## SECTION I _ GENERAL INFORMATION

<table>
<thead>
<tr>
<th><strong>Degree Program</strong></th>
<th>Master of Social Work (MSW)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College/ School</strong></td>
<td>College of Arts and Sciences, Department of Social Work</td>
</tr>
<tr>
<td><strong>Contact Person</strong></td>
<td>Robin Perry, Ph.D.</td>
</tr>
<tr>
<td><strong>Date Submitted, Steps 1-3</strong></td>
<td>October 31, 2009</td>
</tr>
<tr>
<td><strong>Date Submitted, Steps 4-5</strong></td>
<td>May 18, 2010</td>
</tr>
<tr>
<td><strong>Date Submitted, Step 6</strong></td>
<td>May 18, 2010</td>
</tr>
</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 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.

<table>
<thead>
<tr>
<th>Expected Education Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. Students will display appropriate attitudes and behaviors with professional social work practice.</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tbody>
</table>
**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.

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**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #1**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students will display appropriate attitudes and behaviors with professional social work practice.</td>
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</tbody>
</table>

**Direct Measure(s)**

All (100%) student participating in role plays, scenarios, and case studies will demonstrate professional behavior as reflected in the course syllabi by obtaining grade of “B” or higher for each of these activities:

- 95% of students will receive a grade of “B” or better in their social work practice courses.
- 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

85% of all students individually evaluated by all faculty will receive a favorable rating 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.

90% 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
### Measure Performance

#### Using Direct and Indirect Methods of Assessment

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Direct Measure(s)</th>
<th>Indirect Measure(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Percent of students who receive a grade of “B” or better in their social work practice courses.</td>
<td>80% of all exiting students will rate (using the 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).</td>
</tr>
<tr>
<td></td>
<td>Percent 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>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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. Percent of students who received 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.</td>
<td>Records of graduate students that became members of a professional social work organization.</td>
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<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Exit Survey with specific questions that address this outcome which include all those questions (see attachment) that ask detailed information 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).

MSW Alumni Survey where student alumni respond will rate the MSW program 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.

Direct Measures

**Practice Courses**  
95.6% of students taking SOW 5341: Social Work Practice I and 94.7% of students taking SOW 5343: Social Work Practice II received a grade of “B” or better.

**Field Practicum and Seminars**  
SOW 5534 Field Practicum I — 83.3% of students received a “B” or better  
SOW 5545 Field Seminar I — 83.3% of students received a “B” or better  
SOW 5535 Field Practicum II — 100% of students received a “B” or better  
SOW 5546 Field Seminar II — 100% 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

**Annual Evaluations of Students**  
Only two faculty members (Dr. Haile and Dr. Perry) completed their annual evaluations of students. Evaluations of students are still pending from the majority (four) of graduate faculty members on the due date for the FAMOUS evaluation.

No complaints of unethical behavior were received for students in their field placement.

Indirect Measures  
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 — 25.0% (50% rated it as average)

The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100.0%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 62.5%
(25.0% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 87.5% (12.5% rated it as average)

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

“Developmental Theories of Communities and Organizations” (SOW 5334) — 10% (80% rated it as average)

“Community Development in Social Work Practice” (SOW 5344) — 50.0% (30% rated it as average)

“Program Design and Development” (SOW 5386) — 100%

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

“Program Evaluation” (SOW 5433) — 90%

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

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 70% (30% rated it as average)

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

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession — 88.9%

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 — 87.5%

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 — 88.9%

Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds — 88.9%

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 — 100%

The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni data base. That task is near completion.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement</th>
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<tbody>
<tr>
<td></td>
<td>The MSW Committee has had discussions regarding the curriculum and need to engage in a more systematic review of content and context of all courses,</td>
</tr>
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</table>
especially those that did not attain the 80% threshold rating as either “above average” or “outstanding.” However, it is important to note that when “average” ratings are included for those select courses, the threshold is attained. It was decided that this review will be a primary focus of the faculty retreat and planning session for the MSW program.

On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat scheduled for the MSW Committee.

The special planning and retreat session for the MSW faculty in the 2010-2011 academic year will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students.

Should specific courses or course sequences receive unfavorable ratings, efforts will be made to inform the immediate supervisor of specific faculty members (these ratings are associated with) in an effort for the faculty member and their supervisor to explore the reasons for these ratings and whether teaching skills and techniques can be improved.

MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.

SECTION III_ FAMOUS SIX STEPS

EXPECTED EDUCATIONAL OUTCOME #2

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>Direct Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>90% of students will receive a grade of “B” or better on their SOW 5334 Social Work Practice and Community Development courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
<th>Indirect Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>90% 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.</td>
</tr>
</tbody>
</table>
80% of all exiting students will rate (using the 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.

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
<td>percent of students will receive a grade of “B” or better on their SOW 5334 Social Work Practice and Community Development courses.</td>
</tr>
<tr>
<td></td>
<td>Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members.</td>
</tr>
<tr>
<td></td>
<td>Information collected via the evaluation forms of each student completed by their field instructors and field liaisons. These forms represent a detailed evaluation of each student’s performance within their field placement.</td>
</tr>
<tr>
<td><strong>Indirect Measure(s)</strong></td>
<td>Information collected via the MSW Student Exit Survey given to all graduating MSW students.</td>
</tr>
<tr>
<td></td>
<td>Information collected via a newly developed MSW Student Alumni Survey to be distributed to alumni on an annual basis beginning in January 2010.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Work</strong></td>
<td>100% of MSW students received a grade of “B” or better SOW 5334 Community Development in Social Work Practice.</td>
</tr>
<tr>
<td><strong>Annual Evaluations of Students</strong></td>
<td>Only two faculty members (Dr. Haile and Dr. Perry) completed their annual evaluations of students. Evaluations of students are still pending from the majority (four) of graduate faculty members on the due date for the FAMOUS evaluation.</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>
<tr>
<td>Field Site Evaluation: Questions 1 and 6 — 100%</td>
<td></td>
</tr>
<tr>
<td>MSW Field Student Evaluation: Question 6 and 12 — 100%</td>
<td></td>
</tr>
<tr>
<td>MSW Field Evaluation Visit: Question 5 and 14 — 100%</td>
<td></td>
</tr>
</tbody>
</table>
**Exit Survey Results**

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 — 25.0% (50% rated it as average)

The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100.0%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 62.5% (25.0% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 87.5% (12.5% rated it as average)

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

“Developmental Theories of Communities and Organizations” (SOW 5334) — 10% (80% rated it as average)

“Community Development in Social Work Practice” (SOW 5344) — 50.0% (30% rated it as average)

“Program Design and Development” (SOW 5386) — 100%

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

“Program Evaluation” (SOW 5433) — 90%

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

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 70% (30% rated it as average)

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 — 77.8%

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 — 100%
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MSW Committee has had discussions regarding the curriculum and need to engage in a more systematic review of content and context of all courses, especially those that did not attain the 80% threshold rating as either “above average” or “outstanding.” However, it is important to note that when “average” ratings are included for those select courses, the threshold is attained. It was decided that this review will be a primary focus of the faculty retreat and planning session for the MSW program.</td>
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<thead>
<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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</thead>
<tbody>
<tr>
<td>On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat scheduled for the MSW Committee.</td>
<td></td>
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</tbody>
</table>

The special planning and retreat session for the MSW faculty will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students.

MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.

**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #3**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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</thead>
<tbody>
<tr>
<td>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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</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
<td></td>
</tr>
<tr>
<td>95% of all MSW students will receive a grade of “B” or better in Human Behavior in the Social Environment I and II.</td>
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</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 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.

**Indirect Measure(s)**

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.

---

**Direct Measure(s)**

Percent of students will receive a grade of “B” or better on their Human Behavior in the Social Environment I and II.

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members.

Information collected via the evaluation forms of each student completed by their field instructors and field liaisons. These forms represent a detailed evaluation of each student’s performance within their field placement.

**Indirect Measure(s)**

Information collected via the MSW Student Exit Survey given to all graduating MSW students.

Information collected via a newly developed MSW Student Alumni Survey to be distributed to alumni on an annual basis beginning in January 2010.

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**Step 4**

**Observe and Summarize Results**

**HBSE Classes**

100% of all MSW students received a grade of “B” or better in Human Behavior in the Social Environment I and II.

**Annual Evaluations of Students**

Only two faculty members (Dr. Haile and Dr. Perry) completed their annual
evaluations of students. Evaluations of students are still pending from the majority (four) of graduate faculty members on the due date for the FAMOUS evaluation.

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 3, 7, 8, and 10 — 100%
MSW Field Evaluation Visit: Question 5 and 7 — 100%
MSW Field Supervision Evaluation: Question 2 — 100%
MSW Student Evaluation of Field Practicum: Question 7 — 100%

Exit Survey Results
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 — 25.0% (50% rated it as average)

The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100.0%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 62.5% (25.0% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 87.5% (12.5% rated it as average)

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

“Developmental Theories of Communities and Organizations” (SOW 5334) — 10% (80% rated it as average)

“Community Development in Social Work Practice” (SOW 5344) — 50.0% (30% rated it as average)

“Program Design and Development” (SOW 5386) — 100%

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

“Program Evaluation” (SOW 5433) — 90%

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

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 70% (30% rated it as average)

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 — 87.5%

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs and policies — 75.0%

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 — 77.8%

Alumni Survey

The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni data base. That task is near completion.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The MSW Committee has had discussions regarding the curriculum and need to engage in a more systematic review of content and context of all courses, especially those that did not attain the 80% threshold rating as either “above average” or “outstanding.” However, it is important to note that when “average” ratings are included for those select courses, the threshold is attained. It was decided that this review will be a primary focus of the faculty retreat and planning session for the MSW program.</td>
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<thead>
<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat scheduled for the MSW Committee. The special planning and retreat session for the MSW faculty will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students. MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.</td>
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</table>

SECTION III_ FAMOUS SIX STEPS

EXPECTED EDUCATIONAL OUTCOME #4

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>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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</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success (Direct Measure(s))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95% of students taking the Dynamics of Oppression course will receive a “B” or better.</td>
</tr>
</tbody>
</table>
80% of all students individually evaluated by all faculty will be rated favorably 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.

90% 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.

**Indirect Measure(s)**

85% 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.

**Direct Measure(s)**

Percent of students will receive a grade of “B” or better modules addressing issues of diversity in SOW 5620 Dynamics of Oppression.

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members.

Information collected via the evaluation forms of each student completed by their field instructors and field liaisons. These forms represent a detailed evaluation of each student’s performance within their field placement.

**Indirect Measure(s)**

Information collected via the MSW Student Exit Survey given to all graduating
MSW students.

Information collected via a newly developed MSW Student Alumni Survey to be distributed to alumni on an annual basis beginning in January 2010.

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.

<table>
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<tr>
<th>Step 4 Observe and Summarize Results</th>
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</table>

**Dynamics of Oppression Course**

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

**Annual Evaluations of Students**

Only two faculty members (Dr. Haile and Dr. Perry) completed their annual evaluations of students. Evaluations of students are still pending from the majority (four) of graduate faculty members on the due date for the FAMOUS evaluation.

**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 — 100%
- MSW Field Evaluation Visit: Question 8 and 12 — 100%
- MSW Field Supervision Evaluation: Question 2 — 100%
- MSW Student Evaluation of Field Practicum: Question 7 — 100%

**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 — 87.5%  
- Engage in social and economic justice and human rights efforts as the foundation of your social work practice and research — 88.9%  
- 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 — 88.9%  
- Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds — 88.9%

**Alumni Survey**

The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni data...
<table>
<thead>
<tr>
<th>Step 5</th>
<th><strong>Use of Results for Improvement (Implemented)</strong></th>
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<tbody>
<tr>
<td></td>
<td>Findings thus far received suggest the program is generally succeeding on this objective. Regardless, the MSW Committee has had regular monthly discussions regarding the means and mechanisms (via admissions processes, curriculum development, and community service activities) by which this objective is reinforced within the curriculum and interactions with students.</td>
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<tr>
<th>Step 6</th>
<th><strong>Strengthen Program (Action Plan)</strong></th>
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<tbody>
<tr>
<td></td>
<td>On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat for the MSW Committee. The special planning and retreat session for the MSW faculty will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students and the positive influence upon items denoted in the Exit Survey (for this educational outcome) MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.</td>
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<tr>
<th>SECTION III_ FAMOUS SIX STEPS</th>
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| EXPECTED EDUCATIONAL OUTCOME #5 |

<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Formulate Outcome</strong></th>
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<tbody>
<tr>
<td></td>
<td>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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<table>
<thead>
<tr>
<th>Direct Measure(s)</th>
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<tbody>
<tr>
<td>95% of students who graduate from the MSW program will have grades of “B” or better in all evaluative points in the advanced year of the program.</td>
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<thead>
<tr>
<th>Step 2</th>
<th><strong>Ascertain Criteria for Success</strong></th>
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<tbody>
<tr>
<td></td>
<td>80% of all students will be individually evaluated by all faculty will be rated favorable 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>
<th>Indirect Measure(s)</th>
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<tbody>
<tr>
<td>85% 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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</table>
80% of all exiting students will rate (using the 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.

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, 6, 8, and 10.

**Direct Measure(s)**

Percent of students will receive a:

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.

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members.

Information collected via the evaluation forms of each student completed by their field instructors and field liaisons. These forms represent a detailed evaluation of each student’s performance within their field placement.

**Indirect Measure(s)**

Information collected via the MSW Student Exit Survey given to all graduating MSW students.

Information collected via a newly developed MSW Student Alumni Survey to be distributed to alumni on an annual basis beginning in January 2010.

**Advanced Year Coursework of Graduates**

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.

**Annual Evaluations of Students**

Only two faculty members (Dr. Haile and Dr. Perry) completed their annual evaluations of students. Evaluations of students are still pending from the majority
(four) of graduate faculty members on the due date for the FAMOUS evaluation.

**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 — 100%
MSW Field Evaluation Visit: Question 3, 7, 8 and 9 — 100%
MSW Field Supervision Evaluation: Question 2 — 100%
MSW Student Evaluation of Field Practicum: Question 5, 6, 7, and 18 — 100%

**Exit Survey Results**

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 — 25.0% (50% rated it as average)

The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100.0%

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 62.5% (25.0% rated it as average)

The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 87.5% (12.5% rated it as average)

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

“Developmental Theories of Communities and Organizations” (SOW 5334) — 10% (80% rated it as average)

“Community Development in Social Work Practice” (SOW 5344) — 50.0% (30% rated it as average)

“Program Design and Development” (SOW 5386) — 100%

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

“Program Evaluation” (SOW 5433) — 90%

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

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 70% (30% rated it as average)

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 — 87.5%

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs and policies — 75% (25% rated this item as average)

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 — 77.8%

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 — 100%

**Alumni Survey**

The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni database. That task is near completion.

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<td></td>
<td>The MSW Committee has had discussions regarding the curriculum and need to engage in a more systematic review of content and context of all courses, especially those that did not attain the 80% threshold rating as either “above average” or “outstanding.” However, it is important to note that when “average” ratings are included for those select courses, the threshold is attained. It was decided that this review will be a primary focus of the faculty retreat and planning session for the MSW program.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tbody>
<tr>
<td></td>
<td>On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat scheduled for the MSW Committee in 2010-2011.</td>
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<tr>
<td></td>
<td>The special planning and retreat session for the MSW faculty will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students and the positive influence upon items denoted in the Exit Survey (for this educational outcome)</td>
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<td></td>
<td>MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.</td>
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**EXPECTED EDUCATIONAL OUTCOME #6**

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<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>Students will develop a commitment to professional growth and development through continued scholarship, practice, and service.</td>
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<tr>
<td>Step 2</td>
<td>Ascertaining Criteria for Success</td>
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</tr>
<tr>
<td>Direct Measure(s)</td>
<td>80% 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. 80% of all students will be individually evaluated by all faculty will be rated favorable 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. 85% 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: Questions 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.</td>
</tr>
<tr>
<td>Indirect Measure(s)</td>
<td>80% of all exiting students will rate (using the 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. 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. 100% of students and students will report their plans for continuing to enhance their skills in professional scholarship and practice as reflected in the exit survey. 100% of students will report their plans for continuing to enhance their skills in professional scholarship and practice as reflected in the alumni survey.</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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<tbody>
<tr>
<td>Direct Measure(s)</td>
<td>Students will provide a detailed itemization of the professional social work organizations for which they are active members during the 2009-2010 academic year. Information collected via the Annual MSW Student Evaluation form completed for</td>
</tr>
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</table>
every student by all faculty members.

Information collected via the evaluation forms of each student completed by their field instructors and field liaisons. These forms represent a detailed evaluation of each student’s performance within their field placement.

**Indirect Measure(s)**

Information collected via the MSW Student Exist Survey given to all graduating MSW students.

Information collected via a newly developed MSW Student Alumni Survey to be distributed to alumni on an annual basis beginning in January 2010.

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**Membership in Professional Organizations**

Efforts were made to solicit this information (student membership in professional associations) from all students were not completed and fully successful. However, 100% of all students that entered their field practicum were required to become members of the NASW and purchase professional liability insurance from the NASW.

**Annual Evaluations of Students**

Only two faculty members (Dr. Haile and Dr. Perry) completed their annual evaluations of students. Evaluations of students are still pending from the majority (four) of graduate faculty members on the due date for the FAMOUS evaluation.

**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 — 100%
- MSW Field Evaluation Visit: Question 10, 13, and 14 — 100%
- MSW Field Supervision Evaluation: Question 2 and 5 — 100%
- MSW Student Evaluation of Field Practicum: Questions 4 and 18 — 100%

**Exit Survey Results**

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 — 25.0% (50% rated it as average)
- The “Social Welfare Policy and Services” (SOW 5235 & SOW 5236) sequence — 100.0%
- The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 62.5% (25.0% rated it as average)
The “Social Work Research” (SOW 5404 & SOW 5425) sequence — 87.5% (12.5% rated it as average)

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

“Developmental Theories of Communities and Organizations” (SOW 5334) — 10% (80% rated it as average)

“Community Development in Social Work Practice” (SOW 5344) — 50.0% (30% rated it as average)

“Program Design and Development” (SOW 5386) — 100%

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

“Program Evaluation” (SOW 5433) — 90%

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

“Field Practice and Seminar” (SOW 5538, SOW 5539, SOW 5547, SOW 5548) — 70% (30% rated it as average)

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 — 77.8% (22.8% rated it as average)

Engage in ongoing professional development and critical self-reflection, including the evaluation of practice and social programs — 88.9%

Alumni Survey

The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni database. That task is near completion.

Step 5

Use of Results for Improvement (Implemented)

The MSW Committee has had discussions regarding the curriculum and need to engage in a more systematic review of content and context of all courses, especially those that did not attain the 80% threshold rating as either “above average” or “outstanding.” However, it is important to note that when “average” ratings are included for those select courses, the threshold is attained. It was decided that this review will be a primary focus of the faculty retreat and planning session for the MSW program.

Step 6

Strengthen Program (Action Plan)

On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat scheduled for the MSW Committee in 2010-2011.
The special planning and retreat session for the MSW faculty will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students and the positive influence upon items denoted in the Exit Survey (for this educational outcome).

MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #7

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>Students will master the knowledge and skills necessary to intervene effectively with communities and between organizations, particularly on behalf of those populations who are at-risk.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2</strong></td>
<td><strong>Ascertain Criteria for Success</strong></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>90% of 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>
<td></td>
<td></td>
<td>95% of students 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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<td></td>
<td>80% of all students will be individually evaluated by all faculty will receive a favorable rating 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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<td></td>
<td></td>
<td>85% 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.</td>
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</table>

At least two faculty members will aid in the re-development and re-activation of the Department’s Community Advisory Council to advance the Department’s role and visibility in the community. This Advisory Board in conjunction with the Department will plan to develop and support community-based coalitions to support student/community projects.

#### Indirect Measure(s)

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, 5, 7, 10, 11, and 12 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 6, 7, 8, 9, 13, 14, 15, and 16. 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.

50% of current students and 60% of graduates will report involvement in community-based coalitions and/or collaborations focused on improving the well-being of vulnerable populations.

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Direct Measure(s)</td>
<td>Percent of students will receive a grade of “B” or better in courses entitled Theories of Communities and Organizations and Community Development in Social Work Practice.</td>
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<tr>
<td></td>
<td>Percent of students will receive 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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<td></td>
<td>Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members.</td>
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<td></td>
<td>Information collected via the evaluation forms of each student completed by their field instructors and field liaisons. These forms represent a detailed evaluation of each student’s performance within their field placement.</td>
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<tr>
<td></td>
<td>Faculty advisor each semester will provide to the Chair a list of community related activities completed by the Department’s Social Work Association of Graduate Students (SWAGS).</td>
</tr>
<tr>
<td>Indirect Measure(s)</td>
<td>Information collected via the MSW Student Exist Survey given to all graduating MSW students.</td>
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<tr>
<td></td>
<td>Information collected via a newly developed MSW Student Alumni Survey to be distributed to alumni on an annual basis beginning in January 2010.</td>
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<tr>
<td></td>
<td>Information collected via the MSW Alumni Survey and an End-of-Semester Survey given to all current MSW Students.</td>
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<tr>
<th>Step 4</th>
<th>Observe and Summarize</th>
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<tr>
<td>100% of students received a grade of “B” or better in Theories of Communities and Organizations and Community Development in Social Work Practice.</td>
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</table>
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, 6, and 8 — 100%
- MSW Field Student Evaluation: Questions 4, 5, 7, and 10 — 100%
- MSW Field Evaluation Visit: Question 12 — 100%
- MSW Field Supervision Evaluation: Question 2 — 100%
- MSW Student Evaluation of Field Practicum: Questions 7 and 18 — 100%

Annual Evaluations of Students
Only two faculty members (Dr. Haile and Dr. Perry) completed their annual evaluations of students. Evaluations of students are still pending from the majority (four) of graduate faculty members on the due date for the FAMOUS evaluation.

Community Advisory Council
Three faculty members participated in the re-development and re-activation of the Department's Community Advisory Council to advance the Department's role and visibility in the community. This Advisory Board in conjunction with the Department will began meeting in April 2010 and is engaged in plans to develop and support community-based coalitions to support student/community projects.

Exit Survey Results
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 — 88.9%
- 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 — 77.8%
- 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 — 77.8%
- 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 — 88.9%
- 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 — 88.9%
- 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 — 66.7% (33.3% rated this item as average)

Alumni Survey
The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni database. That task is near completion.

100% of graduates will report a continued interest with involvement in community-based coalitions and/or collaborations focused on improving the well-being of vulnerable populations.

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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>Findings thus far received suggest the program is generally succeeding on this objective.</td>
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</table>

On April 15, 2010 feedback was received from Assessment services on Steps 1 through 3. With respect to the use of grades as indicator data, the following statement was made: “Please indicate how this assignment measures critical thinking skills! Describe what student will do.” New evaluation criteria for denoted courses will be reviewed and discussed in a special planning and retreat scheduled for the MSW Committee in 2010-2011.

The special planning and retreat session for the MSW faculty will further address the issue of course content and context review. Efforts will be made to itemize recommended strategies for maximizing the learning environment for our students and the positive influence upon items denoted in the Exit Survey (for this educational outcome).

MSW faculty members will complete the annual evaluations of students in May, 2010 and be instructed to a special meeting with each student they advise to go over the results of the students annual evaluation prior to the start of the fall, 2010 semester.

**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED RESEARCH OUTCOME #1**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td></td>
<td>Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.</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>Direct Measure(s)</td>
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<tr>
<td></td>
<td>20% of faculty will maintain a consistent publication record of research findings in recognized peer-reviewed periodicals.</td>
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<td></td>
<td>Indirect Measure(s)</td>
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<td></td>
<td>40% of faculty will rate themselves as being satisfied with their ability to submit their research findings in publications or presentations at local, regional, national, and international conferences/professional meetings.</td>
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<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Measure(s)</th>
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<tr>
<td></td>
<td>Direct Measure(s)</td>
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<tr>
<td></td>
<td>An annual list of publications and conference presentations of faculty will be</td>
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</tbody>
</table>
### Indirect Methods of Assessment

Compiled and disseminated within the FAMU, professional, and general communities.

#### Indirect Measure(s)

Percent of faculty that rate (via a newly developed survey) favorably University and Departmental support to submit their research findings in publications or presentations at local, regional, national, and international conferences/professional meetings.

### Step 4: Observe and Summarize Results

#### 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

33.3% of MSW faculty members made formal presentations at at local, regional, national, and international conferences/professional meetings.

These presentations included:


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

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.

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

The Department continues to work with the college and university administration to provide faculty and students’ resources (computers, statistical software, and release time) to pursue their research and writing agenda. These issues will continue to be discussed.

### SECTION III. FAMOUS SIX STEPS

#### EXPECTED RESEARCH OUTCOME #2

<table>
<thead>
<tr>
<th>Step</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>The Department, College, and University will develop additional supports and resources to aid faculty in efforts to conduct research and submit research proposals to funding bodies.</td>
</tr>
</tbody>
</table>

| **Direct Measure(s)** |

The existent computer lab will be set up and made available with at least 13 computers that can be use for training graduate students in data entry and management and statistical software packages. The computer lab will become fully functional by January 2010.

At least 2 computers within the computer lab will be reserved for use and will begin to be used in January 2010 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.

20% of faculty will have a proportion of their AOR dedicated toward research activities during the 2009-2010 academic year.

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.

| **Indirect Measure(s)** |

33.3% 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.
30% of faculty will rate themselves (in a faculty survey under development) as being satisfied with the efforts of the Department, College and University to improve the resources for developing a research agenda.

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

**Direct Measure(s)**

An itemized list of computer resources obtained and the dates they became functional, along with usage patterns (for these computers) by graduate students and research assistants will be developed by March 30, 2010.

The Department Chair will prepare an Annual 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, College, local, State, regional, Federal, and international officials/agency training and workshops attended that focus on grant preparation training and dissemination of information.

**Indirect Measure(s)**

Responses to a newly developed survey will rate their level of satisfaction with the efforts of the University, College, Department and faculty to improve the resources for developing a research agenda.

### Step 4
**Observe and Summarize Results**

**Direct Measure(s)**

A total of 14 computers were set up in the existent computer lab of which 2 were solely dedicated for use by graduate research and project assistants. The computer lab was fully functional in January 2010. In February, 2010 three computers were removed from the lab to replace old and malfunctioning computers of faculty members and staff. This was necessitated given the lack of available resources (due to the economic recession and its impact on University resources) to purchase new computers for faculty and staff members.

33.3% of faculty will have a proportion of their AOR dedicated toward research activities during the 2009-2010 academic year. One faculty member's assignment was for .27 FTE and another for .05 FTE.

50% 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.

**Indirect Measure(s)**

A formal survey was not developed as the MSW faculty discussed this item in a meeting. A total of 16.7% of faculty indicated they were satisfied with the efforts of the Department, College and University to improve the resources for developing a research agenda.

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

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 (Action Plan)** | The MSW faculty will continue to have discussions regarding the availability of resources for pursuing research funds and advancing their publication agenda.

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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED RESEARCH OUTCOME #3

<table>
<thead>
<tr>
<th>Step</th>
<th>Formulate Outcome</th>
<th>The Department will develop a faculty and staff professional development committee for clarifying and refining its’ overall mission and program objectives as such applies to building and supporting research endeavors of faculty and students.</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td><strong>Ascertain Criteria for Success</strong></td>
<td>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. 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 2</strong></td>
<td><strong>Measure Performance Using Direct and Indirect Methods of Assessment</strong></td>
<td>Direct Measure(s) Detailed notes and a summary report of the recommendations and accomplishments from the faculty and staff professional development committee will be provided. This summary report will have a timeline for accomplishing agreed upon tasks and research objectives. 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. Indirect Measure(s) Responses to a newly developed survey will rate their level of satisfaction with the efforts of the University, College, Department, and faculty to improve the resources for developing a research agenda.</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td><strong>Observe and Summarize Results</strong></td>
<td>Direct Measure(s) The MSW Committee had a formal retreat/strategic planning session in September, 2009. This session led to a strategic plan for enhancing the curriculum, resources needed for program needs and for enhancing the research agenda of faculty. 50% of faculty members submitted proposals or are in the process of developing research proposals. Research opportunities and discussions regarding the necessity for expanding resources for faculty to conduct research in at least 50% of Department and Program faculty meetings. Indirect Measure(s)</td>
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<td><strong>Step 4</strong></td>
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In the fall of 2009, the department developed a Professional Development Committee. This Committee began meeting in the Spring of 2010 and continues in its efforts to develop a strategy (in collaboration with the broader faculty) that realistically promotes and supports faculty members in their efforts to promote their research agendas.

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<thead>
<tr>
<th>Step 5</th>
<th><strong>Use of Results for Improvement (Implemented)</strong></th>
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<tr>
<td></td>
<td>The Department is in the process of developing a retreat / strategic planning session during the 2010-2011 academic year.</td>
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<th>Step 6</th>
<th><strong>Strengthen Program (Action Plan)</strong></th>
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<tr>
<td></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>
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**SECTION III – FAMOUS SIX STEPS**

**EXPECTED COMMUNITY/PUBLIC SERVICE OUTCOME #1**

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<tr>
<th>Step 1</th>
<th><strong>Formulate Outcome</strong></th>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<th>Step 2</th>
<th><strong>Ascertain Criteria for Success</strong></th>
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<td></td>
<td><strong>Direct Measure(s)</strong></td>
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<td></td>
<td>During 2008-09, at least 80% 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.</td>
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<td><strong>Indirect Measure(s)</strong></td>
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<td></td>
<td>At least 80% 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.</td>
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<tr>
<th>Step 3</th>
<th><strong>Measure Performance Using Direct and Indirect Methods of Assessment</strong></th>
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<td><strong>Direct Measure(s)</strong></td>
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<td></td>
<td>An annotated listing of all community service activities of individual faculty members will be compiled.</td>
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<td></td>
<td>An annotated listing of all memberships held with professional and learned societies/organizations and associated activities within these societies/organizations will be compiled.</td>
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<td></td>
<td><strong>Indirect Measure(s)</strong></td>
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<td>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.</td>
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</table>
### Direct Measures

#### Community Service

83.3% 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:**
- Volunteer Consultant, Behavioral and Social Science Volunteer Program, The American Psychological Association, Office on AIDS.
- Member, S.O.S. (Sistas Organizing to Survive) Black Women’s Advisory Committee to the Florida Department of Health, Bureau of HIV/AIDS (statewide committee).
- Guest appearance on WTAL 1450 AM (Talk Radio), speaking on HIV/AIDS, Fall 2009.
- Relay for Life, for The American Cancer Society, April 2010.
- Focus Group Participant with community-based leaders on what can be done about the problems faced by youth in the Tallahassee community. Sponsored by the Capital City Youth Arts Program, Inc. Jack McClean Community Center, Tallahassee, Florida, October 3, 2009.

**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
- Panel member, The Public Guardian Office, Guardianship Certification Course, The Role of The Examining Committee

Professor Kelly:

- Board member of Frechtown Outreach Center, Inc. Tallahassee, Florida

Dr. Langley

- Board Member, Tallahassee Housing Authority
- Board Member, Brehon Institute for Family Services, Inc.,
- Board Member, Florida Supreme Court Steering Committee on Mental Health in the Courts
- Board Member, Office of the Attorney General of Florida New Motor Vehicle Arbitration Board
- Executive Producer, The People's Forum (Cable TV 20)

Dr. Perry

- Special Appointment by the Children's Bureau to the National Advisory Committee of Family Resource Information, Education, and Network Development Services (FRIENDS).
- 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 & Families, United States Department of Health and Human Services.
- 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.
- Member, Social Work Research Center Advisory Committee of the National Association of Social Workers, Florida Chapter.
- Elected Member, National Nominating Committee, Council on Social Work Education
- Consultant to Office of Program Policy Analysis and Government Accountability (OPPAGA), the Florida Legislature. Consultation and assistance with the development of a study design for evaluating and contrasting the process and outcomes associated child protective investigations conducted by Florida Sheriff Departments and Department of Children and Families’ officials.
- Member, Permanent Organization and Strategic Planning Committee, Society for the Study of Social Problems
- 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

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

| Use of Results for Improvement (Implemented) | 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. |
| Step 6 | Strengthen Program (Action Plan) | 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. |

SECTION III_ FAMOUS SIX STEPS

EXPECTED COMMUNITY/ PUBLIC SERVICE OUTCOME #2

<p>| Step 1 | Formulate Outcome | The Department will be perceived as a leader and facilitator of community-based practice within the Tallahassee and Leon County area. |
| Step 2 | Ascertain Criteria for Success | 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 at least 4 times before the end of the academic year. 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 |</p>
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<tr>
<th>Step 3</th>
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<tr>
<td>Direct Measure(s)</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>Indirect Measure(s)</td>
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<tr>
<td>Results from a newly developed survey (questions yet to be constructed) of the department’s Community Advisory Council will be analyzed to rate the department efforts in the areas of community outreach and service.</td>
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<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
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<tbody>
<tr>
<td>Community Advisory Council</td>
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<tr>
<td>Three faculty members participated in the re-development and re-activation of the Department’s Community Advisory Council to advance the Department’s role and visibility in the community. This Advisory Board in conjunction with the Department began meeting in April 2010 and is engaged in plans to develop and support community-based coalitions to support student/community projects. After the Council has met at least three times in the 2010-2011 academic year, members will be surveyed (via a survey and/or focus group) regarding their level of satisfaction with the department’s efforts in facilitating community-based practice via the council in the Tallahassee and Leon County area.</td>
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**Faculty Activities**

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.

**SWAGS Activities**

addressing social problems and promoting community-based practice/reactions to these problems.

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.

**Indirect Measure(s)**

At least 75% of members of the department’s Community Advisory Council will rate satisfactorily (via a survey and/or focus group) the department’s efforts in facilitating community-based practice via the council in the Tallahassee and Leon County area.
A Summary of the 2009-2010 Academic Year of SWAGS' Activities and Community Service follows:

- Participant in the MSW program's 2009-2010 Orientation of MSW Graduate Students (Fall 2009) to present the graduate student organization to the incoming student body for the purpose of building membership that structure experiences in community based services, which support the mission of the Department of Social Work and core competencies of the MSW program.

- Sponsor of a Pancake Breakfast Social Mixer and Fundraiser in the Community (Fall 2009) to provide an opportunity to increase SWAGS' organizational membership, raise funds, as well as to strengthen and expand collaborations among students, faculty, alumni and supporters of SWAGS.

- Participant in Community Day of the Apalachee Ridge Estes Community (Fall 2009) to gain experience in community development programs by participating in the Community Day experience of the Apalachee Ridge Estes Community under the direction of Apalachee Ridge Technology and Learning Center Director, Mr. Terrance McNeil.

- Sponsor of a Community Development Initiative to acquire experience in community program development (based on community input) and transdisciplinary collaboration. Under the (technological) direction of Director of the Apalachee Ridge Technology and Learning Center, Mr. Terrance McNeil, a proposal for grant funding of an idea about digital media was submitted by SWAGS to the Annual News Knight Challenge of the Knight Foundation.

- Sponsor of Thanksgiving Adopt-A-Family to provide a community service while working collaboratively with another agency, Children's Home Society.

- Sponsor of the 2009 End of the Year Reception at the Jack McLean Center

- Supporter of the UNICEF Disaster Relief Efforts in Haiti by collecting funds for families and children after the earthquake.

- Creator of Health-Focused bulletin board displays in the Department of Social Work and handouts (i.e., HIV/AIDS)

- Supporter of the City of Tallahassee Clean Sweep Project in the Providence Community

- Supporter of the American Cancer Society Relay-For-Life to raise funds and increase cancer awareness

- Sponsor of Health Seminar: Reducing Disparities in Health for underinsured and uninsured students at FAMU

- Participant in the Southside Community Charity Auction of Fine Art at the Tallahassee Community College

- Student Trans-Organizational Relationship Building (i.e., Haitian Culture Club, Department of Engineering)

- End of the Year Celebration (Student Inter-Organizational Sponsorship with
Step 5  **Use of Results for Improvement (Implemented)**
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).

Step 6  **Strengthen Program (Action Plan)**
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 redeveloped Community Advisory Council that began meeting in the spring and has planned meetings in the summer of 2010 and throughout the 2010-2011 academic year.

### SECTION III_ FAMOUS SIX STEPS

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

**Step 1  Formulate Outcome**
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.

**Direct Measure(s)**

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.

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.

**Indirect Measure(s)**

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.

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 2  Ascertain Criteria for Success**

**Direct Measure(s)**

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.

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.

**Indirect Measure(s)**

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.

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

**Direct Measure(s)**

The Department will require MSW students at the end of each semester to provide a list of activities completed related to community outreach and service.

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

**Indirect Measure(s)**

60% of current students and 60% of graduates will report in a survey that the MSW program helped promote a sense of commitment to community-based practice and service focused on improving the well-being of vulnerable populations.
compiled and integrated into a report on this outcome.

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.

**Indirect Measure(s)**

Information related to students’ attitudes and commitment to community practice and service will be collected via the MSW Alumni Survey, the MSW Exit Survey and an End-of-Semester Survey given to all current MSW Students.

### 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.

**Community Services Attitude Scale**

Due to limited resources brought about by the impact of the recession upon University operations, no funds were available for the purchase of this copyrighted instrument.

**Alumni Survey**

The alumni survey was not distributed. It was discovered that the department had an outdated and incomplete list of alumni. A project assistant was hired and Alumni Committee formed to check existing contact information and build an alumni database. That task is near completion.

**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. The faculty liaison (Professor Kelly) was well received and very active in aiding SWAGS in community-based activities (see Community Object #2 for a list of activities).

### Step 4: Observe and Summarize Results

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

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 budget constraints, it appears it may not be possible to purchase any measurement scales or surveys.

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

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. Preliminary meetings have already been held with the FAMU Alumni Association to discuss this issue.
| Efforts will continue to develop and plan collaborative activities with SWAGS during the next academic year. |