# FAMOUS ASSESSMENT PLANNING FORM

## Instructional Programs (IP)

### 2008-2009

## SECTION I _ GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Master of Social Work (MSW)</th>
</tr>
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<tbody>
<tr>
<td>College/School</td>
<td>College of Arts and Sciences, Department of Social Work</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Robin Perry, Ph.D.</td>
</tr>
<tr>
<td>Date Submitted, Steps 1-3</td>
<td>October 31, 2008</td>
</tr>
<tr>
<td>Date Submitted, Steps 4-5</td>
<td>May 28, 2009</td>
</tr>
<tr>
<td>Date Submitted, Step 6</td>
<td>May 28, 2009</td>
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</tbody>
</table>

## SECTION II _ INSTITUTIONAL MISSION/GOALS CONNECTION

**Excerpt(s) Citing Linkage to University Mission Statement**

> Intellectual, moral, cultural, ethical, and student-centered environment with an emphasis on community based research and service through creative partnerships.

**Excerpt(s) Citing Linkage to University Goal(s) Statements**

- Strategic Initiative 1: Enhance the processes of access, recruitment, enrollment, retention, progression, and graduation at the undergraduate and graduate levels.
- Strategic Initiative 3: Retain and enhance appropriate and necessary institutional resources (human, physical, financial, and technological)

**Program Mission/ Goals**

**MSW Program Mission:**

The mission of the Master of Social Work program is to advance social and economic justice by educating students for knowledgeable and culturally competent social work practice in social work administration and community development.

**MSW Program Goals:**

1. To provide students with the knowledge of social work values and ethics and the skills for their expression in both generalist practice and advanced practice in social work administration and community development.

2. To inspire students to commit to a vision of social work practice based on human rights and economic, social, and political justice in under-served urban and rural areas at the individual, family, group, community, policy, and organizational levels.

3. To prepare students for leadership roles in the development, implementation, and evaluation of culturally competent services, policy, and research designed to alleviate poverty, oppression, and other forms of social injustice within a concentration in social work administration and
<table>
<thead>
<tr>
<th>Expected Education Outcomes</th>
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<tbody>
<tr>
<td>1. Students will display appropriate attitudes and behaviors with professional social work practice.</td>
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<tr>
<td>2. Students will learn to think critically about the human condition and how to solve social problems, applying the problem-solving method.</td>
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<tr>
<td>3. Students will understand the nature of human growth and development over the life span and will demonstrate mastery of how systems of all sizes develop.</td>
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<tr>
<td>4. Students will develop a sensitivity to human needs as they relate to diverse populations in order to create a more just society.</td>
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<tr>
<td>5. Students will build upon a liberal arts foundation and generalist social work skills to become practitioners who can analyze, intervene, evaluate, and engage in advanced social work practice skills that are highly differentiated, discriminating and self-critical.</td>
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<tr>
<td>6. Students will develop a commitment to professional growth and development through continued scholarship, practice, and service.</td>
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<tr>
<td>7. Students will master the knowledge and skills necessary to intervene effectively with and between organizations, particularly on behalf of those populations who are at-risk.</td>
</tr>
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</table>

community development.

4. To prepare students with the knowledge, values, and skills necessary to carry out various practice roles with people from diverse backgrounds across multiple levels and settings, particularly with those who are members of identified populations-at-risk.

5. To help students understand human development, the issues and challenges occurring over the life span, and their solutions as historically and contextually embedded.

6. To provide students with the knowledge, values and skills to engage in social work administration and community development in under-served urban and rural areas, both at home and abroad, in ways that are at the forefront of the new and changing knowledge base of social work and related disciplines.

7. To provide students with the knowledge, values, and skills necessary for critical analysis of social theory, policy, practice, and research, particularly in their application to members of populations-at-risk, as distinguished by race, ethnicity, culture, class, gender, family structure, marital status, sex, sexual orientation, political orientation, religion, physical and mental abilities, age, geography, and national origin.

8. To prepare students to understand the importance of on-going professional development, supervision, and consultation, and to develop skills of critical self-reflection and renewal.
### Expected Research Outcomes

Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.

The Department will develop additional supports and resources to aid faculty in efforts to conduct research and submit research proposals to funding bodies.

The Department will develop a strategic plan for clarifying and refining its' overall mission and program objectives as such applies to building and supporting research endeavors of faculty and students.

### Expected Community Service Outcomes

The MSW faculty will demonstrate a clear commitment and investment in making meaningful contributions to professional and community service at a local, regional, and national level.

The Department will be perceived as a leader and facilitator of community-based practice within the Tallahassee and Leon County area.

The MSW program will instill a sense of commitment to community-based practice and service within its students that will be manifested in the actions and attitudes of current students and alumni.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #1

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>Direct Measure(s)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Course teaching strategies will require student participation in role plays, scenarios, and case studies that require the demonstration of professional behavior as reflected in the course syllabi.</td>
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<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
<th>Indirect Measure(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Field instructors will respond satisfactorily to professional behaviors of students as reflected in student evaluations.</td>
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<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
<th>Direct Measure(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>95% of students will receive a grade of “B” or better in their social work practice courses.</td>
<td>95% of students will receive a “B” or better in their field education courses: SOW 5534 Field Practicum I, SOW 5545 Field Seminar I, SOW 5535 Field Practicum II, SOW 5546 Field Seminar II, SOW 5538 Field Practicum III, SOW 5547 Field Seminar III, and SOW 5539 Field Practicum IV.</td>
</tr>
</tbody>
</table>
100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each students file via the Annual MSW Student Evaluation form.

80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation: Questions 1 and 5; MSW Field Student Evaluation: Question 1 and 12; MSW Field Evaluation Visit: Question 4; MSW Field Supervision Evaluation: Question 2. Please note that there are current efforts to revise these forms. The item and form references may change during the 2008-2009 academic year.

80% of all exiting students will rate (using the recently developed MSW Student Exit Survey) the MSW program favorably in its efforts and support to educate, prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this outcome include all those questions (see attachment) that ask detailed questions about each of the courses that are part of the foundation year and the advanced concentration curriculum (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7 of the Exit Survey). Also see (in the section evaluating program objectives) questions 1, 3, 7, and 8 on pages 8 and 9 of the Exit Survey).

75% of MSW student alumni that respond to a newly developed MSW Student Alumni Survey will rate the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective are contained in Section 2 and include (in the rating scale labeled Question 1) item number 2, 10, and 12.

Indirect Measure(s)

75% of graduate students will become members of a professional social work organization.

There will be no formal complaints of unethical behavior committed by MSW students while in their field placement. Should a complaint be lodged, it will be addressed in a manner in keeping with University and NASW protocols and to the satisfaction of the placement agency and clients.

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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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**Practice Courses**

97% of students taking SOW 5341: Social Work Practice I and SOW 5343: Social Work Practice II received a grade of “B” or better.

**Field Practicum and Seminars**

- SOW 5534 Field Practicum I — 100% of students received a “B” or better
- SOW 5545 Field Seminar I — 100% of students received a “B” or better
- SOW 5535 Field Practicum II — 87.5% of students received a “B” or better
- SOW 5546 Field Seminar II — 87.5% of students received a “B” or better
- SOW 5538 Field Practicum III — 100% of students received a “B” or better
- SOW 5547 Field Seminar III — 100% of students received a “B” or better
- SOW 5539 Field Practicum IV — 100% of students received a “B” or better
- SOW 5548 Field Seminar IV — 100% of students received a “B” or better
(1 student who received an F represents 12.5% of students for SOW 5546 and SOW 5546)

Annual Evaluations of Students
80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. With respect to available data, faculty reported to be satisfied or very satisfied with 88.2% of all students on this item (Item 1 of Question 4). Faculty raters were unable to rate 11.8% of students on this item at this time.

Field Evaluation Tools
The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:
Field Site Evaluation: Questions 1 and 5 — 100%
MSW Field Student Evaluation: Question 1 and 12 — 100%
MSW Field Evaluation Visit: Question 4 — 92.8%
MSW Field Supervision Evaluation: Question 2 — 100%

Exit Survey Results
Nine of eleven (81.8%) of MSW students that graduated responded to the MSW program efforts to educate, prepare and effectively train MSW students on skills reflected in this outcome measure. Ratings of the MSW Program on cited questions (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7 of the Exit Survey) related to this item are detailed below. The percentage of students that rated identified courses as above average and outstanding are as follows:

The “Human Behavior in the Social Environment” (SOW 5106 & SOW 5107) sequence — 88.3%
The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100%
The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 66.7% (32.3% rated it as average)
The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 100%
The “Field Practicum” (SOW 5534, SOW 5545, SOW 5535, & SOW 5546) Sequence — 100%
“Developmental Theories of Communities and Organizations” (SOW 5334) — 75%
“Community Development in Social Work Practice” (SOW 5344) — 87.5%
“Program Design and Development” (SOW 5386) — 62.5%
“Resource Development and Management” (SOW 5387) — 100%
“Program Evaluation” (SOW 5433) — 100%
<table>
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<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<td></td>
<td>The Department and the MSW Committee has had numerous discussions throughout the academic year regarding the best means of enhancing the professional behavior of our MSW students. Although the above findings may not suggest this is an area of concern, efforts (via electronic distribution of MSW student handbook and policies, e-mails to every student, posting of policies on a newly created resource site for students, and an open letter to students) were put in place to duly inform and remind students of their professional obligations and behavioral expectations within the field, the classroom, and among peers. These efforts will be expanded upon within the next academic year.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<td>The Department plans to hold a strategic planning session during the academic year where discussion will focus (in part) upon activities and events that can be infused within the program to strengthen the professional development of our MSW students. Preliminary discussions by the MSW faculty has focused on the possible utilization of specialized professional development training sessions, invited speakers to counsel students on professional expectations across fields of...</td>
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</table>
practice, and the establishment of a mentorship program with FAMU MSW alumni or other professionals within the community.

Efforts will be made to conduct fidelity checks of current alumni listings in efforts of building an alumni database that can be utilized for surveying alumni, but more importantly, outreach activities to current alumni.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #2

<table>
<thead>
<tr>
<th>Step</th>
<th>Formulate Outcome</th>
<th>Direct Measure(s)</th>
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<tbody>
<tr>
<td>Step 1</td>
<td>Formulate Outcome</td>
<td>Students will learn to think critically about the human condition and how to solve social problems, applying the problem-solving method.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Ascertain Criteria for Success</td>
<td>Direct Measure(s)</td>
</tr>
<tr>
<td>Step 3</td>
<td>Measure Performance Using Direct and Indirect Methods of Assessment</td>
<td>Direct Measure(s)</td>
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</table>

100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each student's file via the Annual MSW Student Evaluation form.

80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation Form: Questions 1 and 6; MSW Field Student Evaluation: Questions 6 and 12; MSW Student Evaluation of Field Practicum: Question 6; MSW Field Evaluation Visit: Questions 5 and 14; MSW Field Supervision Evaluation: Question 2. The item and form references may change during the 2008-2009 academic year.

80% of all exiting students will rate (using the recently developed MSW Student Exit Survey) the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective include all those that asked detailed questions about each of the courses that are part of the foundation year and the advanced concentration curriculum (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7). Also see (in the section evaluating
program objectives) questions 4, 9, 10, and 13 on pages 8 and 9.

75% of MSW student alumni that respond to a newly developed MSW Student Alumni Survey will rate the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective are contained in Section 2 and include (in the rating scale labeled Question 1) item number 1, 4, 6, 8, and 11.

Indirect Measure(s)

Students and graduates will demonstrate the ability to apply the problem solving model and critical analysis skills as evidenced by classroom exercises and discussions given qualitative feedback from active teaching faculty members. The Department with input from the MSW faculty will develop a survey to be distributed to all faculty soliciting a qualitative feedback and opinion of students’ achievement of this outcome and factors contributing or limiting its achievement.

Course Work

100% of MSW students received a grade of “B” or better SOW 5334 Community Development in Social Work Practice.

Annual Evaluations of Students

80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. With respect to available data, faculty reported to be satisfied or very satisfied with 83.1% of all students on their ability to demonstrate an understanding of the nature of human growth and development over the life span.

Field Evaluation Tools

The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:

Field Site Evaluation: Questions 1 and 6 — 100%
MSW Field Student Evaluation: Question 6 and 12 — 90.9%
MSW Field Evaluation Visit: Question 5 and 14 — 95.8%
MSW Field Supervision Evaluation: Question 2 — 100%
MSW Student Evaluation of Field Practicum: Question 6 — 95.8%

Exit Survey Results

Nine of eleven (81.8%) of MSW students that graduated responded to the MSW program efforts to educate, prepare and effectively train MSW students on skills reflected in this outcome measure. Ratings of MSW Program on cited questions (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7 of the Exit Survey) related to this item are detailed below. Ratings of the MSW Program on cited questions related to this item are detailed below. The percentage of students that rated identified courses as above average and outstanding are as follows:

The “Human Behavior in the Social Environment” (SOW 5106 & SOW 5107) sequence — 88.3%
The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 66.7% (32.3% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 100%

The “Field Practicum” (SOW 5534, SOW 5545, SOW 5535, & SOW 5546) Sequence — 100%

“Developmental Theories of Communities and Organizations” (SOW 5334) — 75%

“Community Development in Social Work Practice” (SOW 5344) — 87.5%

“Program Design and Development” (SOW 5386) — 62.5%

“Resource Development and Management” (SOW 5387) — 100%

“Program Evaluation” (SOW 5433) — 100%

“Advanced Social Work Policy” (SOW 5341) — 100%

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 100%

Percentage of exiting students that rate their preparation as above average or outstanding on the following items on the Exit Survey is detailed below:

Utilize your knowledge on the nature of social work practice in urban and rural areas, particularly with populations-at-risk, as distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical and mental abilities, age, geography, and national origin — 100%

Engage in efforts aimed at preventing and eliminating social and economic injustice, found in relation to populations-at-risk, as distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical and mental abilities, age, geography, and national origin — 85.7%

Engage in the critical analysis and use of theories of human behavior, social policy, practice, and research in a manner that reflects a contextual, human rights, and strengths-based understanding of individuals, families, groups, organizations, and communities — 85.7%

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice — 85.7%

Alumni Survey

Efforts are currently in place to update the alumni database and solicit updated e-mail addresses of alumni. Specifically, the Department with input from the MSW faculty is creating an updated on-line alumni survey.
### INDIRECT MEASURE(S)

Faculty (see Item 2 of Question 4 of the Annual Evaluation of MSW Students) rated 76.6% of all students as demonstrating (at a satisfactory or very satisfactory level) an ability to think critically about the human condition and how to solve social problems.

### USE OF RESULTS FOR IMPROVEMENT (IMPLEMENTED)

There was a number of discussions within the MSW Committee regarding the curriculum and the extent to which all elements further the critical thinking and problem solving skills of students. The MSW Committee has determined that one of the next major priorities of the Committee will be a critical review of the curriculum in light of program goals and objectives. The MSW Committee has endorsed the provision (should demand exist) of special topic classes (as electives) that focus on specialized content (within specific field of practice) likely to advance student skills associated with this educational outcome.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #3

**Step 1** Formulate Outcome

Students will understand the nature of human growth and development over the life span and will demonstrate mastery of how systems of all sizes develop.

**Step 2** Ascertain Criteria for Success

**Direct Measure(s)**

Students will earn a grade of “B” or better in Human Behavior in the Social Environment I and II and graduates will perform where the focus of the courses are on human growth and development over the life span and the development of systems of all sizes.

At least 80% of students will report a mastery of this material and such mastery will be reflected in course assignments and feedback received from those supervising and providing liaison to the student during their field practicum.

**Indirect Measure(s)**

Students will accurately apply appropriate theoretical frameworks of human development and systems theories with a focus on the strengths of social systems.

**Step 3** Measure Performance Using Direct and Indirect Methods of Assessment

**Direct Measure(s)**

95% of all MSW students will receive a grade of “B” or better in Human Behavior in the Social Environment I and II.

100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each student's
**Step 4**

**Observe and Summarize Results**

<table>
<thead>
<tr>
<th><strong>HBSE Classes</strong></th>
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<tbody>
<tr>
<td>100% of all MSW students received a grade of “B” or better in Human Behavior in the Social Environment I and II.</td>
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</table>

**Annual Evaluations of Students**

80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. With respect to available data, faculty reported to be satisfied or very satisfied with 83.1% of all students on their ability to demonstrate an understanding of the nature of human growth and development over the life span. Further, faculty reported to be satisfied or very satisfied with 82.91% of all students on their ability to demonstrate sensitivity to human needs as they relate to diverse populations in order to create a more just society.

**Field Evaluation Tools**

The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:

file via the Annual MSW Student Evaluation form.

80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation: Questions 1 and 4; MSW Field Student Evaluation: Questions 3, 7, 8, and 10; MSW Student Evaluation of Field Practicum: Question 7; MSW Field Evaluation Visit: Questions 5, and 7; MSW Field Supervision Evaluation: Question 2. The item and form references may change during the 2008-2009 academic year.

80% of all exiting students will rate (using the recently developed MSW Student Exit Survey) the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective include all those that asked detailed questions about each of the courses that are part of the foundation year and the advanced concentration curriculum (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7). Also see (in the section evaluating program objectives) questions 3, 6, and 10 on pages 8 and 9.

75% of MSW student alumni that respond to a newly developed MSW Student Alumni Survey will rate the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective are contained in Section and include (in the rating scale labeled Question 1) item number 3, 4, 9, and 14.

**Indirect Measure(s)**

The Department with input from the MSW faculty will develop a survey to be distributed to all faculty soliciting a qualitative feedback and opinion of students’ achievement of this outcome and factors contributing or limiting its achievement. Greater weight will be assigned to the perspective of faculty teaching theories learned in the classroom as such relates to direct practice and social policy courses.
Field Site Evaluation: Questions 1 and 4 — 100%
MSW Field Student Evaluation: Question 3, 7, 8, and 10 — 89.9%
MSW Field Evaluation Visit: Question 5 and 7 — 92.8%
MSW Field Supervision Evaluation: Question 2 — 100%
MSW Student Evaluation of Field Practicum: Question 7 — 95.8%

**Exit Survey Results**

Nine of eleven (81.8%) of MSW students that graduated responded to this survey. Ratings of MSW Program on cited questions related to this item are detailed below. The percentage of students that rated identified courses as above average and outstanding are as follows:

The “Human Behavior in the Social Environment” (SOW 5106 & SOW 5107) sequence — 88.3%

The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 66.7% (32.3% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 100%

The “Field Practicum” (SOW 5534, SOW 5545, SOW 5535, & SOW 5546) Sequence — 100%

“Developmental Theories of Communities and Organizations” (SOW 5334) — 75%

“Community Development in Social Work Practice” (SOW 5344) — 87.5%

“Program Design and Development” (SOW 5386) — 62.5%

“Resource Development and Management” (SOW 5387) — 100%

“Program Evaluation” (SOW 5433) — 100%

“Advanced Social Work Policy” (SOW 5341) — 100%

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 100%

Percentage of exiting students on the Exit Survey rated their preparation as above average or outstanding on the following items is detailed below:

Engage in professional practices that promote a respect for human differences, including the use of differential assessment, intervention, and evaluation in response to diversity among individuals and their environment — 100%

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs and policies — 85.7%
<table>
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<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
<th>The MSW Committee has begun discussions exploring the content, form, and function of practice courses and those addressing social systems and community theories. The MSW Committee tabled a discussion during the May 2009 meeting for further discussion in August and September that will address the protocol for assignment of classes to specific instructors/faculty members.</th>
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<tbody>
<tr>
<td>Step 6</td>
<td>Strengthen Program (Action Plan)</td>
<td>The Department with input from the MSW faculty plans to hold a strategic planning session next year where discussion will focus on the policy and protocol for assigning courses and ensuring that content covered is reflective of the prevailing knowledge on this topic from a professional social work perspective.</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #4

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>Students will develop a sensitivity to human needs as they relate to diverse populations in order to create a more just society.</th>
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<tr>
<td>Step 2</td>
<td>Ascertain Criteria for Success</td>
<td><strong>Direct Measure(s)</strong> Students will receive a “B” or better grade in modules addressing issues of diversity in SOW 5620 Dynamics of Oppression. At least 80% of students will demonstrate an appreciation for diversity and will articulate and apply culturally sensitive principles of economic, social and political justice to complex social issues through theory, practice, policy and research. This will be reflected in their practice training, course work, and evaluations of the program following graduation. <strong>Indirect Measure(s)</strong> Students will demonstrate sensitivity to issues of diversity in their papers, presentations, classroom discussions in Dynamics of Oppression.</td>
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</table>
Step 3

**Measure Performance Using Direct and Indirect Methods of Assessment**

**Direct Measure(s)**

95% of students taking the Dynamics of Oppression course will receive a “B” or better.

100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each students file via the Annual MSW Student Evaluation form.

80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation: Questions 1, 5, and 7; MSW Field Student Evaluation: Questions 2, 3, 4, 5, 7, and 9; MSW Student Evaluation of Field Practicum: Question 7; MSW Field Evaluation Visit: Questions 8 and 12; MSW Field Supervision Evaluation: Question 2. The item and form references may change during the 2008-2009 academic year.

80% of all exiting students will rate (using the recently developed MSW Student Exit Survey) the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. A review of responses to question 2 of the survey will provide feedback regarding the extent to which the student’s past practice experience has been within fields serving diverse populations, the commitment to each field in terms of types of experience and time employed or volunteering, and whether any of their past practice experience was community work. A review of responses 13 through 16 will provide an overview as to the extent to which a student’s career ambitions focus on fields of practice that are the focus of the program, and with marginalized populations whose problems may require social and economic reform.

75% of MSW student alumni that respond to a newly developed MSW Student Alumni Survey will rate the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective are contained in Section 2 and include (in the rating scale labeled Question 1) item number 3, 4, 5, 10, 13, 14, and 15. In addition, questions contained in Section 4 of the Alumni Survey (notably questions 4 through 10) will provide information regarding the employment settings, fields, problems, and populations worked with since graduation. Information from these questions will provide some insight as to whether graduates are engaged in professional practice in keeping with this program objective.

**Indirect Measure(s)**

The Department with input from the MSW faculty will develop a survey to be distributed to all faculty soliciting a qualitative feedback and opinion of students’ achievement of this outcome and factors contributing or limiting its achievement.

There will be no formal complaints of insensitive or unethical behavior committed by MSW students while in their field placement as such applies to working with diverse and marginalized populations. Should a complaint be lodged, it will be addressed in a manner in keeping with University and NASW protocols and to the
satisfaction of the placement agency and clients.

### Step 4: Observe and Summarize Results

#### Dynamics of Oppression Course

100% of students taking the Dynamics of Oppression course received a “B” or better.

#### Annual Evaluations of Students

80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. With respect to available data, faculty reported to be satisfied or very satisfied with 82.91% of all students on their ability to demonstrate sensitivity to human needs as they relate to diverse populations in order to create a more just society.

#### Field Evaluation Tools

The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:

- Field Site Evaluation: Questions 1, 5, and 7 — 100%
- MSW Field Student Evaluation: Question 2, 3, 4, 5, and 7 — 89.13%
- MSW Field Evaluation Visit: Question 8 and 12 — 100%
- MSW Field Supervision Evaluation: Question 2 — 100%
- MSW Student Evaluation of Field Practicum: Question 7 — 95.8%

#### Exit Survey

Percentage of exiting students that rate their preparation as above average or outstanding on the following items is detailed below:

- Engage in professional practices that promote a respect for human differences, including the use of differential assessment, intervention, and evaluation in response to diversity among individuals and their environment — 100%
- Engage in social and economic justice and human rights efforts as the foundation of your social work practice and research — 100%
- Apply the knowledge you gained regarding oppression, stigmatization, and discrimination and the ways in which it undermines human potential and the development of a socially and economically just society — 85.7%
- Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds — 85.7%

#### Alumni Survey

Efforts are currently in place to update the alumni database and solicit updated e-mail addresses of alumni. Specifically, the Department with input from the MSW faculty is creating an updated on-line alumni survey.
### Indirect Measure(s)

Faculty (see Item 7 of Question 4 on the Annual Evaluation of Students) rated 82.9% of all students as demonstrating (at a satisfactory or very satisfactory level) or developing sensitivity to human needs as they relate to diverse populations in order to create a more just society.

No formal complaints of insensitive or unethical behavior committed by MSW students while in their field placement as such applies to working with diverse and marginalized populations were made within the past academic year.

#### Step 5

**Use of Results for Improvement (Implemented)**

On this measure, the faculty and students appear to agree that the program is doing fairly well. The faculty continues to endorse this educational outcome and infuses associated objectives throughout the curriculum.

#### Step 6

**Strengthen Program (Action Plan)**

The MSW Committee and representatives from SWAGS had informal discussions regarding the possibility of developing a brown-bag lecture series where issues associated with this educational objective could be the topic of study.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #5

**Step 1**

**Formulate Outcome**

Students will build upon a liberal arts foundation and generalist social work skills to become practitioners who can analyze, intervene, evaluate, and engage in advanced social work practice skills that are highly differentiated, discriminating and self-critical.

**Direct Measure(s)**

Students will competently employ research, interventions, and communication skills to enhance, evaluate, and refine their practice and to contribute to the profession’s body of knowledge. This will be reflected in their practice training, course work, and professional practice and evaluations of the program following graduation.

Students will demonstrate advanced social work practice skills in the second year of the program, as evidenced by a grade of “B” or better on the following assessment measures:

1. Grade of “B” or better in Community Development and the Program Design and Development courses.
2. Grade of “B” or better in policy development exercises.
3. Grade of “B” or better in policy analysis exercises.
4. Field Evaluations of “B” or better in advanced year.
5. Course examinations with a grade of “B” or better in all six advanced courses in the second year of the program.
6. Grade of “B” or better in grant proposal.
7. Grade of “B” or better in evaluation of social program.

**Indirect Measure(s)**

The MSW program director will develop a survey to be distributed to all faculty.
soliciting a qualitative feedback and opinion of students’ achievement of this outcome and factors contributing or limiting its achievement. The majority of students will be seen as able to apply generalist social work practice skills as reported in the exit survey, field supervisor feedback, and alumni feedback.

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<tr>
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<tbody>
<tr>
<td>Direct Measure(s)</td>
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<tr>
<td>95% of students who graduate from the MSW program will all have grades of “B” or better in all evaluative points in the advanced year of the program.</td>
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<tr>
<td>100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each students file via the Annual MSW Student Evaluation form.</td>
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<tr>
<td>80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation: Questions 1, and 4; MSW Field Student Evaluation: Questions 2, 6, 8, and 10; MSW Student Evaluation of Field Practicum: Questions 5, 6, 7, and 18; MSW Field Evaluation Visit: Questions 3, 7, 8, and 9; MSW Field Supervision Evaluation: Question 2. The item and form references may change during the 2008-2009 academic year as these forms are currently under review for possible revision.</td>
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<tr>
<td>80% of all exiting students will rate (using the recently developed MSW Student Exit Survey) the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective include all those that asked detailed questions about each of the courses that are part of the foundation year and the advanced concentration curriculum (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7). Also see (in the section evaluating program objectives) questions 3, 6, 9, and 10 on pages 8 and 9.</td>
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Indirect Measure(s)

The MSW program director will develop a survey to be distributed to all faculty soliciting a qualitative feedback and opinion of students’ achievement of this outcome and factors contributing or limiting its achievement.

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<tbody>
<tr>
<td>Advanced Year Coursework of Graduates</td>
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<tr>
<td>100% of students who graduated from the MSW program this year had all grades of “B” or better in all evaluative points in the advanced year of the program.</td>
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<tr>
<td>Annual Evaluations of Students</td>
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<tr>
<td>80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded</td>
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that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. Any other faculty member was welcomed to provide a similar evaluation of any student they felt they could comment upon given professional and academic contact with the student. With respect to available data, 63.6% of the ratings of students by faculty were “unable to rate.” This reflected the need of faculty to have more time and exposure with first year students before providing an informed rating on this item. Among those students that faculty thought they had sufficient information to rate, faculty reported to be satisfied or very satisfied with 96.4% of students’ ability to analyze, intervene, evaluate, and engage in advanced social work practice skills that are highly differentiated, discriminating and self-critical.

**Field Evaluation Tools**
The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:

- **Field Site Evaluation:** Questions 1 and 4 — 100%
- **MSW Field Student Evaluation:** Question 2, 6, 8, and 10 — 87.4%
- **MSW Field Evaluation Visit:** Question 3, 7, 8 and 9 — 94.6%
- **MSW Field Supervision Evaluation:** Question 2 — 100%
- **MSW Student Evaluation of Field Practicum:** Question 5, 6, 7, and 18 — 98.6%

**Exit Survey Results**
Nine of eleven (81.8%) of MSW students that graduated responded to this survey. Ratings of MSW Program on cited questions related to this item are detailed below. The percentage of students that rated identified courses as above average and outstanding are as follows:

- The “Human Behavior in the Social Environment” (SOW 5106 & SOW 5107) sequence — 88.3%
- The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100%
- The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 66.7% (32.3% rated it as average)
- The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 100%
- The “Field Practicum” (SOW 5534, SOW 5545, SOW 5535, & SOW 5546) Sequence — 100%
- “Developmental Theories of Communities and Organizations” (SOW 5334) — 75%
- “Community Development in Social Work Practice” (SOW 5344) — 87.5%
- “Program Design and Development” (SOW 5386) — 62.5%
- “Resource Development and Management” (SOW 5387) — 100%
- “Program Evaluation” (SOW 5333) — 100%
- “Advanced Social Work Policy” (SOW 5341) — 100%
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<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<td>On this measure, it appears the MSW program is doing well. However, as noted with respect to other educational outcomes, the MSW Committee has endorsed and is interested in exploring additional opportunities for collaboration with other departments that focus on similar social problems. It is held that such collaboration/initiatives can only benefit students in terms of enhancing their educational experience and critical thinking skills.</td>
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<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<td>The Department with input from the MSW faculty plans to hold a strategic planning session at the beginning of the next academic year where discussion will focus where discussion will focus (in part) upon a critical appraisal of the curriculum and the policy and protocol for assigning courses and ensuring that content covered is reflective of the prevailing knowledge on this topic from a professional social work perspective.</td>
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**EXPECTED EDUCATIONAL OUTCOME #6**
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<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>Students will develop a commitment to professional growth and development through continued scholarship, practice, and service.</th>
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</table>
| Step 2 | Ascertain Criteria for Success | **Direct Measure(s)**
Students will evaluate their own professional growth, participate appropriately in supervision, engage in activities that support social work values, and be committed to life-long professional learning.

Students and graduates will become active members of such professional organizations as the National Association of Social Workers (NASW), the National Association of Black Social Workers, and other social work organizations.

**Indirect Measure(s)**
Students and graduates will engage in community service projects to fulfill the profession’s responsibility to service. |
| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | **Direct Measure(s)**
100% of eligible foundation students will become members of a professional organization as the National Association of Social Workers (NASW), the National Association of Black Social Workers, and other social work organizations.

100% of eligible foundation students will engage in professional practice via field practicum settings.

100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each students file via the Annual MSW Student Evaluation form. Further, all students will be asked to rate themselves on this item within this evaluation process. The student’s reflections will be critiqued and documented for future reviews and mentoring by faculty and field liaisons.

80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation: Questions 1 and 2; MSW Field Student Evaluation: Questions 11 and 12; MSW Student Evaluation of Field Practicum: Questions 4 and 18; MSW Field Evaluation Visit: Questions 10, 13, and 14; MSW Field Supervision Evaluation: Question 2 and 5. The item and form references may change during the 2008-2009 academic year as these forms are currently under review for possible revision.

80% of all exiting students will rate (using the recently developed MSW Student Exit Survey) the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective include all those that asked detailed questions about each of the courses that are part of the foundation year and the advanced concentration curriculum (see questions 1 through 5 on pages 3 and 4, and 1 through 7 on pages 5, 6, and 7). Also see (in the section evaluating program objectives) questions 12 and 13 on page 9. |
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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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**Membership in Professional Organizations**

Efforts were made to solicit this information (student membership in professional associations) were not completed and fully successful.

**Participation in Field Practicum**

100% of eligible foundation students engaged in professional practice via field practicum settings.

**Annual Evaluations of Students**

80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. With respect to available data, faculty reported to be satisfied or very satisfied that 76.6% of students seem to be developing a commitment to professional growth and development through continued scholarship, practice, and service. Further, all students were asked to rate themselves on this item within this evaluation process. In total, 94.6% of the students that self evaluated themselves (n=37 or 80% of all student) indicated that they were satisfied or very satisfied in their development of a commitment to professional growth and development through continued scholarship, practice, and service.

**Field Evaluation Tools**

The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:

- Field Site Evaluation: Questions 1 and 2 — 100%
- MSW Field Student Evaluation: Question 11 and 12 — 92.7%
- MSW Field Evaluation Visit: Question 10, 13, and 14 — 96.4%
- MSW Field Supervision Evaluation: Question 2 and 5 — 100%
- MSW Student Evaluation of Field Practicum: Questions 4 and 18 — 78.3%

**Exit Survey Results**

75% of MSW student alumni that respond to a newly developed MSW Student Alumni Survey will rate the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome. The specific questions that address this objective are contained in Section 2 and include (in the rating scale labeled Question 1) item number 11. See also Section 3 of the survey that solicits information regarding professional development activities and accomplishments since obtaining their MSW degree.

**Indirect Measure(s)**

100% of students and graduates will report their plans for continuing to enhance their skills in professional scholarship and practice as reflected in the exit survey.

100% of graduates will report their plans for continuing to enhance their skills in professional scholarship and practice as reflected in the alumni survey.
Nine of eleven (81.8%) of MSW students that graduated responded to this survey. Ratings of MSW Program on cited questions related to this item are detailed below. The percentage of students that rated identified courses as above average and outstanding are as follows:

The “Human Behavior in the Social Environment” (SOW 5106 & SOW 5107) sequence — 88.3%

The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 66.7% (32.3% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 100%

The “Field Practicum” (SOW 5534, SOW 5545, SOW 5535, & SOW 5546) Sequence — 100%

“Developmental Theories of Communities and Organizations” (SOW 5334) — 75%

“Community Development in Social Work Practice” (SOW 5344) — 87.5%

“Program Design and Development” (SOW 5386) — 62.5%

“Resource Development and Management” (SOW 5387) — 100%

“Program Evaluation” (SOW 5433) — 100%

“Advanced Social Work Policy” (SOW 5341) — 100%

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 100%

Percentage of exiting students that rate their preparation as above average or outstanding on the following items is detailed below:

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice — 85.8%

Engage in ongoing professional development and critical self-reflection, including the evaluation of practice and social programs — 85.7%

**Alumni Survey**

Efforts are currently in place to update the alumni database and solicit updated e-mail addresses of alumni. Specifically, the Department with input from the MSW faculty is creating an updated on-line alumni survey.

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<th>Step 5</th>
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<td>It will be of value to hear from alumni on this matter. Thus, as noted earlier, continued efforts will be made to develop a reliable alumni database and reach out to them for their insights and suggestions as to how to improve on this objective. We have a fairly active student body from which select students are</td>
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interested in advancing their scholarship skills. Select students have presented research and conference papers with 33% of the graduate faculty this past year. Other students have expressed an interest in collaborating with faculty on research endeavors. The Department is exploring opportunities with the administration to provide faculty the resources to advance their research agenda. The Department and the MSW faculty are committed toward exploring additional efforts that will develop and enhance the professional growth and development of students through continued scholarship, practice, and service.

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<th>Step 6</th>
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<tr>
<td>The Department with input from the MSW faculty plans to hold a strategic planning session next academic year where discussion will focus (in part) upon a plan for increasing opportunities for students to enhance their research, scholarship, and service opportunities while a graduate student.</td>
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**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #7**

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<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tr>
<td>Students will master the knowledge and skills necessary to intervene effectively with and between organizations, particularly on behalf of those populations who are at-risk.</td>
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**Step 2** Ascertained Criteria for Success

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<tr>
<th>Direct Measure(s)</th>
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<tr>
<td>Students will master community development theories and skills in advanced social work courses as evidenced by a grade of “B” or better in Theories of Communities and Organizations and Community Development in Social Work Practice.</td>
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<tr>
<th>Indirect Measure(s)</th>
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<tr>
<td>Students will utilize their advanced knowledge, values, and skills of social work administration to help build strong, empowered communities, analyzing intervening, and evaluating systems with a high degree of autonomy and proficiency in order to improve the well-being of vulnerable populations. This will be manifested by students that engage in social service coalitions and collaboratives in the FAMU service area on behalf of populations-at-risk.</td>
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**Step 3** Measure Performance Using Direct and Indirect Methods of Assessment

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<tr>
<th>Direct Measure(s)</th>
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<tbody>
<tr>
<td>95% of graduates will receive no less than a grade of “B” or better in the community development module of the Field Evaluation form completed by Field Instructors from the community.</td>
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</table>

100% of all students will be individually evaluated by all faculty on this item when MSW students receive their annual evaluation and personal strengths (see pages 1-2 of evaluation form) and areas for further professional growth and development (see pages 3-4 of evaluation form) are identified and itemized. Any feedback and recommendations by faculty will be documented in each students file via the Annual MSW Student Evaluation form.

80% of students will receive favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: Field Site Evaluation: Questions 1, 6, and 8; MSW Field Student Evaluation: Questions 4, 5, 7, and 10; MSW Student Evaluation of Field Practicum: Questions 7 and 18; MSW Field Evaluation Visit: Question 12; MSW Field Supervision Evaluation: Question 2. The item and form references may change during the 2008-2009 academic year as these forms are currently under review for possible revision.
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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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<tr>
<td><strong>Field Practicum</strong></td>
<td>97.5% of MSW Students received no less than a grade of “B” or better in their Field Practicum this past academic year. Of these students 100% were rated by their field supervisors to utilize advanced knowledge of community-based social service administration to analyze, intervene and evaluate systems.</td>
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<tr>
<td><strong>Annual Evaluations of Students</strong></td>
<td>80.4% of all students received an annual evaluation by faculty. The evaluation form provided a rating for this item. The annual evaluation process demanded that, at the very least, each faculty advisor would rate each advisee on a series of standardized and open-ended questions. With respect to available data, faculty reported (with those they indicated they had sufficient knowledge to rate) to be satisfied or very satisfied that 100% of the students are motivated to master the knowledge and skills necessary to intervene effectively with and between organizations, particularly on behalf of those populations who are at-risk.</td>
</tr>
<tr>
<td><strong>Field Evaluation Tools</strong></td>
<td>The percentage of students that received favorable ratings on all behaviors reflected in cited field evaluation tools is denoted below:</td>
</tr>
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</table>
Field Site Evaluation: Questions 1, 6, and 8 — 100%
MSW Field Student Evaluation: Questions 4, 5, 7, and 10 — 88.2%
MSW Field Evaluation Visit: Question 12 — 100%
MSW Field Supervision Evaluation: Question 2 — 100%
MSW Student Evaluation of Field Practicum: Questions 7 and 18 — 95.8%

**Exit Survey Results**

Nine of eleven (81.8%) of MSW students that graduated responded to this survey. Percentage of exiting students that rate their preparation as above average or outstanding on the following items is detailed below:

Engage in ongoing professional development and critical self-reflection, including the evaluation of practice and social programs — 85.7%

Utilize your knowledge on the nature of social work practice in urban and rural areas, particularly with populations-at-risk, as distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical and mental abilities, age, geography, and national origin — 100%

Engage in the critical analysis and use of theories of human behavior, social policy, practice, and research in a manner that reflects a contextual, human rights, and strengths-based understanding of individuals, families, groups, organizations, and communities — 85.7%

Apply the knowledge you gained regarding oppression, stigmatization, and discrimination and the ways in which it undermines human potential and the development of a socially and economically just society — 85.7%

Apply the knowledge you have gained regarding the influence of historical, cultural, economic, and political factors in the social work profession and the people it serves — 85.8%

Use the in-depth knowledge gained in the advanced concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision — 100%

**Alumni Survey**

Efforts are currently in place to update the alumni database and solicit updated e-mail addresses of alumni. Specifically, the Department with input from the MSW faculty is creating an updated on-line alumni survey.

**Indirect Measure(s)**

The course assignments of SOW 5344 Community Development in Social Work Practice, SOW 4343 Social Work Practice III and SOW 5386 Program Design allowed the students to gain hands-on experiences in the Providence and Appalachee Ridge Estates Communities. They participated in annual Community Day Events, conducted Community Needs Assessments, and developed children's programs (specific to Providence neighborhood). An invitation was extended to the Social Work Department to participate as a partner with the Delta Kappa Omega Foundation based on the class' engagement in the Providence Community. The Social Work Association of Graduate Students (SWAGS) was
very active this year and received participatory support from the majority of MSW students in a variety of activities including (but not limited to): organizing food collections, volunteers, and delivering Thanksgiving baskets to needed families; preparing a reception and participating in a community discussion for a Fulbright Scholar from India discussing international poverty issues; planning and organizing a joint venture with SWAA to provide tutoring for children; participating in community cleanup activities; and participating in March of Dimes events.

The Department is the process of reorganizing the Community Advisory Council to advance its mission and visibility in the community.

### Step 5
**Use of Results for Improvement (Implemented)**

This is an item/objective for which the majority of students have shown promise and the program is generally shown success. Regardless, efforts need to be made to promote and celebrate the accomplishments of our students, faculty and staff on this objective. The MSW program has poor visibility within the state and country. The Department with input from the MSW faculty will develop an action plan to inform the general public and other social work programs of the accomplishments of our program and our graduates on this objective.

### Step 6
**Strengthen Program (Action Plan)**

Information regarding the accomplishments of our students and graduates in serving and acting on behalf of populations at risk will be disseminated via the departments web site newsletter, brochures, famuinfo, mass e-mails and cable television. Efforts will be made to reach out to alumni, profile their accomplishments, and utilize them as potential mentors for students.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED RESEARCH OUTCOME #1

**Step 1**
**Formulate Outcome**

Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.

**Direct Measure(s)**

25% of faculty will maintain a consistent publication record of research findings in recognized peer-reviewed periodicals.

30% of faculty will submit abstracts/applications to present research findings at local, regional, national, and international conferences/professional meetings.

**Indirect Measure(s)**

30% of faculty will rate themselves as being satisfied with their ability to submit their research findings in publications or at local, regional, national, and international conferences/professional meetings.

**Step 2**
**Ascertain Criteria for Success**

**Step 3**
**Measure Performance Using Direct and Indirect Methods of Assessment**

**Direct Measure(s)**

An annual list of publications and conference presentations of faculty will be compiled and disseminated within the FAMU, professional, and general communities via newsletters and formal announcements.
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**Indirect Measure(s)**

The Department with input from the MSW faculty will develop a survey to rate the Department and the University efforts to support and advance a research agenda in general and their level of research productivity (refereed publications and presentations) in particular.

**Direct Measure(s)**

**Publication in Peer-reviewed Periodicals**

16.7% faculty members published, research findings in recognized peer-reviewed periodicals, although an additional faculty member has made a submission (33% made submissions to peer-reviewed periodicals).

**Conference and Professional Meetings**

50% of MSW faculty members made formal presentations at at local, regional, national, and international conferences/professional meetings.

These presentations included:


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<td></td>
<td>The Department is committed toward advancing the MSW faculty research and scholarship agenda. Presently, the Department is working with the college and university administration to address issues and concerns related to developing the infrastructure and resources to ensure the computer lab is fully functional.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tr>
<td></td>
<td>The Department continues to work with the college and university administration provides faculty and students' resources (computers, statistical software, and release time) to pursue their research and writing agenda. These issues will continue to be discussed.</td>
</tr>
</tbody>
</table>

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED RESEARCH OUTCOME #2

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<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>The Department will develop additional supports and resources to aid faculty in efforts to conduct research and submit research proposals to funding bodies.</td>
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<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<td></td>
<td>Direct Measure(s)</td>
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<tr>
<td></td>
<td>The existent computer lab will be set up with at least 13 computers that can be used for training graduate students in data entry and management and statistical software packages</td>
</tr>
<tr>
<td></td>
<td>At least 2 computers within the computer lab will be reserved for use by MSW students assisting faculty in research projects or research-related activities geared toward the preparation of materials that can be used for grant proposals.</td>
</tr>
<tr>
<td></td>
<td>20% of faculty will have a proportion of their AOR dedicated toward research activities.</td>
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<tr>
<td></td>
<td>30% of faculty will attend at least one workshop or presentation offered by University, State, or Federal officials/agencies that focuses on grant preparation training and dissemination of information.</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure(s)</td>
</tr>
<tr>
<td></td>
<td>30% of faculty will rate themselves (in a faculty survey under development) as being satisfied with the efforts of the Department to improve the resources for developing a research agenda.</td>
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<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect</th>
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<tbody>
<tr>
<td></td>
<td>Direct Measure(s)</td>
</tr>
<tr>
<td></td>
<td>An itemized list will be developed of computer resources obtained and the dates they became functional, along with usage patterns (for these computers) by</td>
</tr>
</tbody>
</table>

|        | Indirect Measure(s) |
|        | 30% of faculty rate themselves as being satisfied with their ability to submit their research findings in publications or at local, regional, national, and international conferences/professional meetings. MSW faculty as a whole report a need for release time to pursue research and writing agenda. |
### Methods of Assessment

Graduate students and research assistants.

The Department Chair will prepare a report summarizing specific accomplishments of faculty and products produced because of research responsibilities detailed in faculty AORs.

Faculty will report during their annual evaluation the specific University, local, State, regional, Federal, and international officials/agency training and workshops that focus on grant preparation training and dissemination of information.

**Indirect Measure(s)**

Faculty responses to a newly developed survey will rate their level of satisfaction with the efforts of the Department to improve the resources for developing a research agenda.

### Step 4: Observe and Summarize Results

**Computer Facilities**

The Department with the support of the college and university administration has established the computer lab with at least 13 computers. The initial goals were to use these computers for training graduate students in data entry and management and statistical software packages. Unfortunately, connectivity issues and inadequate electrical capacity did not allow the lab to become functional. No new statistical software packages were purchased for the computers.

The Department has designated two computers to be set aside for use by MSW students assisting faculty in research projects or research-related activities geared toward the preparation of materials that can be used for grant proposals.

The Department will develop a survey to identify faculty research interests and policy and procedures to determine which faculty during the academic year may be assigned a proportion of their AOR dedicated toward research activities.

33% (2 of 6) faculty members will attended at least one workshop or presentation offered by University, and Federal officials/agencies that focuses on grant preparation training and dissemination of information.

**Indirect Measure(s)**

A formal faculty survey is still under development and not yet approved for dissemination. However, during faculty and MSW Committee meetings, the majority of faculty have expressed an interest and desire for the Department and University to improve resources for developing a research agenda.

### Step 5: Use of Results for Improvement (Implemented)

The resources for faculty continue to be extremely limited. However, the chair continues to work with physical plant to get the computer lab up and running. The chair has indicated that there may be receptiveness within the college for providing some release time for select faculty interested in writing grant proposals or writing articles for submission to peer-reviewed journals. These issues will continue to be discussed.

### Step 6: Strengthen Program

The computer lab will become functioning before the end of the summer of 2009. The MSW faculty will continue to have discussions regarding the availability of
<table>
<thead>
<tr>
<th>Step</th>
<th>Action Plan</th>
<th>Expected Research Outcome #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td><strong>Formulate Outcome</strong></td>
<td>The Department will develop a strategic plan for clarifying and refining its’ overall mission and program objectives as such applies to building and supporting research endeavors of faculty and students.</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td><strong>Ascertain Criteria for Success</strong></td>
<td><strong>Direct Measure(s)</strong> The Department will schedule a formal retreat/strategic planning session to have an open discussion and debate regarding the mission and objectives of the graduate program and how such can be manifested within a research agenda for the Department and individual expertise of faculty members. <strong>Indirect Measure(s)</strong> Research opportunities and discussions will be mentioned and a focus in at least 40% of Department and Program faculty meetings.</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td><strong>Measure Performance Using Direct and Indirect Methods of Assessment</strong></td>
<td><strong>Direct Measure(s)</strong> Detailed notes and a summary report of the recommendations from a strategic planning session will be provided. This plan will have a timeline for accomplishing agreed upon tasks and research objectives. <strong>Indirect Measure(s)</strong> A content analysis and review of Department and Program faculty meeting minutes will confirm ongoing discussion and efforts at advancing and promoting a research agenda for the Department.</td>
</tr>
<tr>
<td><strong>Step 4</strong></td>
<td><strong>Observe and Summarize Results</strong></td>
<td><strong>Strategic Planning Session</strong> The Department will schedule a formal retreat/strategic planning session to have an open discussion and debate regarding the mission and objectives of the graduate program and how such can be manifested within a research agenda. The MSW Committee discussed these issues on an ongoing basis in preparation for the upcoming department retreat/strategic planning session. The Department will during the summer to facilitate a discussion regarding key issues and challenges facing the MSW program in preparation for the above retreat/strategic planning session. <strong>Indirect Measure(s)</strong> The need to expand research opportunities and discussions were mentioned in at least 40% of Department and Program faculty meetings.</td>
</tr>
<tr>
<td><strong>Step 5</strong></td>
<td><strong>Use of Results for Improvement (Implemented)</strong></td>
<td>The Department with input from the MSW faculty will plan and implement retreat / strategic planning session during the 2009-2010 academic year.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Strengthen Program (Action Plan)</td>
<td>The Department with input from the MSW faculty will engage in a strategic planning session to discuss the vision and mission of the MSW program, its future goals and objectives especially within the context of budget cuts.</td>
</tr>
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</table>

| SECTION III_ FAMOUS SIX STEPS |

| EXPECTED COMMUNITY/PUBLIC SERVICE OUTCOME #1 |

| Step 1 | Formulate Outcome | The MSW faculty will demonstrate a clear commitment and investment in making meaningful contributions to professional and community service at a local, regional, and national level. |

| Step 2 | Ascertain Criteria for Success | Direct Measure(s) |

- At least 50% of MSW faculty will actively participate in regional, state, national committees or working groups, and/or on commissions, community advisory boards, task forces, councils, or other professional association activities (e.g., accreditation site review teams, etc.) that have a direct or indirect benefit for community-based practice and well-being.

- At least 75% of faculty will be members in learned and professional societies whose focus and mission, in whole or part, addresses the needs and problems confronting state, regional, and national communities.

Indirect Measure(s) |

- At least 20% of faculty will receive formal recognition and/or be invited to provide presentations or speak at community events.

| Step 3 | Measure Performance Using Direct and Indirect Methods of Assessment | Direct Measure(s) |

- An annotated listing of all community service activities of individual faculty members will be compiled.

- An annotated listing of all memberships held with professional and learned societies/organizations and associated activities within these societies/organizations will be compiled.

Indirect Measure(s) |

- External documentation of the quality of contributions made by faculty to the community will be itemized and summarized. These may include (but are not limited to) letters of support and thanks or event programs detailing the faculty member’s presentation/activity.

| Step 4 | Observe and Summarize Results | Direct Measures |

- Community Service |
100% of MSW faculty actively participated in regional, state, national committees or working groups, and/or on commissions, community advisory boards, task forces, councils, or other professional association activities (e.g., accreditation site review teams, etc.) that have a direct or indirect benefit for community-based practice and well-being. Some of the select activities of select faculty members include the following:

Dr. Jarmon:
- Board Member, Mothers In Crisis, Tallahassee.
- Chair, Youth Leadership Tallahassee Selection Committee, Chamber of Commerce, Tallahassee.
- Member, Communities for a Lifetime Award Selection Committee, Department of Elder Affairs, State of Florida.
- Member, Leadership Tallahassee, Class 25, Tallahassee

Dr. Haile:
- Member, Black Women’s Advisory Group (S.O.S.), Florida Department of Health, Bureau of HIV/AIDS.
- Volunteer, Behavioral & Social Science Program, The American Psychological Association, Office on AIDS.

Dr. Hyche-Jackson:
- Member of a Council on Social Work Education (CSWE) accreditation team for the site visit and review of the initial accreditation of the MSW program for Western Carolina University.

- Consultation and technical assistance for board & organizational development for MAACA, INC. (Minority Alliance For Advocating Community Awareness And Action, Inc.).

- Advisor for Phi Alpha (social work honor society) to plan and hold induction ceremony for 15 new inductees, and current members for academic year.

Professor Spencer:
- Board member, Tallahassee Senior Citizen Foundation Board
- Board member, Mothers In Crisis Board of Directors
- Board member, Riley House Museum Board
- Board member, Tallahassee Girl’s Choir of CHOICE
- Board member, Sickle Cell Foundation Board
- Member, ZONTA International, Inc.
- Member, Tallahassee Southside Rotary
- Panel member Lincoln Neighborhood Center, Senior Days, The Importance of Retirement Planning
- Panel member, Tallahassee Urban League, First Time Homebuyers Workshop
<table>
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<tr>
<th>Panel member, The Public Guardian Office, Guardianship Certification Course, The Role of The Examining Committee</th>
</tr>
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<tbody>
<tr>
<td><strong>Professor Kelly:</strong></td>
</tr>
<tr>
<td>❸ Facilitated via SOW 5344 Community Development in Social Work Practice, SOW 4343 Social Work Practice III and SOW 5386 Program Design student involvement in community day events, community needs assessment and development of children’s programs with the Providence and Appalachee Ridge Estates Communities.</td>
</tr>
<tr>
<td>❸ Developed partnership with the Delta Kappa Omega Foundation</td>
</tr>
<tr>
<td><strong>Dr. Langley</strong></td>
</tr>
<tr>
<td>❸ Board Member, Tallahassee Housing Authority</td>
</tr>
<tr>
<td>❸ Board Member, Brehon Institute for Family Services, Inc.,</td>
</tr>
<tr>
<td>❸ Board Member, Florida Supreme Court Steering Committee on Mental Health in the Courts</td>
</tr>
<tr>
<td>❸ Board Member, Office of the Attorney General of Florida New Motor Vehicle Arbitration Board</td>
</tr>
<tr>
<td>❸ Executive Producer, The People’s Forum (Cable TV 20)</td>
</tr>
<tr>
<td>❸ Guest, ABC-TV 27 Topic: Prostate Cancer Prevention</td>
</tr>
<tr>
<td>❸ Guest, Cumulus 96.1 Topic: Careers in Social Work</td>
</tr>
<tr>
<td><strong>Dr. Perry</strong></td>
</tr>
<tr>
<td>❸ Chairperson for a research grant review panel for the Children’s Bureau of the Administration on Children, Youth and Families; U.S. Department of Health &amp; Human Services: National Quality Improvement Centers on Differential Response and Preventing Abuse and Neglect of Infants and Young Children</td>
</tr>
<tr>
<td>❸ Special Appointment by the Children’s Bureau to the National Advisory Committee of Family Resource Information, Education, and Network Development Services (FRIENDS).</td>
</tr>
<tr>
<td>❸ Member, CBCAP (Community Based Child Abuse Prevention) and PART (Program Assessment Rating Tool) Outcomes Workgroup, Office on Child Abuse and Neglect, Children’s Bureau, Administration for Children, Youth &amp; Families, United States Department of Health and Human Services.</td>
</tr>
<tr>
<td>❸ Member, Child Maltreatment Prevention and Complexity Workgroup, Division of Violence Prevention, Centers for Disease Control and Prevention, United States Department of Health and Human Services.</td>
</tr>
<tr>
<td>❸ Consultant to the Guardian Ad Litem Program, Second Judicial Circuit of Florida. Consultation and assistance with the development of a survey and study for examining factors impacting upon the recruitment and retention of volunteer guardians.</td>
</tr>
<tr>
<td>❸ Member, Permanent Organization and Strategic Planning Committee, Society for the Study of Social Problems</td>
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</table>
- Member, Standards and Freedom of Research, Publication and Teaching Committee, Society for the Study of Social Problems

**Professional Associations**

100% of faculty are members in learned and professional societies whose focus and mission, in whole or part, addresses the needs and problems confronting state, regional, and national communities.

Professional memberships of all faculty include, but are not limited to:

American Association for the Advancement of Science  
American Association for Cancer Research  
American Public Human Services Association  
American Statistical Association  
Association of Community Organization and Social Administration  
Council on Social Work Education  
Florida Council Against Sexual Violence  
Florida Education Association  
Gerontological Society of America  
Leadership Tallahassee  
National Association of Social Workers  
New York Academy of Sciences  
North American Association of Christians in Social Work  
Social Welfare History Group, Council on Social Work Education  
Society for Social Work Research  
The Society for the Study of Social Problems

**Indirect Measure(s)**

**Recognition and Public Speaking Invitations**

Four of six faculty received formal recognition by regional or nationals bodies and/or were invited to provide presentations or speak at community events.

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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tbody>
<tr>
<td></td>
<td>Use of Results for Improvement (Implemented)</td>
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<tr>
<td></td>
<td>The Department in general and MSW faculty in particular continues to be highly visible and active within the professional and broader community. There is consensus among the faculty that many of these accomplishments and activities should be used to market the activities of the MSW program.</td>
</tr>
<tr>
<td></td>
<td>The faculty will continue to be involved in the community service activities. Efforts will be made to promote these activities more formally via department newsletters, mailings, and the department web site.</td>
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**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED COMMUNITY/ PUBLIC SERVICE OUTCOME #2**

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<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>The Department will be perceived as a leader and facilitator of community-based practice within the Tallahassee and Leon County area.</td>
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<tr>
<td>Step 2</td>
<td>Ascertain Criteria for Success</td>
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<tr>
<td><strong>Direct Measure(s)</strong></td>
<td></td>
</tr>
<tr>
<td>There will be a re-development and re-activation of the Department's Community Advisory Council to advance the Department's role and visibility in the local and regional community. This Advisory Council in conjunction with the Department will plan to develop and support community-based coalitions to support student, faculty, and community projects. Once re-activated, the Council will meet monthly or at least 4 times before the end of the academic year.</td>
<td></td>
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<tr>
<td>At least 30% of the faculty will be involved in local and regional activities that have a direct impact upon increasing the visibility of the Department as such relates to addressing social problems and promoting community-based practice/reactions to these problems.</td>
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<tr>
<td><strong>Indirect Measure(s)</strong></td>
<td></td>
</tr>
<tr>
<td>A faculty liaison will be assigned to work collaboratively with the Social Work Association for Graduate Students (SWAGS) and promote faculty involvement in the development and facilitation of student community service/research opportunities.</td>
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<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
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<tr>
<td><strong>Direct Measure(s)</strong></td>
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<tr>
<td>Minutes and agendas from the Community Advisory Council of the Department of Social Work will be reviewed and actions taken/community collaboration will be itemized.</td>
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<tr>
<td>A list of community activities by faculty will be compiled.</td>
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<tr>
<td><strong>Indirect Measure(s)</strong></td>
<td></td>
</tr>
<tr>
<td>Minutes from SWAGS meetings and a formal report from the faculty liaison will detail all collaborative community-based activities between faculty and students and those completed explicitly by SWAGS and their membership.</td>
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<tr>
<td>All faculty will report in a survey to be developed an oversight of student participation in community projects.</td>
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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
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</table>
| *Community Advisory Panel*
| There was no re-development and re-activation of the Department’s Community Advisory Council to advance the Department’s role and visibility in the local and regional community. |
| Faculty were involved in local and regional activities that have a direct impact upon increasing the visibility of the Department as such relates to addressing social problems and promoting community-based practice/reactions to these problems. Please see list of community service activities by faculty detailed in Step 4 of Public Service Outcome #2. |
### Indirect Measure(s)

**Faculty Liaison to SWAGS**

Faculty was appointed to serve as a faculty liaison to work collaboratively with the Social Work Association for Graduate Students (SWAGS) and promote faculty involvement in the development and facilitation of student community service/research opportunities.

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<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<tr>
<td></td>
<td>The Department and MSW faculty continues to demonstrate a heightened commitment to community service. The Department will continue its efforts to reactivate the Community Advisory Council. The MSW program also looks forward to a continued positive working/collaborative relationship with the Social Work Association for Graduate Students (SWAGS).</td>
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<tr>
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<tr>
<td></td>
<td>The Department will evaluate its efforts with input from the MSW faculty to advance its role and visibility in the local and regional community by means of the reactivation of the Community Advisory Council.</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED COMMUNITY/PUBLIC SERVICE OUTCOME #3

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<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tr>
<td></td>
<td>The MSW program will instill a sense of commitment to community-based practice and service within its students that will be manifested in the actions and attitudes of current students and alumni.</td>
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<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td>At least 40% of current students will be involved in a community service activity during the current academic year. These may include (but are not limited to) volunteer and other activities, giving media interviews, civic and political activities, committee membership, participating in public awareness campaigns, etc.</td>
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<tr>
<td></td>
<td>The majority of students will demonstrate an attitude and perspective that maximizes altruistic/pro-social helping behavior as measured by the Community Service Attitudes Scale.</td>
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<tr>
<td></td>
<td>At least 60% of surveyed alumni will highlight (in responses to the Alumni Survey) participation in community-based practice and service activities since graduating from the MSW program.</td>
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</table>

|        | **Indirect Measure(s)** |
|        | A faculty liaison will be assigned to work collaboratively with the Social Work Association for Graduate Students (SWAGS) and promote faculty involvement in the development and facilitation of student community service/research opportunities. |
### Step 3

**Measure Performance Using Direct and Indirect Methods of Assessment**

**Direct Measure(s)**

A survey will be developed and sent to all MSW students at the end of each semester requesting information regarding community service activities engaged in.

The Community Services Attitudes Scale will be administered to all MSW students and scores itemized and summarized in a report.

Results from Section 3 and 4 of the Alumni Survey (a web-based survey) will be compiled and integrated into a report on this outcome.

**Indirect Measure(s)**

Minutes from SWAGS meetings and a formal report from the faculty liaison will detail all collaborative community-based activities between faculty and students and those completed explicitly by SWAGS and their membership.

All faculty members will report in a survey to be developed an oversight of student participation in community projects.

### Step 4

**Observe and Summarize Results**

**Direct Measure(s)**

**MSW Students and Community Activities**

Graduate student representatives from the Social Work Association for Graduate Students (SWAGS) report a very active student body, highlighting participation in a number of community events throughout the academic year.

**Alumni Survey**

Efforts are currently in place to update the alumni database. Specifically, the Department with input from the MSW faculty is creating an updated on-line survey.

**Indirect Measure(s)**

**Faculty Liaison to SWAGS**

Faculty was appointed to serve as a faculty liaison to work collaboratively with the Social Work Association for Graduate Students (SWAGS) and promote faculty involvement in the development and facilitation of student community service/research opportunities.

### Step 5

**Use of Results for Improvement**

The Department and the MSW Committee supports the outreach to alumni. Efforts will continue to be made to develop a reliable database of alumni contact information so that feedback and involvement of alumni can be solicited. Given
| Step 6 | Strengthen Program (Action Plan) | (Implemented) budget constraints, it appears it may not be possible to purchase any measurement scales or surveys. The Department and the MSW faculty will consider and discuss the idea during its planned retreat/strategic planning session the development of a formal Alumni Association. Efforts will continue to develop and plan collaborative activities with SWAGS during the next academic year. |