

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

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

- *BSW Field Evaluation Instrument*
- *BSW 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 measurable practice behaviors that include: recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; tolerate ambiguity in resolving ethical conflicts; apply strategies of ethical reasoning to arrive at principled decisions.

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 BSW students will complete the Student Self-Evaluation Survey. Items #7, 19, 20, and 36 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of graduating students will rate items #7,19,20, & 36 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale).

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 2012 for the BSW 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:21/22) rated items #7,19,20, & 36 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); **Gulf Coast:** 94% of graduating students (N:15/16) rated items #7,19,20, & 36 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

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 BSW student: observation; supervision; and paperwork. 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. Items #8,17, and 18 of the evaluation instrument will be used to assess the selected learning outcome.

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

Target:

80% 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 #8,17,&18, 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 2012 for the BSW program. Field instructor evaluation of student performance related to the new learning outcomes was first completed in Spring 2013.

Spring 2013 - Hattiesburg: 100% of students (N:19/19) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #8,17,&18, on average); **Gulf Coast:** 94% of students (N:17/18) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #8,17,&18, on average).

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

The outcome is operationalized through measurable practice behaviors that include: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom; analyze models of assessment, prevention, intervention and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

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 BSW students will complete the Student Self-Evaluation Survey. Items #8, 37, and 38 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of graduating students will rate items #8,37,& 38 of Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (a score of 7 or higher on a 10-point rating scale).

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 2012 for the BSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan.

Spring 2013 - Hattiesburg: 91% of graduating students (N:21/23) rated items #8,37, & 38 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); **Gulf Coast:** 83% of graduating students (N:15/18) rated items #8,37, & 38 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

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 BSW student: observation; supervision; and paperwork. 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 #19 of the evaluation instrument will be used to assess the selected learning outcome.

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

Target:

80% 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 #19).

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. 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:22/22) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #19); **Gulf Coast:** 95% of students (N:19/20) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (item #19).

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

The outcome is operationalized through measurable practice behaviors that include: use research evidence to inform practice; use practice experience to inform scientific inquiry.

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 BSW students will complete the Student Self-Evaluation Survey. Items #43 and 44 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of graduating students will rate items #43 and 44 of Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (a score of 7 or higher on a 10-point rating scale).

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 2012 for the BSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan.

Spring 2013 - Hattiesburg: 91% of graduating students (N:20/22) rated items #43 & 44 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); **Gulf Coast:** 89% of graduating students (N:16/18) rated items #43 & 44 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

M 6: Classroom Instructor Evaluation – Research-Informed Practice and Practice-Informed Research

The acquisition of the designated learning outcome is assessed by classroom instructors at the completion of the course of SWK 420 (Methods of Social Work Research). The classroom instructor assessment rubric contains a justification of ranking student performance for "not achieved" (1/2), "minimally achieved" (3/4), "moderately achieved" (5/6), "achieved" (7/8) and "highly achieved" (9/10). The classroom instructor is asked to choose one or more of the following as evidence for making the rating selected: assignment; test; group work; class activity; other.

Source of Evidence: Capstone course assignments measuring mastery

Target:

80% 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 Classroom Instructor Assessment Rubric.

Findings (2012-2013) - Target: Partially Met

Fall, 2012- Hattiesburg: 96% of students (N:24/25) were ranked as as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Classroom Instructor Assessment Rubric; **Gulf Coast:** 77% of students (N:17/22) were ranked as as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Classroom Instructor Assessment Rubric.

Spring, 2013 - Hattiesburg: 82% of students (N:31/38) were ranked as as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Classroom Instructor Assessment Rubric; **Gulf Coast:**. 79% of students (N:19/24) were ranked as as "achieved" or "highly achieved" (i.e., a score of 7 or higher on a 10-point rating scale) on Classroom Instructor Assessment Rubric.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

2012-2013 Faculty Discussion: Engage in research-informed practice and practice-informed research

Established in Cycle: 2012-2013

Increasing students' engagement in research-informed practice and practice-informed research will be accomplished through vari...

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

The outcome is operationalized through measurable practice behaviors that include: utilize conceptual frameworks to guide the process of assessment, intervention and evaluation; critique and apply knowledge to understand person and environment.

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 BSW students will complete the Student Self-Evaluation Survey. Items #11 and 12 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of graduating students will rate items #11 and 12 of Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (a score of 7 or higher on a 10-point rating scale).

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 2012 for the BSW 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 #11 & 12 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); **Gulf Coast:** 90% of graduating students (N:17/19) rated items #11 & 12 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

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 BSW student: observation; supervision; and paperwork. 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. Items #11 and 21 of the evaluation instrument will be used to assess the selected learning outcome.

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

Target:

80% 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 #11 & 21, 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 2012 for the BSW 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:22/22) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #11&21, on average); **Gulf Coast:** 95% of students (N:19/20) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #11&21, on average).

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 measurable practice behaviors that include: analyze, formulate and advocate for policies that advance social well-being; collaborate with colleagues and clients for effective policy action.

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 BSW students will complete the Student Self-Evaluation Survey. Items #22 and 23 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of graduating students will rate items #22 and 23 of Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (a score of 7 or higher on a 10-point rating scale).

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 2012 for the BSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan.

Spring 2013 - Hattiesburg: 80% of graduating students (N:16/20) rated items #22 & 23 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); **Gulf Coast:** 92% of graduating students (N:12/13) rated items #22 & 23 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

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 BSW student: observation; supervision; and paperwork. 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. Items #22 and 23 of the evaluation instrument will be used to assess the selected learning outcome.

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

Target:

80% 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 #22 & 23, 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 2012 for the BSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan.

Spring 2013 - Hattiesburg: 100% of students (N:16/16) were ranked as "achieved" or

"highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #22 & 23, on average); **Gulf Coast:** 100% of students (N:11/11) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #22 & 23, on average).

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

The outcome is operationalized through measurable practice behaviors that include: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; Use empathy and other interpersonal skills; Develop a mutually agreed-on focus of work and desired outcomes; collect, organize and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; select appropriate intervention strategies; initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate and advocate for clients; facilitate transitions and endings; critically analyze, monitor and evaluate interventions.

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 BSW students will complete the Student Self-Evaluation Survey. Items #13, 14, 15, 16, 26, 27, 28, 29, 30, 31, 32, 33, and 34 of the survey will be used to assess the selected learning outcome.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of graduating students will rate items #13,14,15,16,26,27,28,29,30,31,32,33, & 34 of Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (a score of 7 or higher on a 10-point rating scale).

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 2012 for the BSW program and the Student Self-Evaluation Survey was first implemented in Spring 2013 based on the new assessment plan.

Spring 2013 - Hattiesburg: 95% of graduating students (N:19/20) rated items #13,14,15,16,26,27,28,29,30,31,32,33, & 34 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher); **Gulf Coast:** 87% of graduating students (N:13/15) rated items #13,14,15,16,26,27,28,29,30,31,32,33, & 34 of the Student Self-Evaluation Survey, on average, as "achieved" or "highly achieved" (i.e., a score of 7 or higher).

M 12:Field Instructor Evaluation – Engagement/Assessment/Intervention/Evaluation

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 BSW student: observation; supervision; and paperwork. 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. Items #12, 13, 14, 26, 27, 28, 29, 30, 31, 32, 33, 34, and 35 of the evaluation instrument will be used to assess the selected learning outcome.

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

Target:

80% 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 #12,13,14,26,27,28,29,30,31,32,33,34, & 35, 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 2012 for the BSW 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:15/15) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #12,13,14,26, 27,28,29,30,31,32,33,34, & 35, on average); **Gulf Coast:** 92% of students (N:12/13) were ranked as "achieved" or "highly achieved" (i.e., a score of 7 or higher) on Field Evaluation Instrument (items #12,13,14,26,27,28,29,30,31,32,33,34, & 35, on average).

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 - Social Policy 2009-2010

Faculty noted that social policy is generally of less interest to students than practice courses, and thus their perceptions of ability to influence social policy is generally low. Nonetheless, efforts to increase students' interests in social policy involve developing opportunities for leadership and advocacy through curriculum and application of theories through community engagement.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: Medium

Projected Completion Date: 05/13/2011

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: High

Projected Completion Date: 05/13/2011

Faculty Discussion - Human Behavior 2010-2011

For 2011-2012, increasing students' ability to connect between theories of human development and social work practice will be accomplished through application of theories (e.g., biopsychosocial assessment utilizing case scenarios). For example, Case Assessment Assignments will be given to students. These assignments include: 1) Students choose two theories from various theories discussed in class (e.g., developmental theories, systems theories) to understand the person and his/her problems described and identified in the case. 2) Students discuss the main assumptions and key constructs of the theories. 3) Students discuss strengths and weaknesses of the theories in forming an understanding of the problems involved. 4) Students search for and evaluates two empirical studies that employ the theories in analyzing and explaining the particular problem.

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

Projected Completion Date: 05/30/2012

Faculty Discussion - Research 2010-2011

For 2011-2012, efforts to increase students' interests in research will involve 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.

Established in Cycle: 2010-2011
Implementation Status: Finished

Priority: Medium

Faculty Discussion - Social Policy 2010-2011

For 2011-2012, efforts to increase students' interests in social policy will include developing opportunities for leadership and advocacy by extending classroom knowledge into community projects that require student leadership and engagement (e.g., policy analysis assignments). Policy Analysis Assignments will be given to students. These assignments include: 1) Students identify an area of practice of interest to them (child welfare, juvenile justice, community-health, mental health, etc). 2) Students create a social history for a hypothetical client in this practice area. 3) Students identify the primary problem for which the client has been referred to them. 4) Students identify a specific policy at the Mississippi state level that impacts how they work with this client. 5) Students complete a written analysis of this policy using the Policy Analysis Framework developed in the course text.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: Medium

Projected Completion Date: 05/30/2012

Faculty Discussion - Critical Thinking 2011-2012

In the BSW program, critical thinking is infused throughout the curriculum. However, to improve our students' outcomes related to critical thinking, we have included a critical thinking component in one of our Pre-Swk courses (SWK 301). To determine students' understanding of this concept as it relates to social work processes, we introduce the concept of critical thinking and discuss the Triple-A approach (Ask questions, Assess the established facts and issues involved and Assert a conclusion) as defined by (Kirst-Ashman, 2003). Also, in the capstone course (SWK 431) we have added more components to their weekly logs. Under the Analysis section, students not only have to describe a significant event related to their field practicum, but they have to reflect, identify relevant theory and knowledge, examine dissonance related to that event, summarize and develop a plan of action.

Kirst-Ashman. (2003). *Introduction to social work and social welfare*. Thomson Brooks/Cole.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: Medium

Faculty Discussion - Human Behavior 2012-2013

For 2012-2013, increasing students' ability to connect between theories of human development and social work practice will be accomplished through application of theories (e.g., biopsychosocial assessment utilizing case scenarios, interview with an older adult). These efforts will be implemented through a two-course sequence. For example, in the first section, Case Assessment Assignments will be given to students. These assignments include: 1) Students choose two theories from various theories discussed in class (e.g., developmental theories, systems theories) to understand the person and his/her problems described and identified in the case scenario. 2) Students examine how two theories differentially explain the particular problem experienced by the person in the case scenario; and 3) Students discuss strengths and weaknesses of the theories in forming an understanding of the problems involved. In the second section, students will be asked to interview an older adult and to discuss the life experiences of the older person, using theories for human behavior in the social environment as a framework for discussion.

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

Faculty Discussion - Research 2011-2012

In 2011-2012, 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. We will continue these efforts in 2012-2013 to increase students' interests in research.

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

Faculty Discussion - Social Policy 2011-2012

In 2011-2012, efforts to increase students' interests in social policy included developing opportunities for leadership and advocacy by extending classroom knowledge into community projects that require student leadership and engagement (e.g., policy analysis assignments). Policy Analysis Assignments will be given to students. These assignments include: 1) Students identify an area of practice of interest to them (child welfare, juvenile justice, community-health, mental health, etc). 2) Students create a social history for a hypothetical client in this practice area. 3) Students identify the primary problem for which the client has been referred to them. 4) Students identify a specific policy at the Mississippi state level that impacts how they work with this client. 5) Students complete a written analysis of this policy using the Policy Analysis Framework developed in the course text. These same efforts will continue throughout 2012-2013.

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

2012-2013 Faculty Discussion: Engage in research-informed practice and practice-informed research

Increasing students' engagement in research-informed practice and practice-informed research will be accomplished through various class activities and assignments that include 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 clients; 4) encouraging students to engage in research (their own or collaborative with faculty) and present findings of their research at conferences.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Classroom Instructor Evaluation – Research-Informed Practice and Practice-Informed Research | **Outcome/Objective:** Engage in research-informed practice and practice-informed research

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 BSW program were positive. The BSW program met the majority of its targeted outcomes. All six learning outcome targets were met when assessed by student self-evaluation. 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. The field or classroom instructor evaluations indicated that five of the six outcomes were met. Field or classroom instructors perceived that students have achieved satisfactory levels of competency in the areas of ethical principles; critical thinking; human behavior; policy; and engagement/assessment/intervention/evaluation. In the previous cycles, the areas that include critical thinking, human behavior, 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. Only one area (Research-informed practice and practice-informed research) was partially met. Although the area was also identified that did not meet the target in the previous cycles, the 2012-2013 year data showed much improvement from the previous years (2010-2011 student exit survey: 64%~79%;2011-2012 student exit survey: 46%~70%; 2012-2013 student self-evaluation survey: 77%~96%).

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

For the one area identified by classroom instructor that did not meet the target (partially met), *engage in research-informed practice and practice-informed research*, efforts that have been implemented in 2012-2013 will continue through 2013-2014. The efforts to increase student motivation and achievement in this area involve: 1) teaching research methods through the framework of evidence-based practice; 2) improving students' information literacy skills; 3) strengthening students' abilities to apply the research discussed in literature to the presenting problem of their clients; and 4) encouraging students to engage in research (their own or collaborative with faculty) and present findings of their research at conferences.

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 BSW program requires ongoing, continuous renewal as a part of the accreditation process as defined by the Council on Social Work Education. To that end, the faculty began its review of the BSW 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 new curriculum plan became effective Fall 2012 for the BSW program. The new learning outcomes were assessed in Spring 2013 and results of the assessment were positive. Majority of students met or exceeded the targets across all selected learning outcomes. Only one area (Research: Engage in research-informed practice and practice-informed research) was partially met. The following pedagogical strategies will be implemented to increase student motivation and achievement in this area: 1) teaching research methods through the framework of evidence-based practice; 2) improving students' information literacy skills; 3) strengthening students' abilities to apply the research discussed in literature to the presenting problem of their clients; and 4) encouraging students to engage in research (their own or collaborative with faculty) and present findings of their research at conferences.

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 2012 for the BSW program. The new learning outcomes were assessed in Spring 2013 and results of the assessment were positive. Majority of students met or exceeded the targets across all selected learning outcomes. In the previous cycles, the areas that include critical thinking, research, human behavior, and policy were continuously identified as those that require attention. However, outcome targets related to those areas (critical thinking, human behavior, and policy) were met in the year of 2012-2013. Only one area (Research: Engage in research-informed practice and practice-informed research) was partially met. Although the area was also identified that did not meet the target in the previous cycles, the 2012-2013 year data showed much improvement from the previous years (2010-2011 student exit survey: 64%~79%; 2011-2012 student exit survey: 46%~70%; 2012-2013 student self-evaluation survey: 77%~96%).