SELF-STUDY REPORT

Name of Program: SOCIAL WORK PROFESSIONAL PROGRAM

Department Chair: ANNE KOK

Date Report Completed: OCTOBER 1, 2006  Date of Last Program Review: OCTOBER 2001

I. INTRODUCTION

The Social Work Professional Program has been accredited by the Council on Social Work Education (CSWE) since 1988. Every eight years the Program completes an in-depth self-study and hosts a two-day visit with reviewers every eight years for reaffirmation of accreditation. The UW Green Bay Social Work Professional Program attained reaffirmation of accreditation for the full eight years in February 2006.

Program Mission Statement.

Briefly state your program's mission. Indicate how it relates to UW-Green Bay's core and select missions and guiding principles.

The faculty of the UW-Green Bay Social Work Professional Program adopted the following mission statement for 2000-2005:

The Bachelor of Social Work (BSW) Program (1) prepares students for professional practice which is consistent with the standards and ethics of social work and (2) enhances the development of social work education and practice. To this end, the Bachelor of Social Work Program: (1) maintains accreditation from the national accrediting body for social work education, the Council on Social Work Education (CSWE); (2) offers a basic core of required professional courses that reflect the distinctiveness of UW-Green Bay and build upon and are integrated with interdisciplinary concentrations and the disciplines; (3) prepares baccalaureate level professional practitioners whose practice competence is congruent with the employment needs of the region and the state; (4) prepares students for graduate education in social work or other related human service professions; (5) contributes to the quality of social work education in the University, the State of Wisconsin and the nation; (6) contributes to the quality of social work practice in the community, region, the state of Wisconsin and the nation, particularly practice with ethnic and racial minority populations.

The UW-Green Bay Select Mission focuses on a “strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs.” The Social Work Professional Program supports this mission in that ethical and sanctioned social work professional practice requires knowledge, values and skills based in the liberal arts. The Social Work Professional Program requires 12 courses offered in other disciplines to support the courses in the major. In addition to being “interdisciplinary,” social work education is “problem-focused” as social and personal issues become the focus of intellectual inquiry and practice. The select mission of UW-Green Bay includes the preparation of “students to evaluate critically and to address the complex issues of their professions and of the human experience.” This focus corresponds with the Social Work Professional Program focus on the development of critical thinking skills in assessing complex issues and identifying effect methods to address those issues.
Beyond the preparation of students to become future social workers, the Social Work Professional Program has as its mission to enhance "the development of social work education and practice." UW-Green Bay's select and core missions also emphasize scholarship and outreach activities that promote the development and support of programs.

The Select Mission and the Core Mission of UW-Green Bay relate more specifically to the BSW Program's mission, goals, and objectives as follows. The Program provides a professional degree from an accredited program (Core Mission II. A, C); prepares social workers to meet the needs of the region (Core Mission II. D. Select Mission III. D.); enhances social work education and practice through scholarly activity and service (Core Mission II. E, F, and Select Mission III. F, G, H); participates in interinstitutional relationships through the development of the Collaborative MSW and the articulation agreement with the College of the Menomonee Nation; (Core Mission II. G); recruits and maintains diverse faculty, staff and students and provides a course and course content focusing on diversity (Core Mission II. H); offers a curriculum that focuses on interdisciplinarity (Select Mission III. A); and offers a curriculum that focuses on problem-solving which is inherent in social work practice (Select Mission III. B).

Program Curriculum.

The 2005-2006 Undergraduate Catalog accurately reflects the current curriculum requirements for a bachelor of social work degree. The curriculum is organized around the student learning outcomes stated as 14 core competencies.

Students in the social work major are required to take 12 support courses for 36-37 credits, depending on which statistics course is chosen. Six required support courses are: Foundations for Social Research, Expository Writing, Introduction to Human Biology, Introduction to Human Development, American Social Welfare, and Sociology of the Family. In addition, students choose a course within six areas: statistics, government, women's studies, human behavior, social environmental perspectives, social environmental challenges, and ethnic studies. Except for women's studies and ethnic studies, categories with course selections identified by the university, social work faculty have identified courses to choose within the area.

There are 14 core courses (38 credits) in the social work major taught by the social work faculty. These courses can only be taken in sequence over the junior and senior years (see Appendix A for a typical curricular plan). The array includes four skills labs one credit each that build on each other over the four semesters. The content taught and practiced in the skills labs is integrated with the Social Work Profession course first semester junior year followed by a social work methods course each of the next three semesters. In addition, the three methods courses each have an associated field practicum where students have an opportunity to practice what they are learning in the classroom. The field practice course integrated with Methods I, the second semester junior year, is for one credit requiring four hours weekly at an assigned agency. The senior field practicums integrated with Methods II and Methods III courses are 16 hours a week (5 credits) in the same agency over the two semesters of the senior year.

Throughout the skills, methods and field courses the students are taught and practice doing analytical assessments; setting goals and measurable outcomes; developing and implementing plans and evaluating the results. They learn to apply this framework to all size systems, from the individual to large social institutions.

In addition to the skills labs, the Social Work Profession course, methods courses, and the field practicums, students are required to take Human Behavior in the Social Environment during the
second semester of the junior year. This course specifically integrates their previous coursework in human biology, human development, sociology, economics and political science. Students become familiar with the impact of the environment on human functioning and of individuals and small groups in framing the environment.

In the senior year, students register for Social Policy Analysis I and II (each course for two credits) and Program Evaluation I and II (each course for two credits). Prior to the 2005-2006 academic year, students registered for Social Policy Analysis (three credits) in the fall semester and Program Evaluation (three credits) in the spring semester. The change, resulting in an increase of two credits, was to emphasize the integration of the two courses and the amount of work required. In the fall semester, as students learn to define a social problem and analyze the resulting policy in Social Policy Analysis I, in Program Evaluation I they begin to design a program evaluation or community needs assessment to gain more understanding of the identified social problem or how well the policy or program addresses the social problem. This work is done in coordination with a community advisory team interested in the identified problem area. Second semester in Program Evaluation II they actually conduct the research in the community, analyze the data, and make recommendations focusing on implications for policy and programs. In Social Policy Analysis II, students learn social action strategies, and develop and implement a plan to address these needs. These combined courses are a capstone for students to demonstrate their knowledge and skills as professionals in the community, adding to the knowledge base of the social work profession.

In addition to the required core social work courses, students can elect to take the Child Welfare sequence. The four courses in the sequence are Infancy and Early Childhood, Middle Childhood and Adolescence, Child Welfare Services and Programs, and Child Welfare Practice. These course provide a more in-depth preparation for practice specifically in public or tribal child welfare settings. Students who elect to take the sequence also have their senior field practicums with child welfare programs. With the support of grants, stipends are available to those students who are in the sequence and agree to work in public or tribal child welfare for as many years as they receive the stipend.

Issues Addressed Since Last Review.

Following are the issues raised at the last review (Appendix B) and how they have been addressed.

1. *While there is an exemplary assessment plan in place, some additional tweaking of the plan by providing indicators on each of the learning outcomes would strengthen it.*

Specific indicators were added to each of the learning outcomes stated as core competencies. The indicators are identified later in the document where the competencies and learning outcomes are addressed.

2. *The concern of the Social Work Program regarding the decline in age diversity of the student population should be investigated to determine whether program or university wide circumstances are contributing to the decline in non-traditional students.*

Further investigation revealed that prior to 2001 the campus shifted to a focus on recruitment of full-time traditional age students and a significant increase in student housing. The age of students has remained stable over the past five years (Appendix H), and is representative of the campus.
3. Attention to filling positions with tenure-track faculty should be maximized. With the implementation of the MSW, greater opportunity for attracting faculty o this program may be possible with faculty assignments in both an undergraduate and graduate program.

Since the last review in 2001, the Program has increased the number of tenure-track faculty from three to five as a result of the implementation of the Collaborative MSW. Jolanda Sallmann and Melinda Gushwa joined the faculty as Assistant Professors in fall 2004. This is a nearly 50 percent increase in tenure-track faculty. In addition, Kevin Roeder, received tenure in January 2005.

II. STUDENT LEARNING ASSESSMENT

Assessment Methods.

The curriculum in the Social Work Professional Program is based on student achievement of 14 core competencies or learning outcomes. Each of the competencies has specific indicators and measures from courses and from the field practicum.

The following table lists the competencies with related outcomes, indicators, and measures.

**Table 1: Student Learning Outcomes, Indicators and Measurements**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>INDICATORS</th>
<th>MEASUREMENTS</th>
</tr>
</thead>
</table>
| **COMPETENCY 1, KNOWLEDGE FROM OTHER DISCIPLINES:** The ability to access and use knowledge from other disciplines in social work practice | • Student demonstrates knowledge of how knowledge, models and theories from other disciplines are applied to social work practice arenas.  
• Student applies material learned from other disciplines to social work practice. | • HBSE quiz items  
• Field instructor review of student assessment of clients |
<p>| <strong>COMPETENCY 2, ASSESSMENT:</strong> The ability to identify and assess situations where relationships between people and social situations need to be initiated, improved, restored, protected, or terminated. | • Student gathers relevant assessment data from service recipients and others. | • Methods II assessment paper |
| | • Student critically analyzes assessment data. | • Methods II assessment paper |</p>
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 3, Planning and Implementation:</strong> The ability to implement a plan for improving the well-being of people, organizations, and communities.</td>
<td>Student develops plans that relate measurable, attainable outcome objectives.</td>
<td>Methods II case presentation.</td>
</tr>
<tr>
<td></td>
<td>Student develops plans that relate to assessment data.</td>
<td>Field instructor evaluation of intervention plans developed by the student.</td>
</tr>
<tr>
<td></td>
<td>Student utilizes a range of social work roles.</td>
<td>Field instructor evaluation through observation of student in field experience.</td>
</tr>
</tbody>
</table>

**Competency 4, Evaluation of Practice:** The ability to evaluate, at intervals throughout the intervention/change process, the degree to which intervention and program goals are being realized.

- Student identifies obstacles and modifies goals and plans accordingly.
- Field instructor evaluation of student's practice.

- Student possesses the ability to evaluate, throughout the intervention/change process, the degree to which goals are being realigned.
- Methods III, Single Subject Design Paper

- Student understands program evaluation designs.
- Grade of B or better on the Program Evaluation

**Competency 5: Relationship and Empowerment Skills:** The ability to enhance the problem-solving, coping, and developmental capacities of persons.

- Student demonstrates understanding of a full range of advanced communication skills.
- Skills Lab III interview video
- Field evaluation of student.

- Student conveys a sense of genuineness in their relationships with clients and others.
- Field instructor evaluation of student's practice.

**Competency 6: Linkage:** The

- Students provide clients with...
<table>
<thead>
<tr>
<th>Ability to link people with systems that provide needed resources, services, and opportunities.</th>
<th>Information regarding available resources and procedures to follow in applying for services.</th>
<th>Evaluation of student's practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student follows-up on referrals to assure that clients receive appropriate assistance.</td>
<td>• Field instructor's evaluation of student's practice.</td>
<td></td>
</tr>
<tr>
<td>• Student assesses service referral effectiveness.</td>
<td>• Field instructor's evaluation of student's practice.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 7, PRACTICE WITH DIVERSE POPULATIONS: The ability to intervene effectively on behalf of minorities and populations most vulnerable and discriminated against.</td>
<td>• Student understands the implications of specific cultural characteristics of diverse populations groups for social work practice.</td>
<td>• HBSE assignment</td>
</tr>
<tr>
<td>• Students sensitively practice with diverse populations</td>
<td>• Field instructor observation and discussions.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 8, ORGANIZATIONAL DEVELOPMENT: The ability to promote the effective and humane operation of organizations.</td>
<td>• Student accurately discusses basic concepts of organizational structure and principles of organizational behavior and processes.</td>
<td>• Methods I assignment</td>
</tr>
<tr>
<td>• Student critically analyzes organizational policies and procedures.</td>
<td>• Field instructor evaluation.</td>
<td></td>
</tr>
<tr>
<td>• Student articulates to agency personnel competently any disparity that may exist between agency goals and actual service delivery.</td>
<td>• Field instructor evaluation.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 9, TEAMWORK: The ability to participate actively with others to create new, modified, or improved services, resources, and opportunities.</td>
<td>• Student effectively participates on teams.</td>
<td>• Program Evaluation teamwork assignment.</td>
</tr>
<tr>
<td>• Student creates and maintains support networks within resource and helping systems</td>
<td>• Field instructor evaluation</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 10, SOCIAL POLICY: The ability to promote, implement, and contribute to the development of social policies.</td>
<td>• Student applies a framework for social policy analysis.</td>
<td>• Social Policy Analysis assignment</td>
</tr>
<tr>
<td>• Student describes to agency personnel the effects of social</td>
<td>• Field instructor evaluation.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 11, SELF-ASSESSMENT: The ability to evaluate one's own professional growth, development, and performance through assessment of practice knowledge, behaviors, skills, and personal values.</td>
<td>- Student identifies professional and personal goals and documents achievement towards meeting those goals.</td>
<td>- Methods III: Portfolio Assignment</td>
</tr>
<tr>
<td>- Student participates in on-going self-assessment.</td>
<td>- Field instructor evaluation.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 12, STANDARDS AND ETHICS: The ability to actively interpret, support, evaluate, and uphold the standards and ethics of the profession.</td>
<td>- Student applies a framework of analysis in examination of ethical dilemmas in their practice.</td>
<td>- Methods II Mid Term and Final Exam items</td>
</tr>
<tr>
<td>- Student identifies the standards, violations they may observe of the standards, and their adherence to the standards.</td>
<td>- Field instructor evaluation of discussion(s) and observation(s) of the student in the field experience.</td>
<td></td>
</tr>
<tr>
<td>- Student applies rules and mandates governing confidentiality and informed consent within the context of the profession's ethics.</td>
<td>- Field instructor evaluation.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 13, PROFESSIONAL CONTRIBUTIONS: The ability to use knowledge from various sources to improve one's own professional practice and contribute to the professional growth of others.</td>
<td>- Student keeps informed of changes in theory and practice of social work by participating in professional organizations.</td>
<td>- Senior questionnaire item on membership in NASW.</td>
</tr>
<tr>
<td>- Student contributes to research projects that critically evaluate current practice.</td>
<td>- Program Evaluation – Research report.</td>
<td></td>
</tr>
<tr>
<td>- Student informs and educates others on changes in theory and practice and research findings.</td>
<td>- Field instructor evaluation.</td>
<td></td>
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</tbody>
</table>
COMPETENCY 14. PROFESSIONAL BEHAVIORS AND IDENTITY: The ability to maintain and apply professional qualities of maturity and self-directedness throughout the intervention process.

- Students practice professional behaviors of attendance, punctuality, and follow-through with classroom and agency assignments.
- Faculty instructor evaluation.
- Student is self-assertive and initiates interventions on behalf of self, client, and agency taking risks when necessary.
- Field instructor evaluation.
- Student is objective, flexible and tolerant of differences in style and values in work with clients and colleagues.
- Field instructor evaluation.
- Student assumes responsibility for their own practice decisions.
- Field instructor evaluation.

Each of the 14 competencies, or student learning outcomes, are evaluated by field instructors at the end of the final semester, and through exam items or marks on parts of or complete assignments. The measures for the competencies were developed in courses where the minimum required content for achievement of that competency was being taught.

Summary of Results

A table with the results for each student learning outcome from 2000-2005 is in Appendix C. For each student to meet the learning outcomes, all field instructor ratings had to be a 2 or above, and all test items and assignments needed a score of 80 or above. Except for two test items with a very low mean score one year, this was accomplished. The two test items were clearly not good measurements and were changed. If a student did not achieve the required rating or score, additional instruction was provided until the required score or rating was met. Students were allowed to redo assignments but needed to exceed the minimum score required.

Uses of Results.

Faculty met annually to review the data regarding the student learning outcomes, and data from course evaluations and peer evaluations. Even though all students met the required indicators, based on all the data presented faculty often made recommendations for course changes to improve student learning. Table 2 summarizes faculty recommendations for changes each year, and actions that were taken. Further information is provided in the annual program evaluation reports in Appendix D.

<table>
<thead>
<tr>
<th>Recommendations From Evaluation Reports By Year</th>
<th>Program Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Chronology of Student Learning Evaluation Report Recommendations And Status of Program Actions 2000-2005
1. Evaluate the usefulness of required support courses to promote the enhancement of student understanding of macro issues and practice.

2. Discuss each core course in totality in faculty meetings; identify readings and assignments that relate to course objectives.

3. Determine measurements for the competencies.

4. Divide junior level Skills Labs into two sections to provide more individual attention.

5. Expand course content on ethnic and racial diversity.

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1. In 2002-2003 the Program revised the list of required support courses with more choices in the areas of social perspectives and social challenges.

2. In 2001-2002 the review of each course focused on the integration of courses; in 2003-2004 the review included review of course objectives relative to assignments and readings.

3. Measurements were identified during 2000-2001 and refined during successive years.

4. Two sections of all Skills Labs were offered beginning fall 2001.

5. Diversity Mentorship Committee reviewed each course beginning fall 2000 through 2002 and recommended changes that were implemented.

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**2003**

1. Review the integration of course objectives, readings and assignments to reflect the 14 competencies.

2. Establish an assignment or test items to assess student competence in evaluation.

3. Establish an assignment to measure the ability to link people to resources.

4. Emphasize Competency 14 in the Profession course; measure at the end of the junior year.

5. Find or develop an instrument to test child welfare competence of students in the child welfare sequence.

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**2004**

1. Report the range of scores for each course objective from student course evaluations.

2. Review the appropriateness of the test items measuring competence in standards and ethics.

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1. In 2004 all course objectives were reviewed and revised to be distinct to the course, reflect the content needed in each course, and relate to the competencies.

2. A new assignment was developed in the Methods III course and was used to measure students’ ability to evaluate their practice.

3. Not yet accomplished.

4. New measures were determined for Competency 14.

5. This was included in the job description of a new staff person hired in 2005.

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1. This was implemented in 2005.

2. New items were developed but they too did not seem to accurately measure the competence.
III. PROGRAM ACCOMPLISHMENTS

The Social Work Professional Program develops its mission, goals, objectives and implementation plan every five years. Based on the assessment of the Program's outcomes from 1995 – 1999, the Program revised its goals and outcome objectives for 2000-2005 along with a plan to assess the achievement of the outcome objectives and a plan to achieve the outcomes (Appendix E). This planning effort provided the undergirding for the annual evaluation reports (Appendix D).

To measure attainment of the Program's twenty-two outcome objectives, the evaluation plan utilizes multiple measures and information from respondents who represent the Program's primary constituencies: its students and faculty and social service agencies in which these students are learners and will be employed. The following primary resources are tapped:

Table 3: Constituents Surveyed and Objectives Measured

<table>
<thead>
<tr>
<th>Constituents</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current students:</td>
<td>2.1, 2.4, 2.5, 5.2, 5.4, 5.5, 6.1, 6.3</td>
</tr>
<tr>
<td>Alumni:</td>
<td>2.1, 3.1, 3.2, 4.1, 6.4</td>
</tr>
<tr>
<td>Field Instructors:</td>
<td>2.4, 6.3</td>
</tr>
<tr>
<td>Faculty</td>
<td>2.1, 2.4, 5.1, 5.2, 6.2, 6.5</td>
</tr>
</tbody>
</table>

In addition to measurement of the competencies using test items and assignments, the Program utilizes the following survey materials to evaluate effectiveness of curricular and faculty efforts in meeting overall Program goals:

- Student Course Evaluations: Competencies/Course Objectives
- Student Evaluation of the Field Agency and Field Instructor
- Agency Field Instructor's Evaluation of the Student
- Agency Field Instructor Evaluation of the Field Program
- Survey of UWGB Social Work Majors One Year After Graduation
- Social Work Program Senior Student Survey
- UWGB Graduating Senior Survey
- UWGB Alumni Survey
- Faculty Professional Activity Reports

Using the ACCESS software, the Program keeps a database on all students who apply to the Program. Included in the database for each student are demographic information from the application; cumulative GPA each semester; reason for non-admission to the Program if applicable; date and reason for dropping from the Program if applicable; jobs and education
following graduation; and updated contact information. The Program Assistant enters the data as it becomes available.

The faculty recognizes both the utility and limitations of evaluation methodologies that are utilized. Since this assessment plan was developed and implemented in 2000, some of the measurements have been changed in an effort to more accurately measure success. At the same time, in order to compare the findings from one year to the next, the instruments and measurements have remained constant as much as possible.

The report of the data measuring each outcome objective is first reviewed by faculty either in a summer meeting or at the beginning of fall semester. The faculty’s interpretation of the data and recommendations for change are inserted in the report. Plans for making changes based on the findings and recommendations, specifically regarding courses, are developed at this time. The report is then presented first to the Advisory Committee of representatives from social service agencies, and then to the Program’s Executive Committee for further comment and approval. The final report is then distributed to the faculty, the Advisory Committee and the Executive Committee. It is the responsibility of the Chair and designated faculty and staff to follow-through with the recommendations for change.

The assessment plan has been implemented every year for the period of 2000-2005. The results for each outcome objective over the years can be compared using a table in Appendix F. The findings are reported in more detail in the annual Program Evaluation Report (Appendix D) and the comparison of the alumni survey data from 2000-2004 (Appendix G).

This report will address the results of the last five annual program evaluations as they relate to five areas of specific interest to UW-Green Bay. Follow-up on the 2005 Social Work Program Development Plan will also be addressed under these five categories.

A. Curricular Modifications.

All curricular modifications since the last Program Review are reported in Section II. Student Learning Outcomes.

Curricular modifications recommended in the 2005 Program Development Plan are as follows:

1. **Attain re-accreditation in 2006.** The Program learned from the Council of Social Work Education in February 2006 that accreditation for the full eight year cycle was obtained.
2. **Offer our ethnic studies course more than one time per year.** This is a goal for when more resources are available.
3. **Strengthen the Diversity Mentorship Committee to advise on curriculum by meeting regularly and adding new members.** This remains a goal for the next five year cycle.
4. **Begin to explore offering an on-line course in either/both the Collaborative MSW or BSW.** This too remains a goal for the next five years.

B. Procurement of Resources

For the past five years the Program has been able to successfully maintain the Title IVE grant and maximize the use of match funding. This has resulted in an increased
numbe: of faculty by adding 1.75 FTE Academic Staff teaching positions; an additional half time Program Assistant; funding for all faculty to attend conferences; and an ability to purchase adequate supplies for the BSW and Collaborative MSW. In addition, Judy Martin has obtained grants over the past five years from the U.S. Children’s Bureau.

Procurement of resources recommendations in the 2005 Program Development Plan are as follows:

1. *Maintain the Title IVE grant; advocate and lobby as needed.* Although the grant has been maintained over the past five years, and the Program has worked closely with the university’s legislative liaison to lobby to maintain the same level of funding, the federal government changed the formula for granting funds to begin in July 2006. This resulted in a budget cut of nearly $80,000. We cut the Academic Staff positions to 1.25 FTE; reduced much of our travel and supplies expenses; cut one month summer salary for the chair; and plan to use our 150 account for on-going necessary program expenses.

2. *Explore means of using additional match for the Title IVE grant.* As a result of the budget cuts, we are using the maximum allowable match and have limited the number of stipends for child welfare students.

C. **Faculty and Staff Development**

Faculty development has been documented each of the past five years in the Annual Program Reports under Goal 5 “The Program contributes to the quality of social work education in the University, the State of Wisconsin and the nation,” and Goal 6 “The Program contributes to the quality of social work practice in the community, region, the state of Wisconsin and the nation, particularly practice with ethnic and racial minority populations” (Appendix D). Faculty attend the two annual national conferences for social work educators, in addition to other relevant national and state conferences. Faculty engage in an extensive array of scholarship, community service, and university service activities annually.

Faculty and staff development recommendations in the 2005 Program Development Plan are as follows:

1. *All faculty attend at least one national conference.* All but one faculty member attended at least one national conference during the 2005-2006 academic year. One faculty member attended an international conference in the Netherlands.

2. *Explore means to support financially scholarly activity of faculty.* This goal has not yet been addressed.

D. **Student Advising**

One of the Program’s outcome objectives relates specifically to students advising and admissions procedures. At the same time we are working with students to successfully complete the Program, we are the gatekeepers for the Social Work profession and counsel students out of the Program when it appears to not be a good fit. Every student is assigned a faculty advisor who works closely with the student, including an assessment meeting with each student individually with course instructors at the end of the junior year. Several recommendations were made to
improve the admissions and advising process over the past five years and reported in the annual evaluation reports (Appendix D).

In the 2005 Program Development Plan the faculty recommended that we maintain the high quality of advising. Our procedures continue to be discussed and refined.

E. Plan 2008

In the past five years, and in response to the 2005 Program Development Plan proposed initiatives, the Program has maintained a higher percentage of students of color than the university (Appendix H); developed and offered annually a new ethnic studies course; maintained readings and discussions on diversity in all courses as evidenced by the course syllabi; required seniors to have field experiences with racially diverse populations; met regularly with the Diversity Mentorship Committee for the first two years; actively sought diverse faculty for open positions; hired racially diverse ad hoc faculty nearly every year; maintained regular contact with the College of the Menomonee Nation; hired a tutor for Hmong student experiencing difficulty with the English language.

F. Other Proposed Initiatives.

The most significant accomplishment of the Program in the past five years was the development of the Collaborative MSW with UW Oshkosh.

In the 2005 Program Development Plan, faculty proposed:

*Explore the possibility of offering training for social workers.* The faculty determined that the current arrangement for training of employed social workers through Outreach, the Social Work Alliance and the NEW Partnership is sufficient.

IV. PROGRAM PLANS AND FUTURE INITIATIVES

During the 2005-2006 academic year the Social Work faculty developed a new mission, and new goals and objectives for the next five years. On May 11, 2006 the faculty adopted the following in List 1.

**List 1: Social Work Program Mission and Goals 2006-2010**

The Social Work Professional Program at the University of Wisconsin – Green Bay provides a learner-centered, competency-based, interdisciplinary program, which (1) prepares Baccalaureate-level social workers for generalist practice with vulnerable and diverse individuals, families, groups and communities and (2) enhances the development of social work education and practice.

To this end, we achieve our mission through curriculum, scholarship, and community service activities by being:

1. Practice-focused
The Program advances the application of theory to practice by:

- maintaining a curriculum that engages learners in classroom, field, and community experiences that connect to real-life challenges;
- allowing faculty and students to utilize their knowledge and skills to improve the provision of services within the community;
- encouraging faculty and students to develop and disseminate practice knowledge;
- benefiting human service organizations by virtue of their involvement with the Social Work Professional Program.

Measurable outcome objectives related to the Program’s practice focus:

1.1. The Program develops and continues to refine student learning outcomes (competencies) that reflect the Program’s goal of advancing the application of theory to practice,

1.2. Students demonstrate mastery of the competencies.

2. Social Justice/Change Oriented
The Program advocates for improved social conditions by:

- maintaining a curriculum that engages students in classroom and field activities and community experiences that are designed to increase their knowledge and ability to improve social conditions on multiple levels by addressing the region’s social challenges and conditions;
- promoting an inclusive model of social work practice that values all persons, groups and communities in society;
- faculty and students’ engagement in learning activities that promote advocacy for the establishment of basic human rights, opportunities and benefits;
- faculty and students’ promotion of the equitable distribution of social and economic resources based on the principles of distributive justice.

Measurable outcome objectives related to the Program’s focus on social justice with an emphasis on change:

2.1. The curriculum includes the teaching of social work practice as it relates specifically to social justice, with a focus on macro systems and social action.

2.2. Students engage in awareness-raising activities focused on rectifying social and economic inequalities.

3. Quality-driven:
The Program ensures high standards for social work education and practice by:

- maintaining ongoing Council on Social Work Education accreditation;
- graduating students that are prepared for entry-level social work positions;
➤ graduating students who are prepared for entry into advanced MSW level programs;
➤ graduating students who are prepared to be certified as social workers;
➤ ensuring that faculty and student activities represent the values and ethics of the social work profession.

Measurable outcome objectives related to the Program’s quality-driven focus:

3.1 Graduates obtain and maintain entry-level social work positions.
3.1. Graduates obtain MSW degrees within seven years of completing the Program.
3.2. Graduates obtain certification as social workers.

4. Regionally-responsive
The program responds to the particular needs of residents, agencies, organizations and communities of Northeastern Wisconsin by:

➤ engaging in activities that advance the UWGB mission of “connecting learning to life;”
➤ maintaining a student body that includes representatives of diverse ethnic and cultural communities of NE Wisconsin;
➤ graduating students who are prepared to meet the needs of the region’s diverse populations;
➤ faculty members’ utilization of input from community practitioners to inform program activities.

Measurable outcome objectives related to the Program’s regionally responsive focus:

4.1. The Program has a diverse student body.
4.2. Faculty members engage in professional activities in the community.
4.3. The Program offers continuing education for social workers in the region that enhances professional effectiveness.

In order to determine success in accomplishing the goals and objectives, faculty identified indicators and measures for each of the outcome objectives. The goals, outcome objectives, indicators and measures are identified in Table 4.
Table 4: Social Work Program Evaluation Plan

Goal 1: The Program advances the application of theory to practice.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1. The Program develops and continues to refine student learning outcomes (competencies) that reflect the Program’s goal of advancing the application of theory to practice.</strong></td>
<td>Faculty meet for program review in Summer and throughout the year at faculty meetings</td>
<td>Documentation in agendas, minutes and reports</td>
</tr>
<tr>
<td><strong>1.2. Students demonstrate mastery of the competencies.</strong></td>
<td>An average rating of two or greater for each competency</td>
<td>Field liaison evaluation of the field at the end of senior year</td>
</tr>
<tr>
<td></td>
<td>An average rating of three or greater for each competency</td>
<td>Student evaluation of the competencies in the course evaluations for each course</td>
</tr>
<tr>
<td></td>
<td>An average rating of two or greater for each competency</td>
<td>Alumni evaluation of &quot;How well prepared&quot; for each competency - survey administered one year after graduation</td>
</tr>
</tbody>
</table>

Goal 2: The Program advocates for improved social conditions

<p>| 2.1. The curriculum includes the teaching of social work practice as it relates specifically to social justice, with a focus on macro systems and social action. | Courses contain social justice content | Copy of syllabus pages that discuss social justice content for each course. |
| 2.2. Students engage in awareness-raising activities focused on rectifying social and economic inequalities. | Students complete social action project in Social Policy Analysis II | Newspaper coverage of social action activities. |
|                                                                                       | Extreme Social Justice Club and Social Work Club organize activities | Copy of the Social Work Banquet program |</p>
<table>
<thead>
<tr>
<th>2.3. Faculty engage in social action activities in the community.</th>
<th>All faculty engage in social action and advocacy activities.</th>
<th>Professional Activity Reports</th>
</tr>
</thead>
</table>

**Goal 3: The Program ensures high standards for social work education and practice.**

<table>
<thead>
<tr>
<th>3.1 Graduates obtain and maintain entry-level social work positions.</th>
<th>90% of alumni who do not go to graduate school hold social work positions one year and eight years after graduation</th>
<th>1 year alumni survey questions “Are you currently employed in Social Work?” and “How many hours per week do you work?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8 year alumni survey questions “Are you currently employed in Social Work?” and “How many hours per week do you work?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2. Graduates obtain MSW degrees.</th>
<th>Half of all graduates obtain MSW degrees within eight years of completing the Program.</th>
<th>1 year alumni survey questions “Education for credit since graduation”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8 year alumni survey questions “Education for credit since graduation”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3. Graduates obtain certification as social workers.</th>
<th>100% of graduates who do not go to graduate school received certification within 8 years of completing the program.</th>
<th>1 year alumni survey questions “Do you currently have Social Work certification?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8 year alumni survey questions “Do you currently have Social Work certification?”</td>
</tr>
</tbody>
</table>

**Goal 4: The Program responds to the particular needs of residents, agencies, organizations and communities of Northeastern Wisconsin.**
<table>
<thead>
<tr>
<th></th>
<th>The Program has a diverse student body.</th>
<th>The Program’s racial diversity equals or is greater than that of the University of Wisconsin Green Bay</th>
<th>Diversity numbers from Institutional Research for both the Social Work Program and the University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Program’s racial diversity equals or is greater than that of Northeast Wisconsin</td>
<td>Diversity numbers from Institutional Research for the Social Work Program and UW Census information for the counties in Northeast Wisconsin</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Faculty contribute professionally to the community.</td>
<td>All faculty members are involved in community activities that use their expertise.</td>
<td>Professional Activity Reports for all faculty.</td>
</tr>
<tr>
<td>4.3</td>
<td>The Program offers continuing education for social workers in the region that enhances professional effectiveness.</td>
<td>A faculty member serves on the Social Work Alliance committee to determine training offerings.</td>
<td>Minutes of the Alliance meetings.</td>
</tr>
<tr>
<td></td>
<td>Faculty serve on the NEW Partnership Steering Committee and the Program Development Committee in advising regarding child welfare training offerings.</td>
<td></td>
<td>Minutes/reports from meetings.</td>
</tr>
</tbody>
</table>

The data will be collected annually. Every summer faculty will meet to review the data, interpret the data, make recommendations for changes for the following year and evaluate progress in achieving previous year’s recommendations. New initiatives may be added to the five year plan at any time.