

Audit and Review
Social Work Department
March 2004

I. Program Highlights/Initiatives

A. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The Department of Social Work is a professional education and training program for bachelor's level generalist social workers. The Council on Social Work Education has detailed guidelines for curriculum in their accreditation standards. The required sequence includes Introduction to Social Welfare; Human Behavior and the Social Environment; Social Work Practice classes which include micro, mezzo and macro content on working with individuals, families, groups, organizations, and communities; Social Welfare Policy and Social Work Research.

In this review period, the Department has developed a minor, Human Services Foundations, which includes several social work elective classes, as well as classes from psychology, women's studies, safety studies, English, math, and communicative disorders. This allows students to take a minor closely related to the Social Work major and is clearly popular with 91 students enrolled (1/30/04). However, students may take any minor approved by the College of Letters and Sciences to broaden their experience.

B. List any special recognition that the program has received during the review period.

In February 2002, the Commission on Accreditation reviewed our application for reaffirmation. They cited several strengths in the program and commended "the efforts of the faculty and others associated with the program in achieving reaffirmation." The site team particularly noted the following:

- Identification by the Administration and by the students as contributing substantially to the University's mission
- A very experienced faculty who see teaching as their primary function even as they contribute in many ways to the field, including several of them being nationally recognized for their scholarly contributions
- Articulate students who are enthusiastic about the program and the opportunities it offers them
- Using leading edge technologies in the delivery of the curriculum

There was one area of concern and that was the faculty-student ratio was well above the interpretive guideline of 1:25. Our ratio was about 1:45. The Chancellor was requested to submit a progress plan on this issue by December 2002.

The Progress Report was prepared by the Department and submitted by the Chancellor on 10/4/02 and was subsequently accepted by the Commission on Accreditation. Our date for the next reaffirmation is 2010.

C. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

The Department revised and lengthened the student evaluations which are solicited in each class every semester.

In Spring 2003, the Department submitted its Assessment Plan to Dr. Larry Schuetz in preparation for North Central Accreditation. He acknowledged the assessment as a model for other departments.

II. Academic Assessment

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The Department of Social Work fits extremely well within the University Strategic Plan. Student learning is emphasized in our mission statement. In support of that, the Department has long had a 12-credit, 480-hour field experience requirement for majors. In 1999, we added a 30-hour volunteer or paid experience in social services requirement in our Social Work Practice I class. At the suggestion of our Advisory Board, we later added an additional 30 hours (bringing the total to 60) to be done before or during the Social Work Practice II class. Several of our students have presented at the Undergraduate Research Day proceedings and students are encouraged to be involved in the profession through participation in conferences, workshops, and by joining the National Association of Social Workers. Each year we present our own Social Work Career Workshop for junior and senior students. This workshop includes such topics as interviewing for a job, writing résumés, and certification issues.

Our accreditation process requires that working with diverse populations, populations-at-risk, values and ethics and social and economic justice be infused throughout our curriculum and we take pride in the evidence of that in our program.

The department has a particularly strong connection to the community through our field work program and the service learning of our students. SWSO sponsors several service projects each year. One of those, the Pass It On Program which was developed by a staff member (Mr. Mike Wallace) and students, provides area social service agencies with food, clothing, and furniture discarded by students at the end of the semester.

Faculty/staff are also involved in a myriad of service projects in the community and these projects are encouraged through our merit and promotion processes.

Our faculty/staff are leaders in the social work profession as evidenced in the section on faculty/staff accomplishments.

Regarding Priority 2, Dr. Winship is developing an online section of Introduction to Social Welfare to be taught in fall 2004. In conjunction with our Advisory Board, the Department has developed a new course, Legal Issues in Social Work, which will be especially innovative. It will be taught by three members of the community and coordinated by a faculty member.

2. Explain the relationship of the program to other programs at the University.

The department relies on other social and physical science disciplines and departments to provide appropriate content preparatory to students taking certain social work courses. The Human Behavior and Social Environment courses have as prerequisites a course in human biology and Individual and Society. The Social Welfare Policy course has a prerequisite of the political science course, American Government and Politics.

We require that a minor be taken with the major and believe students are enriched by this breadth of perspectives. We presently have 76 of our majors who have a minor in Human Services Foundations. Other popular minors include Criminal Justice (28), Psychology (14), Spanish (9), and Women's Studies (9).

There are presently 91 students in the Human Services Foundations minor which includes classes in psychology, women's studies, communicative disorders, and safety studies, as well as social work.

B. Program Goals and Assessment

1. Describe the current program goals and objectives, plus any stated mission for the program itself.

Current program goals, department goals, and mission

Purposes of Social Work Education [Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS)]: The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

Mission Statement: The Baccalaureate Social Work Program (BSW) at the University of Wisconsin-Whitewater seeks to prepare social work students so as to ensure that they obtain the knowledge and skills necessary for beginning generalist social work practice as competent and effective professionals in urban and rural areas. The program has an emphasis on the strengths of client systems. Recognizing that people are an integral part of their environment, the program utilizes an ecological model of human behavior. Another emphasis of the program is on preparing social work professionals who are committed to services to the poor and oppressed, and who are committed to promoting social and economic justice for populations-at-risk. The social work program also has a commitment to developing social work knowledge and providing leadership in the development of social delivery systems.

Social Work Program Goals: The UWW Social Work Program accomplishes its mission through the fulfillment of the following program goals:

- a. Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- b. Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- c. Developing knowledge.
- d. Developing and applying instructional and practice-relevant technology.

- e. Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- f. Promoting continual professional development of students, faculty, and practitioners.
- g. Promoting interprofessional and interdisciplinary collaboration.
- h. Preparing social workers to engage in prevention activities that promote well-being.
- i. Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- j. Preparing social workers to evaluate the processes and effectiveness of practice.
- k. Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- l. Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- m. Preparing social workers to recognize the global context of social work practice.
- n. Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

Social Work Department Goals (2003-2004)

- a. To continue efforts to improve the quality of teaching and learning in the Social Work Department, including continuing a greater use of technology by faculty/staff and students.
- b. To continue the process of transferring our Community Services Directory to the Web.
- c. To continue to support our new faculty with the goal of their eventual attainment of tenure and promotion
- d. To maintain and increase the involvement of the Social Work Advisory Board with the development of and improvement of our program. To meet at least twice annually with our Advisory Board.
- e. To support and maintain the activities of and student involvement with SWSO, and service learning projects.
- f. To make additional efforts to increase our enrollment of minority students.
- g. To maintain the activities of the Alpha Delta Mu Honor Society and an annual awards and graduation celebration for all of our graduates in conjunction with the Alpha Delta Mu induction.
- h. To continue annual awards to be given by the Department at our annual Awards Banquet for Outstanding Service to the department and explore creating one for Outstanding Alumni.
- i. To continue to develop the national reputation of our Social Work Department and to support the professional development, writing, and research, as well as professional and public service of faculty.
- j. To maintain and nurture our existing field placements and to continue developing new ones. To continue our twice annual meetings for field placement supervisors.
- k. To continue to broker paid work/volunteer experiences in social work for our social work majors and our graduates.

- l. To continue with the various forms of advising (peer advisors, group sessions, and individual advising with faculty/staff) and to continue to monitor advising for student satisfaction.
- m. To continue to offer and promote the Human Services Foundations Minor to improve the depth and breadth of our curricula.
- n. To maintain and continue to implement our Social Work scholarship—The Navarre Memorial Scholarship.
- o. To promote and maintain an atmosphere which repudiates sexism, racism, homophobia, and other prejudicial and discriminatory acts.
- p. To improve services for nontraditional students.
- q. To continue alumni involvement with the Department by holding an annual alumni meeting.

2. Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives for the program. Explain gaps between specific goals/objectives and the curriculum.

Program Goals:

- a. (1) Addition of online course
(2) New Legal Issues course
(3) Department is beginning the process of revising curriculum for reaccreditation in 2010
- b. Biology, Individual and Society and American Government are prerequisites for some classes
- c. All classes
- d. Increasing use of technology in the classroom and in assignments (new online course in fall 2004)
- e. Field courses, volunteer requirements, and service work. New service learning assignment to be required in Introduction to Social Welfare
- f. See above. We also host one NASW-WI southeast regional meeting each year
- g. Our Human Services Foundation minor and other minors
- h. Taught in Practice and Human Behavior and the Social Environment classes
- i. Integrated into all classes
- j. Emphasized in Practice classes and Social Work Research
- k. Integrated into all classes
- l. Integrated into all classes
- m. Introduced in Practice classes and Policy. Students are encouraged to take advantage of study abroad classes which are posted on a bulletin board near the Social Work office
- n. Emphasized in Policy class and included in Social Work Practice III

Department Goals (annual)

- a. Teaching improvement is valued and awarded in merit/promotion procedures. All faculty/staff attend teaching improvement conferences and are members of professional organizations. Faculty make greater use of technology in the classrooms as it becomes available. We will have one online class in 2004
- b. Vicki Vogel is presently transferring the Community Services Directory to a link from our Department website
- c. Several faculty have worked with Dr. Reutebuch to help him achieve tenure (in 2005). He has a book chapter co-published with Dr. Zastrow among his other publications. We have a mentoring program in place for junior faculty
- d. We have an active Advisory Board which meets two times a year
- e. SWSO is thriving, under the able leadership of Mr. Mike Wallace, and Dr. Tim Reutebuch. With 38 paid members presently. Please see Appendix J
- f. We presently have 42 (15.5%) minority students. In fall 2003 we did a mass mailing to high school guidance counselors to inform them of our program
- g. We continue to have students who achieve the requirements for the Alpha Delta Mu honor society and we have an annual ceremony to honor them
- h. We continue our annual awards banquet and plan to offer two special awards this spring: Outstanding Service and Outstanding Alumnus
- i. See faculty/staff accomplishments
- j. Dr. Zastrow continues to develop and maintain field placements. He facilitates two meetings a year for agency field supervisors
- k. We have a large number of volunteer opportunities for students, as does SWSO
- l. We advise all majors every semester and we evaluate advising every semester for the advisors' use to improve
- m. The Human Services Foundation minor is flourishing with 91 students
- n. We are presently beginning the process to select next year's scholarship winner
- o. These topics are integrated into all classes
- p. We have a large percentage of non-traditional students (34 or 12.6%) who we attempt to accommodate by offering evening classes, late afternoon classes, and soon, the online class
- q. A meeting of alumni was held in Milwaukee in spring 2002 and we plan to hold another one in 2004

3. Summarize assessment data gathered during the review period. If it is helpful, include data from previous years for comparison purposes. (Use tables where necessary.)

- a. Reaccreditation of the program by the Council on Social Work Education in 2002
- b. Program faculty meet twice a year in orientation meetings with agency field supervisors, and at each meeting agency supervisors are asked their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes
- c. The Advisory Board meets at least twice each year, and members are asked their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes
- d. As part of the student course evaluation system in our department, social work students are asked (on a form) to provide their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes
- e. Department goals are assessed at the final department meeting each academic year with discussion on how to address any weaknesses or shortcomings
- f. Department meetings are regularly used to discuss problems with the program and to address and remedy concerns

4. Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issues.

The Department of Social Work is a professional training program which provides accredited social workers to the surrounding community, the state, and the country. Social workers are trained to work to empower the most vulnerable members of the population so that they can become healthier and more productive members of society. Understanding and embracing diversity is required to be integrated throughout our program by our accrediting body (CSWE). New standards with a greater emphasis on global awareness are being emphasized in the revised curriculum standards and the program is responding by increasing information on global issues.

Our field work class (480 hours per each major student), volunteer requirements (60 hours per each major student), new service learning project in Introduction to Social Welfare, and active SWSO combine to provide a tremendously positive impact on the surrounding communities.

5. Explain any changes in goals, objectives, and/or curriculum that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix A as necessary.

- a. Department has increased recruitment efforts, particularly of minority students, through the following:
 - 1) Mailing to area high school guidance counselors
 - 2) Development of a new minor
 - 3) Changing Introduction to Social Work and Social Welfare to Introduction to Social Welfare and to a General Education class
 - 4) Developing an online Introduction class
 - 5) Developing and maintaining a good working relationship with the new Advising Center
- b. While faculty/student ratio remains high (1:40), our accrediting body accepted our progress report (see Appendix B) in February, 2003 and we were fully reaccredited.
- c. Our department budget is presently \$14,000 and, considering the current budget crisis, is adequate for our needs.
- d. It is difficult to get external funding in our field at a University that is not a #1 Research institution. Janet Wright, in collaboration with a colleague at the University of Southern Maine, received a small grant (\$1600) from that institution for a research project. Jim Winship received two grants: UTIC and UWSA Curriculum Redesign. Dr. Zastrow received a mini-service learning grant. In general, our faculty are highly involved in service to the profession and to society and should, therefore, not be faulted for failure to produce in another area. In an institution which requires a 4/4 (or 5/4) teaching load, priorities must be carefully determined. Service is particularly important in our field.

6. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

- a. Department is making plans to increase the global content in courses.
- b. Department has engaged in a countrywide discussion on which courses in social work lend themselves to an online presentation.
- c. Department will support efforts to develop an MSW program to meet the demand for more highly qualified professionals.
- d. Department hopes to add additional classes to the minor, like the Legal Issues course, to address the needs expressed by our agency contacts.

C. Assessment of Student Learning/Outcomes

1. State performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.

a. UWW Social Work Teaching Goals

- 1) To prepare students for beginning generalist practice who facilitate the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, and obtain and use resources.
- 2) To prepare students for beginning generalist practice who engage in prevention activities that promote well-being.
- 3) To prepare students for beginning generalist practice who participate in the planning, formulation, and implementation of social policies, services, resources and programs needed to meet basic human needs and support the development of human capacities.
- 4) To prepare students for beginning generalist practice who participate in the pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action; to empower groups at risk; and to promote social and economic justice.
- 5) To prepare students for beginning generalist practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- 6) To prepare students for beginning generalist practice who participate in the development and testing of professional social work knowledge and skills.
- 7) To prepare students to recognize the global context of social work practice.
- 8) To emphasize preparation for providing direct services to diverse populations (with particular attention to populations-at-risk in Southeastern Wisconsin), to alleviate poverty and oppression, and to promote social and economic justice for all its citizens.
- 9) To provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in organizations, and the dynamics of change.
- 10) To provide curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- 11) To provide curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.

b. UWW Social Work Research Goal

- 1) To develop knowledge.

c. UWW Social Work Service Goals

- 1) To maintain reciprocal relationships with social work practitioners, groups, organizations, and communities.
- 2) To promote continual professional development of students, faculty, and practitioners.
- 3) To promote interprofessional and interdisciplinary collaboration.

d. UWW Social Work Program Objectives

The Social Work Program achieves its goals through the fulfillment of the following objectives and prepares its students to:

- 1) Apply critical thinking skills within the context of professional social work practice.
- 2) Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- 3) Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- 4) Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- 5) Understand and interpret the history of the social work profession and its current structure and issues.
- 6) Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
- 7) Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- 8) Analyze, formulate, and influence social policies.
- 9) Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- 10) Use communication skills differentially across client populations, colleagues, and communities.
- 11) Use supervision and consultation appropriate to generalist practice.
- 12) Function within the structure of organizations and service delivery systems and seek necessary organizational change.

2. **Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.**
3. **Summarize the assessment data gathered during the review period.**

The outcome measures that are used include a variety of quantitative and qualitative measures. Among the quantitative measures are the following:

- a. The placement office gathers data on the percentage of our students securing employment within three months after finishing the baccalaureate degree.
- b. The Field Placement Evaluation Instrument (Appendix G) has been specifically designed to measure the extent to which our student majors have achieved the program objectives. The form is filled out by agency supervisors at midterm, and at the end of field placement. (Field placement is the last required social work course.) The results allow program faculty to ascertain the extent to which interns have met the program objectives at midterm evaluation, and also allow program faculty to ascertain whether interns make progress in meeting the program objectives from the midterm evaluation time to the time of the final evaluation. Data from this form have been compiled, analyzed, and used for program improvement since 1994.
- c. An embedded assessment of Outcome CD3. “Analyze the impacts of social policies on client systems, workers, and agencies” was implemented in the 2003-04 year. A rubric was developed as part of the grading for the major Policy Analysis paper in the required Social Welfare Policy class, and student performance as measured by the rubric will be used to determine the extent to which students achieve this outcome.
- d. Passage rates of our graduates compared to national passage rates, on the social work certification examination. Wisconsin passed a certification requirement for social workers in the early 1990s. Our graduates began taking the national certification exam in 1994. Periodically, our program has received rates of passage results from the American Association of State Social Work Boards. The results received have always found that the rate of passage in 1999 for our graduates was 83 percent, compared to the national average of 79 percent. (In 1999, 58 of our graduates took the exam, with 48 passing.) We have requested data from 2003 which we will receive in April 2004.
- e. The *Baccalaureate Program Outcomes* Instrument, which is administered to graduates of our program every five-eight years. See Appendix H for a detailed description of the instrument and its use by the Social Work Department.
- f. A social work alumni survey. See Appendix I for a detailed description of the instrument and its use by the Social Work Department.

Qualitative measures include the following:

- a. Program faculty meet twice a year in orientation meetings with agency field supervisors, and at each meeting agency supervisors are asked their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes.
- b. The Advisory Board meets at least twice each year, and members are asked their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes.
- c. As part of the student course evaluation system in our department, social work students are asked (on a form) to provide their views on the strengths and shortcomings of our program, and also asked for their suggestions for program changes.

4. Explain how individual courses are related to the student performance objectives.

Linkages between program objectives and curriculum objectives:

The social work program at UWW has determined that the program objectives (specified earlier) shall be linked with course objectives according to the following format:

<u>Objective</u>	<u>Courses</u>
A	HBSE I & II; Practice I, II, & III; Policy; Research, Field
B	All required courses
C	Practice I, II, & III; Field
D	All required courses
E	Intro; Policy; and Field
F	HBSE I; Practice I, II, & III; Policy; Field
G	HBSE I & II
H	HBSE I & II; Policy; Field
I	Practice I, II, & III; Policy; Research; Field
J	Practice I, II, & III; Field

These program objectives are specified in the course objectives section of the respective course syllabi. In addition the course outlines in the syllabi list topical content related to the program and curriculum objectives. Finally, evaluative mechanisms (such as exams, written assignments, role plays, and class exercises) have been developed for each course to ascertain the extent to which students have mastered the program and curriculum objectives.

5. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period based on results of assessment of performance objectives.

As stated:

- An online section of Introduction to Social Welfare to be offered Fall 2004.
- A new community team-taught Legal Issues course to be taught in Spring 2005.
- Greater emphases on macro and international content in all required classes.
- Addition of a service learning assignment for Introduction to Social Welfare, beginning fall 2004.

D. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc., create different educational experiences for graduate and undergraduate students.

See Appendix D

E. Program Improvement Resulting from Assessment Efforts

- 1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.**
- 2. Indicate how the program has responded to recommendations relevant to assessment of students' learning from the most recent Audit and Review Evaluation Report.**
 - Data from the evaluation instrument for students in field placement is compiled and reviewed by the faculty annually, and is used as an impetus for curricular change.
 - Data from the evaluation instrument for students in field placement is compiled and reviewed by the Advisory Board annually, and the often insightful analysis and comments of Advisory Board members (many of them former students) are very useful.
 - We have added a writing assessment for all majors that is done during the Orientation to the major. Anyone with obvious problems is identified and their advisor works with them to get remedial help.
 - Our Advisory Board has made several suggestions which we have incorporated including adding additional requirements for volunteer/paid experience, developing a legal issues class, and including specific information (such as *DSMIV*) in current classes.

F. Information Shared with Constituencies: Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

1. Program updates and changes are shared with Advisory Board at their twice a year meetings.
2. Program updates and changes are shared with area social service agencies at the twice-yearly meetings and during our visits to the agencies when we supervise our students.
3. Program updates and changes are shared with our students in the Orientation to the Major, the meeting with field students (which occurs the semester prior to their entrance into the field course), our 2-3 supervision meetings with field students each semester. We also have two students that attend our Department meetings regularly. Mike Wallace and Tim Reutebuch, as advisors to SWSO; give updates to students in that organization. And we send a newsletter each semester to all of our majors.
4. We hold Department meetings, which include our PA, Vicki Vogel, each month of the academic year.

III. Enrollment

A. Trend Data

1. Number of students enrolled each fall for each of the past five years.

1998-99	1999-2000	2000-2001	2001-2002	2002-2003
373	343	323	303	282

Enrollment has decreased over the last five years. This can be explained by several factors:

- a. The creation of a Criminal Justice major which took students who formerly majored in social work for jobs as probation/parole officers. This has had a significant impact on our major population.
- b. A national trend of falling numbers of social work majors, probably related to the problem of low compensation for difficult work.
- c. The decision of the Psychology department to incorporate more clinical psychology classes into their major.

2. Number of degrees granted each year for the past five years.

1998-99	1999-2000	2000-2001	2001-2002	2002-2003
119	104	116	87	91

We are beginning to re-stabilize our majors and perhaps we will see an upward trend in the future.

3. Average number of total credits completed by those earning degrees for each year of the past five years.

1998-99	1999-2000	2000-2001	2001-2002	2002-2003
130	129	132	133.9	133.2

Our students average 131 completed credits before earning their degrees. This is because a majority of our majors do not begin in our program but transfer in from other majors, often as juniors or even seniors. Since our program is necessarily a strictly sequential one, it takes two years to complete the major. Transfer majors often need to take an additional semester to complete the requirements.

4. Student placement information

In 2001-2002, 97.83% of our graduates had been placed, with 88.89% placed in a social work-related field or graduate school.

B. Demand for Graduates

According to the Bureau of Labor Statistics, “Individual, family, community, and vocational rehabilitation services” are among the 10 industries with the fastest wage and salary growth in 2002-12. There is an expected annual growth rate of 3.9%. Examples of groups which will be needing a growing number of services in the near future include the elderly population, the poor, immigrants, foster children and parents, children in need of treatment, and returning military personnel and their families.

C. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.

We are accredited by the Council on Social Work Education. Social workers are now state-certified at the BSW level. Students with a BSW from an accredited social work program can receive certification after passing a state and federal exam, without the need for additional work. Master’s level social workers with a clinical degree from an accredited school can now get state licensure for clinical practice. Students who graduate from an accredited BSW program can get advanced standing in most MSW programs, which eliminates 2 semesters of classes for them.

Only students who graduate with a BSW from an accredited program can apply for and accept certain state and county social work positions.

D. Location Advantage

UW-Whitewater is in an ideal location for our students to access social service agencies in the Madison and Milwaukee areas, as well as Rock, Jefferson, and Walworth counties. We have over 300 field agencies available for our students. Many of our field students are able to save money during their final semester by living at home and working in a field agency nearby.

Because of our location, we are also able to offer a rich diversity of opportunities in field and volunteer experiences. There are also several group homes in the immediate area which offer paid positions for our students.

The one disadvantage in location is that Whitewater itself has few social service opportunities and this can be a problem for students who don't have access to a car or who cannot drive.

E. Comparative Advantage

Unique features at UW-Whitewater Department of Social Work:

1. Location between Madison and Milwaukee so that students have access to both areas for field, volunteer opportunities.
2. Vibrant student organization (SWSO)
3. Professors who are highly active in the profession as authors, editors, and members of national organizations.
4. The largest undergraduate social work program in Wisconsin and among the largest in the country.
5. An extremely active and dedicated social service community with ties to the Department.

F. Community Impact

This has been fully covered in other sections and includes:

1. Each student gives 480 hours of service to the community in field.
2. Field agencies, in turn, donate numerous supervision hours to our students.
3. Each student donates at least 60 hours of volunteer/paid experience in or before their Social Work Practice I and Social Work Practice II classes.
4. Students often participate in service learning activities in Introduction to Social Welfare, Social Welfare Policy, and Social Work Research classes.
5. SWSO provides much volunteer service and fundraising for area agencies.
6. Many of our students work in area group homes.
7. High involvement of community agency personnel in our program as field supervisors, volunteer supervisors, work supervisors, advisory board members, and alumni.

IV. Resource Availability and Development

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program.

We have six faculty members with Ph.D.'s, one with an MSW, and a full-time staff person, Program Assistant III. Faculty are highly active in the profession with national reputations (see Appendix F). We have two female and four male faculty, one male academic staff, and a female PA. We presently do not have any personnel of color, although we have had several minority academic staff in the recent past. When recruiting, the Department targets reaching out to minority groups. We have one faculty member who is an out lesbian.

2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

Karen Kirst-Ashman—Social Work Practice III, Human Behavior and the Social Environment I, Sexuality for Professional Growth

Bill Powell—Social Work Research, Social Work Practice II, Introduction to Gerontology, Social Work Experience

Tim Reutebuch—Social Welfare Policy, Human Behavior and the Social Environment II, Introduction to Social Welfare, Social Work Experience

Michael Wallace—Introduction to Social Welfare, Social Work Practice I and II, Social Work with Children and Adolescents, Social Work Experience

James Winship—Social Welfare Policy, Introduction to Social Welfare, Social Work Practice I, Child Welfare, Legal Issues in Social Work, Social Work Experience

Janet Wright—Social Work Practice I and III, Human Behavior and the Social Environment I, Social Work Experience

Charles Zastrow—Social Work Practice I and II, Field Coordinator, Stress and Burnout, Assertiveness Training, Grief, Death and Dying

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

a. Our faculty to student ratio (1:40) remains high for accreditation standards (1:25).

b. Our faculty is aging and we will be facing several retirements in the next several years. This could have both positive and negative effects as transitions can be disruptive but it presents an opportunity for new energy and increased diversity.

B. Teaching and Learning Enhancement

Our faculty and staff are highly involved with students which is probably why Everett Long found we have the best student retention rate in the College of Letters and Sciences.

1. All faculty attend teaching enhancement activities regularly.

2. We advise all students every semester and we evaluate our advising each semester.

3. Students evaluate each class each semester.

4. We have had several students participate in the Undergraduate Research Program.

5. SWSO is one of the most active and highly-awarded student organizations. It currently has 38 official members.

6. The Department has developed three new courses: Social Work with Children and Adolescents, Legal Issues in Social Work, and a revised Introduction to Social Welfare as a general education course and as an online class. The Legal Issues class will be team taught by community agency social workers.

C. Research and Other Scholarly/Creative Activities

Faculty and staff regularly present at national conferences. All faculty and staff have published articles and/or books in the past five years, some extensively. Two faculty (Kirst-Ashman and Zastrow) are recognized as being among the top textbook writers in the nation. Please see Chart in Appendix F for the extensive record in this area.

D. External Funding

1. Dr. Winship has received two grants: UTIC and UWSA Curriculum Redesign.
2. Dr. Wright and a colleague in Maine received a small grant (\$1600) for their research on adults with lesbian/gay parents.
3. Dr. Zastrow received a service learning mini grant.

E. Professional and Public Service

Again, our faculty and staff excel in this area. Several faculty are on national boards and committees. Two are editors of highly respected national journals. Please see Chart in Appendix F for the extensive involvement in this area.

F. Resources for Students in the Program

Our supply budget for this year was \$14,000. This includes the money we pay faculty/staff for making two field visits each semester per field student. The budget has been adequate for our needs.

Faculty/student ratio (1:40) is high for our accreditation standards, as already stated.

We have \$3000 allocated for student help which is adequate.

G. Facilities, Equipment, and Library Holdings

Teaching rooms are adequate. We could use technology upgrades in Salisbury 330 and 334. We have been able to request and receive equipment as needed, such as TV/VCR/camera equipment for videotaping interview sessions.

Library holdings are adequate for our needs and were found to be adequate by our site visitors for accreditation.