The University of Southern Mississippi

Detailed Assessment Report **2010-2011 Social Work MSW***

Mission/Purpose

The mission of the School of Social Work is to prepare students for competent professional advanced generalist social work practice at the graduate level, consistent with the values of the profession and with the missions and goals of The University of Southern Mississippi and the College of Health. In addition, the School seeks to advance the social work profession, provide support to the human service community, and generate and transmit knowledge relevant to professional practice - with special attention to local, state and regional social welfare needs and circumstances, and awareness of broader national and global contexts. The School seeks to form a confident professional identity. It challenges its students to apply critical thinking, assimilate the theoretical and practical foundations of the field, embrace human diversity and promote optimal human development across the lifespan, provide effective service, confront injustice and strives to produce graduates who are creative in applying advanced generalist perspectives, who build capacity in all spheres of functioning, and who promote progressive change to enrich the general welfare.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply critical thinking skills

Apply critical thinking informed by the integration of theory, evidence-based findings, and awareness of one's own strengths, limitations and direction(s) of growth.

Documents:
- *SWK MSW Field Instructor's Evaluation of Student*
- *SWK_MSW Exit Survey Instrument*

Related Measures:

M 1: Field Evaluation - Apply Critical Thinking Skills

Students will be ranked as "meets expectations" at Objective I (apply critical thinking skills informed by an exclusive theory base, evolving evidence-based finding, and awareness of one's own strengths, limitations and direction(s) of growth) on the Field Evaluation Instrument, at the completion of the field practicum, as assessed by their Field Instructors. The Field Instructors are licensed social work practitioners with at least two years direct practice experience and have received training through the School to provide supervision of students in placement. The evaluation is used by faculty in the assessment of students` overall academic performance. The evaluation instrument contains a rubric that includes a justification of ranking student performance for "below expectations" and "meets expectations."

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

Achievement Target:
90% of students will be ranked as "meet expectations" at Objective I.

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of students (17/17) were ranked as "meet expectations" at Objective I.; b) Gulf Coast: 100% of students (13/13) were ranked as "meet expectations" at Objective I. Spring, 2011: a) Hattiesburg: 100% of students (27/27) were

ranked as "meet expectations" at Objective I.; b) Gulf Coast: 100% of students (15/15) were ranked as "meet expectations" at Objective I.

M 2: Exit Survey - Apply Critical Thinking Skills
Students will rate Item #19 of the Exit Survey (apply critical thinking informed by an extended theory base) as "Good" or "Excellent." The Exit Survey is distributed to all graduating students at the end of each spring and fall semester. The rating scale is from 1 to 5, poor to excellent.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:
75% of respondents will rate Item #19 as "Good" or "Excellent."

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of respondents (10/10) rated Item #19 as "Good" or "Excellent." b) Gulf Coast: Not Applicable (Data will be collected in the Spring of 2011). Spring, 2011: a) Hattiesburg: 88% of respondents (21/24) rated Item #19 as "Good" or "Excellent." b) Gulf Coast: 85% of respondents (11/13) rated Item #19 as "Good" or "Excellent."

O 2: Apply professional values and ethics
Apply professional values and ethics with sensitivity to cultural and ideological differences, recognize value/ethical conflicts, and demonstrate commitment to change consistent with the profession's values and ethics base.

Related Measures:

M 3: Field Evaluation - Ethics
Students will be ranked as "meets expectations" at Objective II (apply professional values and ethics with sensitivity to cultural and ideological differences, recognize value/ethical conflicts, and demonstrate commitment to change consistent with the profession's values and ethics base) on the Field Evaluation Instrument, at the completion of the field practicum, as assessed by their Field Instructors. The Field Instructors are licensed social work practitioners with at least two years direct practice experience and have received training through the School to provide supervision of students in placement. The evaluation is used by faculty in the assessment of students` overall academic performance. The evaluation instrument contains a rubric that includes a justification of ranking student performance for "below expectations" and "meets expectations."

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

Achievement Target:
90% of students will be ranked as "meet expectations" at Objective II.

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of students (17/17) were ranked as "meet expectations" at Objective II.; b) Gulf Coast: 100% of students (13/13) were ranked as "meet expectations" at Objective II. Spring, 2011: a) Hattiesburg: 100% of students (27/27) were ranked as "meet expectations" at Objective II.; b) Gulf Coast: 100% of students (15/15) were ranked as "meet expectations" at Objective II.

M 4: Exit Survey - Ethics

Students will rate Item #20 of the Exit Survey (model social work values and ethics, recognize value and ethical conflicts, and demonstrate commitment to change) as "Good" or "Excellent." The Exit Survey is distributed to all graduating students at the end of each spring and fall semester. The rating scale is from 1 to 5, poor to excellent.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:

75% of respondents will rate Item #20 as "Good" or "Excellent."

Findings (2010-2011) - Achievement Target: Met

Fall, 2010: a) Hattiesburg: 100% of respondents (10/10) rated Item #20 as "Good" or "Excellent." b) Gulf Coast: Not Applicable (Data will be collected in the Spring of 2011). Spring, 2011: a) Hattiesburg: 96% of respondents (23/24) rated Item #20 as "Good" or "Excellent." b) Gulf Coast: 100% of respondents (13/13) rated Item #20 as "Good" or "Excellent."

O 3: Apply knowledge and skills to problems

Apply selectively inclusive knowledge and skills to the understanding and solution of complex problems within and across systems of all types, sizes and levels.

Related Measures:

M 5: Field Evaluation - Apply Knowledge and Skills

Students will be ranked as "meets expectations" at Objective VI (apply selectively inclusive knowledge and skills to the understanding and solution of complex problems within and across systems of all types, sizes, and levels) on the Field Evaluation Instrument, at the completion of the field practicum, as assessed by their Field Instructors. The Field Instructors are licensed social work practitioners with at least two years direct practice experience and have received training through the School to provide supervision of students in placement. The evaluation is used by faculty in the assessment of students` overall academic performance. The evaluation instrument contains a rubric that includes a justification of ranking student performance for "below expectations" and "meets expectations."

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

Achievement Target:

90% of students will be ranked as "meet expectations" at Objective VI.

Findings (2010-2011) - Achievement Target: Met

Fall, 2010: a) Hattiesburg: 100% of students (17/17) were ranked as "meet expectations" at Objective VI.; b) Gulf Coast: 100% of students (13/13) were ranked as "meet expectations" at Objective VI. Spring, 2011: a) Hattiesburg: 100% of students (27/27) were ranked as "meet expectations" at Objective VI.; b) Gulf Coast: 100% of students (15/15) were ranked as "meet expectations" at Objective VI.

M 6: Exit Survey - Apply Knowledge and Skills

Students will rate Item #24 of the Exit Survey (apply knowledge and skills to understand and solve complex problems within and across the range of systems) as "Good" or "Excellent." The Exit Survey is distributed to all graduating students at the end of each spring and fall semester.

The rating scale is from 1 to 5, poor to excellent.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:
75% of respondents will rate Item #24 as "Good" or "Excellent."

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 90% of respondents (9/10) rated Item #24 as "Good" or "Excellent." b) Gulf Coast: Not Applicable (Data will be collected in the Spring of 2011). Spring, 2011: a) Hattiesburg: 83% of respondents (20/24) rated Item #24 as "Good" or "Excellent." b) Gulf Coast: 100% of respondents (13/13) rated Item #24 as "Good" or "Excellent."

O 4: Understand development, behavior, and interactions
Synthesize a dynamic body of knowledge relevant to human development and behavior across the life span, and refine theoretical and empirical knowledge for the specific understanding of complex person-in-environment interactions within and across systems.

Related Measures:

M 7: Field Evaluation - Development and Behavior
Students will be ranked as "meets expectations" at Objective VII (synthesize a dynamic body of knowledge relevant to human development and behavior across the life span, and refine theoretical and empirical knowledge for the specific understanding of complex person-in-environment interactions within and across systems) on the Field Evaluation Instrument, at the completion of the field practicum, as assessed by their Field Instructors. The Field Instructors are licensed social work practitioners with at least two years direct practice experience and have received training through the School to provide supervision of students in placement. The evaluation is used by faculty in the assessment of students` overall academic performance. The evaluation instrument contains a rubric that includes a justification of ranking student performance for "below expectations" and "meets expectations."

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

Achievement Target:
90% of students will be ranked as "meet expectations" at Objective VII.

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of students (17/17) were ranked as "meet expectations" at Objective VII.; b) Gulf Coast: 100% of students (13/13) were ranked as "meet expectations" at Objective VII. Spring, 2011: a) Hattiesburg: 100% of students (27/27) were ranked as "meet expectations" at Objective VII.; b) Gulf Coast: 100% of students (15/15) were ranked as "meet expectations" at Objective VII.

M 8: Exit Survey - Development and Behavior
Students will rate Item #25 of the Exit Survey (synthesize knowledge of human development and behavior across the life span, and refine theoretical and empirical knowledge for the specific understanding of complex person-in-environment interactions and systems) as "Good" or "Excellent." The Exit Survey is distributed to all graduating students at the end of each spring and fall semester. The rating scale is from 1 to 5, poor to excellent.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:
75% of respondents will rate Item #25 as "Good" or "Excellent."

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of respondents (10/10) rated Item #25 as "Good" or "Excellent." b) Gulf Coast: Not Applicable (Data will be collected in the Spring of 2011). Spring, 2011: a) Hattiesburg: 88% of respondents (21/24) rated Item #25 as "Good" or "Excellent." b) Gulf Coast: 100% of respondents (13/13) rated Item #25 as "Good" or "Excellent."

O 5: Recognize policy, practice, and client well-being
Recognize the interplay of policy, practice and client well-being within and across systems, and integrate policy practice into both intervention and the development of the professional self.

Related Measures:

M 9: Field Evaluation - Social Policies
Students will be ranked as "meets expectations" at Objective VIII (recognize the interplay of policy, practice, and client well-being within and across systems, and integrate policy practice into both intervention and the development of the professional self) on the Field Evaluation Instrument, at the completion of the field practicum, as assessed by their Field Instructors. The Field Instructors are licensed social work practitioners with at least two years direct practice experience and have received training through the School to provide supervision of students in placement. The evaluation is used by faculty in the assessment of students` overall academic performance. The evaluation instrument contains a rubric that includes a justification of ranking student performance for "below expectations" and "meets expectations."

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

Achievement Target:
90% of students will be ranked as "meet expectations" at Objective VIII.

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of students (17/17) were ranked as "meet expectations" at Objective VIII.; b) Gulf Coast: 100% of students (13/13) were ranked as "meet expectations" at Objective VIII. Spring, 2011: a) Hattiesburg: 100% of students (27/27) were ranked as "meet expectations" at Objective VIII.; b) Gulf Coast: 100% of students (15/15) were ranked as "meet expectations" at Objective VIII.

M 10: Exit Survey - Social Policies
Students will rate Item #26 of the Exit Survey (recognize the interplay of policy, practice and client well-being, and integrate policy practice into both intervention and the development of the professional self) as "Good" or "Excellent." The Exit Survey is distributed to all graduating students at the end of each spring and fall semester. The rating scale is from 1 to 5, poor to excellent.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:
75% of respondents will rate Item #26 as "Good" or "Excellent."

Findings (2010-2011) - Achievement Target: Partially Met
Fall, 2010: a) Hattiesburg: 90% of respondents (9/10) rated Item #26 as "Good" or "Excellent." b) Gulf Coast: Not Applicable (Data will be collected in the Spring of 2011). Spring, 2011: a) Hattiesburg: 58% of respondents (14/24) rated Item #26 as "Good" or "Excellent." b) Gulf Coast: 100% of respondents (13/13) rated Item #26 as "Good" or "Excellent."

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

Faculty Discussion - Social Policy 2010 -2011
Established in Cycle: 2010-2011

For 2011-2012, to increase the social work students awareness of the critical connection between social welfare policy and soc...

O 6: Evaluate personal practice and research literature
Attend to advancing research literature and the evaluation of personal practice, for the continuous and integrated enrichment of theoretical knowledge, pragmatic practice skill, and professional self-understanding.

Related Measures:

M 11: Field Evaluation - Research
Students will be ranked as "meets expectations" at Objective IX (attend to advancing research literature and the evaluation of personal practice, for the continuous and integrated enrichment of theoretical knowledge, pragmatic practice skill, and professional self-understanding) on the Field Evaluation Instrument, at the completion of the field practicum, as assessed by their Field Instructors. The Field Instructors are licensed social work practitioners with at least two years direct practice experience and have received training through the School to provide supervision of students in placement. The evaluation is used by faculty in the assessment of students` overall academic performance. The evaluation instrument contains a rubric that includes a justification of ranking student performance for "below expectations" and "meets expectations."

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

Achievement Target:
90% of students will be ranked as "meet expectations" at Objective IX.

Findings (2010-2011) - Achievement Target: Met
Fall, 2010: a) Hattiesburg: 100% of students (17/17) were ranked as "meet expectations" at Objective IX.; b) Gulf Coast: 100% of students (13/13) were ranked as "meet expectations" at Objective IX. Spring, 2011: a) Hattiesburg: 100% of students (24/24) were ranked as "meet expectations" at Objective IX.; b) Gulf Coast: 100% of students (15/15) were ranked as "meet expectations" at Objective IX.

M 12: Exit Survey - Research

Students will rate Item #27 of the Exit Survey (sustaining attention to advancing research literature and evaluating personal practice) as "Good" or "Excellent." The Exit Survey is distributed to all graduating students at the end of each spring and fall semester. The rating scale is from 1 to 5, poor to excellent.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:
75% of respondents will rate Item #27 as "Good" or "Excellent."

Findings (2010-2011) - Achievement Target: Not Met
Fall, 2010: a) Hattiesburg: 60% of respondents (6/10) rated Item #27 as "Good" or "Excellent." b) Gulf Coast: Not Applicable (Data will be collected in the Spring of 2011). Spring, 2011: a) Hattiesburg: 67% of respondents (16/24) rated Item #27 as "Good" or "Excellent." b) Gulf Coast: 77% of respondents (10/13) rated Item #27 as "Good" or "Excellent."

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

Faculty Discussion - Research 2010-2011
Established in Cycle: 2010-2011
For 2011-2012, increasing student interest and participation in social work research will be accomplished through the use of thr...

Action Plan Details 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: In-Progress
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: In-Progress
Priority: Medium

Completion Date: 05/14/2011

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: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Exit Survey - Research | **Outcome/Objective:** Evaluate personal practice and research literature

Completion Date: 05/31/2012

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: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Exit Survey - Social Policies | **Outcome/Objective:** Recognize policy, practice, and client well-being

Completion Date: 05/31/2012

Analysis Answers

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

Overall, the social work program met the majority of its targeted outcomes. The exit survey was administered at the point of graduation and the results showed that all students believed they were

well prepared with regard to the application of: critical thinking skills; values and ethics; knowledge and skills; and the integration between human development and social environment. The students' self-perceptions indicated they were less confident about mastering content related to policy and research. On the other hand, the perceptions of filed instructors were more positive about students' preparation for field placement. Field instructors believed that students successfully met all learning objectives including policy and research. Our goal for the coming years is to 1) increase the perceptions of students about their mastery of policy and research content and 2) provide additional opportunities to students apply polices and research skills in both academic settings and field agencies.

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

The two outcomes that will continue to require attention are the content areas of social policy and research. Policy: 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. Research: 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 will 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.

Annual Reports

Program Summary

Executive Summary: The 2010-2011 year was very productive for the school of social work. Faculty generated record dollars of external funds ($1.7 M). A total of 16,856 internship hours and 35,339 internship hours were generated by BSW students and MSW students respectively. The school has had continued influence in strengthening human service organizations (MDHS) through training an increasing number of professional social workers. 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 $1.25 M. As a result of successfully recruitment efforts and the partnership with the MDHS the School's enrollment has increased by 15% bringing additional student credit hours to the university. 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, served as the president of the Faculty Senate and co-chaired the Academic Priorities in the University of Priorities Committee. He also directed the Caribbean studies program. Dr. Kolbo serves as a member of the College Advisory Committee, Faculty Handbook Committee, and Federal Grant Proposal Review Committee. Dr. Osowski serves as member of the Gulf Coast Faculty Staff Council, Graduate Council, and Southern Miss Internationalization Council. Dr. Lee serves as member of the University Assessment Committee.

Teaching Activities: Successful strategy for integrating curriculum into practice skills has been sending staff from field office to do regular professional and clinical supervision in county agencies. Students and county staff have responded very favorably to these visits.

Research and Scholarly Activities: The faculty has been productive with 23 presentations and 19 publications in refereed journal, as technical reports, or as book chapters. Approximate $1.7 million dollars of external funds were generated by faculty over the course of the year. The School of Social Work's Training Academy continues to strengthen child welfare services to children in Forrest and Harrison Counties. The impact of these services on children and MDHS and Youth Court has been substantial.

Public/Community Service: The School of Social Work's Family Network Partnership continued to strengthen the University's linkages to the community. A total of 9,707 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

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. Every month faculty met at least two times for an average of three hours at each meeting. 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 plan of work is expected to change curriculum plans effective Fall 2011.

Closing the Loop

Actions that have been completed in the previous cycle include pedagogical efforts to increase students' interests in research. Efforts to increase students' interests in research involved 1) teaching research methods through the framework of evidence-based practice; 2) improving students' information literacy skills; and 3) strengthening students' abilities to apply the research discussed in literature to the presenting problem of their client; 4) encouraging students to engage in research (their own or collaborative with faculty) and present findings of the research at conferences. Nevertheless, there was no significant difference between year of 2009-2010 and year of 2010-2011 in students' perceptions of their preparation to advance research and evaluate research studies. Plans for 2011-2012 year include 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.