

Social Work Comprehensive Program Review

General and Overview

1. Describe your program's most significant opportunities and significant challenges.

Many of the opportunities and challenges for Social Work are linked. There is growing demand for social work as a profession. An expansion of the social work workforce is needed, particularly for social workers of color. The Social Work program must meet the faculty to student ratio outlined in our program accreditation, so growth is dependent on additional faculty. At the same time, even though a substantial grant funds much of our program, the program no longer has as much control over the budget. This process limits our creativity in resolving challenges that arise. The BSW program sustains without marketing. With outreach, particularly to Black students or other students of color, we could meet some of the community need. Some assurance of faculty lines is needed to be able to grow. Despite years of showing growing need and projection models, things change off cycle and we are not provided the resources to be successful.

Another challenge is the changing student body which provides opportunity for creative strategies to become an “access major” and design to correct for structural inequalities. We are discussing as a program how we can respond to the growing need for more flexibility in the structure for course offerings, perhaps adding teaching assistants or other resources to promote student success. For the first time this year, we have a graduate teaching assistant. This position provides opportunity for more engagement with students.

The program has strong relationships with community agencies but with program growth, we also have a demand for more practicum placements so students can gain competency and meet the field requirements for our program accreditation. The MSW program has grown in enrollment and additional social work programs in the area have impacted field site availability supervised by social workers. We have had to develop internal strategies for supervision outside of the course structure to meet accreditation requirements. This has created greater pressure on faculty workloads and will require creative strategies to design a more effective strategy long-term.

The program could serve as a resource for social justice efforts. Given time, we could become more active in partnerships as consultants in those areas of emphasis for social work. We are committed to personal development in areas of equity and inclusion and are focusing larger community engagement toward that aim as well.

2. What are some things that would help make your program and its students more successful?

An increase flexibility of our program structure while not compromising the rigor would be beneficial for student success. Most students work as well as attend school which stresses their ability to meet program demands. Easy access to day care would be helpful

for parenting students. Students have been taking advantage of a part-time option to address some of their need for flexibility. Other students have “stepped out” temporarily to meet the family demands created by COVID. As a program, we need to determine how to best create flexible options for degree completion.

We have also seen a growth of the number of students dealing with physical and mental health challenges. A larger issue relates to balancing the gatekeeper role (social work requires application to the program) with assisting students with challenges to success in their endeavor to earn a social work degree. We do not have an embedded advisor in our program (advising is divided across several faculty); because of this, the demands of teaching prevent outreach that could otherwise be done.

With COVID, we have experienced fewer opportunities for the casual connections and collaboration between colleagues necessary to address issues early. We have utilized both synchronous and asynchronous course structures. The ability to have technology which would allow for simulations or other creative teaching strategies is essential. As a faculty, we have high expectations for our students and we continually reflect on what we can do to enhance student success.

3. What are some program accomplishments worth highlighting?

Since our last program accreditation, the program rewrote our mission and vision, grounding it in diversity and inclusion. We created a faculty committee whose focus is on social justice and will be implementing programs designed to address inequities. We provide continuing education for our agency field supervisors and have committed those trainings to focus on social justice content. As part of our redefined mission, we have also emphasized our own personal and professional development around issues of diversity and inclusion.

The Social Work Program has maintained accreditation, requiring no program corrections at last site visit. We utilize embedded assessment assignments to demonstrate student success in competencies and their domains. As part of our evaluative structure, including an agency advisory committee, we have continual improvement planning based on student outcomes and feedback.

Working with the Association of Social Work Boards, we implemented Path to Licensure activities which enhance student readiness to take required certification examinations post-graduation. A skills lab was created which allows video recording capability of practice sessions for later review. As noted in our 2019 program review, the UWGB Social Work Program joined the Phi Alpha Honor Society in 2015. An annual celebration of the graduates, including recognition of scholarships, honors, and a pinning ceremony was initiated in 2016. The celebration also recognizes community social workers who partner with the social work program.

Since the last review, we implemented graded field to provide more nuanced feedback about student performance. We revamped our junior level field placement to be service

learning aimed toward social justice and professionalism in response to agency feedback to promote greater readiness for field. We have created a substance abuse emphasis which, in collaboration with Northeast Wisconsin Technical College, prepares students for a career in substance abuse services. The program is creating new general education courses for non-majors. For example, a course focusing on sex trafficking has been in high demand. Annually, we complete a program evaluation project as a change to connect with community partners and meet a research need on the agency's behalf.

The Program has maintained Title IV-E funding each year which provides stipends and specialty training in child welfare for students. In addition, the program reinforces partnerships with child welfare agencies throughout the region.

We have balanced field requirements and student safety and preparedness with the restrictions caused by COVID-19. The program pivoted from a historically fully seated program to one which was firmly online.

4. Have there been any significant changes that have affected your program?

The biggest impact on our program was experiences through the COVID pandemic. Our transition to more technology-enhanced courses will create a framework we can examine going forward once the pandemic restrictions are alleviated.

Changes in student body and the need for increased support is evident and is creating some challenges, we envision a need for reassessment of our program to be able to promote student success.

The funding of the program is another significant change. The IV-E grant underwent significant changes in the granting structure which impacted budgeting. Implementation of the new budgeting model has resulted in differing priorities that have impacted our program. The overall budget situation within the university has resulted in an elimination of one Associate Professor and one lecturer position. One faculty line has been supported by the 150 account since the new IBB model was implemented.

5. Where do you want your program to be 5 to 7 years from now?

As a program we aim to have continued, consistent professional development to include baseline introductory training for students entering the major. A goal of that development includes reducing implicit bias. We want to institutionalize offering an annual social justice symposium for students, faculty, and community. We would like to admit more students of color into the program and provide support once admitted.

To meet those aims, we plan to explore the opportunity of alternative modalities for our BSW program including analysis of potentially offering the program as fully online or through a hybrid option. This would allow additional options to widen the applicant pool to include individuals from more diverse backgrounds and from different parts of the state.

In addition to the above, we will offer a child welfare certificate that could be taken by majors other than social work. This option is in development and should be implemented in the next year or so but is also dependent on staffing capability.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

The data identifies pre-social work declarations of just over 100 students each of the past three years. It fails to capture the number of pre-major consultations with students for those students who are declared majors in other disciplines on campus. In the past year, for example, 123 prospective students had contact with social work advisors for possible admission to the program; 18 of whom have since been admitted to the program. In the most recent admission cycle, only 74% had taken advantage of pre-major advising. These efforts are in addition to the regular email outreach to those who have declared pre-social work.

As clarification the “AODA emphasis” was renamed “Substance Abuse emphasis” to be more consistent with certification requirements for those who enter the field. Document identifies these as separate, but they are essentially the same emphasis.

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

The faculty completed a comprehensive review of its mission statement in Spring of 2018 as part of the reaffirmation of accreditation process. The CSWE accreditation standards require a program’s mission and goals, “reflect the profession’s purpose, are grounded in core professional values, and are informed by the program context” (<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>, p. 10). This directive, as well as the mandate to incorporate the CSWE practice competencies, directed the revision of our mission statement. The following mission, vision, and goal statement was adopted by faculty on April 18, 2018:

The mission, vision, and goals of the UW-Green Bay Social Work Professional Programs reflect our holistic philosophy. They provide guidance in the areas of teaching, service, and scholarship for students, faculty, and staff.

Mission

Grounded in the values of the Profession, the Social Work Professional Programs at the University of Wisconsin-Green Bay provide regionally responsive, competency-based,

interdisciplinary programs that promote social justice in a diverse and evolving world by engaging in strengths-based generalist practice that elevates human and community well-being.

Vision

Leaders in promoting social justice advocacy and equity for people across all identities.

Goals

Grounded in anti-racism and anti-oppression frameworks, our Programs have five goals that reflect our mission and move us toward our vision.

1. Curriculum: Engage in continuous improvement to provide a dynamic, professional, generalist-practice curriculum, with excellence and diversity at its core.
2. Community Partnerships: Seek, analyze, and respond to the dynamic urban and rural needs of the region by cultivating partnerships with diverse communities.
3. Interdisciplinarity: Promote critical thinking through acquiring and applying knowledge from across a diverse spectrum of reasoning while developing evidence-based professional practice.
4. Professional Development: Seek and develop professional growth opportunities with an emphasis on social change, challenging oppression, and vital social action.
5. Recruitment & Persistence: Actively recruit students, faculty, and staff into an inclusive and extraordinary environment with highly effective supports to ensure that all are able to successfully meet academic and professional goals.

The new mission strongly reflects the old mission, but now also more clearly reflects the university's select mission, particularly related to our global and dynamic society. It also more strongly highlights our commitment to social justice and introduces a vision statement that holds us accountable to engaging in advocacy and promoting equity for all identities.

Social work is a competency-based program. Learning outcomes are outlined by the Council on Social Work Education. In 2015, the CSWE again changed its accreditation requirements, replacing the previously mandated 10 practice competencies with 9 competencies; some of the old competencies were eliminated, others were combined, and new competencies added. This required the Program to engage in comprehensive program review and revision. Curricular review during 2017-2018 resulted in a revised implementation and assessment plan. The Program will undergo reaffirmation with self-study due April 2022.

The nine competencies are:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

2. Curriculum development (Lists, brief narrative if appropriate)

The Program continually reviews curriculum based on embedded assessment assignments which have been determined to meet the competencies and domains for the nine competencies. Course objectives are linked to competencies that are then assessed with every offering of the course. While the curriculum has been fairly stable over the review period, there have been some changes to insure evaluation of competencies.

- SW 300 was redesigned to better address goals of assessing readiness for field. The limited field hours that were required previously were cumbersome for agencies to supervise so the course was modified to be a service-learning experience with team based, social justice orientation.
- SW 301 was added to the major to provide a social work specific research course.
- SW 305 was recreated to be a hybrid course.

3. Connections to other programs (Lists, brief narrative if appropriate)

- The child welfare emphasis currently requires two psychology courses. The program funds instructor support proportional to students' declared child welfare emphases.

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

- Courses for the major:
 - Junior: SW 300, SW301, SW 305, SW313, SW 323, SW370, SW371
 - Senior: SW 402, SW 403, SW411, SW413, SW 420, SW 423, SW431, SW 433, SW 461, SW463
- Child Welfare Emphasis: SW 351 & SW 451 (plus two psychology courses)
- Substance Abuse Emphasis: SW 340, SW 342 (plus two psychology courses)

Prior to COVID adjustments, all courses in the major were taught in the seated classroom with only one, SW 305, offered in hybrid format. Course caps are either full cohort (40) or 2-sections, adjusted according to actual student numbers in the major. SW 402 & SW 403 are our field practicums and students are placed in an agency for the full academic year.

Support course and general education offerings were designed as online options to allow greater opportunities for non-majors, including in the branch campuses.

We have also cross listed some courses that would prove attractive to graduate students as an elective (SW 340 & SW 342)

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

As can be seen on the 'diversity of majors' tab, a large proportion of social work majors are transfer students and one-third over traditional student age. The maximum numbers of majors possible with current faculty to student ratio is 80, with admission occurring for the junior year.

When searches for replacement faculty are conducted, the program has required applicants to be able to demonstrate ways they 'advance equity and social justice in the classroom'. Searches have required demonstration of a proactive stance in valuing diverse and inclusive perspectives.

In terms of curriculum, one of the emphases of the Council on Social Work Education is that of diversity, requiring attention to the topic within the curriculum. As such, the majority of social work courses cover some content to enhance student competency and readiness for practice working with those who identify within diverse populations.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

- General education courses offered: SW 202, SW 213, SW 275, SW 380, SW 499.
 - SW 275 is regularly offered 2-3 times per year. (required support course for all majors). [Often a summer offering]
 - SW 213 was created in 2019-2020 and will be offered at least 1x/year.
 - Travel courses are offered annually for Winterim but depend on enrollment.
- Two offerings of FYS were offered one year but not offered consistently due to teaching responsibilities for the major. [The same faculty teach in the MSW Program as teach in the BSW Program and need for course coverage of the growing MSW program, as well as unfilled position, impacts ability to teach non-required courses of the major.]
- Program is evaluating creation of several courses that would meet the general education requirements. (SW 307 is in the cue as a humanities general education

requirement and plans are to create a sustainability course using eco-social work principles.)

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

The Program had the same chair for nine years prior to transition to a new chair two-years ago. The responsibilities were examined five years ago and divided into Chair and BSW Program Coordinator to address administrative responsibilities and create a structure consistent with that of the MSW Program. Administrative responsibilities were evaluated the same year with adjustments made (reductions in course release) based on responsibilities and budgetary issues. ADA support was maintained since the ADA also assists with ongoing data management although she has been assisting other units due to turnover the past two years.

The Program will submit the self-study to the Council on Social Work Education next fall for review in April 2022. The resources required to complete the task have not yet been outlined but are an area needing additional support. Once this accreditation cycle is complete, we will again have to readjust when the next Educational Policy and Program Standards are released, expected for release in 2022.

The growing interest in the program and the university's planned change in advising model will necessitate a change in the way advising has been handled in the department. With increasing demand for "professional advising" duties by the general advisors, the program will need to adapt that model instead of the current course release structure.

It is also anticipated the social work program faculty will assist in teaching some of the courses required for the proposed health education major.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

- Northeast Wisconsin Technical College human services and substance abuse certificate programs (Faculty member is on advisory committee, transfer agreements)
- Faculty member involvement with Camp Lloyd.
- Outreach to Green Bay Elementary Schools around African culture by UWGB Faculty member.
- Two faculty have served on the Martin Luther King Community Celebration Committee for many years, a collaborative project which received notice via a Founders Award

- Faculty provide continuing education programming for Northeast Wisconsin both through the Office of Continuing Education and Community Engagement and through private agreements with agencies
- Faculty representation the UWGB Transfer Fair at NWTC and at the NWTC Human Services Career Fair
- Program Advisory Committee, representatives from agencies in the region, provide program guidance to trends and community service's needs.

2. Contributions to regional infrastructure (Lists)

- Faculty member serves on the NWTC Human Services Advisory Committee
- Title IV-E efforts are aimed at providing qualified social workers (BSW and MSW) for child protective and other public child welfare activities. (The Program utilizes a community advisory committee in decisions related to grant activities.)
- Two faculty serve on the grievance committee for a family care agency in the region.
- Faculty member serves on the National Association of Social Workers- Wisconsin Chapter Continuing Education Committee as Chair.
- Development of partnerships with community agencies annually to allow field placement of all BSW and MSW students in the program.

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

- While not typically thought of as scholarship, ongoing evaluation for writing the program's self-study as well as management of the Title IV-E grant are major components of scholarship within the department. All faculty have a role in the assessment plan and the leadership team for the department completes the actual written documentation of the data. The IV-E grant is reviewed annually and reports are created to address the expectations of the administrator.
- More than half of our 12 faculty members have participated as fellows or scholars for a range of programs offered through the Center for the Advancement of Teaching and Learning (CATL), two of whom served as Wisconsin Teaching Fellows and Scholars. SOTL research around the areas of professionalism and effective assessment are some of the studies conducted.
- Faculty have an interest in diversity-related research including work with Korean immigrants and their acculturation, international social work, and an ongoing study of social work students' development in diversity awareness following the program's curriculum.
- Collaborative research with faculty from other universities. For example, scholarly work centering on a research study with Somali refugees, racialization in child welfare, continuing professional education, and contemplative practice.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

- SW 300: Required service learning with community partners.
- SW 301: Requires group work among class participants.
- SW 305 and SW 411: Writing emphasis courses for the major.
- SW 371: Group project with presentation to peers.
- SW 402 & SW 403: Field placement (2-semester long) with community agency
- SW 420: Capstone course for the major.
- SW 433 & SW 463: Program Evaluation project (community action research) with community partner. Required poster and community presentation.
- SW 461: Social Policy Project

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

<i>Cohort (Admitted junior year)</i>	<i>Students Admitted to Program</i>	<i>Withdrawals/ Dropped from Program</i>	<i>Students who earned their BSW degree</i>
2013-2015	36	3	33
2014-2016	35	1	34
2015-2017	34	3	34
2016-2018	34	2	32
2017-2019	40	9	31
2018-2020	38	9	29
2019-2021	35	7	
2020-2022	45	6	

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

- Social work program’s vision statement, “Leaders in promoting social justice advocacy and equity for people across all identities” and related goals apply directly to the select mission reflecting the deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunities at all levels. Commitment to personal development as well as program attention to structural racism and systemic inequities aligns with the mission.
- Program’s admissions processes have been revised to protect identity statuses to ensure fair and unbiased review of applicants as well as examining factors that could impede students in the application process.

2. Cultural enrichment (Narrative or lists as appropriate)

- In alignment with the mission to a commitment to community-based partnerships and toward student success, the Social Work Program maintains close linkage with partnering field agencies and offers annual training to the field supervisors that reflect the goals and mission of the university and social work program. Semi-annually, the training focuses on ethics and boundaries of social workers and all contain an emphasis on underserved or assisting those impacted by social injustices.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

- Articulation agreement with Northeast Wisconsin Technical College for human services course acceptance and substance abuse certificate course transfer.