

Detailed Assessment Report  
As of: 10/07/2013 01:49 PM EST  
2012-2013 Social Work MSW\*

**Mission / Purpose**

The USM School of Social Work develops and transmits social work knowledge and skills consistent with the values of the profession, informed by the culture and history of Mississippi. We are inspired by a vision of social justice and advocacy for the health and well-being of all people. Our graduates engage clients who primarily reside in the increasingly diverse Gulf South to produce dynamic solutions for personal, interpersonal, and system problems - especially those unique to the poor, oppressed, and underserved.

**Connected Documents**

- *MSW Field Evaluation Instrument*
- *MSW Student Self-Evaluation Survey*

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Apply social work ethical principles to guide professional practice**

The outcome is operationalized through a measurable practice behavior that includes: articulate the application of a model for ethical decision making.

**Related Measures:**

**M 1: Student Self-Evaluation Survey - Ethical Principal**

Student Self-Evaluation Survey is designed to assess students' self-reported mastery of core competencies. The survey utilizes a 10-point Likert scale in which "1" is presented as lowest achieved and "10" as highest achieved. All graduating MSW students will complete the Student Self-Evaluation Survey. Item #2 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

**Target:**

90% of graduating students will rate item #2 of the Student Self-Evaluation Survey as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

**Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan. Spring 2013 - Hattiesburg: 100% of graduating students (N:24/24) rated item #2 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); Gulf Coast: Not applicable.

## **M 2:Field Instructor Evaluation - Ethical Principal**

Field instructor evaluation is designed to assess student mastery of core competencies. In particular, the field instructor is asked to complete an assessment of the student's acquisition of designated learning outcomes utilizing a 10-point Likert scale (1/2- Not achieved; 3/4- Minimally achieved; 5/6- Moderately achieved; 7/8-Achieved; and 9/10- Highly achieved). The field instructor is asked to choose one or more of the following as evidence for making the rating selected for the MSW student: direct observations; supervisory discussion; assessment; review of process recording; review documentation; other. The evaluation is completed at both midpoint and endpoint of the field placement; however, the assessment of learning outcomes utilizes only the endpoint data as evidence of mastery of competencies. Item #2 of the evaluation instrument will be used to assess the selected learning outcome.

Source of Evidence: Field work, internship, or teaching evaluation

### **Target:**

90% of students will be ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Field Evaluation Instrument (item #2).

### **Findings (2012-2013) - Target: Met**

**Fall, 2012** - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013 in the final field placement.

**Spring 2013 - Hattiesburg:** 96% of students (N:23/24) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #2);

**Gulf Coast:** Not applicable.

## **SLO 2:Apply critical thinking to inform and communicate professional judgments**

The outcome is operationalized through a measurable practice behavior that includes: synthesize multiple perspectives to craft appropriate solutions.

### **Related Measures:**

## **M 3:Student Self-Evaluation Survey - Critical Thinking**

Student Self-Evaluation Survey is designed to assess students' self-reported mastery of core competencies. The survey utilizes a 10-point Likert scale in which "1" is presented as lowest achieved and "10" as highest achieved. All graduating MSW students will complete the Student Self-Evaluation Survey. Item #3 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

### **Target:**

90% of graduating students will rate item #3 of the Student Self-Evaluation Survey as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

### **Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan. Spring 2013 - Hattiesburg: 96% of graduating students (N:23/24) rated item #3 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); Gulf Coast: Not applicable.

#### **M 4:Field Instructor Evaluation - Critical Thinking**

Field instructor evaluation is designed to assess student mastery of core competencies. In particular, the field instructor is asked to complete an assessment of the student's acquisition of designated learning outcomes utilizing a 10-point Likert scale (1/2- Not achieved; 3/4- Minimally achieved; 5/6- Moderately achieved; 7/8-Achieved; and 9/10- Highly achieved). The field instructor is asked to choose one or more of the following as evidence for making the rating selected for the MSW student: direct observations; supervisory discussion; assessment; review of process recording; review documentation; other. The evaluation is completed at both midpoint and endpoint of the field placement; however, the assessment of learning outcomes utilizes only the endpoint data as evidence of mastery of competencies. Item #3 of the evaluation instrument will be used to assess the selected learning outcome.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

90% of students will be ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Field Evaluation Instrument (item #3).

#### **Findings (2012-2013) - Target: Met**

**Fall, 2012** - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013 in the final field placement.

**Spring 2013 - Hattiesburg:** 100% of students (N:24/24) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #3);

**Gulf Coast:** Not applicable.

#### **SLO 3:Engage in research-informed practice and practice-informed research**

The outcome is operationalized through a measurable practice behavior that includes: use the evidence-based practice process in assessment and intervention with client systems.

#### **Related Measures:**

#### **M 5:Student Self-Evaluation Survey - Research-Informed Practice and Practice-Informed Research**

Student Self-Evaluation Survey is designed to assess students' self-reported mastery of core competencies. The survey utilizes a 10-point Likert scale in which "1" is presented as lowest achieved and "10" as highest achieved. All graduating MSW students will complete the Student Self-Evaluation Survey. Item #6 of the survey will be used to assess the selected learning

outcome.

Source of Evidence: Exit interviews with grads/program completers

**Target:**

90% of graduating students will rate item #6 of the Student Self-Evaluation Survey as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

**Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan. Spring 2013 - Hattiesburg: 96% of graduating students (N:23/24) rated item #6 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); Gulf Coast: Not applicable.

**M 6:Field Instructor Evaluation - Research-Informed Practice and Practice-Informed Research**

Field instructor evaluation is designed to assess student mastery of core competencies. In particular, the field instructor is asked to complete an assessment of the student's acquisition of designated learning outcomes utilizing a 10-point Likert scale (1/2- Not achieved; 3/4- Minimally achieved; 5/6- Moderately achieved; 7/8-Achieved; and 9/10- Highly achieved). The field instructor is asked to choose one or more of the following as evidence for making the rating selected for the MSW student: direct observations; supervisory discussion; assessment; review of process recording; review documentation; other. The evaluation is completed at both midpoint and endpoint of the field placement; however, the assessment of learning outcomes utilizes only the endpoint data as evidence of mastery of competencies. Item #6 of the evaluation instrument will be used to assess the selected learning outcome.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

90% of students will be ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Field Evaluation Instrument (Item #6).

**Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013 in the final field placement.

**Spring 2013 - Hattiesburg:** 100% of students (N:24/24) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #6);  
**Gulf Coast:** Not applicable.

**SLO 4:Apply knowledge of human behavior and the social environment**

The outcome is operationalized through a measurable practice behavior that includes: synthesize and differentially apply theories of human behavior and the social environment to navigate clients through complex systems.

### Related Measures:

#### **M 7: Student Self-Evaluation Survey - Human Behavior**

Student Self-Evaluation Survey is designed to assess students' self-reported mastery of core competencies. The survey utilizes a 10-point Likert scale in which "1" is presented as lowest achieved and "10" as highest achieved. All graduating MSW students will complete the Student Self-Evaluation Survey. Item #7 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

#### **Target:**

90% of graduating students will rate item #7 of the Student Self-Evaluation Survey as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

#### **Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan. Spring 2013 - Hattiesburg: 100% of graduating students (N:24/24) rated item #7 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); Gulf Coast: Not applicable.

#### **M 8: Field Instructor Evaluation - Human Behavior**

Field instructor evaluation is designed to assess student mastery of core competencies. In particular, the field instructor is asked to complete an assessment of the student's acquisition of designated learning outcomes utilizing a 10-point Likert scale (1/2- Not achieved; 3/4- Minimally achieved; 5/6- Moderately achieved; 7/8-Achieved; and 9/10- Highly achieved). The field instructor is asked to choose one or more of the following as evidence for making the rating selected for the MSW student: direct observations; supervisory discussion; assessment; review of process recording; review documentation; other. The evaluation is completed at both midpoint and endpoint of the field placement; however, the assessment of learning outcomes utilizes only the endpoint data as evidence of mastery of competencies. Item #7 of the evaluation instrument will be used to assess the selected learning outcome.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

90% of students will be ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Field Evaluation Instrument (Item #7).

#### **Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008

Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013 in the final field placement.

**Spring 2013 - Hattiesburg:** 100% of students (N:24/24) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #2);  
**Gulf Coast:** Not applicable.

**SLO 5: Engage in policy practice to advance social economic and economic well-being and to deliver effective social work services**

The outcome is operationalized through a measurable practice behavior that includes: identify the constraints of current policy and procedures to producing change.

Related Measures:

**M 9: Student Self-Evaluation Survey - Policy**

Student Self-Evaluation Survey is designed to assess students' self-reported mastery of core competencies. The survey utilizes a 10-point Likert scale in which "1" is presented as lowest achieved and "10" as highest achieved. All graduating MSW students will complete the Student Self-Evaluation Survey. Item #8 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

**Target:**

90% of graduating students will rate item #8 of the Student Self-Evaluation Survey as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

**Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan. Spring 2013 - Hattiesburg: 100% of graduating students (N:24/24) rated item #8 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); Gulf Coast: Not applicable.

**M 10: Field Instructor Evaluation - Policy**

Field instructor evaluation is designed to assess student mastery of core competencies. In particular, the field instructor is asked to complete an assessment of the student's acquisition of designated learning outcomes utilizing a 10-point Likert scale (1/2- Not achieved; 3/4- Minimally achieved; 5/6- Moderately achieved; 7/8- Achieved; and 9/10- Highly achieved). The field instructor is asked to choose one or more of the following as evidence for making the rating selected for the MSW student: direct observations; supervisory discussion; assessment; review of process recording; review documentation; other. The evaluation is completed at both midpoint and endpoint of the field placement; however, the assessment of learning outcomes utilizes only the endpoint data as evidence of mastery of competencies. Item #8 of the evaluation instrument will be used to assess the selected learning outcome.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

90% of students will be ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Field Evaluation Instrument (Item #8).

**Findings (2012-2013) - Target: Met**

**Fall, 2012** - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013 in the final field placement.

**Spring 2013 - Hattiesburg:** 100% of students (N:23/23) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #8);

**Gulf Coast:** Not applicable.

**SLO 6:Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

The outcome is operationalized through measurable practice behaviors that include: establish a relationally based process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes; effectively manage barriers and challenges in the engagement process; practice use of self and reflective process; attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the professional alliance; assess client readiness for change; use multidimensional bio-psycho-social assessment tools for client systems; formulate differential and multi-axial diagnoses; identify contextual barriers to change; critically evaluate, select, and apply best practices and evidence-based interventions; articulate reasons for intervention choices; collaborate appropriately with other professionals to coordinate interventions; synthesize and disseminate intervention findings in order to inform and improve practice, policy, and future research.

**Related Measures:**

**M 11:Student Self-Evaluation Survey - Engagement/Assessment/Intervention/Evaluation**

Student Self-Evaluation Survey is designed to assess students' self-reported mastery of core competencies. The survey utilizes a 10-point Likert scale in which "1" is presented as lowest achieved and "10" as highest achieved. All graduating MSW students will complete the Student Self-Evaluation Survey. Items #10a1, 10a2, 10a3, 10a4, 10b1, 10b2, 10b3, 10b4, 10c1, 10c2, 10c3, and 10d of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

**Target:**

90% of graduating students will rate items #10a1,10a2,10a3,10a4,10b1,10b2,10b3,10b4,10c1,10c2,10c3, &10d of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

### **Findings (2012-2013) - Target: Met**

Fall, 2012 - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan. Spring 2013 - Hattiesburg: 100% of graduating students (N:23/23) rated items #10a1,10a2,10a3,10a4,10b1,10b2,10b3,10b4,10c1,10c2,10c3, &10d of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); Gulf Coast: Not applicable.

### **M 12:Field Instructor Evaluation - Engagement/Assessment/Intervention/Evaluation**

Field instructor evaluation and classroom instructor evaluation are used to assess student mastery of selected learning outcome. In particular, the field instructor or classroom instructor is asked to complete an assessment of the student's acquisition of designated learning outcomes utilizing a 10-point Likert scale (1/2- Not achieved; 3/4- Minimally achieved; 5/6- Moderately achieved; 7/8-Achieved; and 9/10- Highly achieved). The field instructor is asked to choose one or more of the following as evidence for making the rating selected for the MSW student: direct observations; supervisory discussion; assessment; review of process recording; review documentation; other. The classroom instructor is asked to choose one or more of the following as evidence: assignment, test, group work, class activity, and other. The evaluation is completed at both midpoint and endpoint of the field placement; however, the assessment of learning outcomes utilizes only the endpoint data as evidence of mastery of competencies. The classroom instructor evaluation is assessed by classroom instructors at the completion of the course of SWK 619 (Evidence Based Practice). Items #10a1, 10a2, 10a3, 10a4, 10b1, 10b2, 10b3, 10b4, 10c1, 10c2, & 10c3 (field evaluation instrument) and 10d (classroom instructor evaluation) will be used to assess the selected learning outcome.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

90% of students will be ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Field Evaluation Instrument (Items #10a1, 10a2, 10a3, 10a4, 10b1, 10b2, 10b3, 10b4, 10c1, 10c2, 10c3, & classroom instructor evaluation 10d, on average).

### **Findings (2012-2013) - Target: Met**

**Fall, 2012** - Not applicable: The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013 in the final field placement.

**Spring 2013 - Hattiesburg:** 100% of students (N:23/23) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (Items #10a1,10a2,10a3,10a4,10b1,10b2,10b3,10b4,10c1,10c2, & 10c3, on average); **Gulf Coast:** Not applicable.

### **Details of Action Plans for This Cycle (by Established cycle, then alpha)**



### **Faculty Discussion - Research 2008-2009**

Faculty noted that research is generally of less interest to students than practice courses, and thus their perceptions of ability to complete or evaluate research is generally low. Nonetheless, efforts to increase students' interests in research involve 1) encouraging students to attend faculty presentations regarding their research and 2) faculty increase relevance of research findings in practice classes.

**Established in Cycle:** 2008-2009

**Implementation Status:** Finished

**Priority:** Medium

**Implementation Description:** Beginning of academic year, Aug. 2009

**Responsible Person/Group:** Faculty

### **Faculty Discussion - Research 2009 - 2010**

Faculty noted that research is generally of less interest to students than practice courses, and thus their perceptions of ability to complete or evaluate research is generally low. Increasing student interest and participation in social work research will be accomplished through the use of three pedagogical strategies: 1) Teach research methods through the framework of evidence-based practice; 2) improve students' information literacy skills; and 3) strengthen students' abilities to apply the research discussed in literature to the presenting problem of their client. Additionally, efforts to increase students' interests in research involve encouraging students to engage in research (their own or collaborative with faculty) and present findings of the research at conferences and encourage faculty to increase relevance of research findings in practice classes.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** Medium

**Projected Completion Date:** 05/13/2011

### **Faculty Discussion - Research 2010-2011**

For 2011-2012, increasing student interest and participation in social work research will be accomplished through the use of three pedagogical strategies: 1) Teach research methods through the framework of evidence-based practice; 2) improve students' information literacy skills; and 3) strengthen students' abilities to apply the research discussed in literature to the presenting problem of their client. Additionally, efforts to increase students' interests in research involve intentional integration between research methods and policy community engagement projects. Results should be increased understanding of the relevance of research to micro (e.g., individual practice) and macro (e.g., community) change.

**Established in Cycle:** 2010-2011

**Implementation Status:** Finished

**Priority:** High

**Projected Completion Date:** 05/30/2012

### **Faculty Discussion - Social Policy 2010 -2011**

For 2011-2012, to increase the social work students awareness of the critical connection between social welfare policy and social work practice, the social policy course has been redesigned starting in Spring Semester, 2012 to focus more on the critical interplay between policy and practice and practice and policy. To reinforce this critical interplay assignments and class discussion will focus on the application of

policies to practice and vice versa. Specifically, efforts to increase students' interests in policy will include developing opportunities for leadership and advocacy by extending classroom knowledge into community projects that require student leadership and engagement.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** Medium

**Projected Completion Date:** 05/30/2012

#### **Faculty Discussion - Critical Thinking 2011-2012**

Although critical thinking skills are addressed through various courses, field education is a critical course where students integrate classroom learning with practice and increase their critical thinking skills. In the field education, students, in groups no larger than eight members, meet with a clinical faculty member bi-weekly to discuss their involvement with clients at their field agencies. The clinical faculty guide the students through critical thinking processes to help the students connect course knowledge, practice skills, and self-awareness.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** Medium

#### **Faculty Discussion - Human Development 2011-2012**

Increasing students' ability to connect between theories of human development and social work practice will be accomplished through various class assignments that integrate developmental theories and social work practice: a) Bio-psycho-social assessment utilizing case scenarios; b) Interview with an older adult; and c) Life event presentation. Through these assignments, students will utilize chronological life span framework and developmental theories to understand human development and behaviors. Additionally, students will understand the diversity in the life course and how life transitions (e.g., marriage, aging) and life events (e.g., abuse, natural disaster, poverty, war) affect human development and behaviors.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** Medium

#### **Faculty Discussion - Research 2011-2012**

In 2011-2012, efforts to increase students' interests and participation in social work research have been accomplished through the use of three pedagogical strategies: 1) Teach research methods through the framework of evidence-based practice; 2) improve students' information literacy skills; and 3) strengthen students' abilities to apply the research discussed in literature to the presenting problem of their client. Additionally, efforts to increase students' interests in research involve intentional integration between research methods and policy community engagement projects. Results should be increased understanding of the relevance of research to micro (e.g., individual practice) and macro (e.g., community) change. These efforts will continue through 2012-2013 to increase students' interests and participation in social work research.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** High

## Analysis Questions and Analysis Answers

### **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

Results of the assessment for MSW program were positive. The MSW program met the all of its targeted outcomes. The student self-evaluation survey was administered at the point of graduation and the results showed that the majority of students perceived that they have achieved mastery of learning outcomes in the areas of ethical principles; critical thinking; research; human behavior; policy; and engagement/assessment/ intervention/evaluation. Likewise, field or classroom instructors perceived that students have achieved satisfactory levels of competency in the areas of ethical principles; critical thinking; research-informed practice and practice-informed research; human behavior; policy; and engagement/assessment/intervention/evaluation.

### **What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

The targets were met or exceeded for all six learning outcomes. Even though results are positive, MSW program uses evaluation data to continuously renew and improve the quality of the program.

## Annual Report Section Responses

### **Program Summary**

**Executive Summary:** The 2012-2013 year was very productive for the school of social work. Faculty generated record dollars of external funds (\$10,510,611). A total of 6,300 BSW internship hours and 14,055 MSW internship hours were contributed to MS human service agencies by undergraduate and graduate social work students. Total School of Social Work's total hours contributed to Mississippi human service agencies was 20,355. Conservatively calculating an hourly rate of \$13 per hour that is equivalent to \$264,615. The school has had continued influence in strengthening human service organizations (MDHS) through training and increasing the number of professional social workers employed in that agency. Child Welfare education, which is an initiative designed specifically to get MDHS workers to matriculate in social work, has resulted in contracts for this year of about \$219,215. The faculty has contributed significantly in their university service through participation in shared governance activities. Dr. Forster, the former director for the school of social work, serves as the Dean in the College of Health. Dr. Rehner, the director for the school of social work also directs the Caribbean studies program and serves as a member of the College Council. Dr. Kolbo serves as a member of the College Advisory Committee and Graduate Council. Dr. Lee serves as a member of the University Assessment Committee. Dr. Hrostowski serves as a member of the College Curriculum Council and Committee on Services and Resources for Women. Dr. Rowley serves as a member of the Committee on Services and Resources for Women. Ms. Williams serves as a member of the College Awards Committee. **Teaching Activities:** Successful strategies for integrating curriculum into practice skills have resulted in staff from the field office doing regular professional and clinical supervision in county agencies, particularly for students employed by MDHS. Students and county staff have responded very favorable results from these teaching strategies. **Research and Scholarly Activities:** The faculty has been productive with 48 presentations (local = 4; state/regional = 38; & national = 6) and 15 publications in peer-reviewed journals. The School of Social Work's Training Academy continues to strengthen child welfare services in Mississippi. The impact of these services on children and MDHS and Youth Court has been substantial. **Service:** The School of Social Work's Family Network Partnership's Family Counseling Center continued to strengthen the University's linkages to the community. A total of 10,966 service hours were generated by students and staff to the community. The school sponsored 2 regional conferences (the annual fall colloquium and a conference on aging) with each being attended by 200+ local social workers. **International Activities:** The school of social

work also contributed significantly to the success of international programs for the university through its participation and leadership in the Caribbean studies program. **Challenges:** Challenges of this year involved developing additional infrastructure and organizational capacity to manage external funds and finding adequate funding to hire and pay both new tenure track faculty and adjunct instructors.

### **Continuous Improvement Initiatives/Additional Action Plans**

Accreditation of the MSW program requires ongoing, continuous renewal as a part of the accreditation process defined by the Council on Social Work Education. To that end, the faculty began its review of the MSW curriculum in the Fall of 2009. The faculty redefined the vision and mission and identified student learning outcomes (knowledge, skills, values) relative to the new 2008 Educational Policy and Accreditation Standards (EPAS). Additionally, faculty defined when specific knowledge, skills, and values should be introduced within the curriculum to maximize student learning. The new curriculum plan became effective Fall 2011. The new learning outcomes were assessed in Spring 2013 and results of the assessment were positive. The MSW program met the all of its targeted outcomes. Even though results are positive, MSW program uses evaluation data to continuously renew and improve the quality of the program.

### **Closing the Loop/Action Plan Tracking**

The faculty redefined the vision and mission and identified student learning outcomes relative to the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The new curriculum plan became effective Fall 2011 for the MSW program. The new learning outcomes were assessed in Spring 2013 and results of the assessment were positive. The MSW program met the all of its targeted outcomes. In the previous cycles, the areas that include critical thinking, research, and policy were continuously identified as those that require attention. However, outcome targets related to those areas were met in the year of 2012-2013.