Graduate Program Review

University of Washington, Tacoma
Social Work Program

Self-Study Report
Summer 2005

TABLE OF CONTENTS

Graduate Program Review
University of Washington, Tacoma
Social Work Program
Summer 2005

Page

Graduate Program Review
University of Washington, Tacoma
Social Work Program
Summer 2005

Introduction

History and Context
In response to meeting the educational needs of the citizens of the south Puget Sound region, the University of Washington, Tacoma (UWT) was created by state legislative action in 1989 and opened in 1990 as part of a three-campus (Seattle, Bothell, and Tacoma) federation of the University of Washington (UW). Since 1990, the relationships among the three campuses have evolved and continue to transform over time. These changing relationships bear directly on this program review because of the UWT Social Work Program's accreditation association with the University of Washington, Seattle (UWS), School of Social Work (SSW).

The University of Washington, Tacoma Master of Social Work (MSW) Program was established in 1998 and accredited as a three-year part-time alternative degree program of the UWS School of Social Work. This arrangement was made at the time by the UW administration (the Dean of the SSW and the UWT Chancellor) because the Council on Social Work Education (CSWE) would not independently accredit part-time programs. The Bachelor of Arts (BA) in Social Welfare Program (commonly referred to as the BASW Program) was established in 2002 and was likewise accredited as an alternative program of the UWS SSW.

There were challenges to the initial accreditation of the UWT MSW Program due primarily to governance issues, specifically the role of the Dean of the SSW vis-à-vis the administrative structure in Tacoma. This challenge was successfully negotiated in relation to the accreditation of both the MSW and BA programs in Tacoma, as well as in the November 2004 UWS SSW and UWT site visit for re-affirmation of accreditation.

The Council on Social Work Education notified UW President Mark Emmert on June 13, 2005, of the Commission on Accreditation's vote to reaffirm the SSW's accreditation for eight years, with no conditions or interim reports required, ending June 2013. Although the Tacoma program was not specifically mentioned in this correspondence, it was part of the reaffirmation of accreditation process. Both the UWT MSW and BA in Social Welfare programs were presented as "program options" in Tacoma of the School of Social Work. While the UWT Social Work Program initially benefited, and still does to some extent, from its connection to the School of Social Work, increasingly over the years this connection presents barriers to be discussed later in this document.

Mission Statement
The UWT Social Work Program shares the Mission of UW Tacoma and the Mission of the School of Social Work which evolved from those of the University of Washington and the traditions of social work as a profession. See Appendix F.

Growth
Starting with three tenure-track faculty in autumn 1998, the Social Work program now has two professors (one of whom is the Founding Director of the Program, and the other a new faculty member as of 9-16-05), three associate professors (two of whom earned promotion and tenure at UWT), three assistant professors, one senior lecturer (Practicum Coordinator), one non-tenure track teaching associate (Manager and Practicum Instructor, Child Welfare Training and Advancement Program), and from one to five part-time lecturers depending on the quarter. A search is being conducted during the 2005-2006 academic year for an open rank position. Additionally, the Program began with one full time program administrator, and currently has two professional staff, one of whom serves primarily as program administrator and adviser, and the other who serves as an adviser for the BA and recruiter for both the BA and MSW programs, and two classified staff representing 1.25 positions.

Beginning with the first graduating class of MSW students in June 2001 through June 2005, MSW alumni total 143. Enrollment in autumn 2005 is anticipated to include 108 MSW students. Counting the two BA graduating classes (2004 and 2005), there are 51 BA alumni and an expected enrollment of 80 BA students in autumn 2005.

Process for Conducting the Self-Study
This program review closely follows the ongoing process of data collection and assessment for re-accreditation, occurring since the inception of both the MSW and BA programs in Tacoma. Because of the accreditation relationship with the SSW, the UWT faculty and staff have been diligent in maintaining the necessary congruence with the SSW's learning goals and objectives, admission criteria and review process, other operating procedures, and in collecting data to validate that congruence.

For purposes of this program review, additional data collection related specifically to the UWT Social Work Program occurred and included:

1. *Focus Groups for Program Constituents*
   Faculty and Staff: 4/1/05 (15 participants)
   MSW Students: 5/9/05 and 5/12/05 (zero participants)
   BA Students: 5/13/05 and 5/25/05 (12 juniors and 27 seniors)
   Program Advisory Council: 5/13/05 (16 participants)
   Alumni and Field Instructors: 5/19/05 (zero participants)
   Total number of participants: 70
2. *Catalyst Survey for Program Constituents*
   This online survey was open from 4/19/05 until 6/17/05. E-mail reminders were sent periodically during this time period.

Catalyst Survey Response Rate			
Affiliation	Responses	Percentages	
		Total #	Total %
Advisory Council Member	2	18	11.11%
Alumni (BA and MSW)	10	50*	20.00%
Faculty - Part-time	1	14	7.14%
Field Instructor	3	62	4.84%
Staff	1	5	20.00%
Student – BA	13	64	20.31%
Student – MSW	28	105	26.67%
Other - please specify	1	1	100%
Total	54	314	17.19%
*Number on Alumni Listserve.			

The following questions were addressed through the focus groups and the Catalyst survey.

1. What do you see as our Program's strengths? (consider all aspects of the Program, including recent accomplishments and examples of long-term excellence)
2. What do you see as our Program's weaknesses?
3. What suggestions do you have to address identified weaknesses?
4. What external factors might impact our Program? How?
5. Within the next five years, UWT is expected to experience significant growth, including a move to offer freshman and sophomore courses. Within this framework of expected growth, what is your vision for our social work program, including both the BASW and MSW degree programs? Consider emerging opportunities.
6. As a member of the Social Work Program or as a person affiliated with it, what have you felt personally or perceived in relation to the Program's acceptance and support of diverse persons (race/ethnicity, gender, age, sexual orientation, ability status, etc.)?

We do not know if those who participated in focus group sessions also completed the Catalyst survey. However, considering the total number of Catalyst responses (54) and the number who participated in the focus group sessions (70), it appears there was adequate participation overall to inform our self-study.

Presentation of Self-Study
Our self-study is organized into Sections A through G, following the order presented in the UW Graduate School, Academic Program Reviews, Policies and Procedures (November 2004). Under each section, we have chosen subheadings that are relevant to our unit and that correspond to questions asked as part of the program review process.

Required appendices (A through H) are included, as well as additional appendices that are referenced in our self-study document.

Section A: General Self-Evaluation

Most of the feedback from Program constituents is overwhelmingly positive, and many helpful suggestions are made to address Program weaknesses. In general, constituents tend to describe Program strengths with a broad view in mind while weaknesses seem to reflect more personal and specific items. There are two respondents on the Catalyst survey, one identified as an MSW student and the other as a BA student, who express strong negative sentiments about the Program, in particular toward specific individuals. While we take these responses seriously and will address the issues of concern, we also acknowledge that these views are clearly in the minority.

Unit's Strengths
To reiterate, the UWT MSW Program offers two degrees: the BA and the MSW. The MSW Program completed its 7th year in June 2005 (5 graduating classes), and the BA Program its 3rd year (2 graduating classes). Given the newness of our degree programs, our strong integration into south Puget Sound communities, and the success of our students, faculty, staff, and graduates, we see our Program as positively impacting the provision and quality of social and human services in this area and beyond. The human services community welcomed us since the inception of the Program, and their support continues.

In reviewing areas of strength, several overlapping categories emerge, some of which are specific to both degree programs and some that relate more to one than to the other. The following is an attempt to condense a large number of participant responses, ***intending to reflect the overall gestalt related to unit strengths***.

Program
In general, the size of the Program (small teacher to student ratio and small class size) and the cohort model are viewed as assets, along with consistent class scheduling; coordinated and relevant curriculum ("forward thinking"); an individualized educational approach; and focus upon student success. At the MSW level, the part-time, evening option is seen as a strength. The Program is viewed as having a positive reputation both on campus and in the larger community, and on the national level as well (due to involvement of faculty on a national scale through service and collaborative scholarship endeavors). Generally, the Program is seen as having received a great deal of recognition for its size and age. Its connection to the Child Welfare Training and Advancement Program (CWTAP), funded through Title IV-E, is noted as being an asset. Additionally, there is a perception that the Program has accomplished much with minimal funds, faculty, staff, and resources.

As one BA student stated, "the values of the program mirror the values of the profession." Faculty is seen as maintaining professional standards, yet allowing

flexibility. "There is an openness to new ideas and a commitment to make the program meaningful for the students." (Alumni respondent) The Program takes a "holistic approach, and focuses on strengths and empowerment perspective. The Program emphasizes social justice and diversity." (MSW student) "Students are not just students, but are treated as professionals." (Focus Group participant)

Also, students at both levels appreciate the faculty's openness to involving them in research and writing, and in sponsoring independent studies. In particular, the MSW portfolio requirement during the final year of the Program is noted as a strength.

Faculty, Staff, Students, and Alumni
Faculty and staff are seen as accessible, responsive, caring, knowledgeable, and concerned for all students. While not all participants may share this level of support, the following statements reflect the comments made by most.

> Incredible, amazing professors that inspire and change the lives of their students. They are so available to their students to work toward the students' success. All of the staff and our director are also amazing and so supportive so the students will be successful. (BA student)

> The quality of the instruction is strong and directly related to the experience of the students which brings me to another significant strength which is the breadth of the student body. The program model is intended to fit into the lives of working people with life experience. And what could be more valuable for a skilled, balanced social worker than actual life experience? The students' class participation greatly enhances the classes. (Field Instructor)

> I see the faculty as a wonderful strength. They are all committed to teaching and very diverse in their specialties and styles. I also feel that I learned new ways to view diversity and so am much better equipped to compassionately assist people that have different values and backgrounds. (Alumni respondent)

Additionally, individual faculty, staff, the director, the Advisory Council, and alumni are named as being assets to the program. Alumni are seen as positively impacting the communities we serve, and it is noted that some now teach in the Program and volunteer service as practicum instructors in some field agencies. The practicum program, with its two placements at the MSW level and the involvement of faculty, is described as well coordinated, providing strong and diversified opportunities for students, as well as reinforcing the Program's grounding in and service to the community.

UWT Campus Resources
Clearly, the resources on UWT's campus are seen as supporting students and the Program. In the words of an MSW student,

> The very strong support demonstrated by the support staff at the Tacoma campus,

i.e., the library staff, learning center staff, the copy center staff, the computer center staff, the media center staff, the security people, the bookstore people…they are truly the best.

The above noted services are mentioned several times, also including staff in the financial aid and registrar's offices.

Measurement of Unit's Success
First and foremost, we measure the success of our unit by the success of our students, faculty, and staff members. Our unit's performance criteria for faculty are closely aligned with those of the SSW. The primary difference appears to be one of emphasis as related, for example, to quantity of publications and expectations to secure external funding. See Appendix I for Policy Guidelines for Tenure and Promotion. Given the newness of both the Social Work Program and the UWT campus, and the large number of untenured faculty vis-à-vis the small, though increasing, number of tenured faculty, an expectation to secure large grants is unrealistic. We expect the quality of our teaching, scholarship, and service to be on a par with that of the SSW.

Our successful re-affirmation of accreditation speaks to the success of our Program and to the competence of our staff and faculty.

The success of our graduates at both the BA and MSW levels speaks to the high quality of our Program including Practicum placements that engage students in the broader community. See Appendix E for a listing of employing agencies. It appears that our Children, Youth, and Families Concentration at the MSW level, prepares our graduates for appropriate job placements. In particular, the large number of graduates working for the Washington State Department of Social and Health Services/Children's Administration reflects the success of the CWTAP. Of particular note at the BA level, is the number of graduates who have entered social work graduate programs, thus meeting one of our BA curriculum goals (see page 22).

Unit's Weaknesses
The Program's weaknesses tend to reflect the standpoint of the participants, that is, faculty may have different priorities than students, or one faculty member may see things differently than another, or BA students may view the Program differently than MSW students and so forth. Nonetheless, the following issues emerge, some of which we have control over and others we do not.

Budget Issues
Several budget issues are mentioned, primarily by faculty and staff, which negatively impact the Program, including non-funded student Full Time Equivalencies (FTEs) (resulting in an inadequate number of faculty and full-time staff), little monies to support research (negatively impacting faculty recruitment and retention), no doctoral level Research or Teaching Assistants, the continual increase in tuition, and inadequate funding for students.

Program

While many participants see the MSW curriculum meeting their needs, others note the inflexible curriculum template and the sequencing of courses as limiting flexibility related to having more electives (called "selectives" at the MSW level). The need to stay out of the Program for an entire year if a student gets out of sequence with certain required courses is also identified as problematic. This relates to the fact that we have a cohort model and offer classes only once per year. Additionally, some feel that the curriculum is too heavily focused upon issues of relevance to those students in the CWTAP.

Many BA students in particular note the need for more electives and a desire for a full-time, two-year MSW program and an Advanced Standing program as well. Our accreditation ties to the SSW are noted as being a barrier to program development. Also, our current scheduling for the BA is noted as being "unfriendly" to people who work 9:00 a.m. to 5:00 p.m.

Specific curricular issues are mentioned as being problematic. These include items such as similar and repetitious assignments and/or topics in more than one course (both BA and MSW), redundancy from undergraduate studies, lack of content about topics such as chemical dependency, and course content not appearing to match the course description.

The Program's requirement to adhere to the American Psychological Association's (APA) writing guidelines is acknowledged as being important, but some feel that professors should devote more time to teaching it and/or that being competent with APA should be a pre-requisite for the program.

Faculty, Staff, and Students

The similarities among faculty as related to ethnicity and age is noted as a reality of which to be aware, as well as having an inadequate number of faculty who are seen as being spread too thin. Students who dominate class discussions and faculty who allow this dynamic in the classroom are described as being problematic. Some students observe that faculty is sometimes too flexible with students who appear to have academic challenges and/or who exhibit perceived unprofessional behaviors.

UWT Campus Resources

The lack of adequate free or reduced-cost parking, inconvenient mobility access to classrooms for some persons with disabilities, and the internal arrangement of some classroom spaces (pillars in the way and poor acoustics) are seen as barriers for all.

Suggestions and Efforts toward Improvement

➢ Move toward independent accreditation by starting a small, full-time MSW program, perhaps with a different concentration focus, thus providing more scheduling and curricular options and flexibility for students. Such action has budget implications and requires administrative support at the highest levels.

- ➢ Develop an advanced standing program for graduates of accredited BA degree programs in social welfare/social work. This suggestion likewise has budget implications and requires administrative support at the highest levels.
- ➢ Develop more electives at the BA level and "selectives" at the MSW level. (in process)
- ➢ Review the current curriculum from the BA to the advanced concentration at the MSW level for vertical and horizontal integration of content (most specifically in relation to the Human Behavior and Social Environment and practice sequences) to guarantee that all required content is included and to avoid redundancy. (in process and to be given priority during 2005-06 academic year)
- ➢ Work toward improving adherence to APA writing guidelines. (in process and working with the UWT Center for Teaching, Learning, and Technology to provide more intensive training sessions for entering students and to make this training a requirement in the future)
- ➢ Ensure that a nurturing and supportive learning environment, respectful of human diversities, is maintained as informed by the National Association of Social Workers (NASW) Code of Ethics and CSWE standards. (ongoing)
- ➢ Attempt to recruit and hire more ethnically diverse faculty. (search in progress)
- ➢ Continue to monitor Program's gate keeping processes. (ongoing)
- ➢ Continue attempts to be attentive to each constituent's point of view and feedback even though a particular individual might appear to be holding an idiosyncratic viewpoint.
- ➢ Continue to explore grant opportunities through agency and community-based partnerships that provide opportunities for faculty scholarship, support of students, and improved service provision.

Impact of External and Internal Changes upon Unit

External Changes

Faculty, staff, and many Program constituents note the many leadership changes at UWS, at the SSW, a new UWT Chancellor, and evolving into a four-year institution as factors that could impact our unit. Additionally, most are aware of the potential impact (positive or negative) of legislative, budgetary, and political decisions. Also, the UWS SSW extended degree program is attracting some students who might have attended UWT. Finally, increased tuition in a time of economic insecurity, including cutbacks in social and human service agencies, may negatively impact the Program's applicant pool.

Internal Changes

The tenure and promotion of two assistant professors is positive for the Program. At the same time, there are still three untenured assistant professors who are experiencing a campus shift related to promotion and tenure requirements, that is, a greater emphasis upon publishing in peer reviewed journals rather than a more balanced emphasis upon teaching, scholarship, and service. The provision of a research quarter off for assistant professors is positive, but at the same time presents challenges for covering classes, advising, practicum liaison responsibilities, and committee assignments. Sabbaticals, which are likewise positive, present similar challenges for a small program that is consistently overenrolled.

Unit's Self-Perceived Role vis-à-vis Campus and University Expectations
The Social Work Program perceives itself as an integral part of UWT, a unit that has contributed greatly to the success of the entire campus. Members of the Social Work Faculty have in the past and continue to serve key roles and functions on campus (such as, for example, Interim Co-Vice Chancellor for Academic Affairs; Co-Director for Diversity and Minority Affairs; Faculty Assembly Chair; Member, President's Tri-Campus Steering Committee; and Chair of the 2707 Implementation Process). Faculty members have served on key search committees and other prominent committees over the years, both in Tacoma and Seattle.

Additionally, the MSW and BA programs have been overenrolled since the beginning of both programs, thus assisting the campus to meet its overall FTE targets. With the addition of our BA program, our undergraduate students are taking increasingly visible roles on campus through student government (ASUWT Vice President in 2004-05, ASUWT Senator and Student Activities Fund Committee member, both elected in 2005 to serve in the 05-06 academic year) and club activities (The Social Work Student Organization won the UWT Outstanding Student Organization Award for 2003-04). Dr. Jackson who won the UWT Outstanding Student Organization Adviser of the Year Award, during the same year, supported the success of the students.

Unit Governance
As a relatively new unit on a relatively young campus, governance structures and processes change continually. As increased growth has occurred, increased complexities result, complicated by the Program's accreditation relationship with the SSW. Currently, the UWT campus administrator is the Chancellor who reports directly to the President. The chief academic officer is the Vice Chancellor for Academic Affairs. The Director of the Social Work Program reports directly to the Vice Chancellor on operational matters and to the Dean of the SSW on programmatic matters. Essentially, the Director of the UWT Social Work Program holds the responsibilities of and functions in the role of dean of the Social Work Program on the Tacoma campus.

The Dean of the SSW holds ultimate responsibility for ensuring that the UWT BA and MSW programs meet accreditation standards. The Dean of the SSW delegates decision-making authority as an effective means of blending UWT campus autonomy with the long established curricular autonomy evidenced in the University of Washington School of Social Work. The Dean of the SSW and the Director of the Tacoma Social Work Program collaborate and coordinate regarding implementation of appointment, promotion and tenure standards (although appointment, tenure and promotion is to the UWT campus and there are no "transfer rights" to any other UW campus), as well as curriculum and other personnel issues. All full time social work faculty members in the Tacoma program hold adjunct appointments on the faculty of the SSW and participate in curricular discussions and planning.

Beginning in 1998 with decision-making processes that included all faculty and staff for most issues, the UWT Social Work Program created two new structures that were implemented in autumn 2004: the Management Team (MT) and the Program Review

Committee (PRC). The faculty and staff sanctioned the MT to make decisions that contribute to the smooth operation of the Program and/or move issues forward without taking time and energy from all Program faculty and staff. All major decisions are brought to the entire faculty and staff as appropriate. At the beginning of each academic year, faculty and staff set Program goals that are then linked to individual staff and faculty member goals.

The MT is composed of the Program Director, Program Administrator, Practicum Coordinator, a faculty member whose primary focus is upon the BA Program, and the Manager and Practicum Instructor for the Child Welfare Training and Advancement Program. This group meets bi-weekly and as needed, thus full faculty meetings occur more efficiently once per month or as needed.

The Program Review Committee was created to provide an additional resource for resolving conflicts that may occur among faculty, staff, and/or students within the Program that cannot be resolved by any other means. The PRC is composed of the Program Director and two Associate Professors. (See Grievance Process, page 29.) After review and agreement by faculty and relevant staff, the composition of the MT and the PRC will remain the same for the 2005-06 academic year. Adding students will be considered for the 2006-07 academic year.

Faculty members participate in campus governance through the Faculty Assembly and membership on a variety of established and ad hoc committees. On the Program level, faculty are involved in all decision making related to setting program goals (strategic planning); hiring; promotion and tenure (as appropriate); major curricular decisions; and merit recommendations. Additionally, then Assistant Professors Emlet and Laakso assumed major responsibilities in preparing the documents for the establishment of the BA degree program. All faculty members participated in curriculum review vis-à-vis the SSW as part of the recent accreditation re-affirmation process.

Mentoring
Appropriate mentoring of junior faculty has been a challenge because the program started with one professor and two assistant professors, and has added until recently untenured faculty. Both the needs of a growing campus and Program have to some extent and in some cases negatively impacted assistant professors in the area of scholarship. However, to date, two faculty members have been tenured and promoted with three still moving toward application for promotion and tenure. To date, there have been no denials of promotion and tenure for those who have applied.

With the addition, autumn 2002, of the first person tenured and promoted at another institution (in addition to the Director), the Program has been able to better serve the mentoring needs of some junior faculty. Some assistant professors have mentors in academic institutions elsewhere.

Since all faculty members serve as student advisers and practicum liaisons, there are numerous opportunities to connect with students and to form mentoring relationships.

Additionally, both graduate and undergraduate students meet with faculty members around mutually identified interests. Social Work faculty are most generous in working with students and use a variety of approaches to mentoring such as sponsoring independent studies, presenting with students at professional conferences, publishing with students, and encouraging students to pursue scholarly endeavors on their own. Such activities routinely occur at both the BA and MSW levels. Four members of the social work faculty (Drs. Amundson, Diehm, Emlet, and Lazzari) have been nominated for the University of Washington Marsha L. Landolt Distinguished Graduate Mentor Award.

Section B: Teaching

2004-2005 Teaching Load
Please see Appendix J for a list by faculty member of number of courses taught, number of credits taught, and total student credit hours for 2004-05 (4766), which represents a typical year.

Allocation of Teaching Responsibilities
Faculty as a whole review, discuss, and agree upon the teaching needs and assignments for both the BA and MSW programs approximately six months to one year prior to the start of each academic year, including summer; required courses are taught four quarters per year. We attempt to match faculty expertise and interest with Program needs. Because of the youth of our Program, the small size of our faculty, research quarters off for new assistant professors, and sabbaticals, flexibility and willingness to teach across the curriculum are necessary. Additionally, whenever there are two sections of the same course, faculty members work together to ensure as much as possible that students in both sections experience the same learning opportunities. The same texts are used, and most often, the same assignments are given.

Teaching collaboratively facilitates best practices in teaching because individual faculty members bring different knowledge, strengths, and backgrounds to the process. Faculty regularly attends national social work conferences where they track best practices in teaching at both the graduate and undergraduate levels. This knowledge is shared with colleagues through collaborative teaching.

As noted above, all faculty members serve as academic advisers and as practicum liaisons. Advisors are initially assigned, but changes are easily made when requested either by faculty or students. Practicum liaison assignments are negotiated between the Practicum Coordinator and faculty members. This is a collaborative process that attempts to match faculty interests with particular agency settings. Maintaining equitable workloads is paramount in assigning advisers and practicum liaisons, and in allocating teaching responsibilities.

Student Involvement in Research and Scholarship
As noted above (page 10,under Mentoring), members of the Social Work faculty are most generous in both including students in their own work and in facilitating the scholarly

pursuits of students. For example, Dr. Ogilvie has effectively mentored three of our graduate students who have won the Washington State Society for Clinical Social Work, Outstanding Student Clinical Paper Award in 2003, 2004, and 2005. Dr. Laakso has mentored two different teams of undergraduate students who for two years in a row (2004 and 2005) won the Influencing State Policy National Contest for "Outstanding Achievement," Best BSW Student Project (http://www.statepolicy.org). Dr. Emlet, a Hartford Scholar, has co-authored and published in peer-reviewed journals with our graduate students. Likewise, Drs. Emlet, Harris, Laakso, and Ogilvie have worked with both graduate and undergraduate social work students as research assistants. We view our efforts with students as providing opportunities to move from student to scholar though honing critical thinking skills, engaging in multi-disciplinary knowledge, and developing a passion for one's work.

Evaluation of Instructional Effectiveness of Faculty
All social work courses (including those taught by part time lecturers) are evaluated utilizing the Instructional Assessment System through the UW Office of Educational Assessment. Each quarter, the Director reviews the numerical scores as well as the written comments made by students. Areas of concern are discussed when necessary with individual faculty members. Generally, students' assessments of social work courses are quite high. For example, for spring 2005 quarter, 10 of the 17 classes offered, received on Items 1-4 a 4.0 or higher cumulative score (on a 5.0 scale), with a mean of 4.7. Items 1-4 assess the course as a whole, the course content, the instructor's contribution to the course, and the instructor's effectiveness in teaching the subject matter. Also, faculty members receive a peer evaluation once per academic year. Several faculty members (Drs. Amundson, Emlet, Laakso, and Ogilvie) have received nomination for the UWT Distinguished Teaching Award, and Dr. Harris won the 2004 National Association of Social Workers, Educator of the Year Award. Finally, the various instruments used as part of our ongoing program assessment provide important data regarding the effectiveness of our teaching. The success of our students and graduates reflects teaching effectiveness as well.

Section C: Research and Productivity

Balancing Individual Faculty Goals with Needs of Program, Campus, and University
This topic has been touched upon previously on page 8, Internal Changes. Again, due to the age and size of our Program, balancing individual needs with the needs of the Program, campus and university continues to be challenging. Fortunately, we have a faculty who are aware of these competing demands and are willing to assume greater responsibilities to allow another faculty member to engage in activities or assume responsibilities for her/his professional benefit, or for the good of the campus or university. However, there is a concern that if this trend continues, intensified by high enrollments, individuals will "burn out," and the quality of the Program will be negatively impacted and its students will suffer.

Impact of Faculty Research upon our Field
Our faculty represents a range of researchers from those whose work has progressed over many years to newly emerging scholars. Dr. Emlet, who won the first UWT Distinguished Research Award in 2004, maintains a national and international reputation for his research on older adults living with HIV/AIDS. His efforts are noteworthy in both garnering funds and in scholarly publications. Dr. Laakso's research focuses on child support policy and its impact on non-custodial fathers when parents live apart. As a recent emerging scholar, Dr. Laakso's contributions to the field of child support policy are beginning to inform both policy and practice discussions. Dr. Harris brings a wealth of knowledge and experience in the area of birth mothers and their children in the child welfare system, with an emphasis on African American birth mothers and their children. Dr. Harris's research has been instrumental in addressing issues regarding the disproportionate number of children of color in the child welfare system. Dr. Diehm's research focuses around human diversity on college campuses. He and Dr. Lazzari have conducted studies and co-authored articles that have influenced directly and indirectly diversity efforts on UWT's campus and beyond. Dr. Jackson's expertise in the Clubhouse model for people living with mental illness has resulted in our Program's relationship with Rose House (a mental health service agency), providing an excellent practicum site and an opportunity for one of our undergraduate students to engage in a program evaluation at the site. Dr. Ogilvie, whose work has influenced the regional practice community and is beginning to appear in peer-reviewed journals that will impact the field more broadly, brings tremendous expertise in the area of attachment. As a newly emerging scholar, Dr. Amundson is developing research expertise in exploring issues related to women in prison. In particular, she is conducting research at the Washington Corrections Center for Women in Purdy, also resulting in a practicum setting for several of our students. Dr. Finn, who will join our faculty, brings expertise in the area of Information Technology and Social Work Practice, including integration of information technology into the social work curriculum. He is a pioneer and widely published in this area. As evidenced by this brief overview, our faculty brings a range and wealth of scholarly knowledge and skill to our Program, the UWT academic community, and to the broader communities we serve due to our strong community connections.

The contributions of our faculty cannot be adequately represented given the length limitation of this program review. Please refer as well to Appendix G, Abbreviated Faculty Curriculum Vitae.

Differences among Faculty: A Strength
The faculty represents a variety of sub-specialties including, for example, geriatrics, HIV/AIDS, substance abuse, incarcerated young women, database development for Field Instruction, and sexual minority issues. We are fortunate to have strength in both quantitative and qualitative research methodologies, mixed methods, and secondary analysis of large data sets. Faculty tend to share their strengths with one another and to work collaboratively, both within the unit and with faculty in other disciplines.

Faculty offices are not, both by choice and availability, in the same building. This does in some circumstances hamper communication; on the other hand, it allows faculty to interact with those from other academic programs and disciplines. To some extent, this close proximity facilitated interdisciplinary efforts such as the Royalty Research Fund Grant awarded to Dr. Laakso and Dr. Drevdahl in Nursing for their work on "The journey from welfare to work: How women are faring under WorkFirst." At the time they began working together, their offices were adjacent to one another.

Impediments to Faculty Productivity
See Internal Changes, page 8. Additionally, due to the youth of our program and campus and the demographics of our faculty, we have not been positioned to secure large grants that result in providing faculty the flexibility to engage more intensely in their research. However, given these impediments, our faculty are productive and building the base to take our Program's research efforts to the next level.

Support for Staff
All staff members in the unit report to the Program Administrator who is responsible for supervising program operations, to include monitoring the tasks, functions and productivity of staff. The Program Administrator reports to the Director. In order to preserve productivity, adjustments to work schedules or flex schedules are common and frequently reviewed to ensure staff schedules allow for outside activities such as other (approved) part-time employment, attending school, and caring for children or family members. Occasionally, a temporary increase in staff FTE is funded to assist with high volume periods. Whenever possible, staff schedules are accommodated to allow for maximum freedom and flexibility. The Program Administrator and the Director maintain, as much as possible, open communication styles and an open door policy. Bi-weekly meetings with individual staff and the Program Administrator and monthly all-staff meetings help the communication flow freely as well as assess productivity levels.

The staff is recognized with both verbal and written praise for a job well done. Other forms of recognition consist of taking the staff out to lunch or coffee, presenting staff with certificates of appreciation and holding celebrations in honor of staff birthdays.

Professional development for staff is a high priority and is encouraged at all levels. Staff attend professional conferences, training and development courses at UW Seattle and UW Tacoma, professional development workshops, enroll at UWT under the State Employee Tuition Exemption Program and experience other on the job training to learn new skills. All of the trainings include paid release time as long as it relates to enhancing job performance. Additionally, whenever possible and appropriate, individual staff may be recommended for raises and/or step increases.

Section D: Relationships with Other Units

The strength of our relationships with other units both at the UW, on other campuses, and in the community is tied to the strength of the relationships that individual faculty and staff maintain with others. Staff members, for example, serve on numerous UWT

committees (for example, Health and Safety, New Student Orientation Planning Committee, Enrollment Management, Recruitment Subcommittee, and Graduate Advisers Council) that have representatives from other programs.

As noted above, faculty members engage in interdisciplinary research efforts. Another example relates to Dr. Harris's appointment as a Faculty Associate at the University of Chicago, Chapin Hall Center for Children, and her recent grant proposal submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, with Dr. Susan Spieker (UWS School of Nursing) and Dr. Maureen Marcenko (UWS SSW).

The Social Work Program has collaborated with the UWT Urban Studies Program, the UWT Nursing Program, the UW SSW, the National Association of Social Workers, and MultiCare Health Services to bring speakers to campus. These collaborations are important in strengthening interdisciplinary efforts on campus and in the community.

Also, faculty members conduct research in collaboration with community agencies whose ties have generally grown out of our strong Practicum program. Dr. Emlet's research on HIV/AIDS and older adults, conducted primarily with the Pierce County AIDS Foundation, has been a practicum site from the Program's inception. Dr. Laakso served on an interdisciplinary research team at Associated Ministries' Project Interdependence, a program working with women making the transition from TANF into the workplace, in which students were placed. Dr. Amundson is researching the mothering program of the Washington Correctional Center for Women, also a practicum site. Drs. Emlet and Laakso are exploring possible connections with select social work programs in Sweden and Finland, and Dr. Ogilvie maintains her work with Healing Waters: Metis Family Preservation Society in Canada.

Dr. Lazzari is a founding member of the South Puget Sound Higher Education Diversity Partnership of thirteen academic institutions including a technical college, community colleges, private colleges (non-sectarian and religiously affiliated) and a public university. The idea for the partnership grew out of a research project (Diehm and Lazzari) at UWT. The Partnership has sponsored four successful diversity institutes that draw from the member institutions, representing interdisciplinary perspectives on effective approaches to valuing all human diversities.

Section E: Diversity

Program's Commitment
In addition to the University of Washington's expectation to provide a supportive environment for all members of its community, social work programs must address a CSWE accreditation standard related to nondiscrimination and human diversity. This standard requires all programs to provide a learning context that is nondiscriminatory and reflects the profession's fundamental tenets, including specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (encompassing age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced.

Additionally, UWT includes as part of its vision the following statement: "UW Tacoma's commitment to diversity is central to an environment where students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth." Further, one of UW Tacoma's defining characteristics is its commitment to diversity "through nurturing a campus community where similarities and differences are acknowledged and respected. UW Tacoma welcomes and supports individuals of any age, gender, race, religion, sexual orientation, physical ability, and ethnic, cultural and socioeconomic background."

The Social Work Program values all forms of diversity, and at the same time acknowledges the complexities inherent in meeting the needs of its diverse members.

Constituent Perspectives

As we know, discussions related to diversity present challenges due to the very personal nature of how one's diversities are experienced, the extent to which one feels supported, and the tensions that may ensue. While the faculty and staff share a strong commitment to providing an environment that is respectful and supportive of all people, our efforts are not always received as intended. Additionally, most are aware that we need to increase our ethnic diversity among both faculty and students, and that more male social workers would be beneficial as direct providers of social and human services. We acknowledge that people still experience the impacts of institutional racism and other forms of discrimination. However, constituent feedback is primarily positive and reflective of current challenges.

> As a student I have felt the social work program is very accepting of diversity to the degree of empowerment. The issues of diversity are integrated into all our studies and brought to attention in every class. This challenges students to look at how they handle diversity in their personal and professional lives. (MSW student)

> I think that the program is very supportive of diverse peoples, but I also feel that it is incredibly suspect of people who have conservative tendencies (religious) and that the faculty feels there is little place for compromise between liberal and conservative views. (MSW student)

> This was not an issue for me personally but I did hear from students-of-color that they felt exposed to some struggles. I also know that some students in my cohort struggled with writing level expectations but were able to succeed with support. (Alumni respondent)

> My experience with the social work program has been that it has accepted, supported and empowered diverse persons. …[T]here have been times when various faculty members' methods of doing so have unintentionally resulted in some racial polarization of the student group. (Field Instructor)

> I feel the program is very supportive of diversity! I felt very comfortable in our

classroom settings talking about diversity issues, and all of our misconceptions and social stigmas. (BA student)

Be open minded about young professionals. This is 2005 and things are changing. Young social workers are valuable to work with certain populations who trust younger people and can relate to a younger generation. 'Twenty-somethings' bring valuable insights and thoughts to classes and also to their work in the field. They may not have 'life experience' but they are enthusiastic, creative and see the world through a different lens. (Other)

Inclusion of Underrepresented Groups for Faculty and Staff

See Appendix K for tables that describe staff and faculty by gender and ethnicity. We have been more successful in maintaining an ethnically diverse staff than faculty. Currently, we have two ethnically diverse faculty members, one who identifies as African American and the other, Asian American. In particular, the presence of an African American faculty member makes a positive difference for many students-of-color, both in Social Work and from other programs. At the same time, we acknowledge that this places additional demands upon her. In terms of gender, our faculty is well balanced with four males and six females. Additionally, we have several faculty members who are sexual minorities, thus in totality, offering students a variety of faculty with whom to identify. Our diverse faculty and staff positively impacts how students experience and grapple with the complexities of diversity. We are cognizant of the need to increase our ethnically diverse faculty, and when possible, employ diverse non-tenure track faculty.

Inclusion of Underrepresented Groups for Students by Entering Cohort

Please see Appendix L that shows the numbers and percentages of underrepresented students by cohort. In reviewing this self-reported data, a word of caution is in order. As we know, some individuals choose not to report their ethnic identities for a variety of reasons from not seeing themselves fitting into predetermined categories or not approving of terms, such as "Hispanic" which means different things to different people. Currently, data is collected using a variety of ethnic codes; data for the MSW and BA Programs reflect four of these codes (African American, American Indian, Asian, and Hawaiian Pacific) and one cultural code (Hispanic). Thus, for example, an individual could mark "Hispanic" only or "Hispanic" and "Asian" and so forth. Interpreting this type of data has inherent limitations. Nonetheless, our Program appears to be holding a rather constant pattern of enrollment of underrepresented groups of MSW students, except for 1999 when only 3 were indicated. The range for MSW students is 3 to 11 per cohort, with a total across all years (1998-2004) of 53, and an average of 7. At the BA level, for three years (2002-2004), there is a total of 23 students from underrepresented groups, a range of 5 to 10 per cohort, and an average of 7.66.

Ongoing Efforts

Please note Appendix M that indicates overall retention rates from 1998 through 2004 for underrepresented students in the MSW and BA programs. Again, these rates are calculated from self-reported data, and the same note of caution is in order. At the graduate level, we have, according to UWT's Student Information System (SIS), retained

76% of African Americans, 87.5% of American Indians, and 100% of Asian students who were admitted to the Program, indicating an overall retention rate of 90%. These percentages compare favorably to UWT campus-wide retention rates for all UWT graduate programs of 81%. At the undergraduate level, we have retained, according to SIS, 91.7% of African American students and 100% of Asian students, reflecting an overall retention rate of 88.9%, compared to 77.8% for all UWT undergraduate programs combined. The total retention rate for underrepresented students in both the graduate and undergraduate Social Work programs is 89.7 %, and the total for all UWT graduate and undergraduate programs is 73%.

When we do not retain students, the reasons for attrition typically include personal issues such as health concerns, financial constraints, family responsibilities, and employment considerations. Occasionally, students leave because of academic demands for which they are or perceive themselves to be unprepared. At the graduate level, students will sometimes request deferred enrollment, go on leave, or extend to a four-year plan, as options to remain in the Social Work Program.

While we would like to increase our numbers of students from underrepresented groups, we know that this is an ongoing effort whose success is directly linked to the quality of the experiences of those students currently in our Programs. The data reported from the Catalyst survey and focus groups related to diversity (refer to page 16) suggests that we are doing an adequate job of creating and maintaining a positive learning environment for many of our students and indicates areas where we need to improve.

At the graduate level, we participate in the Graduate Opportunity Minority Achievement Program (GO-MAP) annual fair and the Graduate Professional School Fair (sponsored by GO-MAP) as recruitment events, and we maintain collaborative relationships with GO-MAP and UW Graduate School staff. Discussions related to these issues of recruitment and retention will receive increased focus as a result of this program review process.

Section F: Degree Programs

The Council on Social Work Education prescribes the required curriculum content areas for all accredited social work degree programs. These include values and ethics (as presented in the National Association of Social Workers Code of Ethics); diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social welfare policy and services; social work practice; research; and field education. The Program's curricular goals and learning objectives derive from the Program's mission as informed by our definitions of practice and by CSWE Educational Policy and Accreditation Standards, including content areas described above.

The Social Work Program shares all learning goals and objectives with the SSW even though our delivery structure is somewhat different. Curriculum revisions and implementation has occurred in the Seattle program options beginning in 2002-03 and is still ongoing. These changes have impacted the assessment tools we use because of changes in learning goals and objectives. This will become evident in the sections to

follow on program assessment.
Relationship between Degree Programs
To assist in understanding the relationship between the BA and MSW degree programs, it is helpful to explicate the levels of practice as defined by the faculty of the SSW, and shared by the UWT Social Work Program faculty.

- *Social work practice* includes direct services to individuals, families, and groups as well as indirect services such as the administration of organizations and programs, the development and implementation of policy, and community work.
- *Foundation or generalist practice* educates students to work with or on behalf of individuals, families, groups, organizations, communities, and to engage in policy practice.
- *Advanced practice* builds on the ability to work with or on behalf of individuals, families, groups, organizations, communities, and policies. Concentration in an area of practice broadens and deepens foundation knowledge and skills, and is characterized by a level of critical thinking that ensures that practitioners know the how and why of their interventions. Advanced practitioners use supervision and consultation and can work in relative autonomy because they have a personal frame of reference that enables them to make effective professional judgments, inferences, and decisions.

The BA degree prepares graduates to engage in generalist social work practice. The MSW degree program prepares graduates for social work practice at the advanced level and is considered the terminal degree for practice. Two of our MSW graduates who are interested in pursuing academic careers have been accepted into doctoral programs and will begin at Portland State University in autumn 2005.

Many BA students view their degree as a pathway to earning an MSW degree. Graduates of an accredited BA program in social welfare or social work can apply to Advanced Standing MSW programs that essentially accept the BA degree (with appropriate grade point averages, experience, and references) as being equivalent to the foundation year of the MSW program. The SSW in Seattle has an advanced standing program that has accepted ten of our BA graduates over a two-year period. One of our BA graduates completed the advanced standing program at the University of Michigan, one will begin in autumn 2005 (on a Geriatric Fellowship funded by the McGregor Foundation), and another is attending the advanced standing program at Columbia. Four of our BA graduates are currently in our MSW program because of a better fit with their educational goals and personal circumstances.

Having both an undergraduate and graduate program challenges the faculty to be cognizant of both vertical and horizontal integration of content, assignments, and experiential learning activities across curricular areas at both degree levels.

Master's Degree
The MSW Program has the following two curricular goals, derived from our shared mission with the SSW. The foundation curriculum objectives address the first goal, and the concentration objectives address the second MSW program goal. See Appendix N for the MSW Curriculum Description.

To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work

The MSW Foundation curriculum provides an educational experience that builds on an undergraduate, liberal arts degree and prepares students to enter into a concentrated area of social work practice. Through the successful completion of the foundation curriculum, graduates will be able to meet the following objectives, which specify the knowledge and skills required for accomplishing our program of preparing students for generalist practice. (F = foundation objectives)

F1. Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.

F2. Understand the forms and mechanisms of discrimination, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.

F3. Understand and interpret the history of social welfare and its contemporary structures and issues.

F4. Apply the knowledge and skills of a generalist perspective to practice with systems of all sizes.

F5. Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and/or the interactions among individuals and between individuals and families, groups, organization, and communities.

F6. Articulate the role of policy in framing social work practice, understand the impact of major social welfare policies on those who are served by social workers, social workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.

F7. Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change.

F8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation.

F9. Make well-reasoned and well-informed judgments based on professional values and ethics, critical self-reflection, evidence, and the appropriate use of supervision and consultation.

F10. Apply critical thinking skills within the context of professional social work

practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.

F11. Contribute to the profession's knowledge base and practice through disciplined inquiry, dissemination, and institutionalization of evidence-based practice and policy models.

To prepare students for advanced professional practice in an area of concentration in a way that fosters social work leadership, effective social interventions, a commitment to a just and human diverse society, and a commitment to public service.

Graduates will accomplish the following objectives, which identify the values, skills and knowledge needed if practitioners are to foster leadership, intervene effectively, work for a just society, and be committed to public service. (A = concentration or advanced objectives)

A1. Demonstrate a commitment to the promotion of social justice, through their own work and that of the larger social work profession, and apply principles of multiculturalism and empowerment to social change efforts in their practice.

A2. Demonstrate the knowledge and skills required to assess the differential needs of diverse constituents, plan and implement evidence-based interventions in collaboration with constituents, and critically evaluate, monitor, and continuously refine their practice using appropriate research and evaluation methods.

A3. Articulate the theories, knowledge of human behavior, and research evidence that inform their practice, apply these mindfully in their work with diverse constituents, and be committed to maintaining the currency of their practice knowledge through life-long learning.

A4. Demonstrate knowledge and skills in critical analysis of the sociopolitical factors that shape policy and services formation in their area of practice or setting, in analyzing and influencing existing policies and services, and in advocating for change in policies, services, and practices locally, nationally, and globally.

A5. Demonstrate professional values, skills, and behavior through a self-reflective understanding of and adherence to the NASW Code of Ethics and other relevant professional standards.

A6. Achieve a level of competency such that, with self-monitoring and the use of informed consultation, they can practice autonomously in their area of concentration.

In addition to the MSW foundation and advanced program learning goals and objectives noted above, the MSW program is guided by four core values including social justice, multiculturalism, social change, and collaboration and empowerment. Briefly, our adoption of *social justice* as a core organizing principle of the MSW curriculum means that we strive to provide students with the critical value base, knowledge, and skills to practice in a manner that prevents and alleviates economic and social inequities and their human consequences. Adopting *multiculturalism* as an important corollary to social

justice requires faculty and students to critically investigate mono-cultural and universal assumptions, resulting in practice that engenders the material, social, and cultural empowerment of disadvantaged individuals, groups, and communities. Our commitment to *social change* reflects a profound belief in the power of human agency, strategically applied, to prevent and alter persistent social patterns of disadvantage and deprivation. Finally, our commitment to **collaboration and empowerment** is a matter of both principle and pragmatism. As a matter of principle, we believe in democratic social change processes that include and empower disadvantaged groups and communities. Pragmatically, we recognize that creating lasting change in a diverse society most often requires the sustained efforts of multiple and diverse persons, working in close partnership.

Bachelor's Degree

Keeping in mind the Program's mission and goals, graduates of the UWT BA Program are expected to meet the following objectives, based upon* the following four curriculum goals*. See Appendix O for the BA Curriculum Description.

> *To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of the profession.*
>
> *To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.*
>
> *To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.*
>
> *To prepare for graduate education.*

Learning objectives stemming from curriculum goals follow.

1. Apply entry-level social work skills to individuals, families, groups, communities, tribes, and organizations.
2. Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation.
3. Practice effectively within agencies and delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.
4. Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.

5. Demonstrate understanding and appreciation for differences based in gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities.
6. Identify ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems.
7. Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice.
8. Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession.
9. Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.
10. Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems, and nations including American Indian and Alaska Tribal Nations.
11. Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, tribes, and communities).
12. Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.
13. Understand, use and promote evidence-based methods in generalist social work practice.
14. Use effective oral and written communication skills with a range of client populations, colleagues and members of the community.

Assessment of Student Learning – Overview

Both the BA and the MSW programs utilize a variety of formative and summative evaluation methods. Formative methods focus on the processes involved in implementing the curriculum and the processes of teaching and learning. While formative methods do not directly measure learning objectives, they help to ensure that the various critical aspects of curricular structure and processes support specific curricular objectives. Formative methods include faculty assessment of syllabi by major curricular objectives and student course evaluations (both general and specific to curricular objectives). As an example of the use of student feedback from course evaluations, we changed the MSW research sequence from two courses separated by several quarters to sequential courses offered in two consecutive quarters. Formative methods will not be discussed in depth as part of this self-study. The difference between formative and summative evaluations is not hard and fast. The two are understood along what might be called an "outcomes continuum."

Summative methods place an emphasis on the outcomes of program implementation, primarily in terms of student learning in accordance with curricular objectives and students' overall appraisal of the quality and career relevance of their education.

Summative methods at the MSW level include student grades, practicum instructor evaluations of student learning, exit surveys of MSW program graduates, the Graduate School online exit survey, an annual survey of MSW program alumni at approximately one year after graduation, and a periodic (every 5 years) survey of local social work employers. At the BA level, summative methods include student grades, practicum instructor assessments of student performance, and the Baccalaureate Educational Assessment Package (BEAP). BEAP is a national assessment tool that includes a pre-and-post social work values instrument and entrance, exit, alumni, and employer surveys. It allows baccalaureate social work programs to compare results across programs and with programs of similar size.

As part of the recently completed self-study (October 2004) and reaffirmation of accreditation process in collaboration with the SSW, a tremendous amount of data was collected, some of which was presented separately (that is, Seattle program options and Tacoma) and some of which was collapsed into one data set. For purposes of this program review, **selected assessment data** are included. The accreditation self-study is available should anyone want to review the data in greater detail. Additionally, as a result of the accreditation self-study and site visit, the SSW initiated an Assessment Team composed of the directors of all BA and MSW program options in Tacoma and Seattle. As long as our programs share accreditation, it is incumbent upon us to use the same assessment tools even though program structures differ. The Director and Practicum Coordinator for the UWT Social Work Program are members of this team.

MSW Program Assessment
      Practicum Instructor Evaluation of Student Learning
Although field instructor evaluations of practicum learning are typically summarized quarterly, the year-end summary serves as the most inclusive assessment of the student's acquisition of professional knowledge and skills. The evaluation of practicum learning is generally completed on a cooperative basis between the field instructor and the student, with guidance and consultation as needed from the faculty liaison assigned to the student. Students complete 360 hours for the Foundation Practicum, and 720 field hours for the Advanced Practicum. Most often, if a student is inappropriate for the social work profession, this will become evident during a practicum placement.

Please see Appendix P that provides the results of practicum instructor evaluations at both the Foundation and Advanced levels for 2004 and 2005. Each practicum goal is linked to Foundation or Advanced curriculum objectives (see pages 20-21). The mean scores, all above 3.0, with 4.0 being the highest, suggest that practicum instructors evaluate Foundation students as having achieved the level of learning consistent with the objectives of the Foundation curriculum. At the Advanced level, all mean scores are above 6.0 with 7.0 being the highest, and critical elements of learning within each goal (scored dichotomously) indicate that a high proportion of students "achieved" each element of learning.

      MSW Exit Survey

During Spring 2005, the Assessment Team, noted above, developed two new Catalyst surveys to obtain student feedback related to their assessment of certain aspects of the program and perceptions of competence related to core curricular areas. The first is administered at the end of the Foundation year and the second administered at the end of the Advanced year. To date, we have data from the 2005 graduating class. Please see Appendix Q that shows the results of this survey.

While the overall results are basically strong, there are areas that, for example, need attention such as faculty advising and feeling support from faculty. This is not surprising given the many demands upon both students and faculty, and the resulting challenge of both establishing and maintaining ongoing mentoring relationships. A significant positive result relates to graduates' commitment to maintaining currency of practice through life-long learning (mean of 4.62 on a scale of 1.0-5.0).

Graduate School Exit Survey
Starting in 2001, UWT Master's students have participated in the Graduate School Exit Survey. Since that time, students' ratings of the program have consistently improved. In 2001, the combined average rating on all components that assess the quality of the program was 3.98 (on a scale of 1.0 to 5.0). By 2004, this average increased to 4.42. Additionally, the UWT Social Work Program has seen increases in ratings of departmental academic standards, adequacy of research and professional training, satisfaction with supervision, quality of faculty, and overall quality of the program when compared to the UWT campus, and the UW system as a whole. Please see Appendix R.

Alumni Survey
The data from alumni surveys (administered in 2002 and 2003) is based upon former curricular objectives and reported in our accreditation self-study. Graduates rank their experience of the program quite favorably across all measures with the exception of skill development in computer technology. We are in the process of working with the SSW to develop a new alumni survey based upon curricular changes.

Employer Survey
We conducted an employer survey in January 2004 that covered graduates from 2001 through the 2003 cohorts. The Employer Survey has the following aims:

- To gauge employer perceptions of overall quality of the University of Washington, Tacoma, Social Work graduates.
- To identify the extent to which the knowledge, skills and abilities encompassed by curricular learning objectives are favorably identified by employer appraisals of program graduates.
- To identify general areas of strength and weakness in employer appraisals of program graduates and solicit specific recommendations concerning curricular improvements and development priorities.

Because the most recent survey instrument was developed in 2000, a limited amount of data is consistent with the learning objectives of the new curriculum. Additionally, only

13 people responded to the survey. However, some of the data is informative and supports the strength of our MSW Program. Please see Appendix S. The Assessment Team will develop a new instrument that will be implemented at the time of the next employer survey.

BA Program Assessment

State-Mandated Accountability Measures

Please note Appendix T for time to degree data. At the undergraduate level, 88% of BA in Social Welfare students require between 7 – 9 quarters to complete their degrees, with only 2% taking more time than that. This finding supports the design of our BA Program, indicating that the majority of our students complete the degree within the intended time frame of the Program, that is, 2 years or 7 – 8 quarters. The Graduation Efficiency Index (GEI) for 2003-04 is 92.7% and for 2004-05, 90.7 percent. For all students admitted to the BA in Social Welfare Program, the retention rate is 90%, improving from 84.6 % in 2002 to 97.2 % in 2004.

BEAP

As noted above (page 24), we employ the BEAP to assess students' social work preparation. See Appendix U that reports the exit data for the 2004 graduating class. Data for the 2005 class are not yet available.

An evaluation of preparation by the "BSW/BA In Social Work" consists of 35 questions evaluated on a10-point scale (0-10, where 0=Very Poor and 10=Superb). Students rated curricular objectives related to knowledge, skills, and values, basing their score on how well they believe the BA program prepared them in each of those areas. The curricular objectives correspond directly to knowledge, skills, and values/ethics prescribed by the Council on Social Work Education. The UWT 2004 class consistently rated each of the three areas highly. Students rated the knowledge category (12 questions) with an average of 7.89, with 8 (Very Good) being chosen most often. Students rated the skills category (13 questions) with an average of 8.04, with 9 (Very Good/Superb) being chosen most often. Students rated the values/ethics category (10 questions) with an average of 9.14, with 10 (Superb) being chosen most often. The overall mean value of student's evaluation is 8.31, placing the program beyond the "Very Good" status.

Program Assessment-Areas for Improvement

As noted earlier in this document (page 24), we are working with the SSW to bring all evaluative instruments for both the BA and MSW Programs options in line with one another to ensure comparability and meet CSWE accreditation standards. Even though we have been re-accredited for eight years, we understand the importance of keeping assessment processes current to inform ongoing curricular improvements.

Career Options for Graduates

The Social Work Program places a premium on its direct connections to the south Puget Sound community, principally through the Practicum component of the curriculum and our Advisory Council. It is via this ongoing, face-to-face communication that the

program is able to stay abreast of career trends and opportunities in the region. It is also via this direct communication that we remain in touch with our alumni and are able to track the career trajectories of most. Social workers tend to "cluster" in two career areas:

1) *Direct service* to clients through public and private social service agencies. Such programs may be either secular or sectarian in structure. Provision of direct service takes place in such venues as: hospitals; schools; child welfare agencies; mental health agencies; hospice programs; institutional settings for the mentally ill and developmentally disabled; veterans' services; correctional facilities; and chemical dependency recovery programs.

2) *Indirect/Administrative practice* through supervisory and administrative roles in direct service agencies, engaging in "indirect" practice through such activities as: policy analysis and development; social research; grant-writing and monitoring; human service program development; legislative lobbying and advocacy; and the administrative tasks of running a not-for-profit agency.

Please see Appendix E for a listing of known alumni employment agencies and career fields for the past three years.

Section G: Graduate Students

Recruitment and Retention
Recruitment of our graduate students is accomplished by a variety of face-to-face, email or direct mailing contacts. Approximately 8 times per year the Social Work Program is invited to participate in Graduate School Fairs at local colleges and universities and/or give presentations to students during campus visits. In addition, the UW Tacoma campus offers 6-7 Graduate Information Sessions for prospective students during the year where students learn more about the program, admission requirements and process, and meet with an admissions adviser. Also, the admissions adviser and recruiter schedules 10-12 Application Workshops for prospective students who would like further instruction on how to submit materials for application. Individual admission advising appointments are available by request year round.

Our campus resides in a diverse urban area of downtown Tacoma. We have participated in recruitment and outreach activities within our surrounding community with targeted populations. Visits to the Korean Women's Association, Hilltop Community, Puyallup Tribe, Salishan Community, Ethnic Fest and The Evergreen State College Tribal Weekend Program are a few of the outreach activities conducted this past year. Several of these efforts are targeted to attract underrepresented populations. We also collaborate with the Child Welfare Training and Advancement Program (CWTAP) to give presentations at 6 of the area Division of Children and Family Services (DCFS) offices. The DCFS offices employ a high percentage of diverse individuals and the clients they serve are often from underrepresented groups or disadvantaged populations. Maintaining relationships with our current student practicum sites (over 100 sites in the area) is also critical as is developing new sites for students to experience in the future. Our current

students, alumni, faculty, staff and practicum instructors are great advocates of the Program and recruit for our Program both directly and indirectly.

Through Recruitment Plus, a centralized tracking system for prospective students, the UW Tacoma Office of Student Affairs collects inquiry information and coordinates the mailing of information to prospective students throughout the year. Mailings include, general information about the MSW Program, application packets, invitations to campus Information Sessions, Application Workshops, information on Financial Aid and Scholarships, campus information or invitations to tour campus. Both mail and email are utilized to contact prospective students. Our web site (http://www.tacoma.washington.edu/social/) also serves as a recruitment tool and applicants are able to download all application materials and link to the online UW Graduate School application as well.

Typically, we measure success by how many prospective students attend an advertised recruiting event or if applications are submitted after recruitment or advising contact. The majority of applicants have been recruited in one form or another named above. Currently, we have no reliable mechanism for measuring the exact yield as many conversations take place without prospective students giving us their name and contact information. However, the Recruitment Plus tracking system does allow us to track those prospective students who provide their contact information and determine how many contacts apply to the MSW Program. Currently, for example, 31.8% of those who attended an Information Session or Application Workshop applied to the program. The campus-wide UWT yield for all graduate programs is 23 percent.

Retention efforts include ongoing student advising and mentoring (discussed below), communication via email list serves, colloquiums, and the mentoring programs sponsored by the two student organizations closely aligned with the Social Work Program, the Student Social Work Organization at the undergraduate level and the Jane Addams's Society at the graduate level.

Advising, Mentoring, and Professional Development
Three sources of ongoing student advisement are available for both BA and MSW students: faculty advisers, the Practicum Coordinator, and the BA and MSW Program Advisers. **Faculty members** are best used when students need counseling on educational and professional career choices, or in circumstances when they experience personal difficulties that affect progress in the Program. All students have a faculty adviser with whom they should meet on a periodic basis. Students can also turn to any faculty member regarding specific issues or mutual interests. Such "informal advising" is common, highly encouraged, and an example of mentoring. The **Practicum Coordinator** is responsible for the advisement and approval of students for practicum placements and problem solving with practicum instructors and students when they encounter difficulties in a placement. The placement process provides opportunities for supporting the professional development and mentoring of all students. **Program advisers** assist students with information on registration, course scheduling, graduation requirements, and procedures

for resolving grade issues. They maintain all student records and provide entry codes and student manuals. Program advisers work closely with the faculty to assist students.

Information related to advising options is included in all Program manuals. Please see Appendix W for a copy of the form used to track the progress of MSW students.

Inclusion in Governance and Decisions
Including graduate students in unit governance is difficult, if not impossible, due to their multiple demands of work, classes, practicum, and family responsibilities. However, one graduate student and one undergraduate student serve on faculty search committees and on our Program Advisory Council. Additionally, with the strengthening of the Student Social Work Organization (SSWO) at the undergraduate level, greater communication and involvement in Program governance and decisions will follow. The Jane Addams Society (graduate student organization) is struggling to remain active. Over the years, the success of the graduate student organization appears directly linked to the availability of a graduate student who has the time and commitment to keep the organization vital.

Grievance Process
There are two different avenues to redress a grievance, depending on whether the grievance is academic (including practicum) or related to discrimination or unfair treatment. Like the University, the Program encourages the resolution of grievances at the lowest level. If this cannot occur, students are provided with the appropriate referral for the next step in the grievance process. Grievance procedures are included in all Program manuals.

Direct contact between the two parties involved, sometimes with mediation from a third person, is the preferred means of resolving any disputes or concerns, and this is the most frequent form of resolution. When agreement cannot be reached at this level, either party may refer the matter to the Program Review Committee (PRC), made up of selected tenured faculty (including the Program Director) in the social work program. This group meets with the interested parties and attempts to reach a mutually agreeable resolution to the conflict or dispute. If resolution cannot be reached at this level, either party may seek assistance from the campus Ombudsman or the Vice Chancellor for Academic Affairs. The final level of grievance review would be the appropriate University-wide committee dealing with the specific nature of the grievance.

In the past three years, nearly all concerns have been dealt with at the individual or PRC level. Only two grievances have gone beyond this point and reached University-level intervention. The first concerned a graduate student who was dismissed from the MSW program for failure to meet Standards for Essential Abilities and Attributes for Admission and Continuance in the MSW Program. The student appealed this decision to the Graduate School. The ensuing hearing overturned the Program's decision. The student was offered readmission to the program, but opted instead to apply to a different program.

The second grievance involved a graduate student filing a complaint with the University Complaint Investigation and Resolution Office (UCIRO). The complaint alleged that a particular faculty member discriminated against the student based on disability status. The investigation conducted by UCIRO concluded that there was no merit to the student's complaint.

Conclusion and Future Directions

Overall, we are proud of our BA and MSW Programs including its students, graduates, and the impact we have made locally and regionally. We believe that our assessment data validates the quality and success of our Program. Additionally, our faculty maintains national contacts through scholarly activities and service on national organizations. Over the years, the faculty and staff have worked diligently to establish and maintain excellence in the midst of the challenges discussed throughout this document. Gaining control over our program through independent accreditation would alleviate some of the complexities that we must continue to face as long as we are under the accreditation auspices of the SSW. As acknowledged, our ties to the SSW have been most helpful in several ways, but they have also been burdensome on both UWT and UWS SSW faculty and staff time. The time that it takes to maintain appropriate communication could be better spent by UWT faculty in developing a more creative, flexible, and interdisciplinary curriculum at both degree levels, and in improving mentoring for both faculty and students. Given that we were just re-accredited, we have some time before we face another accreditation cycle. We intend to use this time to develop our own degree programs. In the short term, we will begin to make changes while maintaining congruence with the learning goals and objectives of the SSW.

Additionally, as the UWT campus grows and admits freshmen students in 2006, the Social Work Program plans to develop and offer lower division courses. These courses will serve not only Social Welfare majors, but other students as well.

We thank the Graduate School for this opportunity to examine more closely the many components under review, and the reviewers for your time and feedback.