To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. (GOAL 1: Generalist The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.”

This definition is operationally defined in the competencies and practice behaviors below.

UWS Campus Goals	UWS Social Work Program Goals	NASW Code of Ethics	CSWE Competencies
<p>The University will deliver innovative programs that enhance the vitality of the region.</p>	<p>GOAL 1: Generalist Preparation To prepare students for entry-level ecologically-based generalist practice at all levels of intervention (individuals, groups, families, organizations, and communities), utilizing a liberal education foundation.</p>	<p>Competence and Service</p>	<p>2.1.1 – Identify as a professional social worker and conduct oneself accordingly.</p> <p>2.1.3 – Apply critical thinking to inform and communicate professional judgments.</p> <p>2.1.7 – Apply knowledge of human behavior and the social environment.</p> <p>2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p>
<p>The University will be a diverse community that attracts, supports, and recognizes high-achieving students and employees.</p>	<p>GOAL 2: Diversity To prepare students for inclusive practice with diverse, underrepresented and vulnerable groups in society throughout a variety of local, regional & global human</p>	<p>Dignity and worth of the person, Importance of human</p>	<p>2.1.4 – Engage diversity and difference in practice.</p> <p>2.1.9 – Respond to contexts that shape practice.</p>

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	service settings, particularly empowering practice with American Indian people, elderly persons, veterans, and persons with differing abilities.	relationships, Competence	
The University will establish and maintain an infrastructure to promote accountability, sustainability, and continuous improvement.	GOAL 3: Ethics To prepare students for ethical and principled decision-making guided by the values and standards of the social work profession.	Integrity	2.1.2 – Apply social work ethical principles to guide professional practice.
The University will deliver innovative programs that enhance the vitality of the region.	GOAL 4: Social Justice To prepare students to recognize and apply social justice principles in practice situations.	Social Justice	2.1.5 – Advance human rights and social and economic justice. 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
The University will provide students with transformative, collaborative, flexible and career-relevant learning experiences.	GOAL 5: Professional Development To prepare students for lifelong learning, to maintain competence and stay current with best practice.	Competence and Integrity	2.1.6 – Engage in research – informed practice and practice-informed research.
	GOAL 6: Service To engage students in social justice and change through generalist social work activities with local, regional and international communities.	Service	2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

D. Explain the ways in which the program's mission statement is communicated. For example, is your program's mission statement published in recruitment materials, in the course catalog, or on the department or program website?

The mission statement is communicated in program materials, including the website, course catalogue and printed information shared with community colleges and potential students.

E. Briefly describe how your program is distinct from other programs on campus: For example, what unique knowledge, skills, abilities, and career opportunities does your program offer? Or what collaborations exist between your program and other programs on campus?

The Social Work Program is distinct in that it is accredited by the Council on Social Work Education (CSWE) and must meet their requirements. Program faculty teach skills and knowledge specific to the social work profession while incorporating a strong liberal arts foundation. For the most recent accreditation, we assessed for 41 individual practice behaviors across the curriculum. For the next accreditation (in 2023), we will assess 10 competencies as newly required by CSWE. The previous practice behaviors can be viewed at <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>.

F. Refer to the previous program review and response (provided) and describe how the program addressed the recommendations made therein. If recommendations were not addressed, please explain why.

The recommendations for the department which affected the Social Work Program included staffing levels and assessment of student learning goals.

APRC noted that staffing was consistently above 12 credits/semester. Since the last APR, the Social Work faculty has experienced a 75% change; 3 of the four current faculty were hired since 2008. During that time, Elizabeth Blue (who retired in July 2016) served as Interim Dean of Faculties and Graduate Studies. This resulted in the need for the three remaining faculty to take on additional duties and overloads to meet the program needs (including advisement and coursework). The Program additionally hired adjuncts to help with instruction and advisement. A permanent fourth faculty was hired in April 2016 and began in August 2016. The APRC also noted the possibility of extending online course options with a fifth faculty. A fifth position of academic staff was created in 2014 to enable the Program to maintain accreditation ratios as student numbers increased. This position was filled for the 2014-15 year but the staff was not retained and adjuncts filled those responsibilities in 2015-16. A search has been approved and will commence in Fall 2016.

APRC noted the importance of stating the learning goals and including those in materials and curriculum. Because the Council on Social Work accreditation required alignment with 41 practice behaviors (included in syllabi), the Program has not included the learning goals within syllabi but does align them. Assessment of campus learning goals takes place in the curriculum with this alignment.

II. Teaching and Learning

A. Student Learning Outcomes

1. Provide the current student learning outcomes (SLOs) for the program.

The current student learning outcomes are those identified by CSWE as competencies (below; the numbering is related to CSWE). A set of practice behaviors are identified with each competency. We assess the practice behaviors then determine a score for related competency.

2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- advocate for client/consumer/community access to services
- demonstrate self-reflection that supports professional growth
- function within clearly defined professional roles and boundaries
- demonstrate professional demeanor in behavior, appearance, and communication
- engage in professional development opportunities that set the stage for career-long learning, e.g., agency seminars, conferences, workshops
- use supervision and consultation within the agency structure and in keeping with lines of authority and the student role
- follow safety protocols and procedures of the agency

2.1.2—Apply social work ethical principles to guide professional practice.

- identify personal values and biases to ensure behavior consistent with professional values
- make ethical decisions by applying NASW Code of Ethics
- tolerate ambiguity in resolving ethical conflicts
- apply strategies of ethical reasoning in consultation with field instructors, and others with expertise and authority

2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Identify, evaluate and integrate multiple sources of knowledge
- recognize underlying values, biases and assumptions in oneself, other people and in sources of knowledge
- critically analyze models of assessment, prevention, intervention, and evaluation
- demonstrate effective communication:
 - in writing
 - verbally
 - electronically

2.1.4—Engage diversity and difference in practice.

- recognize how cultures may support or oppress clients/consumers and communities
- demonstrate self-awareness to minimize the influence of personal biases and values in working with people
- understand how differences can shape life experiences and apply this understanding in social work practice
- learn about culture from multiple sources including clients/consumers

2.1.5—Advance human rights and social and economic justice.

- understand how oppression and discrimination impact the agency, community and clients/consumers
- engage in practices that advance social and economic justice and human rights for clients/consumers and communities

2.1.6—Engage in research-informed practice and practice-informed research.

- use research evidence to inform practice
- understand how practice experience can inform the research process

2.1.7—Apply knowledge of human behavior and the social environment (HBSE).

- Apply and critique relevant HBSE theory to guide prevention, assessment, intervention and evaluation

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- analyze, formulate, and advocate for policies (e.g., agency, program, legislative) that advance client/consumer and/or community well-being
- collaborate with colleagues and clients/consumers for effective policy action

2.1.9—Respond to contexts that shape practice.

- recognize how social, cultural, economic and technological changes impact services provided
- provide leadership, appropriate to the student role, to promote improved service delivery

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(a)—Engagement

- apply social work knowledge to engage individuals, families, groups, organizations, and communities

- use professional and interpersonal skills to facilitate engagement
- develop a mutually agreed-on focus of work and desired outcomes within the agency's mandate

(b)—Assessment

- collect, organize, and interpret client/consumer/community data
- assess client/consumer/community strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- write an assessment in agency format appropriate to the focus of the assignment
- select appropriate intervention strategies

(c)—Intervention

- implement appropriate prevention and intervention strategies that build upon and enhance client/consumer/community capacities
- help clients/consumers/communities resolve problems
- negotiate, mediate, and advocate with and on behalf of clients/consumers/communities
- facilitate transitions and endings

(d)—Evaluation

- critically analyze, monitor, and evaluate interventions

2. Describe the relationship of the program SLOs to the program mission statement. (Maximum 200 words)

Please see Table 1.0: University of Wisconsin Superior Social Work Program Goal Alignment with Institutional and Professional Bodies. This delineates the relationship between the program mission and student learning outcomes.

3. How has the program communicated its student learning outcomes to students and other stakeholders? (E.g., are the program SLOs published on the program's website? On course syllabi?)

The Social Work Program includes its goal on the website. We need to revise this website to identify the student learning outcomes as the competencies and practice behaviors. Assessment results, with the identified SLOs are included on the website at <https://www.uwsuper.edu/acaddept/hbjd/socialwork/about-social-work.cfm>.

All practice behaviors are included on course syllabi as pertinent to the course.

4. Explain the process by which the program's SLOs are reviewed and revised, including how new SLOs are developed. Discuss the roles of the program faculty

and instructional staff; professional organizations; employers; and other stakeholders.

The Social Work Program utilizes a layered and comprehensive assessment plan for measuring its competencies and practice behaviors in keeping with EPAS 2. The plan collects data in required courses across the curriculum. Multiple measures are used and compared across coursework from beginning to advanced levels.

The measures used to assess competencies and practice behaviors in the explicit curriculum as identified in AP 2 are:

Outcome evaluation for student internships. Each student in the field internship program develops an individualized Learning and Evaluation Activities plan with the input of the agency supervisor and field liaison. Mid-term and final results are collected by the Social Work Field Coordinator at the end of each semester. Faculty review the final analysis for the academic year at an assessment retreat held either in the summer or early fall.

Student assessment of achievement of course-specific practice behaviors. At the end of each semester in each Social Work course, students assess their own achievement of practice behaviors based on a 4-point scale of achievement; 1 = “not at all” to 4 = “fully”.

Surveys are given to students during final class sessions and collected anonymously by the Social Work Program Associate, who then tabulates the data.

Basic statistics are used to analyze the data. Please see the table on pages 181 – 186. The steps in analysis are:

1. A final mean score is determined for each practice behavior in each course. The benchmark for the total percentage of students attained “mostly” achieved (3 on a 4-point scale) or “fully” achieved (4 on a 4-point scale) in any given class is 80% with a benchmark mean score of 3.25. The faculty use the benchmark percentage and mean score at this basic level to determine appropriate changes to course-specific content.
2. A final mean score is determined across each practice behavior for all courses.
3. Practice behaviors are grouped in the related competency. The mean scores for the grouped practice behaviors are used to develop a final mean score for each competency.
4. Final scores for competencies are compared to the pre-set benchmark of 3.25. The Social Work faculty determined this as an appropriate benchmark, as students often do not believe they “fully” achieved (4 on a 4-point scale) a practice behavior at the completion of coursework. The confidence in full achievement comes during the field internship and benchmarks are set appropriate to that level.

The results are provided to each faculty for his/her specific courses as well as the Social Work Program Coordinator. Faculty review the final analysis for the academic year at an assessment retreat held either in the summer or early fall and with the Community Advisory Council and Student Advisory Council.

Advising assessment survey. Advising is considered a critical aspect of a supportive and inclusive environment for learning. Therefore, data regarding the nature and effectiveness of advisement is collected each spring using an online survey tool (Qualtrics). The results are discussed with faculty during a summer or early fall assessment retreat.

Course evaluations. Students assess their achievement of competencies and practice behaviors in final course evaluations. Additionally, each evaluation asks questions regarding the nature and effectiveness of the instructor for the specific course, including questions regarding impact of teaching tools on learning, time for feedback, access to students for meetings, and communication skills. Course evaluations are collected anonymously from students at the mid-term of the semester for new faculty, and at the end of the semester for all faculty by the Social Work Program Associate, who then tabulates the data. Results are provided to each instructor for her/his set of courses and used for professional development purposes. The evaluation results are also shared with all Social Work Program faculty and department colleagues during retention, tenure and post-tenure reviews as well as annual evaluations.

Program research. The Social Work Program Coordinator develops and facilitates program research when constituencies (students, faculty, and community) identify specific opportunities or concerns. For example, in 2009, Dr. Monica Roth Day facilitated a regional needs assessment to determine what type of learning environment would best serve commuter students from small rural communities. These communities were experiencing a gap in social workers due to the lack of educational opportunities for students to receive social work degrees. Upon analysis, the data showed that students valued the face-to-face learning environment, but wanted flexibility in scheduling. At a series of faculty retreats in 2010, the analysis was reviewed and the current blended learning environment created.

Student-facilitated projects are also used to enhance program assessment. For example, once the blended learning environment was established, faculty worked with interested students in SO W 380 and SO W 480, the social work research sequence, to develop a formal research project to assess the impact of that environment on student learning. This research was completed in Fall 2013. Results are discussed below in AS 4.0.2.

Scholarship of teaching and learning. Since 2009, the campus has encouraged faculty and instructors to engage in the Scholarship of Teaching and Learning (SoTL). Center of Excellence on Teaching and Learning has provided significant workshops and other activities to support this work, including funding. As a result, three social work faculty are engaged in SoTL work in specific courses as discussed in AS 3.1.3 (pgs. 84 – 87). All projects have provided preliminary data for the development of curricular content in Social Work courses.

Campus-level research on students. University of Wisconsin Superior collects data related to student retention and graduation. This data was shared with academic departments for the first time in 2014 in relation to program prioritization. The Social Work Program reviewed student data to determine where retention efforts were effective

and areas for development. Additional research regarding the impact of introductory courses (SO W 121: Introduction to Social Work) has provided illuminating information but more research needs to be facilitated to determine the factors related to retention in the Social Work Program.

B. Curriculum

- 1. Provide a curriculum map showing where each SLO is introduced, reinforced, and demonstrated within the program's required or elective courses.**

Please see Table 2 for information on the placement of the competencies and practices behaviors in the social work curriculum. There are five primary areas in the social work curriculum: Policy, Human Behavior in the Social Environment (HBSE), Research, and Methods of Practice, and Field Internship. For each area, the practice behavior is introduced in the first course (far left in the area) and reinforced in succeeding courses. All practice behaviors must be demonstrated in SO W 422, 423, 427 and 428, the field internship courses in the curriculum.

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Table 2.0 University of Wisconsin Superior Social Work Course assessment for 2014-15 to determine achievement of competencies and practice behaviors														
EPAS Competency	Practice behaviors; Social workers...	For each course, the mean was determined on a 1-4 scale. Additionally, the percentage of students rating themselves as having "mostly" or "fully" achieved the practice behavior is noted by the percentage.											Practice behavior score	Comp score
		Policy			HBSE		Research		Methods of Practice					
		121	325	326	344	345	380	480	340	341	365	366		
EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.	a. Advocate for client access to the services of social work		3.75 (100%)	3.74 (100%)						3.03 (83%)	3.59 (93%)	3.00 (83%)	3.42	3.40
	b. Practice personal reflection and self-correction to assure continual professional development		4.00 (100%)						3.72 (97%)	2.93 (83%)	3.62 (93%)		3.57	
	c. Attend to professional roles and boundaries	3.54 (94%)	3.58 (96%)	3.59 (92%)						2.93 (80%)	3.62 (93%)	2.96 (74%)	3.37	
	d. Demonstrate professional demeanor in behavior, appearance, and communication.								3.72 (97%)	3.17 (87%)	3.59 (93%)	2.83 (79%)	3.32	
	e. Engage in career-long learning						2.59 (72%)	3.83 (98%)	3.66 (97%)		3.62 (93%)		3.42	
	f. Use supervision and consultation						2.76 (79%)	3.78 (98%)			3.59 (93%)	3.13 (88%)	3.32	
EPAS 2.1.2 Apply social work ethical principles to guide professional practice.	a. Recognize and manage personal values in a way that allows professional values to guide practice	3.63 (94%)					2.52 (79%)	3.88 (100%)	3.86 (100%)	3.23 (87%)	3.62 (93%)		3.45	3.40
	b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and...	3.69 (97%)			3.42 (90%)	3.52 (93%)	3.14 (90%)	3.88 (100%)	3.76 (100%)	3.23 (90%)	3.62 (93%)	3.29 (92%)	3.5	
	c. Tolerate ambiguity in resolving ethical conflicts		3.54 (96%)					2.86 (83%)	3.60 (95%)		2.97 (83%)	3.62 (93%)	2.92 (83%)	

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	d. Apply strategies of ethical reasoning to arrive at principled decisions.		3.71 (96%)	3.79 (100%)			2.76 (79%)	3.80 (100%)			3.62 (93%)	2.79 (79%)	3.41	

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EPAS Competency	Practice behaviors; Social workers...	For each course, the mean was determined on a 1-4 scale. Additionally, the percentage of students rating themselves as having "mostly" or "fully" achieved the practice behavior is noted by the percentage.											Practice behavior score	Comp score
		Policy			Human Behavior		Research		Methods of Practice					
		121	325	326	344	345	380	480	340	341	365	366		
EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments	a. Distinguish, appraise and integrate multiple sources of knowledge, including research knowledge and practice wisdom	3.45 (97%)	3.71 (100%)	3.62 (97%)			3.14 (90%)	3.73 (98%)		3.03 (87%)	3.72 (97%)	3.29 (92%)	3.46	3.43
	b. Analyze models of assessment, prevention, intervention, and evaluation		3.54 (92%)	3.36 (92%)			2.83 (83%)	3.70 (98%)		2.73 (77%)	3.72 (97%)	3.00 (83%)	3.27	
	c. Demonstrate effective oral and written communication in working with ...		3.13 (92%)	3.79 (100%)			2.90 (83%)	3.73 (98%)	3.72 (97%)	2.83 (80%)	3.72 (97%)	2.96 (74%)	3.34	
EPAS 2.1.4 Engage diversity and difference in practice	a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance power.	3.48 (93%)			3.52 (94%)	3.60 (93%)				2.97 (80%)	3.76 (97%)	3.21 (92%)	3.42	
	b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	3.73 (97%)					2.90 (83%)	3.65 (95%)	3.76 (100%)	3.13 (90%)	3.72 (97%)	3.04 (83%)	3.41	
	c. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	3.61 (97%)	3.66 (96%)	3.77 (100%)	3.40 (90%)	3.60 (93%)					3.76 (97%)	3.17 (88%)	3.56	

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	d. View themselves as learners and engage those with whom they work as informants.	3.67 (97%)	3.75 (100%)	3.87 (100%)	3.61 (94%)	3.67 (92%)	3.00 (83%)	3.65 (95%)	3.80 (100%)		3.76 (97%)	3.25 (88%)	3.60	
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EPAS Competency	Practice behaviors; Social workers...	For each course, the mean was determined on a 1-4 scale. Additionally, the percentage of students rating themselves as having "mostly" or "fully" achieved the practice behavior is noted by the percentage.										Practice behavior score	Comp score	
		Policy			Human Behavior		Research		Methods of Practice					
		121	325	326	344	345	380	480	340	341	365			366
EPAS 2.1.5 Advance human rights and social and economic justice	a. Understand the forms and mechanisms of oppression and discrimination	3.55 (94%)	3.88 (100%)	3.74 (97%)	3.48 (94%)	3.67 (92%)	2.86 (83%)	3.55 (93%)			3.72 (97%)	2.88 (79%)	3.48	3.40
	b. Advocate for human rights and social and economic justice		3.88 (100%)	3.87 (100%)			2.86 (79%)	3.63 (95%)		2.80 (77%)	3.62 (93%)	3.04 (83%)	3.38	
	c. Engage in practices that advance social and economic justice						2.80 (79%)	3.65 (95%)			3.76 (97%)	3.21 (88%)	3.35	
Education Policy 2.1.6 Engage in research-informed practice and practice-informed research.	a. Use practice experience to inform scientific inquiry						2.44 (72%)	3.50 (90%)			3.76 (97%)		3.23	3.27
	b. Use research evidence to inform practice.	3.27 (91%)			3.52 (94%)	3.52 (86%)	2.66 (76%)	3.50 (90%)		3.03 (87%)	3.76 (97%)	3.25 (88%)	3.31	
EPAS 2.1.7 Apply knowledge of human behavior and the social environment.	a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation				3.52 (94%)	3.52 (93%)	2.70 (76%)	3.43 (90%)			3.62 (93%)		3.35	3.43
	b. Critique and apply knowledge to understand person and environment.				3.58 (94%)	3.52 (93%)					3.76 (97%)	3.21 (88%)	3.51	

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EPAS Competency	Practice behaviors; Social workers...	For each course, the mean was determined on a 1-4 scale. Additionally, the percentage of students rating themselves as having "mostly" or "fully" achieved the practice behavior is noted by the percentage.											Practice behavior score	Comp score	
		Policy			Human Behavior		Research		Methods of Practice						
		121	325	326	344	345	380	480	340	341	365	366			
EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	a. Analyze, formulate, and advocate for policies that advance social well-being											3.76 (97%)	3.13 (83%)	3.44	3.52
	b. Collaborate with colleagues and clients for effective policy action.		3.75 (100%)	3.77 (97%)								3.76 (97%)	3.13 (83%)		
EPAS 2.1.9 Respond to contexts that shape practice	a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological advances, and emerging societal trends to provide relevant services.	3.52 (94%)	3.80 (100%)	3.54 (95%)	3.55 (94%)	3.30 (89%)	2.80 (79%)	3.45 (90%)	3.69 (100%)	2.80 (77%)	3.72 (97%)	3.21 (88%)	3.39	3.40	
	b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services										3.76 (97%)	3.04 (83%)			3.40

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EPAS Competency	Practice behaviors; Social workers...	For each course, the mean was determined on a 1-4 scale. Additionally, the percentage of students rating themselves as having "mostly" or "fully" achieved the practice behavior is noted by the percentage.										Practice behavior score	Comp score		
		Policy			Human Behavior		Research		Methods of Practice						
		121	325	326	344	345	380	480	340	341	365			366	
EPAS 2.1.10 (a)-(d) Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.	2.1.10 (a) Engagement														
	1. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.	3.76 (97%)								3.10 (87%)	3.72 (97%)	3.21 (88%)	3.44	3.50	
	2. Use empathy and other interpersonal skills	3.97 (97%)							3.45 (90%)	3.50 (97%)	3.72 (97%)	3.13 (83%)	3.55		
	3. Develop a mutually-agreed-upon focus of work and desired outcomes									3.47 (97%)	3.76 (97%)	3.33 (88%)	3.52		
	2.1.10 (b) Assessment														
	1. Collect, organize and interpret client data							2.72 (79%)	3.48 (90%)	3.38 (90%)	3.20 (90%)	3.76 (97%)	3.04 (88%)	3.26	3.38
	2. Assess client strengths and limitations										3.60 (97%)	3.76 (97%)	3.21 (88%)	3.52	
	3. Develop mutually agreed-on intervention goals and objectives										3.50 (97%)	3.72 (97%)	2.88 (79%)	3.37	
	4. Select appropriate intervention strategies										3.53 (97%)	3.72 (97%)	2.92 (79%)	3.39	
	2.1.10 (c) Intervention														

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1. Initiate actions to achieve organizational goals									3.40 (93%)	3.76 (97%)	2.71 (75%)	3.29	3.32		
2. Implement prevention interventions that enhance client capacities									3.33 (93%)	3.76 (97%)	2.71 (75%)	3.27			
3. Help clients resolve problems									3.40 (90%)	3.72 (97%)	3.08 (83%)	3.40			
4. Negotiate, mediate, and advocate for clients									3.20 (87%)	3.76 (97%)	2.92 (79%)	3.29			
5. Facilitate transitions and endings									3.40 (93%)	3.76 (97%)	2.92 (79%)	3.36			
2.1.10 (d) Evaluation															
1. Critically analyze, monitor, and evaluate interventions.								2.72 (79%)	3.48 (90%)	3.31 (86%)	3.07 (83%)	3.76 (97%)	3.00 (83%)	3.22	3.22

2. Referring to the map above (question B1), describe how the structure of the curriculum supports the program's SLOs. (Maximum 200 words)

SLOs are supported by the curriculum by scaffolding and ongoing assessment of student learning and skills. Students are introduced to the competencies and practice behaviors (i.e. SLOs) in SO W 121: Introduction to Social Work. This course is a prerequisite for required major courses. During this course, they learn about knowledge, skills and abilities (as related to the competencies) needed for effective and ethical social work practice. Assignments in this and succeeding courses are directly linked to the competencies and practice behaviors, with appropriate assessment to learn about students' progress across courses. This helps faculty and staff provide students with feedback and support across their time in social work courses and in preparation for the final field internship.

In upper-level courses, assignments and expected levels of demonstration of the competencies and skills increase. Students are provided with assignments that are increasingly complex and heighten early skill and knowledge achievement. They are expected to demonstrate independent and collaborative abilities in assignment completion. For example, while small group work may take place in the SO W 121 classroom with instructor supervision, senior students are expected to organize and complete group work outside of class meetings in consultation with the instructor as appropriate.

3. How does your program's curriculum compare to similar programs at other institutions? Explain significant differences. (Maximum 500 words)

The UW – S Social Work curriculum is similar to that of other undergraduate social work program as required by CSWE. All programs must use the competencies and behaviors as stated previously and require students to complete a minimum of 400 hours of field internship. Across programs, curriculum generally includes introduction to social work or social welfare and methods of practice courses taught by social work faculty. Other programs required policy and research courses but outside the major (taught by psychology and sociology faculty).

While similarities exist across social work programs, UW – S has distinguished itself from regional competitors with our focus and offerings. We have a specific focus in working with vulnerable populations (including American Indian peoples, people who are elderly) and promoting social justice and service. To this end, we have embedded societal issues into the curriculum. One such societal issue is the disparity of American Indian and African American people in the criminal justice and social services systems. Faculty strongly believe that students must graduate with the skills needed to challenge these disparities and advocate for change within communities. In SO W 366: Methods IV, students are required to identify a social justice issue and create a community-based plan to address that issue.

Another unique aspect of the program is the required for three policy courses (SO W 121, 325 and 326) and two research courses (SO W 380 and 480). Based on research by the Association of Baccalaureate Social Work Program Directors, only 1/3 of social work programs teach social work research and policy courses. Most require students to take these courses in psychology, sociology or other disciplines. We believe that policy and research must be taught by social work faculty to help students understand the importance of these areas to effectively use the skills in professional practice. Assignments are directly related to needs in our regional area, reflecting the value of service.

While field internships are required of all social work programs, UW – S requires students to do 50 additional hours over the minimum requirement. We believe that this allow additional time for students to develop professional skills. As a result, approximately 75% of students receive job offers before graduation.

The number of online social work programs has increased over the last 5 years due to the educational market. For example, University of Minnesota – Duluth opened an online BSW program three years ago to increase their student enrollment and provide pipeline to the MSW program. Based on feedback from students, agencies and employers, and alumni, UW – S has chosen to remain a hybrid program. Students value the face-to-face interaction with classmates and colleagues, and agencies value the skill development for working in a “real-time” environment. Some agencies will not work with students from online programs, because they haven’t sufficiently learned the skills to interact with clients and colleagues face-to-face. The UW – S hybrid program was implemented in 2012 and resulted in increased enrollment from approximately 90 students to 130.

4. Describe any additional factors that have driven curricular design in the program.

As stated previously, a needs assessment was completed to develop the hybrid social work program. This was based on regional factors related to students and community needs. Students increasingly need to work (20 hours a week and more) and care for families. Small and rural communities are in need of social workers. The hybrid meets these needs by helping students balance their many responsibilities. Students located in rural communities are able to commute to classes. As alumni, they work in their home communities.

5. Describe any redundancy in course content compared to the curriculum of other programs on campus, and if such redundancy exists, explain why this redundancy is justified or how it can be resolved. (Maximum 500 words)

There is a slight redundancy in SO W 350: Addictions and HHP 368: Drugs, Health and Human Behavior due to the similarity in content. SO W 350 meets an elective requirement for social work, criminal justice, legal studies and psychology students. As a result, there is a high demand for SO W 350 and has filled every semester for the last four years with a waiting list. An additional online section was developed in 2015 to help

students meet degree requirements and filled the first time it was taught in Summer 2015. The course will continue to be taught every other year during summer sessions.

C. Assessment

1. List the SLOs that were assessed during the review period.

All student learning outcomes were assessed during the review period. Please see Table 2.0 for results.

2. Describe the trends (successes, areas of concern) in program assessment results during the review period. (Maximum 500 words)

Program assessment results are viewed for the entire academic year. Therefore, the most recent results that were reviewed are those from 2014-15 (as included in Table 2). Results for the 2015-16 year will be available after this report is submitted.

Based on 2014-15 results, the program is meeting its goals. Students are achieving the competencies as expected, at 3.25 and higher on a 4.0 scale. Field evaluations reflect the success of the program in teaching students the skills and knowledge as related to the competencies. Lower scores in practice behaviors, “attend to professional roles and boundaries”, “demonstrate professional demeanor” and “use supervision and consultation” have been discussed. While these areas have met program goals across time, further work needs to be done to determine better assessment tools, since common academic assignments do not include appropriate measurements.

3. Discuss how the assessment results have either supported the value of current practices, or led to changes in the program (curriculum, delivery, resource allocation, etc.). (Maximum 500 words)

The Social Work faculty, with the assistance of representatives from the Student Advisory Committee, made changes after review of the 2013 assessment data and discussion regarding the achievement of students in practice behaviors. A focus more deliberately on the use of experiential learning in required courses was implemented. As a result, SO W 340, 341, 344, 345, 365, and 366 (all courses taken during the junior year cohort) were divided from one, larger section of 40 students to two sections of approximately 20 students. This has resulted in increased success in competencies and practice behaviors.

Concern was expressed regarding the ability of students in SO W 121: Introduction to Social Work to “use research evidence to inform practice”, as a lower percentage of students achieved this practice behavior “mostly” or “fully” in comparison to others. The use of research is critical to students’ progress in the program and their understanding that social work practice is not about intuition, but evidence and informed decisions. Instructors implemented consultation meetings to support learning .

Information from the previous Campus Climate survey and course evaluations prompted the Social Work faculty to better understand the experiences of faculty and students from

underrepresented groups, and deepen activities in the classroom to address micro-aggressions while advocating for systemic change. Dr. Lynn Amerman Goerdts wrote a grant to MEI to fund a discussion group to learn about racism and oppression in 2013. The grant was funded and implemented in Spring 2014. Small group discussions helped faculty develop a deeper understanding of racism and its impact on individuals, and how this oppression affects classroom dynamics and student learning.

The participation in events resulted in changes in the classroom beginning Fall 2014. For example, Ms. Mimi Rappley-Larson has embedded activities in SO W 344 and 345, to significantly explore issues of oppression and challenge students' beliefs and stereotypes. In SO W 325 and 326, Dr. Lynn Amerman Goerdts challenges students to look at policies that promulgate or confront systematic oppression, such as the over-representation of people of color in the criminal justice and human services systems. In SO W 380 and SO W 480, Dr. Monica Roth Day uses the community-based participatory research framework to help students learn how to engage vulnerable populations in meaningful research to ensure their voices are integrated throughout a research project. Discussions of social work ethics are embedded across the curriculum to engage students in understanding the role and responsibility of social workers to address oppression.

D. Teaching Effectiveness

1. Discuss the instrument(s) used in the program for student evaluation of courses.

A formal evaluation of the course is held at the mid-term (for new and adjunct instructors) and end of the semester. The evaluation includes statements related to teaching and learning such as:

- The instructor presented material in an understandable manner.
- The course materials held my attention and were understandable.
- The overall instructional process/evaluation of student learning included teaching approaches which enhanced the learning experience.

Students rate their agreement with the statements on a 4-point scale: (4) Excellent; (3) Good; (2) Fair; and (1) Poor. Additional questions are asked regarding the reason for taking the course, the student's academic year, and others.

An outcomes evaluation is completed at the end of each course, asking students to rate themselves on the achievement of the practice behaviors specifically identified for each course. They also rate themselves on a 4-point scale: (4) completely achieved (3) mostly achieved (2) partially achieved (1) not at all.

Additionally, all continuing faculty have used additional measures to help evaluate course activities. These include interviews with students who have completed the course; anonymous evaluations specifically related to a course concept (such as empathy), and content analysis based on the scholarship of teaching and learning.

2. Does the program utilize peer evaluation of teaching? If so, describe the process; if not, why not?

The program does not generally utilize peer evaluation of teaching. Faculty and staff can request that a peer attend a class session to specifically assess a certain skill or activity.

The department does not require peer evaluations and has, in the past, challenged their validity and reliability as pedagogy varies across our programs and disciplines.

3. In what other ways (besides student and peer evaluation) does the program monitor the effectiveness of instructors?

The effectiveness of instructors is monitored through weekly Social Work Program meetings, where teaching and learning topics are discussed. Adjunct faculty are required to meet regularly (monthly or bi-weekly) with a faculty assigned to that area. For example, field liaisons are required to meet with the Field Coordinator.

The Student Advisory Council (with up to 13 members) gives input as appropriate during program meetings and in the monthly or bi-weekly council meetings. If concerns are brought forward, the program determines how concerns will be discussed with the specific faculty or staff. First, students are encouraged to talk directly with the instructor where there are concerns. In cases where concerns continue, the HBJD guidelines are followed.

There have been a few cases in the past where there were significant concerns regarding course instruction and student activities. Staff involved were required to meet with the Social Work Program Coordinator to discuss concerns and developed their teaching. If the concerns were not sufficiently addressed, a remedial plan was put into place (for full-time staff). Adjuncts were not rehired.

4. What university resources does the program utilize to promote effective teaching? (E.g., CETL, OPID, development grants, etc.)

The program utilizes the Center for Excellence in Teaching and Learning resource to promote effective teaching; all faculty have or will complete (in the case of the faculty beginning in August 2016) the Promoting Excellence in Teaching and Learning Fall Orientation. Release time is given for this semester-long program. Faculty have also received professional development grants and participated in the Scholarship of Teaching and Learning Homegrown Program. All continuing faculty have participated in OPID events, including Faculty College and the annual conference.

Faculty have applied and received professional development grants from the Dean of Faculties and Graduate Studies Office. Several have applied for and received additional grants through URSCA, Academic Service-Learning, and external sources.

5. Has the program used the results of teaching effectiveness evaluations (e.g. peer evaluation or student evaluation; see questions 1,2 above) to inform program changes during the review period? If so, describe the process.

Individual faculty use the results of teaching effectiveness evaluations to improve their teaching and further refine courses and student activities. Program changes occur after discussion at program meetings with the input of Student Advisory Council members. Faculty review evaluations and recommendations, discuss changes needed, then changes are made and reported back to the group by the involved faculty.

E. Advising Effectiveness

1. How does your program assess the overall effectiveness (across all advisors) and quality of the advising of students in your program?

The Social Work Program Coordinator invites all social work majors to participate in an annual online (Qualtrics) advising evaluation. This evaluation has been used for 10+ years. The evaluation is anonymous and does not ask for demographic information, in order to protect students' identities. Results show trends across advisors and identifies areas in which the program can strengthen advisement. Results for individual advisors are shared with the pertinent faculty.

This is an area which needs improvement. Advising has changed to include technology; students meet with their advisors by phone, Skype, and other methods. The evaluation needs to be enhanced to include technology and a greater understanding of the complexity of students' lives and the advising relationship.

2. Summarize the results of advisement assessment. Based on these results, what actions has the program taken to improve advising (e.g., professional development, standardized advising tools, reassignment to other duties within the program)?

The advising assessments have shown consistently positive results for program advisors. Recommendations have been related to increased access to advisors. As a result, advisors hold extra office hours for advisement during mid-semester registration period and meet with their advisees using technology as appropriate. To work with the junior-level advisees, the program revised the course schedule to allow for a two-hour window over the lunch hour for advisement and other meetings. Students state that this was an important change and continues to be crucial in the support of students during their semesters in the junior cohort.

III. Program Resources

A. Faculty and Staff

1. List the current program faculty and staff members. Explain departures and new hires since the last review (Data sources: personnel files, HR).

The faculty in the Social Work Program at the time of this review were: Dr. Monica Roth Day, Associate Professor; Mimi Rappley-Larson, Assistant Professor, and Dr. Lynn Goerdt, Assistant Professor (promoted to Associate Professor in June 2016). Elizabeth Blue received a 100% release to serve as Interim Dean of Faculties and Graduate Studies. The adjunct instructors hired for instruction and advisement are noted in the table in III #5. Elizabeth Blue retired in July 2016 and Amanda Standfield began as new faculty in August 2016.

Mimi and Lynn were hired after the retirements of Jay Wolterstorff and Judy Dwyer. Carin Wilson was hired as academic staff for 2014-15 but did not stay at UW – S.

2. Describe the use of part-time instructors vs full-time instructors/faculty. If the program regularly uses part-time instructors, explain whether this use is sustainable and why it is necessary.

The Social Work Program does use part-time instructors to meet instructional and advisement needs. This has been due to release time for other positions; for example, for Elizabeth Blue as 100% release for Dean of Faculties and Graduate Studies and Monica Roth Day as HBJD Department Chair (2012-2015) with 25% release and Center of Excellence in Teaching and Learning Director with 50% release. Adjunct hired have been on-load.

3. What program-level support is provided to faculty and staff for professional development, retention, tenure, and promotion process? (Include program financial resources; mentoring; and revision of departmental tenure/promotion criteria in bylaws since the last program review.)

The Social Work Program follows a careful mentoring program for new hires. Each person receives a course release to participate in the CETL-facilitated semester-long orientation. The new hire is mentored by a more experienced faculty on program policies, processes and dynamics and an outside mentor who can help him/her understand the campus.

Professional development related to teaching and learning, service, and scholarship is supported by the Program with identified funding each year. Faculty support committed time for research and service to meet retention and tenure expectations and courseloads are balanced to reflect that as possible.

HBJD retention and tenure policies take into account that service is of high value to the social work profession. Therefore, service can count equally or more than scholarship.

4. Using the data set provided on program cost/revenue, discuss the overall cost effectiveness of the program (or department, if no program level data).

Social Work is cost-effective and is at the lower end of program cost/revenue. As stated in the Provost's response to the program prioritization report from 2014, "Social Work produced 1,949 credits, at a cost per credit of \$97.54. Psychology generated 2,268 credits in 2014 at a cost of \$98.50 per credit and Legal Studies generated 1.157 credits at a cost per credit of \$114.22. First Nations Studies and Criminal Justice fell into the middle third of all campus programs at a cost per credit of \$137.06 and \$138.83 respectively. Psychology, Social Work, and Legal Studies all demonstrated a strong net profit that placed them in the upper third of all disciplines."

The program has approximately 130 majors and requires 4 full-time tenure/tenure-track faculty and 1 academic staff to meet a 1:25 student-to-staff ratio. No special equipment is required, but a budget to support field internships (travel) for between 30-40 students a year is needed. The program is accredited by the Council on Social Work Education and thus must pay approximately \$2500-3000 per year to maintain this accreditation.

Accreditation MUST be maintained as it is required for students to receive licensure and certification in the United States and Canada.

Costs have continued to increase yearly. This fee has been paid from the Provost's Office and a special request must be made each year. In addition to the regular S&E budget, it would be quite helpful if the fee amount was permanently included in the department budget and earmarked for this purpose.

5. Summarize the characteristics of faculty and teaching staff supporting the program in the table provided.

Name	Classification	Degrees completed	Years of teaching experience	Identified Gender	Ethnicity	Other relevant data
E. Twining Blue	Faculty	MSW	30	Female	Caucasian	Social work license
M. Roth Day	Faculty	EdD, MSW	16	Female	Caucasian	Social work license
L. Amerman Goerd	Faculty	EdD, MSW	10	Female	Caucasian	Social work license
M. Rappley Larson	Faculty	MSW	25	Female	Caucasian	Social work license
C. Wilson	Academic staff	PhD, MSW	5	Female	Caucasian	Social work license
K. Skwira – Brown	Adjunct	MSW	15	Male	Caucasian	Social work license
M. Montano	Adjunct	MSW	3	Female	Amer. Indian	
A. Heehn	Adjunct	MSW	2	Female	Caucasian	Social work license
E. Larson	Adjunct	MSW	1	Female	Caucasian	Social work license
M. Meyer	Adjunct	MSW	5	Male	Caucasian	Social work license
E. Geary	Adjunct	MSW	5	Male	Caucasian	Social work license
D. Peterson	Adjunct	MSW	5	Female	Caucasian	Social work license
A. Fena	Adjunct	MSW	.5	Male	Caucasian	
S. Wells	Adjunct	MSW	4	Female	Caucasian	Social work license
P. Beech	Adjunct	MLS	.5	Female	Caucasian	

6. **Referring to the table in Question 5, describe trends in the diversity characteristics of the program faculty and staff members. Discuss the relative success of the program in attracting, retaining, and promoting faculty and staff of color and of diverse origins.** (Maximum 200 words)

The Program believes that faculty and staff provide the basic foundation to promote an open and inclusive environment in which respect for all persons and understanding of diversity and difference are practiced. The hiring process illustrates the critical thought used to find diverse faculty who can articulate and encompass diversity.

When beginning a search, the hiring committee plans carefully to advertise the job position in locations to recruit from a diverse pool both nationally and internationally. This includes newsletters for specific populations such as the National Association of Black Social Workers and newspapers such as *Indian Country*.

Job postings include information on University of Wisconsin Superior's commitment to inclusive excellence. During the review of applicants, applications are assessed to determine if candidates have social work practice experience working with diverse communities. Additionally, the committee seeks applicants who incorporate diverse perspectives and practice experience into courses taught. Phone and campus interviews more deeply explore candidates' knowledge and skills sets and how they work with students from diverse backgrounds for progress and retention.

After a faculty or staff is hired, s/he is mentored by senior faculty from the campus (which can include faculty from the Human Behavior, Justice and Diversity Department). The Social Work Program Coordinator provides the person with a second point of contact to help with incorporation into the Program. A portion of the mentoring plan is dedicated to Inclusive Excellence to help the person develop new skills and knowledge. The mentoring plan also provides a clear path to promote the unique diversity the new hire brings to campus and the Social Work Program by introducing the person to the many opportunities and services available in the campus and community.

7. **Referring to CUPA data (<http://www.cupahr.org/surveys/results.aspx>), and additional data relevant to the program (discretionary), discuss whether the program faculty and staff are receiving competitive pay and benefits, and if not, how they fare with the current labor market salary reports.**

The Social Work faculty make well below national averages. For example, a new assistant professor makes on average of \$66,000 according to CUPA. No faculty earn that amount and new hires begin between \$45,000 (for academic staff) and \$54,000 (for faculty). According the US Department of Labor Outlook Handbook, the average for a social work professional in community practice is \$45,900 with experienced professionals making considerably more. All of the current faculty took pay cuts to work at UW – S.

B. Facilities

1. **Explain whether the classroom facilities and labs typically used by the program are adequate for the program course offerings.**

The Program has physical space available for its use that supports it in reaching its goals. Currently, the program is able to find classroom space that supports the various teaching

styles of its faculty and the sizes of its classes. All classrooms on campus have modern technology –screens, built in projectors through which computer, DVD, and video may be projected. Two of our courses with two sections each use the ITV classrooms, and the technology in those rooms has been challenging and hindered student engagement in classes (i.e. “dropped” calls). Technology either needs to be upgraded or new technology found to meet the goals of these rooms.

2. Explain whether the office facilities for program faculty and staff are adequate for their needs (with respect to number, size, furnishings, and equipment).

The office facilities for faculty and staff are adequate for our needs. Each faculty has an office and students have a resource lounge shared with Psychology majors/minors. The program associate has a cubicle space in the larger program associate room which is generally sufficient; private space is recommended given the confidential documents (student files) she works with.

C. Technology, Library, and Other Resources

1. Discuss the technology and associated support used by the program on a regular basis. Explain whether the existing technology and support services are adequate for the program.

The Social Work Program uses online technology (course management system) and interactive television (ITV) to teach courses. The current course management system is generally sufficient. The ITV classrooms need significant updating as there are connectivity and other programs. Zoom was introduced in 2015 to enhance the participation of students in courses and this has helped alleviate the issues. Computers and other equipment are generally sufficient. However, printers in offices are needed as faculty are required to print confidential documents for accreditation, licensure, and internships.

2. Evaluate the adequacy of library resources supporting the program.

The UW-Superior Jim Dan Hill Library is a vital learning resource and it supports the Program in achieving its academic goals with students well. There is good electronic access on this campus to the library data bases, the Internet, and email, and almost all campus support processes (for advising, grading news updates) are readily available electronically. There are mechanisms available to teach online, create online discussion groups, and make other up-to-date uses of technology. A staff librarian is dedicated to assist faculty in developing and updating their use of technology in their class room work, including online components.

3. State and evaluate the adequacy of other resources supporting the program.

Office space is adequate but we will need to add additional offices as the Program continues to grow.

IV. Program Productivity

A. Graduation, Retention, Enrollment, and Credit Hour Production

1. System policy requires that a major/minor must sustain an average of five graduates per year over a five-year period to remain viable. Review your graduation data

(provided) and discuss whether your major/minor meets, does not meet, or exceeds this average. Additionally, for any majors or minors that do not meet this average, describe what actions the program is taking or planning to take to increase graduation rates.

The number of students graduating with a Social Work degree is consistent, with an average of 28.4 (2006-2010) to 28.4 in the most recent five years. We exceed the system requirement of an average of five graduates per year.

This does not adequately reflect graduation of students who declare a social work major but cannot complete the requirements. When students are not able to complete upper-level requirements, the Social Work Program works with them to complete an IDM/IDS to ensure their successful graduation. In the past five years, this has included 5 students.

- 2. The university has set Strategic Management Enrollment Goals for retention (provided in Department Annual Report). Review these goals and your program retention rates. Does the retention rate for your major/minor program meet or exceed the university's goals? If not, what actions is the program taking to increase retention rates? If your program exceeds the goals for retention, describe your successes in implementing retention strategies.**

Category - Retention	New freshman	New transfers	All students	2025 UW – S Goals
1st to 2nd year	51.3	77.9	72	74
2nd to 3rd year	37.9	37.7	56.4	70
3rd to 4th year	35.6	11.3	49.1	65.1
Four-year grad rate	47	59		
Six-year grad rate	32	59	47	56

Please note that the retention rates above are markedly different (higher) when the last five years of data is considered. The Social Work Program tracks all entering junior students and reviewed graduation rates for the past four years of cohorts. Graduation rates are higher; we believe the data is not accurate.

Social Work has a high number of transfer students and has articulation agreements with eight community colleges. The Social Work Program Coordinator plans meetings each semester at each community college to meet with potential students (primarily in Human Services Programs). She provides draft advisement plans for the Social Work degree and refers students to the Admissions Office. Upon returning to campus, contact information on all students is provided to the Admissions Office. Better communication with specific

admissions staff occurred in 2014-15, helping support formal admissions of a high number of students in Spring 2015 to the Social Work major. The junior-level cohort, to which students must formally apply, was full in August 2015 with 44 students accepted. The program increased the number of junior students from 40 in previous years to 44 to address the higher demand. Nearly ½ of those students accepted were from transfer colleges.

To support retention efforts, the Program engages in:

- Nearly all High Impact Practices, including Senior Research/URSCA, Academic Service-Learning, Global Awareness and Freshman Seminars;
- Intrusive advising and professional advising that promotes the emergence of students as social work professionals;
- McNAIR Scholar Program, mentoring 1-2 scholars a year;
- Promotion of the growth mindset through a deliberate admissions process (to enter junior-level courses) which identifies strengths and areas of development;
- Orientation to the social work major and profession each fall semester;
- And two student groups, Social Work Student Association and Student Advisory Committee.

3. Review the overall program enrollment data for the review period and discuss the trends.

Social Work has an increasing declared major trend, on average, over the past five years. From 2006-2010 we had an average of 102.8 majors a year, increasing to 118.2 from 2011-15. A fifth staff person was added in 2014, consistently with the 1 faculty: 25 student ratio required by the Council on Social Work Education. Majors have been consistent since the position was approved, with 126 majors in 2013, 130 in 2014 and 125 in 2015.

Factors possibly affecting these figures:

- Social Work completed a study to develop a blended-learning curriculum, which was begun in Fall 2011. Students on on-campus one to two days a week, with distance students having the option of joining class using ITV. Significant collaborations are in place with seven community colleges in the region (with articulations continuing or created anew). This work has seen a significant increase resulting with a higher number of majors than expected in Fall 2014 and again in Fall 2016 (many transferring from community colleges).

4. Using the five-year course enrollment data provided, identify those courses that on average enroll fewer than the minimum number of students per section recommended by campus administration (currently 10 students per section minimum). For each such course, explain why the course is sustainable with such low enrollment, or any changes being made to the curriculum to eliminate/consolidate low-enrolling sections.

The courses in Social Work which have an average enrollment less than 10 students have been block field internship courses (SO W 422, 423, 427 and 428) in the fall semester.

Management of the internships is very carefully done by the Social Work Field Coordinator. Because fall courses were quite small in a three year period, the Program revised the schedule for internship courses, dropping block internship courses in the fall and adding another summer option. This has resulted in fall courses for the past two years, with more students graduating in a timely way.

5. Summarize the faculty and staff teaching and advising since the last review:

Name	Classification (faculty, adjunct)	Teaching FTE (average per year)	Re-assignment FTE & type (average per year)	Student Credit Hour Production (average per year)	Avg # of advisees per year
E. Twining Blue	Faculty		100% - Interim Provost (2012 – 2016)		Did not advise since becoming Interim Dean
M. Roth Day	Faculty	.5	50% - CETL Director (2015, 2016) 25% HBJD Chair (2012 – 2015)	148.4	34
L. Amerman Goerd	Faculty	1		174	20
M. Rappley Larson	Faculty	1		341.6	27
C. Wilson	Academic staff	1		117 (1 year, left UW – S)	Did not advise
K. Skwira – Brown	Adjunct			On average, our set of adjuncts produced 120 credits per year	22.1
M. Montano	Adjunct	.4			Did not advise
A. Heehn	Adjunct	.4			Did not advise
E. Larson	Adjunct	.4			Did not advise
M. Meyer	Adjunct	.4			Did not advise
E. Geary	Adjunct	.2			Did not advise
D. Peterson	Adjunct	.4			Did not advise
A. Fena	Adjunct	.2			Did not advise

S. Wells	Adjunct	.4			Did not advise
P. Beech	Adjunct	.4			Did not advise

6. Referring to the response to Question 5 above, discuss inequities in faculty and staff student credit hour production and advisees. What is being done to create a more equitable load?

The Social Work full-time faculty maintain an equitable load. We work carefully to balance advisement and courses. At first glance, student credit hour production is inequitable. However, this is because one faculty teaches 4 courses on-load a semester (with 20-30 students in each course) while two other faculty coordinate field internships and the Social Work Program for 25% release each. At the time of course scheduling, these dynamics are carefully considered. As a result, faculty may engage in more or less service to the Program depending on their responsibilities.

7. Discuss other responsibilities carried by program faculty and staff, particularly those resulting in overtime, whether paid (overload) or unpaid. Explain why this overtime is necessary and whether it is sustainable.

Overloads have been needed to meet instruction and advisement while Elizabeth Blue had 100% release as Dean of Faculties and Graduate Studies. Mimi Rappley-Larson assumed an additional one course a semester, a second section of SO W 344 (fall) and 345 (spring) respectively each semester. She was paid to teach these courses. However, payment was made within the HBJD budget.

Lynn Goerdt and Monica Roth Day have assumed overloads to help with CJUS courses when Chris O'Connor left and adjuncts were needed.

B. Demand Analysis

- **Review the national SAT and ACT summaries of major preference and other relevant sources. Analyze the projected student demand for the majors/minors in your program.**

According to the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS), social work is the 14th most popular major in the United States. Nationally, enrollment in BSW programs is on the increase, from 35,107 FTE in 2011 to 52,798 in 2012 (Council on Social Work Education, 2013). ACT survey results show that social services/social work interest is increasing. The demand for social work will continue.

- **Use the NACE Job Outlook Report and other relevant sources to provide analysis of the expected external demand among employers for the degrees offered in your program.**

As noted in the United States Jobs Outlook Handbook (2013), social work is one of the fastest growing fields, noting 25% growth between 2010-2020. Data supports this finding, according to the Minnesota and Wisconsin data provided. Based on a review of these sources, there is an increase in social work jobs between 3% to 25%, based on specific job and sector.

According to the Bureau of Labor Statistics (2004), “the demand for geriatric social workers will increase by 45% by 2015”. Our Program trains social workers to work with the aging population, which will double by 2030 in Minnesota (Minnesota Compass, 2013) and increase by more than 27% in northern Wisconsin (Wisconsin Department of Health Services).

Social Work prepares students for the workforce and professional careers, important aspects of the selection process for students and their parents. We are a rigorous program with a strong reputation that teaches students diverse skill sets and requires on-site internships, a primary criteria for organizations in employee selection.

D. Service to General Education and Other Programs

- 1. Refer to the table (provided) listing course number, title, credits, and requirement category for all general education courses offered by your program. How often are these general education courses offered? Are these general education offerings filling to capacity? If not, discuss the rationale for the frequency of offering, in light of enrollment concerns; or discuss plans to adjust the frequency of offering so that courses reach capacity.**

General Education Courses Offered by Program (# /title / credits)	General education category in which this course fits.	Is this general education offering filling to capacity? Are you offering too many seats/sections or too few?	How often is this course offered? Rationale for frequency.	Enrollment cap for this course? Explanation if course has cap of less than 25.
SOW/FNS 386 Social Work Practice with American Indian Families	Diversity	100%	Every Spring	15 to manage the online course

- 2. List the courses in your program, including general education courses, that act as service courses to other majors/minors (list each course number, title, credits, and which major/minor uses the course). Is this service load sustainable?**

The service load for the courses below are sustainable.

Service Courses Offered by Program (# /title / credits)	For what programs is this a service course?	Is this course offering filling to capacity? Are you offering too many seats/sections or too few?	How often is this course offered? Rationale for frequency.	Enrollment cap for this course? Explanation if course has cap of less than 25.
SO W 350 Addictions	Psychology, LSTU/CJUS	Always fills to capacity	Every Fall and every other summer	35 during the academic year; 15 during summer
SO W 329 Crisis Intervention	Psychology, LSTU/CJUS	Always fills to capacity	Every Spring and every other summer	35 during the academic year; 15 during summer
SO W/FNS 386 Social Work Practice with American Indian Communities	FNS	75% enrollment	Every Spring	15 to manage the online course

3. Review the summary of how many IDS/IDMs have used content areas from your program. What criteria has your program established to approve IDS/IDM requests?

On average, 7 students per year include Social Work in IDS/IDM. Social Work has clearly stated IDS/IDM guidelines that are included in the campus catalogue. They are:

- Students may not use “social work” in the degree title.
- Students must earn a “C” or higher in all social work courses within the IDS/IDM.
- Content/course requirements – may take up to seven 3 credit courses: So W 121 (required of all); at least one social work elective course (So W 227, 329, 350, 386, 426, 498 – not with policy content); So W 325 or a course with policy content (So W 498 - 2); and So W 498.

The HBJD department chair is able to review IDM/IDS proposals and make a determination regarding approval if it proposal meets the guidelines. If not, s/he consults with the Social Work Program Coordinator.

D. Additional Contributions

1. Discuss in narrative format the notable service contributions that the faculty and staff in your program have made to the students, program, department, university, or discipline/profession since the last review period. (Maximum 300 words)

- **Elizabeth Twining Blue** served as Interim Dean of Faculties and Graduate Studies from 2012-2016.
- **Mimi Rappley-Larson** has served as faculty advisor to the Criminal Justice Student Association since 2013. She co-facilitates the Well-being Community of Practice at UW – S. She serves as summer Social Work Program Coordinator.

- **Lynn Amerman Goerd**t has served as the faculty advisor to the Social Work Student Association since 2012. She has been the Social Work Field Coordinator since 2012. She was appointed as the Global Awareness High Impact Practice Coordinator in Fall 2016. She serves on the IRB Committee, Undergraduate Research and Scholarly Activity task force, and has assisted in the writing and administering of a grant to support paid internships for students. Two years ago, Lynn was instrumental in facilitating a faculty/student exchange with students and social work professionals in Petrozavodsk, Russia and continues to partner with other regional faculty regarding using technology to internationalize the classroom. She is also very active in the community, serving on the board of trustees for both the Northland Foundation and Generations Health Care Initiatives.
- **Monica Roth Day** served as HBJD chair from 2012-2015. She has served as Social Work Program Coordinator, including facilitator of the accreditation process, since 2012 with the exception of summers. She is the advisor to the Social Work Student Advisory Committee. She serves Director of Center for Excellence in Teaching and Learning from 2015 – 2017. She served on summer task forces in 2014, 2015 and 2016 for campus initiatives. She served as the UAAC rep for HBJD from November 2015 – May 2016 and was elected to the Program and Budgetary Review Council beginning January 2015. Monica was a member of the co-chair of the master’s exam committee for the Association of Social Work Boards from 2010-2014 and consultant beginning in 2015. She is a volunteer for St. Luke’s Hospice in Duluth, Minnesota.

2. **Briefly describe any grants, fellowships, and other external funding awarded to faculty/staff in the program since the last review period. (Maximum 200 words)**

- **Mimi Rappley-Larson** was chosen by the UW – S Foundation to attend the Greater Good workshop at University of California – Berkley in 2015. She now co-facilitates the Well-being Community of Practice at UW – S and has embedded well-being work into her scholarship.
- **Lynn Amerman Goerd**t received funding in 2014 from the US State Department to co-facilitate a collaborative project with the University of Petrovadask Social Work Department, College of St. Scholastica Social Work Department and UW – S Social Work Program. She traveled to Russia with a group of students in fall 2014.
- **Monica Roth Day** received funding in 2015 from the UW – System Technology Committee to develop the hybrid Promoting Excellence in Teaching and Learning Orientation.

3. Describe notable achievements among program faculty and staff in research, scholarship, and creative activities since the last review period. (Maximum 200 words; you may provide an appendix if you wish to include more detailed information)

- **Elizabeth Twining Blue** presented annually at the Baccalearate Social Work Program Directors Conference and St. Louis County Health and Human Services Conference since the last review.
- **Mimi Rappley-Larson** presented at the Baccalearate Social Work Program Directors Conference in 2011 and OPID Conference in April 2016.
- **Lynn Amerman Goerd**t presented at the Social Work Policy Conference in 2015, 2016, and the Collaborative International Online Learning conference in 2016. She

- co-authored a chapter in a book on promoting global awareness, co-authored an article on effective teaching of social policy to BSW students, and is currently co-writing two articles for publication. Lynn also is a partner on a local evaluation for a housing program serving families who were formerly chronically homeless.
- **Monica Roth Day** annually presents at 1-3 conferences since the last review, including the annual national conferences for the Council for Social Work Education, National Indian Child Welfare Association, Baccalaureate Social Work Program Directors, and Professional and Organization Development Group. She has also presented regionally at the St. Louis County Health and Human Services Conference and OPID conference.
 - **Together, the Social Work Program faculty** successfully complete a program self-study and external review for accreditation by the Council for Social Work Education. Reaffirmation was granted in 2015 for a full eight year period, the highest possible.

V. Synopsis and Future Planning

A. Retrospective review:

1. What were the program's challenges, strengths, weaknesses, and opportunities during the review period?

The Social Work Program faculty experienced a significant change in staffing; 3 of 4 faculty are new since the last review. This was both a strength and opportunity as faculty integrated into campus, learned the campus and program culture, and provided opportunities to develop the program. As a result, the curriculum is strongly student-centered and incorporates experiential learning, high impact practices such as URSCA and academic service-learning, and other active learning strategies. The program reviewed advisement policies and practices and now uses the growth mindset to support growth. Internship planning begins upon entry into the program and utilizes instructor and advisor steps as well as the field coordinator to provide students with appropriate placements.

A continued weakness of the program is the heavy service load experienced by faculty; for example, Elizabeth Twining Blue was appointed 100% time as Dean of Faculty and Graduate Studies which removed her entirely from the program. However, this was also an opportunity as the program worked successfully with adjuncts to fill instructional responsibilities. They add their experience as social workers to the curriculum and advisement.

2. How has the program addressed its challenges and weaknesses during the review period?

To help alleviate the challenges of new faculty, a thoughtful process was developed that incorporated mentoring by internal and external (to the program) colleagues. The Program meets weekly to discuss curriculum, advisement, and other aspects regarding the

health of the Program. Cross-training took place for program coordinator and field coordinator.

As noted above, the Social Work Program works successfully with adjuncts to meet curricular and advisement needs. Mentoring meetings take place on a bi-weekly or monthly basis.

The successful development of the Program is reflected in reaffirmation by the Council on Social Work Education in 2015 for a full eight years (the highest possible). They review in detail the health and wellness of the program and strengths and concerns regarding student and faculty development.

3. How has the program utilized its strengths and identified opportunities?

Social Work Program faculty recognized the opportunity to enhance and strengthen the curriculum. Experiential learning, high impact practices, and other student-centered strategies were implemented across the curriculum and advisement with the input of the Student Advisory Committee (members attend most program meetings).

As a result of feedback from community college programs and transfer students, the curriculum was revised for hybrid instruction. This provides the opportunity for students to attend courses one day a week to manage work and family responsibilities. The change increase enrollment in the program from 92 students in 2011 to 130 in 2016.

Once reaffirmation was granted, we began a two-year process of revising the curriculum; this includes student and community input. We will complete the revision by Spring 2017.

B. Projection:

1. Summarize the program's outlook and plans for the next review period, including goals, measurable outcomes, and anticipated challenges.

The Social Work Program is in the process of revising our curriculum by Spring 2017. Anticipated challenges include the amount of time needed to complete the revision, which includes community-level research. Student numbers continue to increase and new community colleges are interested in working with us for articulations. Balancing responsibilities to students with the curricular changes is foremost in our minds.

Goals:

- To update social work curriculum to reflect social work roles and responsibilities in the field.
- To fully incorporate social justice into the curriculum to address emerging community needs.
- To revise social work courses to strengthen student learning and reduce redundancy.

Measurable outcomes:

- Community-level research will identify themes and ideas to be integrated into curriculum by December 2016.
- Social Work faculty will determine appropriate curricular changes by March 2017.

C. Resource Implications and Requests:

Referring to the Projection above,

1. Discuss whether any program resources (personnel, technology, infrastructure, etc.) will become redundant or unnecessary.

The Social Work faculty began using interactive TV classrooms when the shift to a hybrid learning environment occurred. These rooms are out-of-date and new technology (Zoom) began to be used successfully in Spring 2016. The ITV classrooms will no longer be needed.

2. If additional positions are needed, indicate the needs and provide justification for hiring additional faculty and staff.

As student numbers continue to increase, we will need additional faculty or academic staff to maintain the 1:25 ratio required by the Council on Social Work Education.

3. If classroom facilities and labs are not adequate, indicate what would be necessary to fully meet the program needs.

Current resources are adequate.

4. If office space for program faculty and staff is not adequate, indicate what would be necessary to fully meet their needs.

Departmental space for HBJD Department is fully utilized. Currently, Monica maintains an office in the Center for Excellence in Teaching and Learning as director. When she leaves this position, an office will need to be found.

5. Explain what additional library resources the program needs and justify their acquisition.

Current resources are adequate.

6. Explain what other additional resources the program needs and justify their acquisition.

As stated previously in this document, no special equipment is required but a budget to support field internships (travel) for between 30-40 students a year is needed. The program is accredited by the Council on Social Work Education and thus must pay approximately \$2500-3000 per year to maintain this accreditation. Accreditation **MUST** be maintained as it is required for students to receive licensure and certification in the United States and Canada.

Costs have continued to increase yearly. This fee has been paid from the Provost's Office and a special request must be made each year. In addition to the regular S&E budget, it would be quite helpful if the fee amount was permanently included in the department budget and earmarked for this purpose.

7. Describe possible funding sources for the resource needs identified above.

Student tuition dollars can be used for accreditation costs and field internships. As student numbers increase thus requiring an increase in personnel, additional student tuition can provide support particularly as the Social Work Program is now a lower-cost program.