### FAMOUS ASSESSMENT PLANNING FORM
Instructional Programs (IP) 2011-2012

#### SECTION I _ GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Master of Social Work (MSW)</th>
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</thead>
<tbody>
<tr>
<td>College/School</td>
<td>College of Arts and Sciences, Department of Social Work</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Brenda Jarmon, Ph.D. and Barbara Haile, Ph.D.</td>
</tr>
<tr>
<td>Date Submitted, Steps 1-3</td>
<td>January 9, 2012</td>
</tr>
<tr>
<td>Date Submitted, Steps 4-5</td>
<td>March 11, 2013</td>
</tr>
<tr>
<td>Date Submitted, Step 6</td>
<td>March 11, 2013</td>
</tr>
</tbody>
</table>

#### SECTION II _ INSTITUTIONAL MISSION/GOALS CONNECTION

<table>
<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Mission Statement</th>
<th>Intellectual, moral, cultural, ethical, and student-centered environment with an emphasis on community based research and service through creative partnerships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excerpt(s) Citing Linkage to University Goal(s) Statements</td>
<td>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)</td>
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</table>

**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.

**Expected Education Outcomes**

1. Students will display appropriate attitudes and behaviors with professional social work practice.

2. Students will learn to think critically about the human condition and how to solve social problems, applying the problem-solving method.

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.

4. Students will develop a sensitivity to human needs as they relate to diverse populations in order to create a more just society.

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.

6. Students will develop a commitment to professional growth and development through continued scholarship, practice, and service.

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.
### 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.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #1

**Step 1** Formulate Outcome

Students will display appropriate attitudes and behaviors with professional social work practice.

**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:

- 90% of students will receive a grade of “B” or better in the following core assignments (see Step 3) for each respective social work practice course:
  - SOW 5105 Human Behavior & Social Environment I
  - SOW 5106 Human Behavior & Social Environment II
  - SOW 5341 Social Work Practice I
  - SOW 5343 Social Work Practice II
  - SOW 5629 Dynamics of Oppression

- 95% of students will receive a “B” or better in 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

- 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: MSW Field Student Evaluation: Question 1 and 12; Practicum Evaluation 1C, 2C, 3C, 4C, and Advanced Field 5C.
Indirect Measure(s)

80% of all exiting students will rate the MSW program favorably in its efforts and support to educate, prepare and effectively train MSW students on skills reflected in this outcome using the MSW Student Exit Survey. The specific questions that address this outcome include all those questions that ask detailed questions about each of the courses that are part of the foundation year (see Question 8, pages 6-8) and the advanced concentration curriculum (see question 9, pages 9-11). Also see Question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives.

80% of all students will rate via the End-of-Semester Survey, the quality of each of the following courses in terms of meeting expected learning objectives as above average or outstanding: SOW 5105 Human Behavior & Social Environment I, SOW 5106 Hum Behavior & Social Environment II, SOW 5341 Social Work Practice I, SOW 5343 Social Work Practice II, SOW 5629 Dynamics of Oppression. Additional feedback will be solicited (via an open-ended text box) regarding strengths and limitations of each course in terms of content and method of instruction.

Direct Measure(s)

Percent of students who received a grade of “B” or better on

- Individual Development Paper and Family Development Project (SOW 5105)
- Individual Reflection Paper and Task Group Reflection Paper/Community (SOW 5106)
- Group Project and Group Participation (SOW 5343 Social Work Practice II)
- Reflective writing papers and Identity development paper (SOW 5629 Dynamics of Oppression)

Percent of students will receive a “B” or better in their field education courses: SOW 5534 Field Practicum I, SOW 5545 Field Seminar I, and 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.

Percent of students who received favorable ratings of all behaviors denoted in their field training as indicated in the field evaluation tools and associated items denoted in Step 2 of this objective.

Records of graduate students that became members of a professional social work organization.

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

Indirect Measure(s)

The specific questions that address this outcome include all those questions that ask detailed questions about each of the courses that are part of the foundation year (see Question 8, pages 6-8) and the advanced concentration curriculum (see question 9, pages 9-11). Also see Question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives.
The End-of-Semester Survey distributed with specific questions requesting a standard rating and additional feedback on the quality of each course taught in the semester and additional feedback solicited regarding strengths and limitations of each course in terms of content and method of instruction via an open-ended text box. This survey was distributed via SurveyMonkey.

**Step 4 Observe and Summarize Results**

**Direct Measure(s)**

**Course Work**

*90% of students received a grade of “B” or better on core assignments in SOW 5105 & 5106*

*86% of students received a grade of “B” or better in core assignments in SOW 5341.*

*90% of students received a grade of “B” or better in core assignments in SOW 5343.*

*90% of students received a grade of “B” or better in core assignments in SOW 5629.*

*95% of students received a “B” or better in SOW 5534, Field Practicum I; and SOW 5545, Field Seminar I*

*100% of students received a “B” or better in SOW 5535, Field Practicum II; and, SOW 5546, Field Seminar II*

*100% of students received a grade of “B” or better in SOW 5538, Field Practicum III; and 95% in SOW 5547, Field Seminar III*

*100% of students received a grade of “B” or better in SOW 5539, Field Practicum IV; and SOW 5548, Field Seminar IV.*

**Field Evaluation Tools**

90% of students received favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items: MSW Field Student Evaluation: Question 1 and 12; Practicum Evaluation 1C, 2C, 3C, 4C, and Advanced Field 5C.

**Question 1 – ADD IN FROM MSW FIELD STUDENT EVALUATION**

**Questions 12**

**Question 1C-100% of students received a favorable rating**

**Question 2C-100% of students received a favorable rating**

**Question 3C-100% of students received a favorable rating**

**Question 4C-100% of students received a favorable rating**

**Question 5C-100% of students received a favorable rating**

**Membership in Professional a Social Work Organization**

100% of Field Practicum Students have NASW membership as verified by their Certificate of Professional Liability Insurance.
**Student Unethical Behavior**
No complaints of unethical behavior were received for students in their field placement.

**Indirect Measures**

**Exit Survey**
Ratings of the MSW Program on cited questions that address this outcome can be seen on pages 6-11. Also see Question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. The percentage of students that rated identified courses as above average and outstanding are as follows:

**Results of Questions 8 & 9**

The “Human Behavior in the Social Environment” (SOW 5105 & SOW 5106) sequence — 63% of students rated this course as above average and outstanding; 25% unable to rate; 12% unacceptable.

The “Social Work Practice” (SOW 5341 & SOW 5343) sequence — 75% of students rated this course as outstanding; 13% as average; 12% unable to rate.

The “Dynamics of Oppression” (SOW 5629) sequence – 87.5% of students rated this course as outstanding and above average; and, 12.5% as average.

**Results of Question 10**
Percentage of exiting students that rate their preparation as above average or outstanding on the following items on the Exit Survey is detailed below:

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. **100% rated this as outstanding and above average.**

Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. **88% rated this as outstanding and above average.**

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. **88% rated this as outstanding and above average.**

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 natural origin. **100% rated this as outstanding and above average.**

Historical, cultural, economic, and political factors in the social work profession and the people it serves. **88% rated this as outstanding and above average.**
<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<tbody>
<tr>
<td></td>
<td>As follow-up to the 2010-2011 report, the MSW faculty expressed satisfaction with progress and achievements with respect to this goal as we completed the modification of data collection instruments, primarily direct measures of social work practice courses and indirect measures (i.e. exit survey) of students’ evaluation of select foundation and advanced curriculum courses. Specifically, the MSW faculty met on December 2, 2011 and February 10, 2012 and discussed linking student performance on specific assignments to educational outcomes rather than a letter grade obtained in the course. These more detailed measures are needed in order to develop a more targeted plan for improvements.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tr>
<td></td>
<td>The MSW faculty generated alternative direct measures (apart from grades) for social work practice courses (excluding field practicum courses) for this report. Information regarding student feedback on foundation level and advanced curriculum courses were solicited and a strategy was implemented with an end of semester survey being administered to students at the end of fall 2011 and spring 2012 semesters.</td>
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</table>
The MSW faculty will begin to engage over the next two years in course reviews in preparation for its reaffirmation/accreditation with the Council on Social Work Education.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #2

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tr>
<td></td>
<td>Students will learn to think critically about the human condition and how to solve social problems, applying the problem-solving method.</td>
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**Direct Measure(s)**

- 90% of students will receive a grade of “B” or better on the following core assignments for the following Social Work Practice and Community Development courses:
  - SOW 5629  Dynamics of Oppression
  - SOW 5236  Social Welfare Policies and Programs II
  - SOW 5344  Community Development in Social Work Practice
  - SOW 5334  Theories of Communities & Organizations

- 80% of all students individually evaluated by all faculty will receive a favorable rating on this item when MSW students receive their annual evaluation utilizing a revised measurement tool/survey that assesses the student’s current competency on the application of concentration skills. The revised annual evaluation will be finalized by the graduate faculty in December, 2010. Any feedback and recommendations by faculty will be documented in each student’s 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:
  - MSW Field Student Evaluation: Question 1 and 6; Practicum Evaluation 2C, 3C.

**Indirect Measure(s)**

- 80% of all exiting students will rate the MSW program favorably in its efforts and support to educate, prepare and effectively train MSW students on skills reflected in this outcome using the MSW Student Exit Survey. The specific questions that address this outcome include all those questions that ask detailed questions about each of the courses that are part of the foundation year (see Question 8, pages 6-8) and the advanced concentration curriculum (see question 9, pages 9-11). Also see Question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives.

- 80% of all students will rate via the End-of-Semester Survey, the quality of each of the following courses in terms of meeting expected learning objectives as above average or outstanding: SOW 5629, Dynamics of Oppression; SOW 5236, Social Welfare Policies and Programs II; SOW 5344, Community Development in Social Work Practice; and SOW 5334, Theories of Communities & Organizations.

Additional feedback will be solicited via an open-ended text box regarding strengths and limitations of each course in terms of content and method of instruction.
<table>
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<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
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<td></td>
<td>Direct Measure(s)</td>
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<tr>
<td></td>
<td>Percent of students who receive a grade of “B” or better on key course assignments, including:</td>
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<tr>
<td></td>
<td>Reflective writing papers and Research Paper (SOW 5629, Dynamics of Oppression)</td>
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<td></td>
<td>Community assessment and building assignments (SOW 5344, Community Development in Social Work Practice)</td>
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<td></td>
<td>Research-based advocacy project and Community white paper (SOW 5334, Theories of Communities &amp; Organizations)</td>
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<td></td>
<td>Observation of policy formulation/implementation paper assignment (SOW 5236 Social Welfare Policies and Programs II)</td>
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<td>Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members <em>(Measure Not Evaluated)</em> (Measure Not Evaluated)</td>
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<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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<td>Indirect Measure(s)</td>
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<td>Information collected via the MSW Student Exit Survey given to all graduating MSW students <em>(Measure Not Evaluated)</em>.</td>
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<td>End-of-Semester Survey distributed via SurveyMonkey with specific questions requesting a standard rating and additional feedback on the quality of each course taught in the semester and additional feedback solicited (via an open-ended text box) regarding strengths and limitations of each course in terms of content and method of instruction.</td>
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<tr>
<th>Step 4</th>
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<td></td>
<td>Direct Measure(s)</td>
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<tr>
<td></td>
<td>Course Work</td>
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<tr>
<td></td>
<td><strong>90% of students received a grade of “B” or better on core assignments in SOW 5629</strong></td>
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<td></td>
<td><strong>90% of students received a grade of “B” or better on the core assignment in SOW 5236.</strong></td>
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<td><strong>90% of students received a grade of “B” or better on the core assignment in SOW 5334.</strong></td>
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<td></td>
<td><strong>90% of students received a grade of “B” or better on the core assignment in SOW 5344.</strong></td>
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<tr>
<td></td>
<td>Annual Evaluations of Students <em>(Measure Not Evaluated)</em></td>
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<tr>
<td></td>
<td>Field Evaluation Tools</td>
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<tr>
<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: MSW Field Student Evaluation: Question 1 and 6; Practicum Evaluation 2C, 3C.</td>
</tr>
</tbody>
</table>
Question 1—96% of students received a favorable rating
Question 6—90% of students received a favorable rating
Question 2C—100% of students received a favorable rating
Question 3C—100% of students received a favorable rating

Indirect Measure(s)
Exit Survey

Ratings of the MSW Program on cited questions that address this outcome can be seen on pages 6-11. Also see Question, 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. The percentage of students that rated identified courses as above average and outstanding are as follows:

Results of Questions 8 & 9

The “Dynamics of Oppression” (SOW 5629) sequence – 87.5% of students rated this course as outstanding and above average; and, 12.5% as average.

The “Social Welfare Policy and Programs, II” (SOW 5236) sequence — 87.5% of students rated this course as outstanding and above average; and, 12.5% unable to rate.

The “Community Development in Social Work Practice” (SOW 5344) sequence — 50% of students rated this course as outstanding and above average; 25% as average; 12.5% below average; and, 12.5% unable to rate.

The “Theories of Communities and Organizations” (SOW 5334) sequence— 87.5% of students rated this course as outstanding and above average; 12.5% unacceptable.

Results of Question 10

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

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. 100% rated this as outstanding and above average.

Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. 88% rated this as outstanding and above average.

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. 88% rated this as outstanding and above average.

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 natural origin. 100% rated this as outstanding and above average.
Historical, cultural, economic, and political factors in the social work profession and the people it serves. **88% rated this as outstanding and above average.**

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs, and policies. **88% rated it as outstanding and above average.**

Apply the knowledge you gain regarding oppression, stigmatization, and discrimination and the ways in which it under minds human potential and the development of a socially and economically just society. **88% rated this as outstanding and above average.**

Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds. **88% rated it as outstanding and above 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. **88% rated it as outstanding and above average.**

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. **75% rated it as outstanding and above average.**

Use the in-depth knowledge gained in the advance concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision. **71% rated it as outstanding and above average.**

Engage in on-going professional development and critical self-reflection including the evaluation of practice and social programs. **85% rated it as outstanding and above average.**

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice. **85% rated it as outstanding and above average.**

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<th>Step 5</th>
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<td>As follow-up to the 2010-2011 report, the MSW faculty expressed satisfaction with progress and achievements with respect to this goal as we completed the modification of data collection instruments, primarily direct measures of social work practice courses and indirect measures (i.e. exit survey) of students’ evaluation of select foundation and advanced curriculum courses.</td>
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<td>Specifically, the MSW faculty met on December 2, 2011 and February 10, 2012 and discussed linking student performance on specific assignments to educational outcomes rather than a letter grade obtained in the course. These more detailed measures are needed in order to develop a more targeted plan for improvements.</td>
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semester survey being administered to students at the end of fall 2011 and spring 2012 semesters.

The MSW faculty will begin to engage over the next two years in course reviews in preparation for its reaffirmation/accreditation with the Council on Social Work Education.

### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED EDUCATIONAL OUTCOME #3

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tr>
<td></td>
<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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#### Direct Measure(s)

90% of students will receive a grade of “B” or better in the following core assignments for each respective social work practice course:

- SOW 5105 Human Behavior & Social Environment I
- SOW 5106 Human Behavior & Social Environment II

80% of all students individually evaluated by all faculty will receive a favorable rating on this item when MSW students receive their annual evaluation utilizing a revised measurement tool/survey that assesses the student’s current competency on the application of concentration skills. 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:

- MSW Field Student Evaluation: Question 3, 7, 8, & 10; Practicum Evaluation 2C, 3C.

#### Indirect Measure(s)

80% of all exiting students will rate the MSW Program favorably in its effort and supports to educate, prepare and effectively train MSW students on skills reflected in this outcome using the MSW Student Exit Survey. The specific questions that address this outcome include all those questions that ask detailed questions about each of the courses that are part of the foundation year (see Question 8, pages a6-8) and the advanced concentration curriculum (see Question 9, pages 9-11). Also, see Question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives.

80% of all students will rate via the End-of-Semester Survey, the quality of each of the following courses in terms of meeting expected learning objectives as above average or outstanding: SOW 5105 Human Behavior & Social Environment I and SOW 5106 Human Behavior & Social Environment II. Additional feedback will be solicited via an open-ended text box regarding strengths and limitations of each course in terms of content and method of instruction.
### Step 3

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

**Direct Measure(s)**

Percent of students who receive a grade of “B” or better on key course assignments, including:

- Individual and Family Development papers (SOW 5105 Human Behavior & Social Environment I)

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members *(This Measure Not Evaluated).*

Indirect Measure(s)

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.

### Step 4

**Observe and Summarize Results**

**Direct Measure(s)**

*Course Work*

90% of students received a grade of “B” or better on core assignments in SOW 5105 & 5106

**Annual Evaluations of Students (Measure Not Evaluated)**

**Field Evaluation Tools**

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: MSW Field Student Evaluation: Question 3, 7, 8, & 10; Practicum Evaluation 2C, 3C.

- Question 3—91% of students received a favorable rating
- Question 7—91% of students received a favorable rating
- Question 8—90% of students received a favorable rating
- Question 10—92% of students received a favorable rating
- Question 2C—100% of students received a favorable rating
- Question 3C—100% of students received a favorable rating

**Indirect Measure(s)**

*Exit Survey Results*

Ratings of the MSW Program on cited questions that address this outcome can be seen on pages 6-11. Also, see question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. The percentage of students that rated identified courses as above average and outstanding are as follows:
Results of Questions 8
The “Human Behavior in the Social Environment” (SOW 5106 & SOW 5107) sequence — 63% of students rated this course as above average and outstanding; 25% unable to rate; 12% unacceptable.

Results of Question 10
Percentage of exiting students that rate their preparation as above average or outstanding on the following items on the Exit Survey is detailed below:

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. 100% rated this as outstanding and above average.

Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. 88% rated this as outstanding and above average.

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. 88% rated this as outstanding and above average.

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 natural origin. 100% rated this as outstanding and above average.

Historical, cultural, economic, and political factors in the social work profession and the people it serves. 88% rated this as outstanding and above average.

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs, and policies. 88% rated it as outstanding and above average.

Apply the knowledge you gain regarding oppression, stigmatization, and discrimination and the ways in which it under minds human potential and the development of a socially and economically just society. 88% rated this as outstanding and above average.

Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds. 88% rated it as outstanding and above 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. 88% rated it as outstanding and above average.

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.  **75% rated it as outstanding and above average.**

Use the in-depth knowledge gained in the advance concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision.  **71% rated it as outstanding and above average.**

Engage in on-going professional development and critical self-reflection including the evaluation of practice and social programs.  **85% rated it as outstanding and above average.**

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice.  **85% rated it as outstanding and above average.**

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As follow-up to the 2010-2011 report, the MSW faculty expressed satisfaction with progress and achievements with respect to this goal as we completed the modification of data collection instruments, primarily direct measures of social work practice courses and indirect measures (i.e. exit survey) of students' evaluation of select foundation and advanced curriculum courses.</td>
</tr>
<tr>
<td></td>
<td>Specifically, the MSW faculty met on December 2, 2011 and February 10, 2012 and discussed linking student performance on specific assignments to educational outcomes rather than a letter grade obtained in the course. These more detailed measures are needed in order to develop a more targeted plan for improvements.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The MSW faculty generated alternative direct measures (apart from grades) for social work practice courses (excluding field practicum courses) for this report. Information regarding student feedback on foundation level and advanced curriculum courses were solicited and a strategy was implemented with an end of semester survey being administered to students at the end of fall 2011 and spring 2012 semesters.</td>
</tr>
<tr>
<td></td>
<td>The MSW faculty will begin to engage over the next two years in course reviews in preparation for its reaffirmation/accreditation with the Council on Social Work Education.</td>
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</tbody>
</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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</thead>
<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>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td></td>
<td><strong>Direct Measure(s)</strong></td>
</tr>
<tr>
<td></td>
<td>90% of students will receive a grade of “B” or better in the following core assignments for each respective social work practice course:</td>
</tr>
<tr>
<td></td>
<td>SOW 5629  Dynamics of Oppression</td>
</tr>
<tr>
<td></td>
<td>SOW 5235  Social Welfare Policies and Programs I</td>
</tr>
<tr>
<td></td>
<td>80% of all students individually evaluated by all faculty will receive a favorable rating on this item when MSW students receive their annual evaluation utilizing a revised measurement tool/survey that assesses the student’s current competency</td>
</tr>
</tbody>
</table>
on the application of concentration skills. Any feedback and recommendations by faculty will be documented in each student’s 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: MSW Field Student Evaluation: Question 2, 3, 4, 5, 7, & 9; Practicum Evaluation 1C, 2C, 3C.

**Indirect Measure(s)**

85% of all exiting students will rate the MSW program favorably in its efforts and support to prepare and effectively train MSW students on skills reflected in this outcome using the MSW Student Exit Survey. 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. (DATA NOT AVAILABLE FOR THIS MEASURE/ WITH RESULTS WE HAVE )

A review of responses 18 through 21, pages 21-25 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.

80% of all students will rate the via the End-of-Semester Survey, quality of each of the following courses in terms of meeting expected learning objectives as above average or outstanding: SOW 5629 Dynamics of Oppression; SOW 5235. Additional feedback will be solicited via an open-ended text box regarding strengths and limitations of each course in terms of content and method of instruction.

**Step 3**

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

**Direct Measure(s)**

Percent of students who receive a grade of “B” or better on key course assignments, including:

- Reflective writing papers, Identity development Paper, and Research paper (SOW 5629, Dynamics of Oppression).
- Paper and Presentation on contributions of African Americans and Historical policy research paper (SOW 5235 Social Welfare Policies and Programs I).

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members (Measure Not Evaluated).

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.
End-of-Semester Survey distributed via SurveyMonkey with specific questions requesting a standard rating and additional feedback on the quality of each course taught in the semester and additional feedback solicited (via an open-ended text box) regarding strengths and limitations of each course in terms of content and method of instruction.

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.

### Direct Measure(s)

**Course Work**

1. 100% of students received the grade of “B” or better on core assignments in SOW 5629.
2. 100% of students received a grade of “B” or better on core assignments in SOW 5235.

### Annual Evaluations of Students (Measure Not Evaluated)

**Field Evaluation Tools**

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:

- MSW Field Student Evaluation: Question 2, 3, 4, 5, 7, 9; Practicum Evaluation 1C, 2C, 3C.

- Question 2—92% of students received a favorable rating
- Question 3—91% of students received a favorable rating
- Question 4—90% of students received a favorable rating
- Question 5—90% of students received a favorable rating
- Question 7—91% of students received a favorable rating
- Question 9—96% of students received a favorable rating
- Question 1C—100% of students received a favorable rating
- Question 2C—100% of students received a favorable rating
- Question 3C—100% of students received a favorable rating

### Indirect Measures

**Exit Survey Results**

**Results of Questions 8**

Ratings of the MSW Program on cited questions that address this outcome can be seen on pages 6-11. Also, see Questions 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. The percentage of students that rated identified courses as above average and outstanding are as follows:

- The “Social Welfare Policy and Services” (SOW 5235) sequence — 88% of students rated this course as above average and outstanding; 12% unable to rate.

- The “Dynamics of Oppression” (SOW 5629) sequence — 87.5% of students rated this course as outstanding and above average; and, 12.5% as average.
Results of Question 10

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

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. **100% rated this as outstanding and above average.**

Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. **88% rated this as outstanding and above average.**

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. **88% rated this as outstanding and above average.**

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 natural origin. **100% rated this as outstanding and above average.**

Historical, cultural, economic, and political factors in the social work profession and the people it serves. **88% rated this as outstanding and above average.**

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs, and policies. **88% rated it as outstanding and above average.**

Apply the knowledge you gain regarding oppression, stigmatization, and discrimination and the ways in which it under minds human potential and the development of a socially and economically just society. **88% rated this as outstanding and above average.**

Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds. **88% rated it as outstanding and above 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. **88% rated it as outstanding and above average.**

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. **75% rated it as outstanding and above average.**

Use the in-depth knowledge gained in the advance concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision. **71% rated it as outstanding and above average.**
Engage in on-going professional development and critical self-reflection including the evaluation of practice and social programs. *85% rated it as outstanding and above average.*

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice. *85% rated it as outstanding and above average.*

**Student Unethical Behavior**
No complaints of unethical behavior were received for students in their field placement.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<tbody>
<tr>
<td></td>
<td>As follow-up to the 2010-2011 report, the MSW faculty expressed satisfaction with progress and achievements with respect to this goal as we completed the modification of data collection instruments, primarily direct measures of social work practice courses and indirect measures (i.e. exit survey) of students’ evaluation of select foundation and advanced curriculum courses.</td>
</tr>
<tr>
<td></td>
<td>Specifically, the MSW faculty met on December 2, 2011 and February 10, 2012 and discussed linking student performance on specific assignments to educational outcomes rather than a letter grade obtained in the course. These more detailed measures needed in order to develop a more targeted plan for improvements.</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<tr>
<td></td>
<td>The MSW faculty generated alternative direct measures (apart from grades) for social work practice courses (excluding field practicum courses) for this report. Information regarding student feedback on foundation level and advanced curriculum courses were solicited and a strategy was implemented with an end of semester survey being administered to students at the end of fall 2011 and spring 2012 semesters.</td>
</tr>
<tr>
<td></td>
<td>The MSW faculty will begin to engage over the next two years in course reviews in preparation for its reaffirmation/accreditation with the Council on Social Work Education.</td>
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**SECTION III_ FAMOUS SIX STEPS**

**EXPECTED EDUCATIONAL OUTCOME #5**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</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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<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td></td>
<td>Direct Measure(s)</td>
</tr>
<tr>
<td></td>
<td>90% of students will receive a grade of “B” or better in the following core assignments for each respective social work practice course:</td>
</tr>
<tr>
<td></td>
<td>SOW 5386  Program Design &amp; Development</td>
</tr>
<tr>
<td></td>
<td>SOW 5433  Program Evaluation</td>
</tr>
<tr>
<td></td>
<td>SOW 5241  Advanced Social Welfare Policies and Programs</td>
</tr>
<tr>
<td></td>
<td>SOW 5344  Community Development in Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>SOW 5387  Resource Development &amp; Management</td>
</tr>
<tr>
<td></td>
<td>80% of all students individually evaluated by all faculty will receive a favorable rating on this item when MSW students receive their annual evaluation utilizing a</td>
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</table>
revised measurement tool/survey that assesses the student’s current competency on the application of concentration skills. Any feedback and recommendations by faculty will be documented in each student’s file via the Annual MSW Student Evaluation form (Measure Not Evaluated).

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: MSW Field Student Evaluation: Question 2, 6, 8, and 10; Practicum Evaluation 3C, 4C, 5C.

**Indirect Measure(s)**

80% of all exiting students will rate the MSW Program favorably in its efforts and support to education, prepare, and effectively train MSW students on skills reflected in this outcome using the MSW Student Exit Survey. The specific questions that address this outcome include all those questions that ask detailed questions about each of the courses that are part of the foundation year (see question 8, pages 6-8) and the advanced concentration curriculum (see question 9, pages 9-11). Also, see question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. The MSW Student Exit Survey is in Appendix ________.

80% of all students will rate via the End-of-Semester Survey the quality of each of the following courses in terms of meeting expected learning objectives as above average or outstanding: SOW 5386 Program Design & Development, SOW 5433 Program Evaluation, SOW 5241 Advanced Social Welfare Policies and Programs, SOW 5344 Community Development in Social Work Practice, and SOW 5387 Resource Development & Management.

Additional feedback will be solicited via an open-ended text box regarding strengths and limitations of each course in terms of content and method of instruction.

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**Direct Measure(s)**

Percent of students will receive a grade of “B” or better on:

1. Final design (paper) of a new or modified program/intervention to address a community/service need (SOW 5386 Program Design & Development)
2. Development of an evaluation design for a social program (SOW 5433 Program Evaluation)
3. Policy development, policy analysis, and legislative advocacy exercises (SOW 5241 Advanced Social Welfare Policies)
4. Final grant proposal (SOW 5387 Resource Development & Management)

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members (Measure Not Evaluated).

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.

End-of-Semester Survey distributed via SurveyMonkey with specific questions requesting a standard rating and additional feedback on the quality of each course taught in the semester and additional feedback solicited (via an open-ended text box) regarding strengths and limitations of each course in terms of content and method of instruction.

### Direct Measure(s)

**Course Work**

92% of students received a grade of “B” or better in core assignments for SOW 5386.

95% of students received a grade of “B” or better in core assignments for SOW 5433.

100% of students received a grade of “B” or better in core assignments in SOW 5241.

100% of students received a grade of “B” or better in core assignments in SOW 5344.

91% of students received a grade of “B” or better in core assignments in SOW 5387.

**Annual Evaluations of Students (Measure Not Evaluated)**

**Field Evaluation Tools**

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: MSW Field Student Evaluation: Question 2, 6, 8, & 10; Practicum Evaluation 2C, 3C.

- Question 2—92% of students received a favorable rating
- Question 6—90% of students received a favorable rating
- Question 8—90% of students received a favorable rating
- Question 10—92% of students received a favorable rating
- Question 3C—100% of students received a favorable rating
- Question 4C—100% of students received a favorable rating
- Question 5C—100% of students received a favorable rating

**Indirect Measures**

**Exit Survey Results**

**Results of Question 9**

Ratings of the MSW Program on cited questions that address this outcome can be seen on pages 9-11, Question 9:

- The “Program Design and Development” (SOW 5386) — 100% of students rated this course as outstanding.
- The “Program Evaluation” (SOW 5433) — 100% of students rated this course as outstanding.
The “Advanced Social Work Policy” (SOW 5241) — 100% of students rated this course as outstanding and above.

The “Community Development in Social Work Practice” (SOW 5344) — 50% of students rated this course as above average and outstanding; 25% rated it average; 12% rated it below average; 12% were unable to rate.

The “Resource Development and Management” (SOW 5387) — 100% of students rated this course as outstanding.

**Results of Question 10**

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

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. **100% rated this as outstanding and above average.**

Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. **88% rated this as outstanding and above average.**

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. **88% rated this as outstanding and above average.**

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 natural origin. **100% rated this as outstanding and above average.**

Historical, cultural, economic, and political factors in the social work profession and the people it serves. **88% rated this as outstanding and above average.**

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs, and policies. **88% rated it as outstanding and above average.**

Apply the knowledge you gain regarding oppression, stigmatization, and discrimination and the ways in which it under minds human potential and the development of a socially and economically just society. **88% rated this as outstanding and above average.**

Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds. **88% rated it as outstanding and above 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. **88% rated it as outstanding and above average.**

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. **75% rated it as outstanding and above average.**

Use the in-depth knowledge gained in the advance concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision. **71% rated it as outstanding and above average.**

Engage in on-going professional development and critical self-reflection including the evaluation of practice and social programs. **85% rated it as outstanding and above average.**

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice. **85% rated it as outstanding and above average.**

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**Step 5**

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

As follow-up to the 2010-2011 report, the MSW faculty expressed satisfaction with progress and achievements with respect to this goal as we completed the modification of data collection instruments, primarily direct measures of social work practice courses and indirect measures (i.e. exit survey) of students’ evaluation of select foundation and advanced curriculum courses.

Specifically, the MSW faculty met on December 2, 2011 and February 10, 2012 and discussed linking student performance on specific assignments to educational outcomes rather than a letter grade obtained in the course. These more detailed measures needed in order to develop a more targeted plan for improvements.

**Step 6**

**Strengthen Program (Action Plan)**

The MSW faculty generated alternative direct measures (apart from grades) for social work practice courses (excluding field practicum courses) for this report. Information regarding student feedback on foundation level and advanced curriculum courses were solicited and a strategy was implemented with an end of semester survey being administered to students at the end of fall 2011 and spring 2012 semesters.

The MSW faculty will begin to engage over the next two years in course reviews in preparation for its reaffirmation/accreditation with the Council on Social Work Education.

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**EXPECTED EDUCATIONAL OUTCOME #6**

**Step 1**

**Formulate Outcome**

Students will develop a commitment to professional growth and development through continued scholarship, practice, and service.

*(Prepare Notes for Jenny) – measures not sufficiently identified*

**Step 2**

**Ascertain Criteria for Success**

Direct Measure(s)

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.
<table>
<thead>
<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 2011-2012 academic year.</td>
</tr>
<tr>
<td>Indirect Measure(s)</td>
<td>Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members (Measure Not Evaluated).</td>
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<thead>
<tr>
<th>Step 4</th>
<th>Observe and Summarize Results</th>
</tr>
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</table>
| Direct Measure(s) | **Student Membership in Professional Organizations**  
 100% of students in Field Practicum are members of the NASW. |
| Annual Evaluations of Students (Measure Not Evaluated) | **Field Evaluation Tools**  
90% of students received favorable ratings of all behaviors denoted in their field training as indicated in the following field evaluation tools and associated items:  
MSW Field Student Evaluation: Question 3, 7, 8, & 10; Practicum Evaluation 2C, 3C. |
| Question 11-- 96% of students received a favorable rating  
Question 12-- 94% of students received a favorable rating  
Question 1C--100%  
Question 5C--100% |
Indirect Measure(s)

Exit Survey Results

Results of Question 12

Ratings of MSW Program on cited questions (see question 12 and first two items) on page 16 of the Exit Survey showed that 100% of students responded that they were confident in their ability to be a good social worker and 100% believed that they would always practice in the social work field.

Results of Question 10

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

- Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. 100% rated this as outstanding and above average.
- Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. 88% rated this as outstanding and above average.
- 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. 88% rated this as outstanding and above average.
- Utilize your knowledge on the nature of social work practice in urban and rural areas, particularly with populations at-risk, as distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical and mental abilities, age, geography, and national origin. 100% rated this as outstanding and above average.
- Historical, cultural, economic, and political factors in the social work profession and the people it serves. 88% rated this as outstanding and above average.
- Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs, and policies. 88% rated it as outstanding and above average.
- Apply the knowledge you gain regarding oppression, stigmatization, and discrimination and the ways in which it under minds human potential and the development of a socially and economically just society. 88% rated this as outstanding and above average.
- Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds. 88% rated it as outstanding and above 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. 88% rated it as outstanding and above average.
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. *75% rated it as outstanding and above average.*

Use the in-depth knowledge gained in the advance concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision. *71% rated it as outstanding and above average.*

Engage in on-going professional development and critical self-reflection including the evaluation of practice and social programs. *85% rated it as outstanding and above average.*

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice. *85% rated it as outstanding and above average.*

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**Section III: Famous Six Steps**

**Expected Educational Outcome #7**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
<td>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.</td>
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<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
<td>90% of students will master community development theories and skills in advanced social work courses as evidenced by a grade of &quot;B&quot; or better in core assignments in SOW 5344 Community Development in Social Work Practice and SOW 5334 Theories of Communities &amp; Organizations.</td>
</tr>
</tbody>
</table>
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.

80% of all students individually evaluated by all faculty will receive a favorable rating on this item when MSW students receive their annual evaluation utilizing a revised measurement tool/survey that assesses the student’s current competency on the application of concentration skills. The revised annual evaluation will be finalized by the graduate faculty in December, 2010. Any feedback and recommendations by faculty will be documented in each students file via the Annual MSW Student Evaluation form.

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: Practicum Evaluation, Questions 1A, 3A, 5A

At least two faculty members will aid 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 the MSW Program favorably in its efforts and support to educate, prepare and effectively training MSW students on skills reflected in this outcome using the MSW Student Exit Survey. The specific questions that address this outcome include all those questions that ask detailed questions about each of the courses that are part of the advanced concentration curriculum (see question 9, pages 9-11). Also, see question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. In addition see Question 11, students’ overall evaluation of the program.

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.

80% of all students will rate via the End-of-Semester Survey, the quality of each of the following courses in terms of meeting expected learning objectives as above average or outstanding: SOW 5344 Community Development in Social Work Practice and SOW 5334 Theories of Communities & Organizations. Additional feedback will be solicited via an open-ended text box regarding strengths and limitations of each course in terms of content and method of instruction.

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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>Percent of students who receive a grade of “B” or better on key course assignments, including:</td>
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<td>Community assessment and building assignments (SOW 5344 Community Development in Social Work Practice)</td>
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<tr>
<td>Research-based advocacy project (SOW 5334 Theories of Communities &amp; Organizations)</td>
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</table>
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.

Information collected via the Annual MSW Student Evaluation form completed for every student by all faculty members (Measure Not Evaluated).

Information collected via the evaluation form 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.

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).

**Indirect Measure(s)**

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

**Direct Measure(s)**

**Course Work**

100% of students received a grade of “B” or better in core assignments in SOW 5344 & SOW 5334.

**Community Development Module of Field Evaluation Tool**

100% of students in the Field Practicum course received a grade of “B” or better in the community development module of the Field Evaluation form completed by Field Instructors from the community.

**Annual Evaluations of Students (Measure Not Evaluated)**

**Field Evaluation Tools**

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: Practicum Evaluation Questions 1A, 3A, 5A.

Question 1A--100% of students received a favorable rating

Question 3A--100% of students received a favorable rating

Question 5A--100% of students received a favorable rating

**Social Work Association of Graduate Students’ (SWAGS) 2011-2012**

Collaborative Community-Based Outreach Activities Completed by SWAGS’ leadership and its membership are detailed as follows:

- *National Recovery Month 10/16/11* - SWAGS partnered with the Substance Abuse and Mental Health Services Administration, Frenchtown Outreach, Leon County Health Department, and The Big Bend Regional Prevention Center participated in a national observance that educates Americans about addiction treatment and mental health.
health services and how Recovery Month spreads the positive message that behavioral health is essential to overall health, that prevention works, and treatment is effective and people can recover. They provided support to recovering addicts, informed recovering addicts about community support outlets located in Tallahassee.

- **Everybody's A Teacher Rally 11/12/11** - SWAGS partnered with the Department of Children and Families (DCF) to encourage individuals and communities to become involved in the education of children and youth in foster care and address issues that often stand in the way of their doing well in school. An interview with WTXL, ABC News was conducted and the SWAGS students were recognized for hosting the event.

- **National Adoption Day 11/16/2011** - SWAGS organized an activity table where adopted children were able to actively engage in games and fun and provided prizes while networking with other agencies in order to provide services for the community. Big Bend Community Based Care and the Children's Home Society were partners.

- **Town Hall Meeting 11/16/2011** - SWAGS hosted a Town Hall Meeting to discuss the City of Tallahassee StarMetro Transportation System whereby Community members had the opportunity to address their concerns with a panel, which consisted of city and county officials, StarMetro officials and other community leaders. SWAGS organized and develop a location, food donations and Media coverage for the meeting. WTXL ABC taped the meeting.

- **Thanksgiving Food Bank 11/7-12/8/11** - SWAGS collected non-perishable food items to be donated to local families within the community. They partnered with the FAMU School of Business and Industry, School of Pharmacy, Office of Financial Aid, the Library, and the City of Tallahassee to organize and develop a location, food donations and Media coverage.

- **Christmas Feast 12/9/11** - SWAGS collected non-perishable items to be delivered to the Refuge House (shelter for battered women) and the Big Bend Homeless Coalition. They provided food for local families and students in Tallahassee during the Christmas Holiday.

- **Hanging of Hands: Child Abuse & Prevention Week 1/29/12** - SWAGS participated in the Hanging of the Hands for Child Abuse and Prevention Week at the Capital. This event serves as a form of advocacy for children's rights especially those who are in the dependency system. Participating organizations included, volunteer organizations and State Legislators.

- **Social Work Lobby Day 2/8/12** - SWAGS lobbied at the State Capital for social workers’ employee benefits as well as respect for the profession. They partnered with the Florida National Association of Social Workers (NASW) an lobbied State Legislators.

- **YBAle Event 2/12** - SWAGS served as coordinators for this technology competition. Local high school students within Leon County were challenged to create a video that expressed concerns about the dangers of social media. SWAGS assisted with taping the video, coordinating teams to come up with themes and relatable topics. The SWAGS team won first place for their topic on sexting, which is a form of inappropriate messages whether verbal or by picture. Their group of ten from Goby High School was awarded $75.00 per person for being the winner and the Tallahassee Democrat covered this event and Rep. Alan Williams appeared as a guest judge for the event.

- **Providence Center Clean Up 2/25/12** - SWAGS participated in the Providence Neighborhood Clean Up Day along with State Legislators and other volunteer organizations.
- **Teen Summit 3/31/12**: SWAGS participated in the teen summit, an interactive event sponsored by the Palmer Munroe Teen Center and attended by State Legislators and other volunteer organizations. SWAGS taught children how to advocate for their safety and advocated stopping bullying and hazing.

- **Refuge House Towel Drive 4/13/12**: SWAGS donated and collected towels for the Refuge House, a shelter for battered Women and Children.

- **Palmer Munroe Teen Center 1/27/12**: SWAGS participated as guest judges and volunteers for a talent show for teens who were able to display their talent through poetry, rap, and singing. Refuge House was a community partner as well.

- **Rotary Club: Father Daughter Dance 1/4/12**: SWAGS participated in this event sponsored by the Rotary Club serving as volunteers working in registration and the raffle. A project supporting families.

- **Capital Area Healthy Start Coalition: Healthy Women Kits 2/15/12**: SWAGS volunteered to make healthy women kits for the Coalition which included goodie bags containing multivitamins, toothbrushes, toothpaste, cookbooks, floss, and a maternity resource guide. SWAGS completed 1,229 healthy women kits for the agency to distribute to their targeted population and was featured in the organization’s weekly newsletter.

- **Banquet 4/12**: SWAGS hosted an award ceremony to recognize the hard work of the student body, faculty & staff. They also highlighted Department’s Community Advisory Council and local alumni for their contribution to the community. **SWAGS was awarded $10,000 from the FAMU Student Government Association to host this event.**

- **Social Work Mixer 2/15/12**: SWAGS reunited as foundation and advanced MSW students to discuss the MSW curriculum and to offer advice and support to one another forming professional relationships and providing an appreciation mixer for all MSW graduate students.

**Indirect Measure(s)**

**Exit Survey Results**

**Ratings of Question 9**

Ratings of the MSW Program on cited questions that address this outcome can be seen on pages 9-11, Question 9. Also, see question 10, pages 12-14 of the MSW Student Exit Survey that evaluates program objectives. The percentage of students that rated identified courses as above average and outstanding are as follows:

The “Developmental Theories of Communities and Organizations” (SOW 5334) sequence — 88% of students rated this course as above average and outstanding; 12% unacceptable. **Two students out of six rated it as below average. One student was unable to rate.**

The “Community Development in Social Work Practice” (SOW 5344) sequence — 50% of students rated this course as above average and outstanding; 25% rated it average; 12% rated it below average; 12% were unable to rate.
Results of Question 10

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

Engage in social work practice in a manner that is consistent with the values and ethical standards of the profession. **100% rated this as outstanding and above average.**

Engage in social and economic injustice and human rights efforts as the foundation of your social work practice and research. **88% rated this as outstanding and above average.**

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. **88% rated this as outstanding and above average.**

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 natural origin. **100% rated this as outstanding and above average.**

Historical, cultural, economic, and political factors in the social work profession and the people it serves. **88% rated this as outstanding and above average.**

Apply the strengths perspective to the assessment, development, provision, and evaluation of practices, programs, and policies. **88% rated it as outstanding and above average.**

Apply the knowledge you gain regarding oppression, stigmatization, and discrimination and the ways in which it under minds human potential and the development of a socially and economically just society. **88% rated this as outstanding and above average.**

Apply social work practice approaches based on the affirmation of human rights, human dignity, and the strengths of people from diverse backgrounds. **88% rated it as outstanding and above 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. **88% rated it as outstanding and above average.**

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. **75% rated it as outstanding and above average.**

Use the in-depth knowledge gained in the advance concentration year to engage in effective community development and administration processes, including the appropriate use of consultation and supervision. **71% rated it as outstanding and above average.**
Engage in on-going professional development and critical self-reflection including the evaluation of practice and social programs. *85% rated it as outstanding and above average.*

Utilize intellectual, scientific, and critical inquiry skills to test and improve knowledge, methods, and skills in social work practice. *85% rated it as outstanding and above average.*

**Results of Question 11**

Quality of MSW program rated (as excellent, good, fair and poor) **based on ten itemized areas that are detailed below:**

**Overall quality of Admissions**
Eight students responded to this variable—50% of students rated the overall quality of admissions as outstanding; 37.5% as above average; and, 12.5% as above average.

**Quality of Academic Advising**
Eight students responded to this variable—37.5% of students rated the overall quality of advising as outstanding; 37.5% rated it as above average; and, 25% rated it as average.

**MSW Student Orientation**
Eight students responded to this variable—62.5% of students rated the overall quality of MSW Student Orientation as outstanding; 12.5% above average; 25% below average.

**MSW Field Orientation**
Eight students responded to this variable—87.5% of students rated the overall quality of the MSW Field Orientation as outstanding; 12.5% as above average.

**Field Experience as a Learning Environment**
Eight students responded to this variable—62.5% of students rated the overall quality of the field experience as a learning environment as outstanding; 12.5% as above average; 12.5% as average; and, 12.5% as poor.

**Supervision in Field Placement**
Eight students responded to this variable—37.5% of students rated the overall quality of supervision in field placement as outstanding; 37.5% as above average; 12.5% as average; and, 12.5% as poor.

**Faculty Field Liaison Visits:**
Eight students responded to this variable—37.5% of students rated the faculty field liaison visits as outstanding; 25% as above average; and 37.5% as average.

**Administration’s Communication with MSW Students**
Seven students responded to this variable—57.1% of students rated the administration’s communication with MSW students as outstanding; 42.9% as above average.

**Faculty’s Communication with MSW Students**
Eight students responded to this variable—50% of students rated the faculty’s communication with MSW students as outstanding; 50% rated it as above average.
### Administrative Services (e.g., class scheduling, responsiveness to student concerns, etc.)
Eight students responded to this variable—75% of students rated administrative services as outstanding; 12.5% above average; and 12.5% rated it as average.

### Use of Results for Improvement (Implemented)
As follow-up to the 2010-2011 report, the MSW faculty expressed satisfaction with progress and achievements with respect to this goal as we completed the modification of data collection instruments, primarily direct measures of social work practice courses and indirect measures (i.e. exit survey) of students’ evaluation of select foundation and advanced curriculum courses.

Specifically, the MSW faculty met on December 2, 2011 and February 10, 2012 and discussed linking student performance on specific assignments to educational outcomes rather than a letter grade obtained in the course. These more detailed measures needed in order to develop a more targeted plan for improvements.

Findings from the End-of-Semester Surveys reveal 5 items of concern by students (given desired thresholds). These include: quality of registration process at FAMU, Quality of financial services at FAMU, Quality of computer resources/facilities at FAMU, Quality of computer resources/facilities in Banneker, and Quality of classroom facilities used by the Department. Many of these items are beyond our Department’s control; however, there are some areas for which it was decided the program and department needed to take initiative. These include efforts to engage in to address the department getting administrative rights to clean and update our computers in the lab AND efforts of the Department to request a space audit and additional space for students, faculty, and assurances of access to classrooms within the Banneker complex.

### Strengthen Program (Action Plan)
The MSW faculty generated alternative direct measures (apart from grades) for social work practice courses (excluding field practicum courses) for this report. Information regarding student feedback on foundation level and advanced curriculum courses were solicited and a strategy was implemented with an end of semester survey being administered to students at the end of fall 2011 and spring 2012 semesters.

The MSW faculty will begin to engage over the next two years in course reviews in preparation for its reaffirmation/accreditation with the Council on Social Work Education.

The Chair of the Department continues to work with EIT and the University Administration to improve the computing facilities in the department’s computer lab and to improve the quality of classrooms and meeting space for students. A Title III funding proposal was submitted to support this effort.

### SECTION III_ FAMOUS SIX STEPS

### EXPECTED RESEARCH OUTCOME #1

### Step 1 Formulate Outcome
Faculty will maintain a consistent publication record and disseminate knowledge reflecting research endeavors and participation in national journals and learned/scholarly professional meetings.
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<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
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<tbody>
<tr>
<td>Direct Measure(s)</td>
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<tr>
<td>20% of faculty will maintain a consistent publication record of research findings in recognized peer-reviewed periodicals.</td>
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<td>35% of faculty will submit abstracts/applications to present research findings at local, regional, national, and international conferences/professional meetings.</td>
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<td>Indirect Measure(s)</td>
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<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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<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
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<td>Direct Measure(s)</td>
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<td>An annual list of publications and conference presentations of faculty will be compiled and disseminated within the FAMU, professional, and general communities.</td>
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<tr>
<td>Indirect Measure(s)</td>
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<tr>
<td>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.</td>
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<th>Step 4</th>
<th>Observe and Summarize Results</th>
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<tbody>
<tr>
<td>Direct Measure(s)</td>
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</table>
| *Publication in Peer-reviewed Periodicals*
| 17% of MSW faculty members published, research findings in recognized peer-reviewed periodicals. |
| *ABSTRACTS/APPLICATIONS/TO PRESENT RESEARCH FINDINGS*
| More than 35% of the faculty submitted abstracts to present research findings at local, regional, and national conferences/professional meetings. |


**GRANTSMA NSHIP**

Haile, Barbara. *Health Care Innovation Challenge Grant, submitted to the Department of Health and Human Services, Center on Medicare & Medicaid,* January 2012. (If funded, the Department of Social Work would receive $295,909 over a three-year period. Part of a collaborative with the FAMU Institute of Public Health, Tallahassee Memorial Hospital, Florida State University College of Medicine, Florida State U. Center on Better Health & Life for Underserved Populations, and Leon County

Jarmon, Brenda. Awarded a **$135,000,** Title IV-E Child Welfare Education Training Grant. Funded by the Florida Department of Children and Families. **Renewed** for period of July 1, 2011 – June 30, 2012. Grant funds the salary of Katisa Donaldson, Coordinator and funds 12 students at $6,000 each for the year

McKendrick, Wachell. Awarded a **$20,000** grant from Verizon Foundation to address domestic violence prevention in college aged men. Only HBCU awarded in Florida.

Spencer, Gwendolyn. Awarded a **$15,000.00** grant from the FSU Medical School to teach a special topics course (Treating Tobacco Dependency), training future graduate level Smoking Cessation Specialists from Allied Health and Social Work. The funds were for salary with the balance to be utilized by the Social Work department for equipment and supplies. The Department was unable to accept the grant because visiting professors are not permitted to accept such funds and no one else on faculty has participated in the Smoking Cessation Specialist training.

**INDIRECT MEASURE**

*Faculty Survey regarding University is still being developed and will be administered during the 2012-2013 school year.*

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<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<td><strong>83.3%</strong> of the MSW faculty presented at local regional and national professional meetings. When we look at the fact that only <strong>17%</strong> of MSW faculty published research findings, there is consensus that the lack of department and college funds to support travel and the building of research agendas and collaborations (apart from teaching and community service demands) has significantly impacted the ability of faculty to actively pursue a vigorous research agenda.</td>
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</table>
### SECTION III. FAMOUS SIX STEPS

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<tr>
<th>Step</th>
<th>Program (Action Plan)</th>
<th>The Department Chair will actively engage with faculty regarding the best means and mechanisms of improving resources that will enhance research collaborations between faculty members and community members, and work with College and University officials to explore funding options and secure a budget that will allow for the public dissemination and support of faculty research, publications, and conference presentations.</th>
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<tr>
<td><strong>Step 1</strong></td>
<td>Formulate Outcome</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>
| **Step 2** | Ascertain Criteria for Success | **Direct Measure(s)**

- 33.3% of faculty will have a proportion of their AOR dedicated toward research activities during the 2011-2012 academic year.

- 40% 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)**

- 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, 2012.

- The Department Chair will prepare an Annual Report summarizing specific accomplishments of faculty and products produced because of research responsibilities detailed in faculty AORs.

**Indirect Measure(s)**

- 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.

- Responses to a 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)**

- *AOR Dedicated to Research Activities*

- At least 33% of faculty had a portion of their AOR dedicated toward research activities. |
during this reporting period. Dr. Wachell McKendric (Verizon, Domestic Violence) and Mrs. Gwendolyn Spencer (FSU, Smoking Cessation).

40% of faculty did not attend at least one workshop or presentation offered by University, State, or Federal officials/agencies that focused on grant preparation training and dissemination of information; therefore; we did not meet the threshold.

**INDIRECT MEASURE**

Faculty Survey regarding University is still being developed and will be administered during the 2012-2013 school year.

**Direct Measure(s)**

**Itemized List of Computer Resources**

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 was not developed by March 30, 2012. It is still under development. Our Department Chair continues to work with EIT to enhance our computer resources.

**Annual Report of the Department Chair FY 2011-2012**

**A. Faculty Accomplishments**

The MSW faculty remained productive during the FY 2011-2012. Specifically, the faculty has continued to give addresses as invited speakers, presented papers and/or conducted workshops at several national, state, regional and university conferences. Additionally, the faculty has served as consultants or board members on several university, department, community and professional committees. It is worth noting that the faculty has continued “to do more with less” despite limited human and fiscal resources during a period of unprecedented economic instability in higher education.

**B. Student Achievements, Honors and Awards**

- **Janay Austin**, BSW, 2011, admitted to both the MSW and MPA Programs at Florida State University, Fall 2011
- **Edward Clark**, MSW 2011, admitted to the DrPH program at Florida A&M University, Fall 2011
- **Cinitra Williams**, MSW, 2006, candidate for the MPH degree, 2012, Florida A&M University
- **Candy Dolcy**, MSW, 2010, FAMU, applied to Ph.D. program in social work at Norfolk State University, March 2012
- **Roderick Harris**, MSW, FAMU, applied to several Ph.D. programs in social work
- **Jamal Slaughter** MSW, applied to five Ph.D. programs in Public Policy and Management
- **Teandra Delancy** MSW Candidate had proposal on Financial Literacy accepted for presentation at the Florida National Association of Social Workers Conference, June 2012. Also awarded Student Research Award from the School of Graduate Studies and Research and was invited to present Financial Literacy Workshops. She also completed application materials for graduate school and is seeking admission to Harvard
University.

- **Shanea Brantley**, MSW practicum student at the Sickle Cell Foundation was nominated by her Field Instructor and awarded NASW Student of the Year.
- **Brandon Barber**, MSW was recommended as an employee with the FAMU Office of Continuing Education (College Outreach Program),

Overall, the faculty, staff and students in the Department of Social Work have been able to “hang on by a shoe thread” due to not having adequate financial and human resources over the past couple of years. We believe that the above conditions are unsustainable because they contribute to the faculty and staff perceptions of being marginalized and not adequately supported by the central administration and they have the following consequences:

- negative impact on the organizational culture and climate of the department;
- a significant decrease in faculty and staff morale;
- a tendency to undermine faculty efforts to strengthen and expand the curriculum (i.e., hire tenure track and/or tenured faculty, decrease our ability to expand course offerings, the creation of on-line and distant learning courses, certificate programs and establishment of dual degree programs);
- decrease faculty and staff motivation to be involved in fundraising activities.

Notwithstanding, the faculty and staff have remained productive. Students continue to achieve new academic and professional milestones in the pursuit of their careers. It is important to note that all of the above mentioned faculty, staff and student activities have been accomplished during a tumultuous period of uncertainty fueled by the instability of the economy and the resulting restructuring of the university.

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<th>Step 5</th>
<th>Use of Results for Improvement (Implemented)</th>
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<td>The results stated above in Step 4 that our Department Chair garnered from the faculty’s annual reports can be used to improve this measure. We will begin to implement some of these aforementioned strategies during the 2012-2013 academic year and is discussed in Step 6, Strengthening Program – these will be our “Action Steps.”</td>
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<tr>
<th>Step 6</th>
<th>Strengthen Program (Action Plan)</th>
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<td>The Department Chair will actively engage with faculty regarding the best means and mechanisms of improving resources that will enhance research collaborations between faculty members and community members, and work with College and University officials to explore funding options and secure a budget that will allow for the public dissemination and support of faculty research, publications, and conference presentations. These efforts will include a negotiation between the Chair and College officials and Academic Affairs for the establishment of a standard meaningful AOR release for select faculty interested in developing substantial research/funding proposals and advancing a clear research agenda for which established deliverables (for AOR release time) can be established.</td>
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### SECTION III_ FAMOUS SIX STEPS

#### EXPECTED RESEARCH OUTCOME #3

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<th>Step</th>
<th>Formulate Outcome</th>
<th>Direct Measure(s)</th>
<th>Indirect Measure(s)</th>
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<tr>
<td>Step 1</td>
<td>The Department will develop a plan for faculty and staff professional development and advance its’ overall mission and program objectives as such applies to building and supporting research endeavors of faculty and students.</td>
<td>Direct Measure(s)</td>
<td>Indirect Measure(s)</td>
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<tr>
<td>Step 2</td>
<td>Ascertain Criteria for Success</td>
<td>The Department will have monthly meetings to discuss at least one item related to developing and implementing one major issue/element related to an evolving strategic plan for the Department, especially those dealing with infrastructure support, formalizing protocols, and establishing resources for support faculty research initiatives. Research opportunities and discussions will be mentioned and a focus in at least 40% of Department and Program faculty meetings.</td>
<td>At least 80% of faculty members will report in a survey that the department has developed/facilitated appropriate faculty and staff professional development activities that realistically promotes and supports faculty members in their efforts to promote their research agendas.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Measure Performance Using Direct and Indirect Methods of Assessment</td>
<td>Direct Measure(s) Detailed notes and a summary report of the recommendations and accomplishments from the faculty and MSW program 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.</td>
<td>Indirect Measure(s) Responses to a 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>
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<tr>
<td>Step 4</td>
<td>Observe and Summarize Results</td>
<td>Direct Measure(s) 40% of department and program faculty meetings were directed to discussion of research opportunities for faculty and we discussed at least one item related to developing and implementing an evolving strategic plan for establishing resources to support faculty research. Our research opportunities can be enhanced through the Community Advisory Council for the Department as it has a number of influential individuals and targeted stakeholders including but not limited to: the Executive Director of the Florida Chapter of the National Association of Social Workers, a Mental health Associate and Senior Court Analyst for the Office of the State’s Court Administrator; the Assistant Director of Minority Health for the Florida Department of Health; the Vice President of the Florida Ounce of Prevention Fund; a Human Service Analyst for the City of Tallahassee; the Executive Director of Greater Frenchtown Governor’s Front Porch Revitalization Council; a Government Operations Consultant for the State of Florida; and the Executive Director of the</td>
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### America’s Second Harvest of the Big Bend

— all of which provide a wealth of possible research collaborations with faculty

**Indirect Measure**

This measure was not achieved and will be implemented in 2012-2013.

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<th>Step 5</th>
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<td>A collective decision was made to use faculty meetings and on-going meetings with the Community Advisory Council for the purpose of discussing and making strategic decisions regarding the Department’s programs. Although a formal retreat is desired and may still be planned, it is thought any decision regarding strategic elements of the programs should be on-going, dynamic, and timely. These discussion centered on program development between the CAC and the Department should be on-going.</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>Our monthly faculty meeting had at least one item related to developing and implementing an evolving strategic plan for the Department, especially those dealing with infrastructure support, formalizing protocols, and establishing resources for support faculty research initiatives and will continue to do so. The Chair and faculty members will continue to meet with the members of the Community Advisory Council (CAC) several times to discuss and strategize about possible research and service collaborations within the broader community.</td>
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### SECTION III_ FAMOUS SIX STEPS

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

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
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<tbody>
<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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<table>
<thead>
<tr>
<th>Step 2</th>
<th>Ascertain Criteria for Success</th>
</tr>
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</table>
|        | **Direct Measure(s)**

During 2011-2012, 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.

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.

**Indirect Measure(s)**

At least 40% of faculty will receive formal recognition and/or be invited to provide presentations or speak at community events.

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Measure Performance Using Direct and Indirect Methods of Assessment</th>
</tr>
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</table>
|        | **Direct Measure(s)**

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

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

**Indirect Measure(s)**

External documentation of the 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.

**Direct Measure(s)**

**Community Service Activities Completed by Faculty Members**

80% 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:

**Step 4 Observe and Summarize Results**

**Dr. Jarmon:**
- Chair, State Course Numbering for Social Work, Florida Department of Education (FLDOE)
- Board Member, Mothers in Crisis, Tallahassee, FL, Fall 2010-Present
- Member, Once Voice Coalition, Tallahassee, FL, Spring 2011 – Present
- Chair, Youth Leadership Tallahassee Selection Committee, Chamber of Commerce, Tallahassee, Spring 2012.
- Chair, Street Ministry Committee, Bethel AME Church, Tallahassee, 2009 - Present
- Member, Leadership Tallahassee, Class 25, Tallahassee, 2007 – Present
- Member, National Association of Social Workers
- Member, National Association of Black Social Workers
- Member, National Association of Christian Social Workers
- Member, National Black Child Development Institute

**Dr. Haile:**
- National – Behavioral Social Science Volunteer Program (BSSVP), American Psychological Association, Office of HIV/AIDS
- CSWE – Abstract Proposal Reviewer, for submissions to the Annual Program Meeting
- State - S.O.S. (Sistas Organizing to Survive), Black Women’s Advisory Committee, Florida Department of Health, Bureau of HIV/AIDS.
- Local – Member, Steering Committee, Leon County, Capital Coalition for Health.
- Member, Steering Committee, Leon County, Area2-B, S.O.S.

**Professor Spencer:**
- Tallahassee Senior Citizen Foundation (Personnel Committee, Budget Committee, CHSP Annual Evaluation)
- Riley House Museum Board (Finance Committee, Annual Gala Committee)
- Tallahassee Girls Choir of CHOICE (CHSP Annual Evaluation)
- Lively Vocational Technical School Program Advisory Committee
- Sickle Cell Foundation Board (Finance Committee, Annual Sickle Cell Run)
- Mind Over Money Board of Directors (Secretary
Dr. Langley

- Board Member, Tallahassee Housing Authority
- Board Member, Brehon Institute for Family Services, Inc.,
- Board Member, Office of the Attorney General of Florida New Motor Vehicle Arbitration Board

Dr. Perry

- Editorial Review Board for the Journal of Evidence-Based Social Work
- Editorial Review Board for the Journal of Human Behavior and the Social Environment
- Editorial Review Board for Social Work in Public Health
- Member, Social Work Research Center Advisory Committee of the National Association of Social Workers, Florida Chapter.
- Member of Advisory Board for the International Institute for Human Service Workforce Research and Development; College and Graduate School of Education, Health and Human Services, Human Development and Family Studies Program at Kent State University, Ohio (U.S.A.).
- 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

Dr. McKendrick

- Member National Association for the Advancement of Colored People (NAACP)
- Member National Council on Family Relations
- Member Florida Certification Board
- Certified Addiction Professional
- Internationally Certified Alcohol and Drug Counselor
- Consultant Turn About, Inc. for Commission on Accreditation of Rehabilitation Facilities, (CARF) accreditation
- Board membership: One Church, One Child Advisory Board

Professional Associations

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 Public Health Association
- American Statistical Association
- Association of Community Organization and Social Administration
Given the fact that more than 80% of faculty held membership in learned and professional societies whose focus and mission addresses the needs and problems confronting state, regional, and national communities is an indicator that we are continuing to make a commitment and investment in making meaningful contributions to professional and community service. Further more than 40% of faculty received formal recognition and/or were invited to provide presentations or speak at community events further demonstrates our commitment to community and public service.

The Chair and faculty members met with the members of the Community Advisory Council several times to discuss and strategize about possible research and service collaborations within the broader community.

<table>
<thead>
<tr>
<th>SECTION III_ FAMOUS SIX STEPS</th>
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<tbody>
<tr>
<td><strong>EXPECTED COMMUNITY/PUBLIC SERVICE OUTCOME #2</strong></td>
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<table>
<thead>
<tr>
<th>Step 1</th>
<th><strong>Formulate Outcome</strong></th>
<th>The Department will be perceived as a leader and facilitator of community-based practice within the Tallahassee and Leon County area.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Measure(s)</strong></td>
<td>There will be an active Community Advisory Council whose aim is 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. The Council will aid the faculty and strategize regarding possible research and service collaborations within the broader community.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td><strong>Ascertain Criteria for Success</strong></td>
<td>At least 30% of the faculty will be involved in local and regional activities that have a direct impact upon increasing the visibility of the Department as such relates to addressing social problems and promoting community-based practice/reactions to these problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A faculty liaison will be assigned to work collaboratively with the Social Work Association for Graduate Students (SWAGS) and promote faculty involvement in the development and facilitation of student community service/research opportunities.</td>
</tr>
</tbody>
</table>
**Step 3**

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

**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.

**Direct Measure(s)**

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.

A list of community activities by faculty will be compiled.

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)**

Results from a survey of the department’s Community Advisory Council will be analyzed to rate the department efforts in the areas of community outreach and service.

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**Step 4**

**Observe and Summarize Results**

**Faculty Involvement in Local, Regional, and national Community Activities**

Dr. Jarmon:
- Chair, State Course Numbering for Social Work, Florida Department of Education (FLDOE)
- Board Member, Mothers in Crisis, Tallahassee, FL, Fall 2010-Present
- Member, Once Voice Coalition, Tallahassee, FL, Spring 2011 – Present
- Chair, Youth Leadership Tallahassee Selection Committee, Chamber of Commerce, Tallahassee, Spring 2012.
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- State - S.O.S. (Sistas Organizing to Survive), Black Women's Advisory
Committee, Florida Department of Health, Bureau of HIV/AIDS.
   Local - Member, Steering Committee, Leon County, Capital Coalition for Health.
   Member, Steering Committee, Leon County, Area2-B, S.O.S.

Professor Spencer:
   Tallahassee Senior Citizen Foundation (Personnel Committee, Budget Committee, CHSP Annual Evaluation)
   Riley House Museum Board (Finance Committee, Annual Gala Committee)
   Tallahassee Girls Choir of CHOICE (CHSP Annual Evaluation)
   Lively Vocational Technical School Program Advisory Committee
   Sickle Cell Foundation Board (Finance Committee, Annual Sickle Cell Run)
   Mind Over Money Board of Directors (Secretary

Dr. Langley
   Board Member, Tallahassee Housing Authority
   Board Member, Brehon Institute for Family Services, Inc.,
   Board Member, Office of the Attorney General of Florida New Motor Vehicle Arbitration Board

Dr. Perry
   Special Appointment by the Children’s Bureau to the National Advisory Committee of Family Resource Information, Education, and Network Development Services (FRIENDS).
   Special Appointment by the Florida Department of Children and Families to the Florida Child and Families Services Redesign Team.
   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.

Dr. McKendrick
   Member National Association for the Advancement of Colored People (NAACP)
   Member National Council on Family Relations
   Member Florida Certification Board
   Certified Addiction Professional
   Internationally Certified Alcohol and Drug Counselor
   Consultant Turn About, Inc. for Commission on Accreditation of Rehabilitation Facilities, (CARF) accreditation
   Board membership: One Church, One Child Advisory Board

Social Work Association of Graduate Students’ (SWAGS) 2011-2012

Collaborative Community-Based Outreach Activities Completed by SWAGS’ leadership and its membership is detailed as follows:

Indirect Measure(s)
   National Recovery Month 10/16/11 - SWAGS partnered with the Substance Abuse and Mental Health Services Administration, Frenchtown Outreach, Leon County
Health Department, and The Big Bend Regional Prevention Center participated in a national observance that educates Americans about addiction treatment and mental health services and how Recovery Month spreads the positive message that behavioral health is essential to overall health, that prevention works, and treatment is effective and people can recover. They provided support to recovering addicts, informed recovering addicts about community support outlets located in Tallahassee.

- **Everybody’s A Teacher Rally 11/12/11** - SWAGS partnered with the Department of Children and Families (DCF) to encourage individuals and communities to become involved in the education of children and youth in foster care and address issues that often stand in the way of their doing well in school. An interview with WTXL, ABC News was conducted and the SWAGS students were recognized for hosting the event.

- **National Adoption Day 11/16/2011** - SWAGS organized an activity table where adopted children were able to actively engage in games and fun and provided prizes while networking with other agencies in order to provide services for the community. Big Bend Community Based Care and the Children's Home Society were partners.

- **Town Hall Meeting 11/16/2011** - SWAGS hosted a Town Hall Meeting to discuss the City of Tallahassee StarMetro Transportation System whereby Community members had the opportunity to address their concerns with a panel, which consisted of city and county officials, StarMetro officials and other community leaders. SSSSWAGS organized and develop a location, food donations and Media coverage for the meeting. WTXL ABC taped the meeting.

- **Thanksgiving Food Bank 11/7-12/8/11** - SWAGS collected non-perishable food items to be donated to local families within the community. They partnered with the FAMU School of Business and Industry, School of Pharmacy, Office of Financial Aid, the Library, and the City of Tallahassee to organize and develop a location, food donations and Media coverage.

- **Christmas Feast 12/9/11** - SWAGS collected non-perishable items to be delivered to the Refuge House (shelter for battered women) and the Big Bend Homeless Coalition. They provided food for local families and students in Tallahassee during the Christmas Holiday.

- **Hanging of Hands: Child Abuse & Prevention Week 1/29/12** - SWAGS participated in the Hanging of the Hands for Child Abuse and Prevention Week at the Capital. This event serves as a form of advocacy for children’s rights especially those who are in the dependency system. Participating organizations included, volunteer organizations and State Legislators.

- **Social Work Lobby Day 2/8/12** - SWAGS lobbied at the State Capital for social workers’ employee benefits as well as respect for the profession. They partnered with the Florida National Association of Social Workers (NASW) an lobbied State Legislators.

- **YBAle Event 2/12** - SWAGS served as coordinators for this technology competition. Local high school students within Leon County were challenged to create a video that expressed concerns about the dangers of social media. SWAGS assisted with taping the video, coordinating teams to come up with themes and relatable topics. The SWAGS team won first place for their topic on sexting, which is a form of inappropriate messages whether verbal or by picture. Their group of ten from Goby High School was awarded $75.00 per person for being the winner and the Tallahassee Democrat covered this event and Rep. Alan Williams appeared as a guest judge for the event.

- **Providence Center Clean Up 2/25/12** - SWAGS participated in the Providence Neighborhood Clean Up Day along with State Legislators and other volunteer
organizations

- **Teen Summit 3/31/12** - SWAGS participated in the teen summit an interactive event sponsored by the Palmer Munroe Teen Center and attended by State Legislators and other volunteer organizations. SWAGS taught children how to advocate for their safety and advocated stopping bullying and hazing.

- **Refuge House Towel Drive 4/13/12** - SWAGS donated and collected towels for the Refuge House a shelter for battered Women and Children.

- **Palmer Munroe Teen Center 1/27/12** - SWAGS participated as guest judges and volunteers for a talent show for teens who were able to display their talent through poetry, rap and singing. Refuge House was a community partner as well.

- **Rotary Club: Father Daughter Dance 1/4/12** - SWAGS participated in this event sponsored by the Rotary Club serving as volunteers working in registration and the raffle. A project supporting families.

- **Capital Area Healthy Start Coalition: Healthy Women Kits 2/15/12** - SWAGS volunteered to make healthy women kits for the Coalition which included goodie bags containing multivitamins, toothbrushes, toothpaste, cookbooks, floss and a maternity resource guide. SWAGS completed 1, 229 healthy women kits for the agency to distribute to their targeted population and was featured in the organization’s weekly newsletter.

- **Banquet 4/12** - SWAGS hosted an award ceremony to recognize the hard work of the student body, faculty & staff. They also highlighted Department’s Community Advisory Council and local alumni for their contribution to the community. **SWAGS was awarded $10,000 from the FAMU Student Government Association to host this event.**

- **Social Work Mixer 2/15/12** - SWAGS reunited as foundation and advanced MSW students to discuss the MSW curriculum and to offer advice and support to one another forming professional relationships and providing an appreciation mixer for all MSW graduate students.

Survey of CAC—not administered during this evaluation period.

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

Since more than 30% of the faculty were involved in local, regional, and national activities that had a direct impact upon increasing the visibility of the Department, we continue to show improvement and commit to this outcome along with the CAC as well our graduate student organization (SWAGS).

Unfortunately, the survey of the CAC was delayed but the survey will be done for 2012-2013.

### Step 6 Strengthen Program (Action Plan)

The Department will maintain the expected performance thresholds for this expected outcome.

The Chair and faculty members met with the members of the Community Advisory Council several times to discuss and strategize about community and public service
collaborations within the broader community.

The Department will continue to support and promote the actions and activities of our graduate students, especially those taking place under the direction and auspices of SWAGS.

### SECTION III_ FAMOUS SIX STEPS

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

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Formulate Outcome</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Ascertain Criteria for Success</td>
<td><strong>Direct Measure(s)</strong>&lt;br&gt;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.&lt;br&gt;<strong>Indirect Measure(s)</strong>&lt;br&gt;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. 60% of current students 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.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Measure Performance Using Direct and Indirect Methods of Assessment</td>
<td><strong>Direct Measure(s)</strong>&lt;br&gt;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.&lt;br&gt;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. <strong>Indirect Measure(s)</strong>&lt;br&gt;Information related to students’ attitudes and commitment to community practice and service will be collected via the MSW Exit Survey and an End-of-Semester Survey given to all current MSW Students.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Observe and Summarize Results</td>
<td>The direct measure was met as evidenced by the fact that more than 40% of the current students were involved in a community service activity during the 2011-2012 academic year. The indirect measure was met as evidenced by the fact that more than 60% of our students reported that the MSW Program helped promote a sense of commitment to community-based practice and service focused on the well-being of vulnerable populations.</td>
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### Step 5: Use of Results for Improvement (Implemented)

The MSW faculty members are pleased with the progress and continued efforts and actions of faculty members, MSW students (and SWAGS), and all Department representatives with respect to this expected outcome. It is expected that these efforts will continue for the next academic years.

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

The Department has met the expected performance thresholds for this expected outcome.

The Chair and faculty members met with the members of the Community Advisory
Council several times to discuss and strategize about possible community and public service collaborations within the broader community.

The Department will continue to support and promote the actions and activities of our graduate students, especially those taking place under the direction and auspices of SWAGS.