

Q1.1.
Program Overview

This is section 1 of 9

Q1.2.
Degree Designation and Program Title (For example: BS Design and Merchandising; PhD Chemistry) See the [Curriculum Matrix for official designations and program titles](#)

MSW- Master in Social Work

Q1.3. List all associated program majors: (For example: with BS Design and Merchandising, majors are: Fashion Dress and Merchandising, Design Studies, and Interior Design)

Master in Social Work

Q1.4. College or School

- College of Business and Economics
- College of Creative Arts
- College of Education and Human Services
- College of Law
- College of Physical Activity and Sports Sciences
- Davis College of Agriculture, Natural Resources, and Design
- Eberly College of Arts and Sciences
- Reed College of Media
- School of Dentistry
- School of Medicine
- School of Nursing
- School of Pharmacy
- School of Public Health
- Statler College of Engineering and Mineral Resources
- Intercollegiate
- WVU Keyser - Potomac State College

Q1.5. Name and Email of the person completing the self study

Name

Mary LeCloux

Email Address

mary.lecloux@mail.wvu.edu

Q2.1. Specialized Accreditation

This is section 2 of 9

Q2.2. Is the program accredited?

Yes

No

Q2.3. Is there a national accrediting body for programs of this type?

This question was not displayed to the respondent.

Q2.4. What is the name of that accrediting body?

This question was not displayed to the respondent.

Q2.5. Name of the accrediting body

Council for Social Work Education

Q2.6. Date and outcome of last accreditation review/visit

Date

10/21/13

Outcome

The program's accreditation was reaffirmed.

Q2.7. Date(s) and outcome(s) of any follow up actions from accrediting body (interim reviews, reports, monitoring, visits, etc.) *If there have been none, leave blank.

Date(s)

Outcome(s)

Q2.8. Approximate date of next accreditation review

Q2.9. Attach the most recent comprehensive institutional self-study conducted in compliance with the accreditation or approval process

[Self Study 2013.pdf](#)

1.4MB

application/pdf

Q2.10. Attach the accrediting agency's accreditation letter (along with any other relevant correspondence or interim reports)

[2013 Accreditation Letters.pdf](#)

148.5KB

application/pdf

Q3.1.
Consistency with Mission, Vision, and Values

This is section 3 of 9

Q3.2. Explain how the degree program is consistent with WVU's [mission, vision, and values](#).

The larger mission of WVU, as a land-grant institution, is to improve the lives of communities and constituents of West Virginia through education, research, and service. The MSW program trains graduate students to become professional social workers who have the skills to engage in practice at multiple levels and with multiple constituencies. We offer a curriculum specialization of "advanced integrated practice," which ensures that students are trained to practice at the micro, mezzo, and macro levels. This means that students graduate with skills to practice in either direct clinical work and administrative, policy, or management positions in the social service field. Our mission is to train graduates who will be prepared to provide social work services to individuals, families, groups, and communities, with an emphasis on interdisciplinary practice in rural areas. As such, our graduates are prepared to provide services in multiple roles, which expands their capacity to provide service to address social problems via multiple means. Additionally, we emphasize the values of social justice, empowerment, racial equality, and empowerment throughout our curriculum, all of which are important values that support the mission of a land grant institution. As such, our mission aligns well with that of the university, as our focus is on preparing graduates who can provide service directly back to under-privileged members in the rural communities of the state. In short, our program aims to train graduates that will be able to contribute to the West Virginia community through the provision direct service, the coordination and administration of future service enterprises, and the empowerment of individuals within the West Virginia community. All of these elements fit within the overall mission of the university, which is focused on improving the lives of communities and constituents through research, education, and service.

Q4.1.
Program Resources

This is section 4 of 9

The purpose of this section is to ensure the accessibility and adequacy of the program's infrastructure and resources; the reviewing committee does not have the power to provide new funding for facilities or equipment.

Q4.2. Has the program experienced significant issues with any of the following during the review period?

	Yes	No
Providing students with accommodations	<input type="radio"/>	<input checked="" type="radio"/>
Inability to schedule required classrooms	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological infrastructure	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological support	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate physical infrastructure (labs, performance spaces, equipment, etc.)	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate Library resources	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate Library personnel	<input type="radio"/>	<input checked="" type="radio"/>

Q4.3. Describe what issues the program has faced in the area(s) identified above.

This question was not displayed to the respondent.

Q5.1.
Faculty Composition and Productivity

This is section 5 of 9

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q5.2. Does the program have the adequate faculty necessary to meet the mission of the program - teaching, research, service, etc.?

Yes

No

Q5.3. How is the program addressing the lack of necessary faculty?

This question was not displayed to the respondent.

Q5.4. Does the program have any faculty who are qualified by other means than their academic credentials as defined in the [WVU Faculty Qualifications policy](#); e.g., tested experience in the field?

Yes

No

Q5.5. List any program faculty qualified by means other than their academic credentials, what credentials qualify them for teaching the courses they teach within the program.

This question was not displayed to the respondent.

Q5.6. Provide a brief reflection on faculty productivity over the past cycle and what actions, if any, the program will take to address those issues.

Be sure to reference the provided data, where relevant. This may include sections taught, students enrolled in those sections, service, intellectual contribution, and grants awarded.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Our faculty are extremely productive in regard to teaching, research, and service. Over the past cycle, our faculty have secured a combined amount of \$5,269,578.00 in external grant funding from state, federal, and private funding agencies. This funding has supported projects such as the Rural Integrated Behavioral Health Training Program (RIBHT), the Title IV-E Training Program, research on suicide and opioid screening primary care, and specialized training and workforce development in the area of substance abuse treatment. Our faculty are also highly productive in regard to their publications. Between the years 2016-2019, our faculty have produced a total of 56 scholarly publications (peer-reviewed journal articles, books, or book chapters) and 63 peer-reviewed presentations (colloquia/seminars, invited addresses, oral presentations, panel presentations, posters, or workshops). Notably, these publications and presentations have been produced by both tenured/tenure-track and non-tenure track faculty. The MSW faculty also engage in a significant amount of teaching and pedagogical activities. Tenure track/tenured faculty carry a 2-3 course load and non-tenure-track faculty, typically teach between 3-4 courses per semester. Additionally, over the past several years, the MSW faculty's teaching productivity has included a significant amount of course development related to the launch of the new curriculum, the online program, and the design of our new PhD program. The MSW faculty are also actively engaged in service, both in and outside of the school. Several faculty members have significant service designations through their administrative positions, such as the Director, the MSW Director, the Field Directors, and the MSW Online Coordinator. Additionally, all of our tenured/tenure track faculty have a proportion of their workload (typically 20%) devoted to service, which includes service at the school, college, and community levels. Faculty serve on multiple school and college-level committees and contribute to service at the national level as well through peer review and service on national boards and councils. Additionally, several of our faculty engage in community-wide service, such as through service on local advisory boards, volunteer work, or by providing trainings to community agencies.

Q6.1.
Student Enrollment and Graduation History

This is section 6 of 9

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q6.2. Provide a web link to the catalog description of the program as well as any other web pages that describes program requirements.

<http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/socialwork/>
<http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/socialwork/#degreeprogresstext>

Q6.3. Provide a link to the WVU Catalog page that has the current requirements for each of the *majors* and *areas of emphasis* within the program.

<http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/socialwork/#masterstext>

Q6.4. Provide a brief reflection on any relevant enrollment and program persistence trends over the past cycle.

If those trends are negative, include what actions, if any, the program will take to address those trends. Be sure to reference the provided data, where relevant.

Also explain the high D/F/W courses for the program's major students and what, if anything the program intends to do about those courses.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

As you can see from the attached graphs, the overall enrollment in the MSW program between 2016-2020 demonstrates a slight downward trend. However, this is most likely due to the sun-setting of our extended campuses, which started closing in 2017-2018. When you look at enrollment in our Morgantown campus, you can see that it is steady across all five years, with a slight uptick from 2019 on. This is likely a result of the increasing enrollment in our online program, which launched in 2019. In order to address the needs of our extended campus students, the MSW program launched a new online program, that started in Fall 2019. We started this program with two cohorts of students, but have been admitting a new cohort each year, and expect to be up to full capacity by 2021-2022. Additionally, since 2017, we have increased focused efforts on recruitment with the hiring of an admissions and recruitment coordinator who has increased our outreach to local BSW programs, other undergraduate programs at local universities, as well as other undergraduate departments at WVU. Students are required to achieve a cumulative GPA of 3.0 in the program in order to continue and graduate.

Q6.5. Please provide a brief reflection on any relevant trends in the graduation data for the program (number of graduates, time to completion) over the past cycle.

If those trends are negative, include what actions, if any, the program will take to address those trends. Be sure to reference the provided data, where relevant.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

As you can see by the attached graphs, our number of graduates per year has been fairly consistent between academic years 2014/2015 – 2018-2019. We typically graduate between 60-90 MSW students yearly. The average time to completion has decreased from 2.5 years to 1.5 years. This is likely reflective of the introduction of a new one-year full-time Advanced Standing degree option in 2018, which allows students with a BSW degree to earn their MSW degree in one year, provided they attend the program full-time in our face-to-face program.

Q6.6.

Please provide a brief reflection on the success of the program's students.

Include, for example, creative or research-based endeavors such as conference presentations, publications, grants or prestigious scholarships awarded, recordings, exhibitions, or performances.

This may also include information the program has on students after they have completed the program. Examples may include job placement, acceptance into graduate programs, graduate satisfaction surveys, employer satisfaction surveys, etc.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Students in the MSW program are engaged in numerous service, research, and training activities outside of their classwork that provide them with enrichment and allow them to give back valuable service to the communities of West Virginia. Each year, students in the Rural and Integrated Behavioral Health Training Program (RIBHT) prepare formal presentations for the National Association of Social Work (NASW) West Virginia annual conference in Charleston, participate in various mini-workshops throughout the year, and attend a regional training summit on integrated behavioral health. Additionally, even though research is not an active focus of the MSW curriculum (as it is a professional degree), many of our MSW students are engaged in research activities with faculty. Each year, for example, we award one student the Schneider Langlois Fellowship, which supports joint student research/mentorship with a faculty member who is engaged in a specific research project. Most recently, we have awarded this fellowship to two students who are helping separate faculty members who are engaged in research projects focused on LGBTQ issues and trauma-based treatment for elderly adults. Many of our alumni become highly respected practitioners in the social service field, locally and elsewhere. One of our recent graduates was recently appointed as a local ombudsman for DHHR, one is a doctoral student who has created her own trademarked training regarding dementia ("Dementia Dialogues"©), and another is a regional organizer for the national organization, "Community Change." Although we have only recently begun to collect exit survey data from our graduates (during the years 2019-2020), this survey data indicates that many of our graduates are also successful in finding employment. In 2019, 27% of the graduates who completed the survey had secured employment in the social work field at the time of graduation and 92% of those who completed the survey had secured employment by the 6-month follow up. Additionally, 75% of those surveyed at the 6-month follow-up had obtained their graduate level social work license. In 2020, 70% of those who completed the exit survey at graduation reported they had obtained employment in the social work field by the time of graduation.

Q7.1.

Assessment

This is section 7 of 9

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

Q7.2. Provide a link to the WVU Catalog page that includes the learning outcomes for the program.

<http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/socialwork/#learninggoalstext>

Q7.3.

Provide (by attachment) the program's assessment plan and evidence of assessment from the past cycle. (Additional evidence files may be added below).

Programs may choose to fill out an assessment plan template and curriculum map from the University Assessment Council and attach that.

Assessment plans may include the program's: long-term assessment cycle, yearly assessment cycle, assessment measures and metrics, and curriculum map.

Evidence of assessment may be direct (e.g., assessment of student products) or indirect (e.g., surveys).

If this is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

[Self-Study_Assessment Section 2021.pdf](#)

1MB
application/pdf

Q7.4.

Provide a brief summary of the most relevant assessment findings from this five-year program review cycle.

Findings must address student learning outcomes (as listed in the catalog) but may also address other program assessment completed over this cycle (what other areas the program has evidence of having worked on over the cycle).

If this is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

I have attached a copy of the draft of the section from our most current self-study, as we are currently preparing for reaffirmation that details the most updated MSW assessment plan and results from the last five years of assessment. The sections that detail the outline of our current assessment plan can be found in pp. 1-39 & 51-53 of this document. In addition to the assessment plan outlined in the self-study, the SSW has also distributed several additional measures of assessment that are not required by our accrediting body. For example, we have periodically distributed additional surveys to students to inquire about additional aspects of their experience in the SSW. These are typically aimed to gather data to help inform specific program planning and curriculum related questions. In 2018, we distributed a general "MSW Student Experience" survey, (Appendix H) which asked students about their satisfaction in coursework, field, advising, course scheduling times, and their interest in attending an online program at WVU. We have also started sending out a yearly exit survey to our graduates, along with a 6-month follow-up survey (Appendix I) that inquires about job placement and licensing. This is not required by our accrediting body, but was an assessment measure that we decided to implement as a program in order to better track outcomes for our graduates. We started implementing this measure in 2019. This year we distributed a survey that aimed to gather data regarding students' experiences in reaction to the online pivot due to COVID as well as feedback about how the school could be more supportive and what resources students need during the current crisis. Finally, we have also recently sent out some surveys regarding students' interest in future elective choices as well as their experience with the current summer course structure in an effort to aid in our future curriculum planning. Tables summarizing our most recent assessment findings are included in the draft of the current self-study draft on pp. 40-49 and pp. 55-61. We have also attached the reporting form from our assessment data for the years 2017 and 2018 as well for your reference. The assessment plans included detail how we assess competencies required by our accrediting body, the Council for Social Work Education (CSWE). All learning outcomes included in the WVU catalog are reflective of specific CSWE competencies and are mapped to them in our individual syllabi.

Q7.5.

Provide a brief summary of how the program has changed over the cycle and how those changes are related to assessment, broadly defined.

This reflection should be supported by evidence collected through assessment practices and attached to this program review.

Areas that may be addressed may include changes to: courses, curriculum, learning outcomes, assessment plans, program goals, etc.

If this is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Since 2014/2015 and our last accreditation with CSWE, the MSW program has undergone some substantial changes/revisions. These include 1.) a complete revision to the curriculum, 2.) the closure of the extended campuses, and 3.) the launch of the online program. The decision to revise the curriculum in 2017 was made for a number of reasons. First, as we knew that we were up for re-accreditation in 2019-2020, we wanted to ensure that our curriculum would fit within the new educational standards of our accrediting body, the Council for Social Work Education. Additionally, we wanted to streamline our course structure in order to maximize efficiencies and improve time to completion, especially for our part-time students. We also wanted to create a one-year full-time Advanced Standing option, which we believed would make us more competitive with other institutions and would also decrease time to completion for these students. The decision to close our extended campuses and switch to an online mode of course delivery was made due to the declining enrollment in our Charleston, Beckley, Wheeling, and Martinsburg locations. Additionally, the SSW felt that we could more efficiently meet the needs of students from rural locations in West Virginia who wished to enroll in the program through an online delivery modality (i.e., we would not be restricted to serving just students who lived in specific geographic areas where the extended campuses were located). In regard to our most recent assessment data, some specific recommendations for future changes have also been suggested. These are detailed in pp. 57-58 and p. 61 of the current self-study draft attached.

Q7.6. Is this program able to be completed via distance learning?

- Yes
 No

Q7.7. Please attach the WVU Online review which addresses the online program's course design, accessibility, and degree of correspondence offerings.

Q7.8. If there are any planned changes to the program that have not yet been discussed, provide a brief summary of the changes here. Rough timelines for those changes, if they exist, may also be included.

At present, we have no plans for additional changes to the program. We have discussed making some minor changes to the curriculum, such as moving some summer courses and offering more electives, but nothing substantial. We have no plans to make other programmatic changes at the present time.

Q8.1. You may use this section to provide any additional evidence referenced in the program review.

Q8.2. You may use this section to provide any additional evidence referenced in the program review.

[MSW Social Work.xlsx](#)

48.6KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q8.3. You may use this section to provide any additional evidence referenced in the program review.

Q9.1.
Program of Excellence

This section is optional; this is section 8 of 9

Q9.2. Is the program requesting designation as a "Program of Excellence"?

Yes

No

Q9.3. Provide a brief narrative for how the program meets the following criteria: Distinction, Curriculum and Assessment, Graduates, and Faculty. Refer to the Program of Excellence Criteria for detailed information.

Responses in this section are limited to 2000 characters (approximately half of a single spaced page). Responses should be concise but also specific and evidence-based.

This question was not displayed to the respondent.

Q9.4. **Distinction:** The program must be one of distinction. It should have received state or national recognition or some other clearly defined indicator appropriate to the mission of the program.

External validation of high quality by a nationally recognized body is one clear and straightforward way to demonstrate this. Programs may also compile national or state data for similar programs and put forward a comparative argument of distinction.

This question was not displayed to the respondent.

Q9.5. **Curriculum and Assessment:** The program must have clearly defined and measurable curricular goals and objectives and must regularly assess student learning outcomes. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.

The program should hold national or specialized accreditation if available and all accreditation criteria must be met fully.

This question was not displayed to the respondent.

Q9.6. Graduates: Evidence of success of graduates in career placement and or in continuing higher education must be documented.

This question was not displayed to the respondent.

Q9.7. Faculty. Faculty should hold terminal degrees or have equivalent professional experience. For faculty who teach in certificate and associates programs, alternative credentials such as work experience in the teaching field may be appropriate.

There should be documented evidence of faculty achievement and scholarly activity.

Evidence of innovation in instruction should also be included if appropriate.

This question was not displayed to the respondent.


Q10.1.
Thank you for completing your West Virginia University Board of Governors program review. You may now submit the survey and your program review will be passed on to the Undergraduate or Graduate Council by the Director of Assessment.

This is the final section, 9 of 9

Location Data

Location: ([39.609893798828](#), [-79.983100891113](#))

Source: GeolIP Estimation



The map displays a geographical area including parts of Ohio, Pennsylvania, and West Virginia. Major cities like Akron, Pittsburgh, Harrisburg, Allegheny, Columbus, Baltimore, Washington, and Charleston are labeled. A yellow diamond marker is placed on the map, indicating the location of Greensburg, West Virginia, which is situated between Pittsburgh and Harrisburg.