

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Social Work Majors and Minors, 2023-2024**

**Date:** 3/4/2024

**Invited:** Provost John Chenoweth; Dean Jason Janke (Letters and Sciences); Department Chair/Program Coordinator Yeongmin Kim; faculty and staff in the program; Audit & Review Team Chair Kim Kostka; Audit & Review team members Russ Kashian; Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments  
The review team chair, Dr. Kostka, provided a summary of the review team's evaluation and highlighted the strengths and significant work put forth by the program to maintain accreditation and licensure guidelines. She also noted that the Social Work department was one of the first programs to work collaboratively with Rock to deliver programming at the Rock campus.
- 4) Discussion of Review Team's evaluation:
  - a) The team applauds your work to create an entirely online BSW program. Can you tell us more about the bounce-back in enrollments and the distribution of students in the online program as compared to the in-person program?

The program was mindful to create an opportunity for students who may not have a social work option in their state, or for non-traditional students. The online option has created opportunities for students who completed an associate degree and are looking to complete their program of study. In some cases, students attend UWW because of articulation agreements allowing them to get full credit for their associates. Partnerships with other 2-year campuses through articulation agreements are also increasing enrollment to the online program.

The program noted the online options were not listed on any online program list for UWW or Universities of WI. The Provost noted the reason was because the current offerings in Social Work are not asynchronous and would need to be in order to be listed on the portal.

The program noted concern about marketing a program to the extent that it attracts a large number of students and then enrolling a number that allows the program to maintain quality.

The Provost recommended full transparency among the department faculty and staff on teaching and advising loads to understand workloads. The department is encouraged to continue looking for efficiencies in meeting the instruction and advising loads due to the number of curricular offerings.

- b) We noticed there wasn't any detail about retention and graduation rates. Can you tell us more about that?

UG is used as a recruitment tool for the MSW. Dr. Kim provided an additional document of retention and graduation rates. The program explained that the staffing is at this point over-extended with current enrollment and has been hiring adjunct staff to address the need.

- c) Are you noticing a difference in performance and retention in the online students compared to that for students in the face-to-face program?

The program tracks their students' performance on competencies for online vs face-to-face and finds that all students in the online modality perform below those in the face-to-face modality.

- 5) **Recommended Actions**: The evaluation report lists three recommended actions (see page 9, point 4) related to goal setting, timeline for tracking progress on program goals, and plan for growth.
- 6) **Recommended Result**: *Continuation without qualification*
- **Please make use of the detailed comments in the evaluation report (below).**
  - **Please select all applicable boxes and fill in the appropriate year:**
    - Next SHORT self-study will be due to the Dean on October 1, 2028 and to the Assessment Office on November 1, 2028.**
- 7) Adjourn.

*Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).*

**University of Wisconsin-Whitewater  
Review of Audit & Review Self-Studies  
Undergraduate Programs, 2023-2024**

Date of Evaluation 11/7/2023 Short Self Study (SS\*) \_\_\_\_\_

Program: **Social Work** Major  Minor

**Evaluations submitted by:** Kim Kostka; Russell Kashian; Leda Kanellakou, and Jonathan Ivry; Katy Casey  
**Review meeting attended by:** Kim Kostka; Russell Kashian; Katy Casey; Leda Kanellakou, and Jonathan Ivry

**I. General Program Information**

**1. The program's mission statement reflects the nature and scope**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program is aware and reflective of changes affecting improvement since the last review.**

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
First self-study for the program	0

**3. The program has maintained program-level accreditation in good standing.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to Section I**

In the prior assessment, it was noted that staffing was a concern. It is noteworthy that this challenge continues to exist with more than 10 classes taught by part-time adjunct professors and faculty overloads. The follows by alerting us that more diverse courses could be offered, and more enriching classes could be added to both online and on campus students. While these challenges exist, the program continues to grow. More growth may be possible with expanded resources.

The program is mature and continues to evolve to reach and support learners focused on achieving credentials for social work careers. Accreditation has been continuous for 49 years; quite an achievement!

2) The program noted significant increases in enrollment in the BSW, but the enrollment dashboard shows a downward trajectory. There was a significant dip in enrollment in 2019-2020 (68) and then again in 2021-22 (60). Is online enrollment helping to maintain numbers? Is face-to-face enrollment decreasing?

In the current political climate, the phrase "using a diversity, equality, and inclusion approach" may be misunderstood or misconstrued by stakeholders. What is this "approach"? Why "equality" and not "equity"? This may need revising.

## II. Alignment within the University

### 1. The program contributes to the fulfillment of UW-Whitewater's Mission.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

### 2. The program contributes to goals related to the UWW strategic priorities.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

### 3. [Undergraduate Programs] The program supports general education and/or proficiency programs at the University.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

#### General Comments related to Section II

This department teaches CORE 130.

Solid and consistent contributions to the mission, strategic directions, and general education program at UWW.

Well done.

## III. Program Goals & Accomplishments

### 1. Goals and objectives were identified and undertaken to improve/advance the program.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

#### General Comments related to Section III

This section was quite comprehensive and offered a detailed list of goals (both short-term and long-term). Service to community and campus are identified (as well as the work the students and department offered during COVID19).

Appreciate that the program/department has outlined both long-term and short-term goals and has indicated the criteria they are working toward. Although the document indicates "timeline" as a part of their goals statement, those were really activities or strategies being used to meet the goal. It would have been helpful to have actual timelines. For example, one long-term goal is to increase enrollment in the program by 20%, but there is no timeline given for when they hope to meet that target.

The program lists short and long-term goals which are all very ambitious. It would be helpful to know if the program is on track toward meeting these goals, and what work there is left to do.

Very good set of short- and long-term goals. Why is increased enrollment by 20% a goal? Where is that number coming from? 20% growth by a certain date?

#### IV. Curriculum

**1. The program has a clearly articulated, efficient, and purposeful curriculum.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program promotes, and/or embeds, High Impact Practices in the program.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to Section IV**

This is identified in the document. Opportunities such as internships, study abroad, volunteer opportunities and research are listed. Student success is discussed.

Both are strong.

2) Not only are HIPs available, but in most cases, they are encouraged or required by the program. The program is structured to address many HIPs, making it impossible to complete the program without participating in these important learning opportunities.

1. The 4-year plans were added as addenda and categories of courses were included. Are there other courses that were not listed? I did not see a distinct discussion of the minor. Is this minor only for social work majors?

2. What percent of students actually do undergraduate research?

#### V. Assessment of Student Learning

**1. The program submitted a completed assessment plan.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**2. [Undergraduate] Student learning outcomes are aligned with the Essential Learning Outcomes in a way that is reasonable and meaningful.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**3. [Graduate] Student Learning Outcomes are aligned with the Master's Level Essential Learning Outcomes from the Graduate School.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0

**4. The program's assessment plan includes data collection methods and results.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**5. The program's assessment plan includes a description of how the data are used to improve student learning.**

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

**General Comments related to Section V**

This section is extensive and quite detailed.

The BSW program does provide information about the cutoff score that they use in their assessment plan that triggers a conversation about interventions. For an example of how they respond to their outcome data, they listed a shift in adding a credit to their research course to better support students toward accomplishing the learning outcomes for the course. What was missing was a discussion of their process (and maybe not necessary): do they have an assessment committee that works on this, is it handled in a routine established at department meetings, or...?

I appreciated the program's description of the assessment process, and related attachments. It is clear the program regularly evaluates student learning. I do think it would be helpful to include a timeline of when the accreditation cycle data is analyzed. The outcome table shows a couple competencies that were not met, and it would be helpful to know how that is interpreted by the program.

Impressive assessment plan and tracking of data.

**VI. Student Enrollment, Retention, and Graduation**

**1. The program's enrollment is consistent/stable and at a level appropriate to meeting student learning needs.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program regularly evaluates student progress toward successfully completing the program, including a review of student retention.**

Sufficient Evidence	0
Some/Partial Evidence	5
No/Limited Evidence	0

**General Comments related to Section VI**

It is growing.

The program provides evidence of their number of majors but did not discuss retention efforts or graduate rates. I found enrollment data on the IRP dashboard that showed:

18-19: 118

19-20: 143

20-21: 68

21-22: 78

22-23: 60

Maybe the program does not have a retention problem and that is why it was not discussed?

The projected growth is in-line with the program's goal of increasing 20%- kudos to faculty and staff on offering students flexibility in both in-person and online course options.

I see a lot of data here, but there is not a clear indication as to what the optimum level is for this major. Does the rapid growth of graduate programs impact the undergraduate education? Are faculty/staff able to handle this growth? How?

## VII. Demand for Graduates

### 1. Placement information indicates that program graduates find employment after graduation.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

### 2. Data suggests that employment opportunities for graduates of this program will remain strong.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

### 3. The program described unique features that set it apart from competing programs in the UW System or other comparable colleges and universities.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

#### General Comments for VII

I didn't find examples of firms or jobs. Given that the job market was cited as quite strong (with 63,800 openings), the data for the 47 graduates should include who were employed (it noted that 31 were considering graduate school and 20 had applied-- however, the rest were not mentioned).

The development of the online BSW sets this program apart in the UWS. BLS and Wisconsin data support continued growth in the social work sector of the labor force.

Market data suggests the need for social workers, and the program is trying make the program accessible to students. They maintain articulation agreements with two-year campuses and are working on more. In addition to access, the program offers courses in topics such as substance abuse and aging - which were two skill areas identified as in-need to social workers in the field.

## VIII. Faculty and Staff Characteristics

### 1. Information is provided about anticipated staffing changes and areas of need (since last Audit and Review).

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

### 2. The program identified factors impacting their ability to recruit and retain outstanding faculty.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

#### General Comments related to section VIII.

As mentioned earlier, there is a reliance on Ad Hoc teachers.

The program states the case that more faculty are needed to grow the program and serve the students in the minor, but it seems like there are the same number of faculty now as when there were 143 majors (vs. 60 majors now). Some data about the FTE faculty per student FTE would be helpful in making their case. The development of a strong AIS team to assist in the work is appreciated.

The discussion of faculty needs is presented in terms of numbers of students and courses, but does not identify specific areas of expertise required.

## IX. Student Resources

### 1. The program has adequate facilities, equipment, technological, and library resources to effectively serve its students and provide high-quality programming.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

#### General Comments for IX

They believe it to be sufficient.

No concerns.

## X. Conclusions and Recommendations

### 1. Areas of strength are discussed.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

### 2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

### 3. Recommendations and resources are discussed.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0

#### General Comments for X

A rebound after COVID-19 to more student engagement is desired. In addition, given the job opportunities, more marketing may grow the program further.

I agree with their points: Strengths: faculty, curriculum, and program development in the online mode  
 Improvements: student support, marketing, advising/transfer student support, faculty numbers (presumably to decrease reliance on AIS) Next 5 years: outreach/recruitment, supporting online program students, increase faculty

The discussion of the program's strengths could have had more specificity. In areas of improvement, is there anything in the program itself (curriculum) that needs improvement or changing? The self-study could have discussed broader trends or developments in the field and how those impact the major.

## XI. Reviewer Conclusions

### 1. Strengths of the Program

The BSW program's growth into the online space is an excellent addition to the BSW opportunities that serve our students. This is an unusual move; the reviewers applaud that.

This is a mature program with an excellent accreditation record, that provides an important service to the State of Wisconsin and to the field of professional social work. The team acknowledged that the program continues to meet licensure requirements for the State of Wisconsin.

This program has a committed and engaged faculty, with numerous recognitions.

The curriculum is rigorous and engaging, includes international study experiences, and many high-impact practices.

The development of the online program has been important to students who need that flexibility; now the department is turning its attention to how to help those students thrive. This is an indication of a student-centered program that makes student success a goal for itself. Kudos.

## 2. Areas for Work or Improvement

The program identified needed improvements in marketing and advising.

The program hopes to hire more tenure-track faculty to address the increased number of adjunct instructional staff since developing the online option.

There were some gaps in the self-study regarding retention and graduation results.

## 3. Other comments/questions

NA

## 4. Recommended Actions (please specify):

- 1) Continue with goal setting to address marketing, advising, recruitment and enrollment. The program identified these areas that need attention in the coming years.
- 2) Include timelines for meeting program goals as a way to track progress.
- 3) Work with college/university to develop a clear plan for growth or to determine the optimal size of the program, especially given the pressures on the staff.

## 5. Recommended Result

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	5
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	0
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
Insufficient Information in the self-study to decide; revise self-study & resubmit. Select if report is not submitted in time for the review team meeting.	0
Report not submitted; refer to Provost for action.	0