



Program Review Self-Study Template

Academic unit: School of Social Work

College: Fairmount College of Liberal Arts and Sciences

Date of last review June 2011

Date of last accreditation report (if relevant) June 2013

List all degrees described in this report (add lines as necessary)

Degree: Bachelor of Arts in Social Work CIP* code: 44.0701

Degree: Master of Social Work CIP code: 44.0701

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name _____ Signature _____

Fred Besthorn Fred Besthorn

Brien Bolin Brien Bolin

Sheryl Chapman Sheryl Chapman

BreAnn Collins BreAnn Collins

Karen Countryman-Roswurm Karen Countryman-Roswurm

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Submitted by: Brien Bolin Date 3/28/2014

(name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

Bachelor of Social Work Program Mission:

The mission of the Baccalaureate Social Work Program at Wichita State University is to prepare students for competent and effective professional entry-level social work practice within a generalist model. The BSW program is grounded in the history of the profession and dedicated to social work values of diversity, ethics and challenging oppression. Students will be prepared to apply evidence-based knowledge and skills to multiple systems to advance human rights and economic, political, and social justice. Themes of the program are aimed at: Generalist Practice, Professional Identity, Values and Ethics, and Diversity

Master of Social Work Program Mission:

The mission of the Master of Social Work program at Wichita State University is to prepare graduates for autonomous Advanced Generalist practice. This mission is accomplished through the preparation of advanced social workers capable of practice in complex, diverse and ever-changing environments. Emphasis is placed on developing evidence-based knowledge and skills for ethical, culturally competent, socially just, and empowering interventions on all practice levels.

c. The role of the program (s) and relationship to the University mission:

The context of the social work program, which includes the region, community, institution, college, and department, provides the structure that frames the co-located MSW and BSW Programs at WSU. The School's mission incorporates the needs of the region and community and is guided by the university and college missions. Such a large and diverse community provides field opportunities for students that are varied and relevant to the larger community needs. This facilitates WSU School of Social Work's connection to the community which in turn fosters longstanding community relationships. These relationships enhance experiences and outcomes for students and provides a much needed service to the community that promotes well-being and growth.

The University mission underscores the significance of providing a comprehensive educational experience within the urban setting. An ongoing commitment to community and public service and the "greater good." The University's mission sets a firm foundation for Social Work students who are committed to improving and thriving a complex world. WSU graduates are expected to be "responsible and effective citizens of the local, national, and global communities."

Master of Social Work Program

Consistent with WSU's mission, the MSW Program prepares students to assume practice and leadership roles that benefit local, regional, national, and global communities. Professional responsibility is stressed throughout the program and affirmed in the program's syllabi through emphases on a variety of behaviors for classroom conduct that set the parameters for positive student citizenship. Learning responsible behavior is further advanced via the Student Code of Conduct that all social work students review and sign when they first interface with the social work program by declaring social work as their major and doing an "intake" with the MSW Program Coordinator. From the moment of entry into the MSW Program, ethical behavior is emphasized and expected.

In accordance with WSU's mission, public good, is promoted via a MSW curriculum that addresses issues of diversity; the social welfare system and its successes and failures to meet people's needs; social inequality and social and economic justice; empowerment of people and advocacy for human rights; and the central value of human dignity for all people, at all times, in all situations. A commitment to serving a diverse population, to improving through collaboration the social, economic, environmental, and health conditions of people, especially in South Central Kansas, and to promoting the education and growth of professionals are implicit threads that run through the WSU mission statement and are incorporated into the mission statement of the MSW program.

The program's affirmation of the importance of people, human relationships, and diversity advanced in the explicit and implicit curriculum echoes WSU's emphasis on the importance of human relationships, the dignity of people, respect for diversity, and achievement of human potential.

Bachelor of Social Work Program

WSU is committed to providing a comprehensive educational experience that includes a commitment to community and public service and creating graduates who are committed to improving and thriving in a complex world. The contextual dimension of the BSW program, which includes the region, community, institution, college, and department, provides the underlying framework that informs the BSW Program at WSU. The mission incorporates the needs of the region and community and is guided by the university and college missions. Such a large and diverse metropolitan setting provides field opportunities for students that are varied and relevant to the larger community needs.

Themes of building graduates who are "responsible and effective citizens of the local, national, and global communities" flow through the curriculum of the School of Social Work. The School is committed to assisting students in articulating and building the values and skills of "competent and ethical generalist practitioners." The BSW program prepares students to assume practice and leadership roles that benefit local, regional, national, and global communities. Professional competence and responsibility are stressed throughout the program and affirmed in syllabi that describe classroom conduct and ethical responsibilities to clients, colleagues, and the larger community. Learning responsible, ethical behavior is further advanced via Student Code of Conduct rules that are specified in the BSW Student manual. All social work students are required to review and become knowledgeable of the Code of Conduct upon admission into the program.

d. Has the mission of the Program (s) changed since last review? ☒ Yes ☐ No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The Council on Social Work Education (CSWE) made changes to the accreditation standards (EPAS) in 2008 and provided new direction in competency-based education. The BSW and MSW programs at Wichita State University began reviewing its curriculum in 2008 and made several changes in response to the EPAS standards as well as feedback from our students and community. The mission of both BSW and MSW programs were changed to reflect the new EPAS standards. Coursework was also changed to incorporate new curriculum that would measure student competency. Although these changes were minor the changes in mission and goals clarified the alignment and language of the programs (MSW and BSW) for accreditation.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic).

Have they changed since the last review? ☒ Yes ☐ No

If yes, describe the changes in a concise manner.

The Council on Social Work Educational Policy Statement (EPAS, 2008) addresses the importance of the generalist practice framework for Social Work programs as problem-solving methods are defined and multiple interventions are available for practitioners working at multiple levels. The BSW and MSW programs adopted these ten competencies (EP2.1.1-2.2.10) in full to design its professional curriculum. The curriculum and courses of The School of Social Work at Wichita State in the BSW and MSW Programs were developed and improved upon to emphasize the generalist practice model at the BSW level and the Advanced Generalist model at the MSW level as defined and measured through the ten core competencies established by the EPAS (2008).

These competencies are viewed as comprehensive in representing the full domain of social work practice and as such, the program did not add to them. These competencies will be discussed in more detail in section 3 c. in learning outcomes.

Goals of the BSW Program: Is designed to prepare Generalist social workers:

1. Prepare students for competent and ethical generalist social work practice with client systems of all sizes as measured by 2.1.1-2.1.10a-d.
2. Prepare generalist practitioners who are committed to lifelong learning in order to effectively promote human rights, social and economic justice, and respect for diversity as measured by 2.1.1-2.1.5 and 2.1.8-2.1.10 a-d.
3. Prepare generalist social workers who apply knowledge of human behavior and are competent in the problem solving process as measured by 2.1.3, 2.1.4, 2.1.5.
4. Develop practitioners who are able to think critically, evaluate practice and understand practice issues related to economically evolving and culturally conservative contexts as measured by 2.1.6, 2.1.7, 2.1.9, 2.1.10 a-d.
5. Educate social work graduates committed to the enhancement of human well-being and to the alleviation of discrimination, poverty and oppression as measured by 2.1.2, 2.1.4, 2.1.5, 2.1.8, 2.1.10a-d.

Goals of the MSW Program: Is designed to prepare Advanced Generalist social workers:

1. for ethical, competent, autonomous advanced generalist social work practice with multiple systems and diverse populations within urban environments as measured by EPAS 2.1.2, 2.1.3, 2.1.9, 2.1.10a-d
2. who can contribute and engage the community through evidence-based knowledge, skills and ethical practice as measured by 2.1.1, 2.1.6, 2.1.8, 2.1.10a-d.
3. with an understanding of and a commitment to empowerment, social justice, cultural competency and multidimensional practice as measured by 2.1.4, 2.1.5, 2.1.7, 2.1.10a-d.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 - CY 10	12		12	1	2	1										3/5	\$219,671*
Year 2 - CY 11	4	1	6	9	3	2										3/5	\$26,500 awarded 526,500 applied
Year 3 - CY 12	23		7	1	8	3									2	3/6	\$21,200

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance.

The School of Social Work has seen much growth over the last three years. With the increases in student numbers in both the BSW and MSW programs the demand on faculty has grown. Table one and two in the Program Review data indicates that credit hour production in the 5 year rolling averages is continuing to increase from 6,300 SCH in 2007-2011 to 7,900 SCH in 2009-2011. While table two indicates a steady increase in the total number of fall census numbers. There is still a greater demand on the BSW program in credit hour production, than on the MSW program. This is due to the increasing numbers of BSW graduates (data from the 5 year rolling averages table 7), 56, 58 and 64 BSW graduates. While the numbers of MSW graduates remains steady when looking at 5 year rolling averages the year to year data reflects a conscious decision to reduce the number of MSW graduates to be in compliance with faculty to student ratios for the purposes of accreditation in 2013. Overall tables 1-7 demonstrate a growing an vital School of School of Social Work. On all levels the in fall census, instructional faculty FTE, majors and degree production there

Table three of the program review data indicates that the demand on tenure and tenure eligible faculty remains higher than on lecturers and instructors in the school. This is positive that our program relies heavily on core faculty to teach at both the under and graduate levels. This is positive. Further as our numbers have increased in student generated hours so to have the number of established faculty positions. Resulting in an increase in the number of tenured, promoted, and tenure line positions.

The School of Social Work currently has 18 FTE instructional faculty. This includes five tenured faculty members; three have been promoted to the associate level and one is a full professor. Currently, the program has four tenure-track faculty members. The total number of full time faculty not including adjunct lectures is 12. This does not include Dr. Linnea GlenMaye who is considered part of the faculty but is not assigned teaching or administrative responsibility in the School of Social Work. The School is currently searching to fill two assistant level positions, both for faculty who have or soon will be retiring. The program has five faculty who are instructor level who do not have scholarship requirements. With the shift in faculty status to more faculty with doctorates and tenure track appointments, scholarly productivity of the school has increased. The program must still rely on adjuncts for instructional faculty as our numbers of graduates (BSW and MSW) increase.

The professional nature of the programs and the time commitments for accreditation and administrative responsibilities are not limits to our scholarship. The faculty increase in scholarly productivity has been accomplished through creating a culture of active collaboration with each other, across campus, and with colleagues in other universities. A number of grants were submitted over the last three years. However, many of these did not receive funding. Although two sizeable grants in CY 010 - CY12 (marked with asterisks) were awarded to community partners with consultation from faculty members. These grants were not awarded through the University, yet they demonstrate the strength of community partnerships developed by social work faculty. As reflected in the table on page 5. The School will continue to pursue grants, and contracts through the newly create Social Work Research and Evaluation Lab. The School's faculty have accomplished much over the past few years. Yet this must be understood. In light of the demands placed on the faculty serving as program administrators and some junior level faculty who take on a larger share of accreditation-related activities that are time-consuming and take time and efforts away from the focus on scholarship.

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

- a. **For undergraduate programs, compare ACT scores of the majors with the University as a whole.**

BSW. Overall, the school's BSW majors are below the mean ACT scores compared to all university students. The ACT scores are steady in the last 7 years with slight increases. While, the School of Social Work admits students into the major in their sophomore or junior year, not all of the majors have an ACT as indicated by an average of 36% reporting scores. While the program does screen majors, the process of admitting majors into social work requires that students meet their basic skills requirements for the university. This is an additional gatekeeping measure employed in the school. We cannot control the GPA of students admitted to WSU who choose to major in social work.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students
Year 1 →	295 (10)	19.8	22.7
Year 2 →	332 (11)	18.9	22.8
Year 3 →	325 (12)	20.5	23.0

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

MSW. The mean GPAs of our graduate students match the university. Our admission process in the school's graduate program is designed to take into account a student's GPA. The MSW admissions committee must choose roughly 50% of those who apply to the program each year. Our program is competitive and the GPA reflects the quality of our students admitted.

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) - Domestic Students Only (60 hr GPA for those with >54 hr reported) By FY		
			College GPA	University GPA
Year 1→	97 (11)	3.50		3.50
Year 2→	86 (12)	3.50		3.50
Year 3→	81 (13)	3.50		3.50

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the *Ten EPAS Competencies organizing the BSW and MSW curriculum that are measured to demonstrate program learning outcomes:*

- 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2—Apply social work ethical principles to guide professional practice.
- 2.1.3—Apply critical thinking to inform and communicate professional judgments.
- 2.1.4—Engage diversity and difference in practice.
- 2.1.5—Advance human rights and social and economic justice.
- 2.1.6—Engage in research-informed practice and practice-informed research.
- 2.1.7—Apply knowledge of human behavior and the social environment.
- 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9—Respond to the contexts that shape practice.
- 2.1.10—Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities.

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric). See school's evaluation table on the next page.

The School of Social Work at Wichita State University has developed a systematic plan for outcome assessment and ongoing program evaluation. The field practicum evaluations along with the

student's self-assessment of the ten competencies and 41 practice behaviors set by the Council on Social Work Education. These scores are combined to form a composite score. See Appendix A

The purpose of the evaluation plan is to measure the ten CSWE competencies and 41 practice behaviors (PB) and advanced practice behaviors (APB) as outcome indicators of both the BSW and MSW program's mission and goals. Ultimately, the evaluation is intended to indicate our program's overall effectiveness.

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness

Data collection in the School of Social Work at Wichita State University is an ongoing process. Benchmarks were established from previous years' program evaluation. The assessment committee along with program directors has set the bench mark for the BSW program at a mean of 90% of respondents reporting that 80% of the time the student in practicum is competent with practice behaviors. While for the MSW program a benchmark of a mean of 90% of respondents reporting 80% of the time the student is competent with practice behaviors (Foundation) and Advanced Practice Behaviors (Concentration).

Result: Actual achievement on each learning outcome measurement. See tables on pages 11-12.

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Overall, the findings from these data present a positive evaluation of the BSW and MSW program at Wichita State University. Program evaluation revealed that the BSW program needs improvement in three competencies 2.1.6, 2.18, and 2.19. To address competency 2.16 at the BSW level another elective course in research is being offered in the fall of 2014 and we have re-sequenced when the undergraduate research course is required, to better fit the curriculum. 2.18 and 2.1.9 are courses that focus on the macro levels of practice and policy. As we search for one of the two new positions our school is hopeful to fill the position with a policy practice faculty member. Interestingly enough at the MSW level, these competencies are the same for the foundation and the concentration curriculum (2.16, 2.18, and 2.19). We have made changes in foundation instructors for the spring of 2014, changed the instructor of the ScWk 851 and the content of the course to help improve these scores. The school is actively engaged in addressing these areas of outcome improvement in the BSW and MSW program. The Curriculum Committee was given the charge of addressing the concerns in the foundation research course (ScWk 751) and foundation policy course (ScWk 717) at the first faculty meeting in the fall semester013. The Curriculum Committee will review course assignments and activities of the foundation research and policy courses, and then will meet with the course instructors as they develop these courses and implement assignments through the semester. The goal of these meetings will be to identify how to strengthen the outcomes of practice behaviors for these courses. See the assessment committee reports in Appendix B.

- d. Provide aggregate data on student major's satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Evaluation of the exit survey data from the Office of Planning and Analysis regarding student satisfaction indicates mixed results between the BSW and MSW programs. The school's data from the undergraduate program is strong meeting the satisfaction levels of the college and exceeding those of the university. However the MSW data indicate that our student's satisfaction with the program is marginally below satisfaction levels of the university and college for graduate students. While there is undoubtedly many complex and interrelated reasons for this and it is difficult to pinpoint specific issues based on a single measurement criterion; we believe there may be several factors at work leading these scores. We serve an average of 130 graduate students with an average of over 60 in each of the last three years. The large number of graduate students are in their final semester with high expectations for completing a demanding practicum, planning for final presentations, papers, exams, state licensure preparation, and intense pressure to secure employment in the field. The percentage of satisfaction based on a single measurement criterion may not reflect accurately the student's satisfaction with all aspects of the program over the entire course of their studies. It may, in fact as suggested, be a reflection of the high demands placed on the student as they complete a long and rigorous program. However, the school will be implementing focus groups and an agency assessment to determine more specifically and with better clarity the needs of our students for the coming year with the intent of improving their overall level of satisfaction with the program. With shifts in the make-up of the faculty with respect to administrative responsibilities, retirements and the hiring to two new faculty; it is anticipated that these numbers will improve before the next program review.

	2012 % SATISFACTION WITH PROGRAM ON EXIT SURVEY	2013 % SATISFACTION WITH PROGRAM ON EXIT SURVEY
UNIVERSITY UNDERGRADUATE	79.5%	82.9%
LAS UNDERGRADUATES	83.7%	89.0%
BSW PROGRAM	82.4%	89.7%
UNIVERSITY GRADUATE LEVEL	80%	82%
LAS GRADUATE STUDENTS	77%	77.5%
MSW GRADUATE STUDENTS	65.6%	64%

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1	BSW 63 MSW 69	NA	No capstone project in BSW/MSW program developing outcome measure for capstone project/Do not purchase license exam results	NA
2	BSW 62 MSW 60	NA	Outcomes measured through field practicum end of year evaluation & student self-assessment of practicum	NA
3	BSW 79 MSW 59	NA	Results of composite outcomes of field practicum provided in above charts	NA

With the advent of a newly structured MSW curriculum in 2010 and BSW curriculum in 2011, and program revisions for reaffirmation, the MSW and BSW programs have seen steady increases in enrollment. And as can be seen above, the ratio of faculty FTE to student FTE has increased significantly over the last three years. This increase reflects the growth in the total number of students in both the MSW and BSW programs. The BSW program has both majors and pre-majors, and typically averages around 250 pre-majors and majors at any one time. So the number of majors does not fully reflect the increased faculty and instructional demands placed faculty.

Large enrollments in both programs have led to increases in section enrollment, and course sections tend to be large, by professional /applied program standards. Large classes, particularly for practice courses, are not ideal for skill development. In addition, accreditation standards call for student/faculty ratios of 25:1 for undergraduate programs and 12:1 for graduate programs. With enrollment growth, the programs are at risk of not meeting the ratio guidelines for faculty required for maintaining accreditation and to continue a high level of instructional support for the number of undergraduate and graduate social work majors. The growth of both program's enrollment is another indication that faculty resources will have to increase to keep up with the growth in enrollment. Adjunct and temporary instructor support is an important component of additional resources, but accreditation standards specify the need for sufficient full time faculty to teach and provide advising, program administration, and curriculum development. The steady increases in BSW majors can also be reasonably tied to the development of the MSW Program.

The data indicate that the MSW and BSW Programs are experiencing significant growth in graduates and enrollments. The faculty are highly regarded by students and many maintain a highly productive scholarly agenda. Future growth in enrollment and scholarly productivity will be enhanced through an increase in faculty numbers, particularly through the addition of tenure-eligible faculty who contribute to the high quality teaching and effective research mission of the School, College, and University. Currently, large classes and a relatively small number of highly qualified doctoral-level faculty may soon begin to create barriers to future growth in student enrollment and faculty productivity.

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Outcomes:	Results	
	BSW Required for Admission into the Program	MSW Required for Admission into the Program
o Have acquired knowledge in the arts, humanities, and natural and social sciences		
o Think critically and independently (See charts on previous pages Competency 2.1.3)	86%	90% Foundation 91% Advanced
o Write and speak effectively is included in the competency 2.1.3 and its practice behaviors.	86%	90% Foundation 91% Advanced
o Employ analytical reasoning and problem solving techniques (See charts on previous pages Competency 2.1.6)	17%	82% Foundation 84% Advanced

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here: No Current Concurrent enrollment courses.

- g. **Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.**

The School's accrediting body is the Council on Social Work Education. The School of Social Work submitted self-study documents for accrediting reaffirmation in the summer of 2012 for both the MSW and BSW programs to our sanctioning body. The School of Social Work successfully completed a site visit in February of 2013 and was granted full accreditation by the Council on Accreditation in June of 2013. Both the BSW and the MSW programs are accredited through June of 2021. The school's overall assessment by CSWE was quite good. Several areas related to program assessment were cited as areas that the school must attend to in the coming years.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Each course syllabus includes a statement on WSU policy 2.18. The school's administrative assistant prints syllabi for each class and checks that each syllabus contains the statement. Further, e-mails are sent to faculty prior to the semester beginning where the faculty are instructed to include the statement. Additionally, at the 1st faculty meeting of each semester this is an announcement item with a handout on the universities policy on the assignment of a credit hour. Further, each syllabus was formatted to a standard form for accreditation purposes in the summer of 2012. Each syllabus at that point included the information.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The overall quality of the BSW and MSW programs in the School of Social Work is very good. The enrollment increases reflect the high regard with which our programs are held both in Kansas and, increasing, around the country. Applicants to the MSW program more frequently than ever come from out-of-state colleges and universities and there has been a sharp rise in applicants from a number of foreign countries. Applicants from other in-state colleges and university and from other regional universities are also on the rise. The scholarly output of most faculty is quite significant given the relatively small number of doctoral-level faculty for a program of our size and the heavy teaching and service demands placed on faculty. Several faculty are recognized experts in their fields of study and a small, but growing, number of students chose the WSU School of Social Work to study under their tutelage. Students are increasingly involved with faculty in joint scholarly and research projects leading to professional presentations and scholarly publications. A growing number of students are seeking induction and involvement in social scientific and social work

specific honor societies. The level of involvement of faculty and students in the community is also very significant. Faculty and students are frequently engaged in community projects to enhance services to and advocacy for historically marginalized and under-served populations. Alumni of the school's programs also serve in many high-profile community social service programs and are strong supports of both the BSW and MSW programs and their ongoing viability.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

Both the **BSW** and **MSW** programs are required by accrediting and professional standards to employ gatekeeping measures to ensure that students entering the field of social work will be able to skillfully and professional function as high quality social work professionals. At the BSW level, both grade point average and basic skills courses must be successfully met in order to apply for admittance. Students at the BSW level are admitted at higher rates than in the MSW program. However, applications for the MSW program have become more competitive than the five year rolling averages suggest. The MSW program utilizes a number of criteria to assess the suitability of applicants to the program. These include grade point average, previous professional and volunteer work and experiences, meeting guidelines for the completion of core undergraduate liberal arts requirements, a clear and concise statement of the student's commitment to social work and their future career plans, and recommendations from professional supervisors, peers and past instructors. On average, depending on year, the MSW programs admits between 55% and 65% of applicants. About half this number come from the school's BSW program and the remainder from other programs and disciplines both here in Kansas and, increasingly, from across the country. Applicants to the MSW Regular Standing Program come from a variety of professional and educational backgrounds including, but not limited to, education, nursing, psychology, sociology, criminal justice, biology, anthropology, English, fine arts, recreation sciences and family studies.

- b. The table below provides data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment % related to the field	Employment % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only
Year 1		60%	20% (licensed LBSW)	100%	0	15%	
Year 2		60%	27% (licensed LBSW)		20%	27%	
Year 3	44,200	60%	27% (licensed LBSW)		20%	27%	19%

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

The demands for the BSW and MSW program remain high. The employment picture for BSW social workers is very positive. There are very broad areas of employment available to BSW graduates. The most promising area of growth for social workers with an undergraduate degree is mental health and substance abuse, with a 20% growth rate projected between 2008 and 2018. As seen in the numbers on Table 11 undergraduate numbers are increasing. However, given the feedback following the reaffirmation process by the Council on Social Work Education, the MSW program made a reasoned decision to stabilize the number of applicants admitted to the program in order to meet the standards set by the Council with respect to faculty/student ratios. The demand is high and the competition for admittance to the MSW continues to remain strong. Although the number of graduates is only marginally smaller than in previous years, we believe this decision to stabilize enrollment and graduation numbers is in the best interest of maintaining the rigor, reputation and quality of the MSW program. We, however, do anticipate a steady number of MSW graduates over the next several years with approximately 65 graduating each academic year. With an increase in faculty and facility resources the number of admittances and graduates will, doubt, increase.

The BSWs are now able to obtain an additional licensure in substance abuse counseling with two additional social work courses on addictions content. Another area of growth is child and family and school social workers (12%). BSWs can expect average to much better than average growth in projected employment opportunities over the next 10 years. These data also show that BSW students in the program are highly diverse as 35% (23% BSW degrees conferred) of all social work undergraduates are racial/ethnic minorities and 18% (16% MSW degrees conferred) of MSW are minorities (table 12-15).

The income reported for 2013 is higher than was reported by students in our school's previous exit survey of \$32,000. This figure may be a bit skewed by the number of BSW graduates who postpone the LBSW license exam and thus job opportunities because they are enrolled in a graduate program. In our school's exit survey in 2011 one-hundred percent of BSW students who responded to the survey who are employed are working in social work or a related field. The survey results indicate that within two years of graduation, about 38% of students are enrolled in a graduate program. This result seems about accurate, and consistent with MSW Program enrollment data as well. These results will be refined in upcoming School of Social Work assessments, but they do indicate that the program is preparing students for work and graduate education (a program goal).

The employment outlook for MSW's is very positive. The area with the largest projected increase, medical and public health social workers is projected to grow 22% over the next 10 years. The area of mental health and substance abuse is projected to increase 20% over the next 10 years. Overall, these projections are very positive for social work, and MSW social workers have very broad and diverse options for social work practice. Although the MSW students are not as diverse as BSW students, about 25% of MSW students are racial/ethnic minorities, and the number of students of color has increased over the last three years. The diversity of students is a major strength of the MSW program.

The survey results for 2008 – 2010 MSW graduates are very positive, with 100% of 2008 grads employed as licensed social workers. The graduates from 2009 and 2010 are licensed at a very high rate, with 93% of 2009 and 80% of 2010 graduates holding an LMSW license. It is not unusual that,

upon graduation, a few students obtain employment that does not require a license, but later find jobs that require a license, so they become licensed at a later point.

Clearly, graduates of the MSW Program are doing very well in terms of salary, employment, and licensing. They are contributing to the state of Kansas in their work as professional social workers.

- 5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for Student Credit Hour (SCH) by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

As noted earlier, the programs provide a tremendous amount of service to the community through the practicum hours completed by BSW and MSW students. The BSW and MSW programs are professional programs with courses open to majors only. For the most part, the programs do not offer "service" courses that meet general education or other university-wide requirements. The BSW Program has been approved to offer two general education courses, and data is currently being compiled on the numbers of non-graduates taking these courses. A new undergraduate course (open to majors and non-majors) that focuses on diversity has recently been approved as a Further Studies General Education course, and two faculty members have been working with the Multicultural Center to develop a digital storytelling component of the class. This year, the Human Sexuality course is being developed in order to apply for General Education status, Issues and Perspectives. A Human Trafficking course is also being developed for General Education purposes and will be offered in 2014. Additionally, elective courses in the BSW and MSW program are open to non-majors, and these courses typically draw students from other programs. One elective course (SCWK 541 Women and Poverty) now draws over 100 students, with a significant proportion of non-majors. Additional resources for adjuncts would allow the school to offer more elective courses, which would increase the number of non-majors taking social work courses.

Faculty in the School are very involved in service activities of all kinds, including College and University service. For example several of our faculty have been involved in a collaborative effort Ulrich Museum Juvenile in Justice Exhibition. This required two social workers for the faculty to be available on site at the Ulrich to provide support and community information to those visiting the exhibit. While Natalie Grant has also worked closely with the Ulrich to bring student digital stories to the museum and highlight our students' work. In addition, faculty are also frequently nominated for teaching and scholarly awards. Brien Bolin won the Leadership in the Advancement of Teaching Award in 2011, Natalie Grant won the Academy of Effective Teaching award in 2012, and Fred Besthorn was nominated for a state-wide outstanding faculty scholar award. Faculty contribute to the community in many ways as members of boards of directors and community task forces and coalitions. These community agencies and coalitions include with Board of Directors, Substance Abuse Center of Kansas (SACK), Sedgwick County Suicide Prevention Coalition, United Way of the Plains Standing Allocation Committee, Botanica, Child Start Policy Council, Fairmount College

Advisory Council, United Way, Wichita Children's Home, Sedgwick County Coalition of Mental Health in Aging, Family Bereavement Team, Senior Acts, Wichita Korean Language School, and Center for Community Support and Research. Faculty contributes to the community through community-based presentations and workshops, at bi-monthly brown bag lunches held at the University United Methodist Church located near the university. In the past year the brownbag series lunches have included Social Media ethics workshops, diversity workshops, ecology and sustainability workshops and working with juveniles in correctional settings. These presentations and others also offer Continuing Education hours (CEUs) to social work practitioners and other professions, as well. The POWER Conference, sponsored and planned by the School of Social Work, is an annual event that has become one of the largest gathering of social work professional in Kansas and surrounding region. This conference provides community networking and continuing education hours for over 200 social workers every year and 200 scholarships for WSU student's attending. The POWER Conference moved to Century II in 2013 to accommodate a crowd of nearly 400 students and practicing professional social workers. Faculty in the school of social work are extremely committed to their teaching, scholarship and service in building community networks and continuing development of this program.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

The Plan/Goals from the Program Review Submitted in 2011 were to be met prior to AY 2014/2015,

1. Develop a more efficient and simplified assessment plan. The assessment committee is currently working to refine the assessment plan following our program's reaffirmation in the summer of 2013. The assessment has requested funds for the Vice President's office to revise the assessment based on new CSWE accreditation standards to be published in 2015.
2. Achieve reaccreditation of BSW and MSW Programs. The program received reaffirmation of both programs in June of 2013. The programs are accredited through 2021.
3. Develop courses and/or certificate in substance abuse. The school does not have a certificate program, however we do offer the course work every semester for our students to be eligible to sit for the Addictions Licensure in the State of Kansas currently. Currently, this is the part of the school's strategic planning.
4. Develop courses and/or certificate in animal assisted therapy. The school does not have a certificate in animal assisted social work. Several courses have been developed and taught: Currently, this part of the school's strategic planning.
5. Increase grant submissions. Currently, this part of the school's strategic planning. And with the school's lab under the direction of Dr. Lee it is hoped that this will be the stimulus for more grant activity.
6. Convert at least 2 instructor lines to tenure-eligible lines. This was accomplished.
7. Improve the faculty/student ratio, with goal of 25:1 for BSW and 12:1 for MSW Program. With the increase of faculty and some strategic decreases in the MSW enrollment and graduation numbers this was achieved for reaffirmation of the BSW and MSW programs.
8. Explore options for creating additional space for meetings, program administration, and faculty offices. Much has changed in three years. The school of Social Work has centralized both the BSW and MSW onto the main campus, acquired more space in Lindquist Hall and constructed a classroom. However, more space is needed this is a positive sign of school growth.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

The School of Social Work has a dynamic and growing student body and faculty. As the faculty prepare our curriculum and program to match student and community needs as described in the recent strategic planning. Faculty are currently implementing several of the creative ideas addressed in the university strategic planning process. For example, the school launch of the Journal of Advanced Generalist Social Work Practice, The Social Work Research and Evaluation Lab, Inter professional Educational collaborations with health professions, and community agencies. The school is striving to meet the demands of local social service agencies in the next six years, (2020). The school's leadership is focused on updated curriculum, implemented strategic planning initiatives, revising and strengthening program assessment to reflect CSWE competencies changes for 2015 and incorporating student needs and feedback in future planning

The faculty consists of tenured and probationary faculty along with instructors. The school's recent faculty retirements along with three recent PhD hires in the last three years and two additional searches signify a changing and dynamic faculty. They participate in a variety of committees and service opportunities in the university and the community. The composition of the faculty has dramatically changed since the last program review in 2011; with many new hires, staff and faculty and directors of the school, the BSW, MSW and Practicum programs. The faculty has been able to manage the demands despite these changes.

The strengths, weaknesses, and plans for the next three years are outlined below:

Strengths:

- Creative and strong teaching faculty
- Increasingly productive faculty, involved in scholarship, grant funding, and service
- Strong Field Education program with dedicated leadership
- Strong interest in BSW and MSW degrees as indicated by enrollments and applications
- Reorganized School Advisory Board
- Faculty interest in and commitment to building strong community relationships
- Reorganized student organizations, combining BSW and MSW organizations
- Diverse and dedicated student body
- High number of tenured and tenure-track faculty, highest in history of program

Weaknesses:

- Faculty salaries low in relation to those nationally. Difficulty in being competitive in the search process.
- Office and meeting space is inadequate for size of program
- Demands on core group of faculty for accreditation which needs to be spread among other faculty members
- Departmental service conflicts with scholarship demands

Plan/Goals to be met prior to AY 2014/2015:

- Building a stronger sense of community among students, faculty, and community
- Assist administrative faculty and staff with skills in technology and resources
- Refine the newly developed assessment plan
- Begin to prepare for the curriculum for reaccreditation of BSW and MSW Programs in 2021 based on the new Education Policy and Accreditation Standards.
- Continue to work with KNASW in certification of BSW and MSW for certificate in substance abuse
- Increase grant submissions
- Increase publications for tenure-track faculty
- Maintain faculty/student ratio, with goal of 25:1 for BSW and 12:1 for MSW Program
- Explore options for creating additional space for classes on the main campus
- Recruit and retain tenured and tenure track faculty.

Measurement	Procedure	Evaluation Type	Data	Time Frame Administration
Explicit Curriculum				
Field Instructor's Evaluations Student	Hard Copies and Survey Monkey®	Summative	Quantitative	Every semester in 403 / 404, 720 / 721, 822 / 823
10 EPAS Competencies and 41 Practice Behaviors (FIESFP)				
Student's Self-evaluation of Field Performance	Hard Copies and Survey Monkey®	Summative	Quantitative	End of the year in 404, 721, 823
10 EPAS Competencies and 41 Practice Behaviors (SSEFP)				
Assessed in Advanced Generalist Project (in planning process)	Advanced Generalist Project	Summative	Qualitative / Quantitative	Graduating students projects in 899
Implicit Curriculum				
Entrance Survey	Survey Monkey®	Formative	Quantitative	Every Fall Semester to 300, 717, and 810 Students Email link to all 717 students & new students in 810
Focus Groups	Student meet together at a time between two classes	Process	Qualitative	Every Fall organized with the instructors of classes Monday Advanced Generalist, Tuesday or Thursday Undergraduate (400 level) and Wednesday Foundation Students.
Exit Survey	Survey Monkey®	Summative	Quantitative / Qualitative	Email link to students in 404 and 823 at the end of the spring semester.
Alumni Survey	Survey Monkey®	Summative	Quantitative / Qualitative	Yearly/ To graduates 2 years post-graduation,
Field Instructor's Evaluation of the Field Program	Survey Monkey®	Summative	Quantitative / Qualitative	Yearly sent to field instructors.

Appendix B

Recommendations of Assessment Committee

Based on the results of 2013 program assessment using the indicators of EPAS, Assessment Committee provides some suggestions for considering the changes of social work curriculum.

1. Curriculum Committee and Faculty

- Consider developing an elective research course sequence (351, 451/651) for undergraduate and graduate students to *“Use practice experience to inform research, employ evidence-based interventions, evaluate one’s own practice , and use research findings to improve practice, police, and service delivery”*.

This recommendation is based on:

- 71% of undergraduate, 82%, of foundation students, and 84% of advanced MSW students and their field instructors report of competent 80% of the time in demonstrating the competency and practice behaviors.

2.1.6 - Engage Research Informed Practice/ Practice Informed Research (Competency Benchmark was 90% for all students on each competency).

- Consider including more policy practice assignments not only designated policy sequence, but in other courses. Engagement in Policy Practice to Advance Well-Being and Delivery of Services (2.1.8)
 - 71% of undergraduate, 69%, of foundation students, and 75% of advanced MSW students and their field instructors report of competent 80% of the time in demonstrating the competency and practice behaviors.

2. Practicum Program

- Students and field instructors (77% of BSW, 82% of Foundation, 76% of Advanced) Self-reports and observations by field instructors fell below the competency for **2.1.9 Respond to Practice Contexts**.

Curriculum Committee recommended work on the assessment tool to be more clear the defining of competencies.

Consider providing some education for students to understand their practicum setting and circumstances at an agency.

Wichita State University Bachelors OF SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED ON (August 2013)

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4(M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
		Foundation Year Composite of Student Self-Assessment and Field Instructor Evaluation
2.1.1 - Identify as a Professional Social Worker	Mean of 90% of respondents reporting 80% of the time Competent on Practice Behaviors. Student Self-Assessment and Practicum Liaison combined scores equals the composite score.	90%
2.1.2 - Apply Ethical Principles		87%
2.1.3 - Apply Critical Thinking		86%
2.1.4 - Engage Diversity in Practice		91%
2.1.5-Advance Human Rights/ Social and Economic Justice		87%
2.1.6 - Engage Research Informed Practice/ Practice Informed Research		71%
2.1.7 - Apply Human Behavior Knowledge		87%
2.1.8- Engage Policy Practice to Advance Well-Being and Deliver Services		71%
2.1.9 Respond to Practice Contexts		77%
2.1.10a - Practice Engagement		92%
2.1.10b - Practice Assessment		86%
2.1.10c - Practice Intervention		86%
2.1.10d - Practice Evaluation		84%

Wichita State University MASTERS OF SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON (August 2013)

Form AS 4 (M) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the accreditation standards below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS 4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

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COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
		Foundation Year Composite of Student Self-Assessment and Field Instructor Evaluation	Advanced Generalist Composite of Student Self-Assessment and Field Instructor Evaluation
2.1.1 - Identify as a Professional Social Worker	Mean of 90% of respondents reporting 80% of the time Competent on Practice Behaviors (Foundation) and Advanced Practice Behaviors (Concentration)	94%	94%
2.1.2 - Apply Ethical Principles		93%	95%
2.1.3 - Apply Critical Thinking		91%	90%
2.1.4 - Engage Diversity in Practice		98%	89%
2.1.5-Advance Human Rights/ Social and Economic Justice		94%	90%
2.1.6 - Engage Research Informed Practice/ Practice Informed Research		82%	84%
2.1.7 - Apply Human Behavior Knowledge		96%	88%
2.1.8- Engage Policy Practice to Advance Well-Being and Deliver Services	Student Self-Assessment and Practicum Liaison combined scores equals the composite score.	69%	75%
2.1.9 Respond to Practice Contexts		82%	76%
2.1.10a - Practice Engagement		97%	96%
2.1.10b - Practice Assessment		93%	90%
2.1.10c - Practice Intervention		91%	81%
2.1.10d - Practice Evaluation		91%	84%