



Program Review Self-Study Template

Academic unit: Social Work

College: LAS

Date of last review 2001-2002

Date of last accreditation report (if relevant) June 2007

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
<u>Fred Besthorn</u>	<u>on file</u>
<u>Brien Bolin</u>	<u>on file</u>
<u>Sheryl Chapman</u>	<u>on file</u>
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<u>Shaunna Millar</u>	<u>on file</u>
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Submitted by: Linnea GlenMaye and Brien Bolin, Director of the School of Social Work

\_\_\_\_\_  
 (name and title) Date 6/30/2011

**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:

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

The School of Social Work has an overall mission that encompasses the individual missions of the Bachelor of Social Work Program (BSW) and the Master of Social Work Program (MSW).

The mission of the School of Social Work at Wichita State University is to prepare students for competent and ethical practice in metropolitan environments. In our scholarship, teaching, and service, we are committed to the enhancement of individual and community well-being with particular attention to the needs of Wichita and the surrounding region.

**Bachelor of Social Work Program Mission:**

The mission of the Bachelor of Social Work Program is to provide students with the knowledge, skills, and values for ethical and competent baccalaureate level generalist social work practice.

**Master of Social Work Program Mission:**

The mission of the MSW program at Wichita State University is to prepare its graduates to be autonomous advanced generalist social work practitioners within complex, diverse, ever-changing metropolitan environments. Emphasis is placed on developing knowledge and skills for ethical, culturally competent and socially just and empowering interventions on all practice levels.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

**School of Social Work**

The Mission of the School of Social Work was developed within the context of the long-standing missions of the University and Fairmount College. The School's mission mirrors the commitment to individual and community well-being that is so clearly articulated in the University and College mission statements. Our mission reflects the School's ongoing commitment to serving the needs of the Wichita area and its surrounding region, and its unique setting in a diverse, urban, and greater metropolitan environment of Wichita and its surrounding region. In preparing students for competent and ethical practice in metropolitan environments, our mission reflects the institutional mission at Wichita State University to meet the specialized educational needs of individuals and organizations in South-Central Kansas.

**Master of Social Work Program**

The MSW Program mission and goals are drawn from the School of Social Work's Mission, as well as the University mission and the mission of the Fairmount College of Liberal Arts & Sciences. The missions of the School, the College, and the University seek to prepare students to thrive in complex and diverse environments. As advanced generalists, MSW social workers are prepared for advanced agency-based practice, reflecting the university's mission of public service and effective citizenship, and the MSW program's mission of contributing to the community through

**Goals of the BSW Program**

1. To prepare students for entry-



**2a. 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 productivity (refer to instructions in the**



**2b. 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 productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

Graduate

\*\* Winning by competitive audition. \*\*\*Professional attainment (e.g., commercial recording). \*\*\*\*Principal role in a performance. \*\*\*\*\*Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

\*From the table on page 3, indicate number of faculty (and instructional FTE) teaching in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from



program. As regards MSW students, the total number of graduates in any given year is about 40% of the total number of students in the MSW program at any one time. As table 2b indicates, the number of graduates has increased from 2008 to 2010. As a matter of fact, the number of graduates has increased every year since the inception of the program in 2000. Applications to the program have also increased steadily, and at this point, the MSW program cannot admit all the qualified students that apply.



d. Provide aggregate

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation*

- b. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, 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 goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). <sup>*</sup> If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison <sup>±</sup>
1	29						

by the goals and objectives of the program. The program is experiencing growth, and with larger cohorts of students, it is more challenging to offer individualized skill development in regular courses. The field practicum experience, 480 hours of direct work with clients in agency settings, provides much of the individualized learning that students need. There is no question, however, that the BSW Program is constrained in many ways by the large number of students and the relatively small number of faculty who teach in the program. In the next three-year cycle, it will become increasingly important to add instructional resources to the program to insure the viability and quality of the program. The BSW Program was last re-accredited in in 2003, and is fully accredited until 2013, but the program, as it now stands, is under-resourced and there are risks to both quality and re-accreditation.

### **MSW Program**

At its last accreditation in 2007, the Site Team noted that the MSW Program is “a young, vibrant and growing program with a well-developed advanced generalist practice concentration. Its students and graduates are respected by field sites and community agencies for their commitment to social justice and empowerment, knowledge of multi-dimensional practice and cultural competence.” As the data above illustrates, this evaluation still holds. The MSW Program has the potential to be even larger and stronger than it is currently. Over the past three years, the growth

located faculty at the satellite campuses. The School will need to look for creative ways to deal with the challenges of mounting the MSW and BSW Programs at the satellite campuses. In fall of 2011, the BSW courses will be moved to the West Campus in order to reduce the complications for faculty of teaching on three different campuses. The School will be exploring other ways to address space needs in the near future.

**4a. 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).**

Utilize the table below to provide data that demonstrates student need and demand for the program.

Undergraduate

Majors	Employment of Majors*	
Last 3 FYs – Su, Fl, and		

5  
58

The survey data for BSW graduates is not totally reliable, as not all graduates responded to the survey. The average income for 2008 and 2009 graduates indicates they are earning about \$32,000, which is probably a fairly accurate estimate of starting salaries for BSWs. The income reported for 2010 may not be based on full time work. The percentage reported for employment is based on a question that asked if graduates were employed as licensed social workers. This figure is probably skewed by the number of BSW graduates who postpone the LBSW license exam because they are enrolled in a graduate program. 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 2 years of graduation, about 38% of students are enrolled in a graduate program. This result seems about right and seems consistent with MSW Program enrollment data. These results will be refined in upcoming assessments, but they do indicate that the program is preparing students for work and graduate education (a program goal). The statistics on employment in the state are based somewhat misleading, as they are based on the total pool of respondents, those who are working, and those that are pursuing graduate degrees. **Of those who are working, 83% are employed in the state of Kansas.**

**4b. 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).**

Utilize the table below to provide data that demonstrates student need and demand for the program.

Graduate





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. Faculty are also frequently nominated for teaching awards. 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 United Way, Sedgwick County Domestic Violence and Sexual Assault Coalition, Wichita Children's Home, Sedgwick County Coalition of Mental Health in Aging, Family Bereavement Team, Senior Acts, and Episcopal Social Services. Faculty contribute to the community through community-based presentations and workshops. In the past year, these presentations have included clinical practice presentations to Youthville staff, presentations at the Kansas NOW conference, ethics workshops, diversity workshops, and pharmacology for social workers. 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 the largest gathering of social workers in the Wichita area. This conference provides community networking and continuing education hours for approximately 200 social workers every year. As noted by the Site Team at the last accreditation site visit, "The faculty of the school is seen as a growing asset to the social service community. Faculty members are extremely committed to their teaching, 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).**

managing programmatic responsibilities such as BSW program director, chairing committees, developing curriculum and building the faculty through searches and mentoring." These demands continue to be challenging for faculty of the School. The demands for publication and grant activity have to be balanced with the responsibilities that go with reaccreditation activities that have been ongoing for the last two years. The next two years will be especially critical for the School, as the self-study is prepared and reaccreditation activities become the center of attention. The strengths, weaknesses, and plans for the next three are outlined below:

#### Strengths:

1. Increasingly productive faculty, involved in scholarships and grants.
2. Strong Field Education component.
3. Strong interest in BSW and MSW degrees as indicated by enrollments and applications.
4. Commitment to building a sense of community among students and faculty.
5. School Advisory Board.
6. Strong relationships with the community.
7. Energetic student organizations.
8. Administrative faculty and staff with strong skills in technology.
9. Diverse and dedicated student body

#### Weaknesses

1. Not enough tenure eligible or tenured faculty.
2. Faculty/student ratio is too high.
3. Office and meeting space is inadequate for size of program.
4. Demands on faculty for accreditation conflict with scholarship demands.

#### Plan/Goals to be met prior to AY 2014/2015)

1. Develop a more efficient and simplified assessment plan.
2. Achieve reaccreditation of BSW and MSW Programs.
3. Develop courses and/or certificate in substance abuse.
4. Develop courses and/or certificate in animal assisted therapy.
5. Increase grant submissions.
6. Convert at least 2 instructor lines to tenure-eligible lines.
7. Improve the faculty/student ratio, with goal of 25:1 for BSW and 12:1 for MSW Program.
8. Explore options for creating additional space for meetings, program administration, and faculty offices.

See Appendix A: Results of 2010 BSW Program Assessment

Appendix B: Results of 2010 MSW Program Assessment

Appendix C: BSW Program Assessment Plan

Appendix D: MSW Program Assessment Plan