Delta State University

Unit Strategic Plan and Annual Report – Academic Year 2009-10

Social Work Academic Unit

1. **Unit Title: Social Work**

**School/College or University Division: College of Arts & Sciences**

**Unit Administrator**: **Alinda Sledge**

**Program Mission:**

Consistent with the mission of the University, the Bachelor of Social Work program at Delta State University seeks to prepare students with professional knowledge, values, and skills for generalist social work practice.1 Graduates will promote social work values such as service, social justice, the dignity and worth of the person, importance of human relationships, integrity, competence, 2human rights and social and economic justice.

1As defined in Education Policy and Accreditation Standard B2.2 in EPAS 2008:

*Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. Council on Social Work Education, 2008.* Alexandria, VA: CSWE.

*2Code of Ethics for Social Workers, (1999).* Washington, D.C.: NASW.

**II.** **Educational Program Learning Outcome Assessment Plan** ***(Academics)***

Learner Outcomes identified for the major.

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| A. Learning Outcome  *What should a graduate in the*  *Social Work*  *major know, value, or be able to do at graduation and beyond?* | B. Data Collection & Analysis  *1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?*  *2. Describe how the data from these tools and/or methods will be/have been collected.*  *3. Explain the procedure to analyze the data.* | C. Results of Evaluation  *What were the findings of the analysis?* | D. Use of Evaluation Results  *1 List any specific recommendations.*  *2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.* |

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| **Learning Outcome # 1**  Students should be able to apply the values of the social work profession with an understanding of and respect for the positive value of diversity, confidentiality, self-determination, and social justice  GE 5, 7, 10 | The Baccalaureate Evaluation & Assessment Plan (BEAP) Exit Survey is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students rate their perceptions of how prepared they are in social work knowledge, skills, and values. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.  All data is reviewed by faculty in the semester assessment outcomes meeting. | Self-determination Scale N = 25  Exit Survey -May 09 Mean = 9.28  Social Justice Scale N = 25  Exit Survey- May 09 Mean = 9.12  Confidentiality Scale N = 25  Exit Survey - May 09 Mean = 9.28 | Faculty evaluated results. Data shows that students are learning and applying values in confidentiality, self-determination of client and social justice. |
| **Learning Outcome # 1** | Field evaluations  Field instructors complete evaluation on students at end of semester. Surveys are tabulated.  Score 5 (Excellent) to 1 (Poor).  Mean score was reported 2003 - 2009.  Beginning 2010 field evaluations were revised to a score 9 - 1 with the successful threshold of 5 or above being considered competent.  All data is reviewed by faculty in the semester assessment outcomes meeting. | 2010 Mean = 7.32 N = 19  2009 Mean = 4.46 N = 24  2008 Mean = 4.56 N = 23  2007 Mean = 4.78 N = 27  2006 Mean = 4.64 N = 25  2005 Mean = 4.41 N = 28  2004 Mean = 4.73 N = 23  2003 Mean = 4.86 N = 16 | No recommendations – score is above threshold. However, evaluations will continue annually to ensure that field evaluations remain constant. The field advisory committee met April 27, 2010 in an effort to give field instructors an additional avenue to express concern about the students.  Field evaluations were revised to include competencies and practice behaviors required by new accreditation standards. |
| **Learning Outcome # 1** | Alumni Survey - Alumni surveys are sent to alumni one year after graduation.  Scale 1 (poor) to 4 (Excellent)  Threshold is 2.5  All data is reviewed by faculty in the semester assessment outcomes meeting. | Findings:  2008-09 Mean = 3.68 N = 25 | No recommendations score is above threshold. |
| **Learning Outcome # 2**  Students are to be able to analyze social policies and how they impact client systems, workers, and agencies.  GE 1,6 | The Baccalaureate Evaluation & Assessment Plan (BEAP) Exit Survey is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students rate their perceptions of how prepared they are in social work knowledge, skills, and values. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.  All data is reviewed by faculty in the semester assessment outcomes meeting. | The results of the students’ evaluations are as follows:  D17 Skills in Impacting Social Problems  May 2009 – N = 26 Mean = 8.81  May 2008 – N = 26 Mean = 8.04  May 2007 – N = 28 Mean = 8.39  May 2006 – N = 25 Mean = 7.88  D18 Skills Influence Organizational Policies  May 2009 – N = 26 Mean = 8.85  May 2008 – N = 26 Mean = 8.08  May 2007 – N = 28 Mean = 8.54  May 2006 – N = 25 Mean = 7.84 | Students met the threshold; however, faculty met on December 8, 2009 and decided that the score could improve. It was decided to change the objective to a competency on evaluating policy. A debate on policy will be added to include more practical experience and increase understanding of policy analysis.  The department will no longer use BEAP exit survey tool due to CSWE accreditation changes requiring the 10 competencies and 41 practice behaviors be evaluated. The current BEAP exit survey does not evaluate these items. |
| **Learning Outcome # 2** | Field evaluations completed by field instructors at the end of semester are tabulated. Scale 5 (Excellent) to 1 (Poor). Mean was reported from 2003-2009. In 2010 the field evaluations were changed to a scale of 9 to 1. A rating of 5 or above is considered competent.  All data is reviewed by  .faculty in the semester assessment outcomes meeting. | 2010 Mean = 7.50 N = 18  2009 Mean = 4.29 N = 24  2008 Mean = 3.91 N = 23  2007 Mean = 4.48 N = 27  2006 Mean = 4.50 N = 25  2005 Mean = 4.16 N = 28  2004 Mean = 4.40 N = 23  2003 Mean = 4.40 N = 15 | Score is above threshold.However, faculty discussed at curriculum meeting December 5, 2009. Decided to add debate on current policy and eliminate some assignments that were deemed not as effective. Will continue to meet with field advisors to allow them an additional avenue to evaluate and express concern. Continue assessment. |
| **Learning Outcome # 2** | Alumni Survey - is sent every year to the graduating class of the year before. The results are calculated and the mean is reported. Scale 1 (poor) to 4 (excellent).  Threshold is 2.5  All data is reviewed by faculty in the semester assessment outcomes meeting. | Findings:  2009 Mean = 3.40 N = 25 | Use of evaluations results: No recommendation. The mean is above threshold. |
| **Learning Outcome # 3**  Demonstrate communication with integrity and respect for individuals as mandated by the Code of Ethics  GE 2, 7 | Data Collection:  Distribute field evaluation forms on all seniors enrolled in SWO 475 Field Instruction to the field instructors every April.  Analysis Procedure:  Mean of graduating seniors will be calculated and will be 3.5 or above on 5 – 1 scale. 5 (Excellent) to 1 (Poor).  Mean was reported from 2003-2009. In 2010 the field evaluations were changed to a scale of 9 to 1. A rating of the 5 or above is considered competent.  All data is reviewed by faculty in the semester assessment outcomes meeting. | 2010 Mean = 7.84 N = 19  2009 Mean = 4.58 N = 24  2008 Mean = 4.43 N = 23  2007 Mean = 4.63 N = 27  2006 Mean = 4.63 N = 25  2005 Mean = 4.58 N = 28  2004 Mean = 4.62 N = 23 | No changes needed. Score is above threshold. Will continue to communicate with field instructors by meeting individually and allow them to expand on items that are not necessarily in the evaluation form.Continue assessment. |
| **Learning Outcome # 3** | Data Collection:  The BEAP Exit Survey is given to students by the faculty while they are in their final senior class, SWO 481 Integrative Seminar. The survey evaluates students’ perception of how prepared they are in communicating with others. The ratings are 1-10. A rating of 7.0 or above is considered successful.  All data is reviewed by faculty in the semester assessment outcomes meeting. | Results of Evaluation  Skills in communicating respect for dignity of clients.  May 2009 N = 26 Mean = 9.19  May 2008 N = 26 Mean = 9.12  May 2007 N = 28 Mean = 9.07  May 2006 N = 25 Mean = 9.76  Respect cultural and social diversity.  May 2009 N = 26 Mean = 9.23  May 2008 N = 26 Mean = 9.27  May 2007 N = 28 Mean = 9.04 May 2006 N = 25 Mean = 9.72  Communicate based on diversity and ability.  May 2009 N = 26 Mean = 8.88  May 2008 N = 26 Mean = 8.19  May 2007 N = 28 Mean = 8.82 May 2006 N = 25 Mean = 9.04 | Use of Evaluation Results Faculty met May 5, 2010, to review results. No changes were made since the mean rating was much higher than the 7.0 |
| **Learning Outcome # 4**  Illustrate behavior without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.  GE 5, 7, 8 | Alumni Survey - is sent every year to the graduating class of the year before. The results are calculated and the mean is reported. Scale 1 (Poor) to 4 (Excellent)  Threshold is 2.5.  All data is reviewed by faculty in the semester assessment outcomes meeting. | May 2009 N = 25 Mean 3.88 | No recommendation at this time. This mean is above the threshold. |
| **Learning Outcome # 4** | Data Collection:  BEAP Exit Survey is given to students while they are enrolled in the last semester in the program. Students rate their perception of how well they believe to be prepared in certain areas. Ratings are 1-10. The average student rating will be 7.0 or higher.  All data is reviewed by faculty in the semester assessment outcomes meeting. | Results of Evaluation  Knowledge of the theories of diversity.  May 2009 N = 26 Mean = 8.73  May 2008 N = 26 Mean = 7.96  May 2007 N = 28 Mean = 8.46  May 2006 N = 25 Mean = 8.48 | No changes needed at this time. Faculty met May 5, 2010 and decided the mean is higher than 7.0 required for success. Diversity is taught in all classes and we have a full class on human diversity. |
| **Learning Outcome # 4** | Field evaluations completed by field instructors at end of spring semester.  Results to be tabulated by chair.  Scale 5 (Excellent) to 1 (Poor).  Mean to be reported.  Threshold is 3.5 or above.  Beginning 2010 field evaluations are revised to a score of 9 to 1 with threshold of 5 or above to be considered competent.  All data is reviewed by faculty in the semester assessment outcomes meeting. | 2010 Mean = 7.83 N = 18  2009 Mean = 4.38 N = 24  2008 Mean = 4.45 N = 23  2007 Mean = 4.70 N = 27  2006 Mean = 4.25 N = 25  2005 Mean = 4.48 N = 28  2004 Mean = 4.69 N = 23  2003 Mean = 4.43 N = 16 | No changes needed at this time.Score well above threshold of 5. Will continue to monitor. |
| **Learning Outcome # 5**  Formulate an interview that involves the professional use of self. (This identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client system.)  GE 5, 7, 9 | Field evaluations completed by agency field instructors. Chair tabulates scores. Scale 5 (Excellent) to 1 (Poor). Mean to be reported.  Threshold is 3.5 or above.  Beginning 2010 field evaluations are revised to a score of 9 to 1 with threshold of 5 or above considered to be competent.  All data is reviewed by faculty in the semester assessment outcomes meeting. | 2010 Mean = 7.53 N = 19  2009 Mean = 4.42 N = 24  2008 Mean = 4.22 N = 23  2007 Mean = 4.63 N = 27  2006 Mean = 4.70 N = 25  2005 Mean = 4.35 N = 28  2004 Mean = 4.53 N = 23 | No changes needed at this time. Score well above threshold of 5. Will continue to monitor. |

**III. Department Goals for the Current Year**

This is a report on progress towards goals for the **current year**.

**A. Goal # 1** Increasenumber of students attending professional conferences to enhance their knowledge base of social work practice through interaction with social work professionals statewide.

**1. Institutional Goal which was supported by this goal:**

Increase student-student and student-faculty interaction, increase knowledge, practice communication skills, and increase faculty-student communication. QEP 1, 3, 4, and SP 2. Develop an engaged, diverse, high quality population.

**2. Evaluation** **Procedure(s):**

The department will document number of students attending conferences. Numbers will be kept and compared from year to year. The department will work to expand numbers for upcoming years.

**3. Actual Results** **of Evaluation:**

a. Eight students and four faculty members attended the Alabama/Mississippi Social Work Education Conference (AL/MS) at Jackson, in October 2009. Students interacted with students/faculty from social work departments at Alabama & Mississippi colleges and universities. Students attended workshops on various social work topics and social events. The conference helped students with academic career choices as they heard about various fields of social work. Exhibitors, students/faculty from two states, and social work practitioners interacted to help Delta State University students to increase student engagement in free-flowing, multi-directional communication. Students served as conveners.

b. National Association of Social Workers (NASW) Legislative Day, January 2010. Twenty -five students and one faculty attended the event. Students met with faculty/students from universities/colleges throughout the state. Students met with their legislators and attended committee meetings.

c. National Association of Social Workers (NASW) Annual Program Meeting, March 2010. Four students attended the conference. Students attended various workshops on social work education and practice. Attending conferences increased student-student and faculty-student communication as well as helped students practice a variety of communication skills.

d. Delta State University Department of Social Work Conference in April 2010. Four faculty, forty-five students, and sixty-nine community social workers attended the conference on *Motivational Interviewing-A Client Centered Method for Stimulating Change.* Students manned the registration desk and assisted with other conference tasks. Lisa K. Ray, MS, LADAC, presented in the day-long symposium.

**4. Use of Evaluation Results:**

Plan to continue encouraging students with incentives, because this is an excellent way to address QEP goals 1, 3, 4 and meet students’ needs. Also, attending helps with students’ development of professional use of self and successfulness in their careers. Students did fundraisers for NASW and AL/MS conferences. Faculty assisted students with fundraiser to support student travel. Students are given extra credit by some faculty for attendance.

**B. Goal # 2 – Revise SWO 416 Human Behavior and the Social Environment to include early and middle adulthood with additional macro content added.**

**1. Institutional Goal which was supported by this goal: Strategic Plan Goal 1:**

Increase student learning.

**2. Evaluation Procedure:**

Will compare scores of students from previous year and have faculty evaluate students’ progress in learning HBSE content.

**3. Actual Results of Evaluation:**

A new faculty member developed SWO 416 and added some macro content and taught early and middle adulthood in the course. The students were able to incorporate macro content in their final papers.

**4. Use of Evaluation Results:** Faculty met in faculty curriculum meeting and decided this format is meeting student needs. Continue with the change.

**C. Goal # 3 – Continue to expand student recruitment process.**

**1. Strategic plan goal 2** – Develop an engaged, diverse, high quality student population.

**2.** E**valuation Procedure:** Compare number of majors from last year to this year.

**3**. **Actual Results of Evaluation:** Faculty recruited students at community colleges and other DSU recruiting events. Faculty coordinated an event where seniors met with the new transfers. Flyers about SWO 201 Introduction to Social Work were distributed during fall and spring pre-registration. In spring of 2010, the department continued “Project Go Home”. Seniors were requested to go back to their high school or community college to recruit social work students. Ten students participated and reached many potential students for social work and Delta State University. Students set up a recruiting table at the union several times. A new brochure on the department and the Social Work profession was developed and printed in October 2009. It was professionally done and included three previous students' comments about the program. A social work bulletin board was developed on the first floor of the Kethley Building. There are numerous students taking classes in Kethley and travel regularly by the board. Recruitment ads for both social work major and social welfare minors were posted around campus through-out the year. Flyers on the general education classes offered by the department (SWO Volunteering in the Community and SWO 300 Human Diversity) were developed and distributed widely across campus. Flyers about the benefits of a social work career were also placed in strategic areas across campus. Faculty met with one sorority to promote the social work profession. There was an increase in majors from campus and in transfers. There were thirty-five students in the Junior Cohort which is a significant increase from 25 students the same time last academic year.

**4.** **Use of evaluation results:** Faculty met throughout the school year in faculty meetings to evaluate progress. Continued work on the goal is necessary. Much progress was made, but plan to continue efforts. Faculty thinks that the public does not understand what the profession of social work involves and increased exposure is important.

**D. Goal # 4 - Offer workshop with a well-known regional speaker to the social work field supervisors, social work practice community, faculty, and students.**

#### 1. Institutional goal which was supported by this goal: Strategic plan goal 5, 1.

Improve the quality of life for all constituents. Increase student learning.

2. **Evaluation Procedure:** Count the number of persons that registered for the conference.

3. **Actual Results of Evaluation:** There were 114 participants 45 students, 69 community social workers and field instructors, and social work faculty). Practice community and students gave evaluations of excellent. Students were observed using information learned when working with clients in the field and in discussions in class.

4. **Use of evaluation results:** Will plan another workshop for 2010-11 academic year. This is also a way to thank field instructors for their time and expertise in training students in the field as well as provide extra training for the students and field instructors. The department offers free CEU’s to community social workers. The CEU’s are necessary for keeping social work licenses current.

**E. Goal # 5 – Maintain/expand relationships with community agencies in the Delta.**

1. **Institutional goal** which was supported by this goal: Strategic plan goal 5. Improve the quality of life for all constituents.

2. **Evaluation Procedure:** Review of list of field instruction agencies for spring semester and community partners with the Volunteering in the Community classes.

3. **Actual Results of Evaluation:** There were fourteen new agencies added to field instruction and twenty new agencies added to the Volunteer classes.

4. **Use of evaluation results:** Continue to find quality social work agencies and field instructors at a convenient locale for the students. This will be a continued goal for 2010-11.

**F. Goal # 6 – Change program objectives to core competencies as required by new educational policies and standards of accrediting body, council on Social Work Education (CSWE).**

1. **Institutional goal supported by this goal**: SP 1 - Increase student learning.

2. **Evaluation Procedure:** Review documentation of core competencies.

3. **Actual results of evaluation:** The faculty reviewed and revised the department mission and goals. The faculty was trained by chair on CSWE Educational Standards (EPAS 08) and on all materials available from CSWE and Baccalaureate Program Directors (BPD). A curriculum mapping tool was given to faculty for the purposes of reviewing course curriculum in relation to the new standards. Dr. Lisa Moon and Alinda Sledge attended a two day workshop provided by CSWE on steps to take for reaffirmation of the program. A department CSWE Reaffirmation Time Table was developed and presented to the faculty, Dean, and Provost. The field evaluation utilized in May 2010 was revised to reflect evaluation of the core competencies and practice behaviors. Also the oral student exit interview with faculty was changed to a written exit survey given to seniors at graduation. This survey evaluates the implicit environment required by new accreditation standards.

4. **Use of Evaluation Results:** Faculty made progress this academic year and will continue to develop and implement new accreditation standards in the curriculum and program throughout the next academic year.

##### Goals for Coming Year

This is a statement of goals for the **coming year**.

**A. Goal # 1**

**1. Institutional Goal(s) supported by this goal:**

**Increase number of students attending professional conferences to enhance students’ knowledge base of social work practice by interacting with social work professionals statewide.**

1. **Institutional goal** supported by this goal – QEP 1, 3, 4 Increase student-student and student-faculty interaction; increase knowledge and practice of communication skills; increase faculty-student communication and SP1, 2. Increase student learning and develop an engaged, diverse, high quality student population.

2. **Evaluation procedures:** Faculty will attend conferences, events and count total number of students attending.

3. **Expected Results:** Eighteen students will attend state wide conferences. The current economy could affect student’s finances to travel to the meetings.

4. **Anticipated use of evaluation results:** Students will increase knowledge, and practice of communication skills and faculty-student interaction.

B.  **Goal** # 2**: Continue to expand student recruitment process.**

1. **Institutional goal** supported by this goal: SP2. Develop an engaged, diverse, high quality student population.

2. **Evaluation** **Procedure(s):** Compare number of majors from last year to this year.

3. **Expected Results:** Increase number of students selecting social work as a major. Faculty and students to present to high school service clubs, Community College Sociology class, and send brochures to high school counselors. Plan to advertise in student newspaper. Plan to increase public awareness of social work as a career and increase students’ interest. Plan to meet with Coahoma Community College and Mississippi Delta Community College about offering Intro to Social Work at their institutions in Spring, 2011. The Community College board requires that a MSW degreed faculty teach the class. We will attempt to help the colleges identify MSW faculty to teach. We will continue the "Project Go Home" recruitment program with the seniors.

4. **Anticipated Use of Evaluation Results:** Plan to keep a variable, active, exciting program going with new students and expand number of students in the program.

**C. Goal # 3: Offer workshop featuring a well-known speaker to social work field supervisors, social work practice community, faculty, and students.**

1. **Institutional goal** supported by this goal: SP5. Improve the quality of life for all constituents. SP I. Increase student learning.

2. **Evaluation** **Procedure(s):** Review list of participants.

3. **Expected Results:** have 100-125 participants.

4. **Anticipated Use of Evaluation Results:** Use information in the classroom, increase skills of field instructors who work with our students in the field.

**D. Goal** # **4: Maintain/expand relationships with community agencies in the Delta.**

1. **Institutional goal** supported by this goal: SP5. Improve the quality of life for all constituents.

2. **Evaluation** **Procedure(s):** Review list of agencies used by students for field instruction and identify new ones.

3. **Expected Results:** To increase agencies that provide services to our students as needed.

4. **Anticipated Use of Evaluation Results:** Continue to have new agencies utilized to meet needs of students regarding location to their home and the quality of the field instruction.

**E. Goal # 5: Change curriculum and evaluation tools to core competencies as required by new educational policies and standards of accrediting body, Council on Social Work Education (CSWE)**

1. **Institutional goal** supported by this goal: SP-1 – Increase student learning

2. **Evaluation Procedure:** Review documentation of core competencies tasks completed.

3. **Expected Results**: The core competencies will be developed and increase student learning as measured by assessment tools that also will have to be developed around core competencies instead of program objectives.

4. **Anticipated Use of Evaluation Results:** Corecompetencies are required for accreditation. We expect to use the core competencies in redesigning the assessment tools and curriculum of the department with the goal of reaffirmation in 2013.

**IV. Data and information for department:**

**Brief description**

The Bachelor of Social Work degree seeks to prepare students with professional knowledge, values, and skills for generalist social work practice, with the purpose of graduating social work practitioners who are able to function in a variety of settings with systems of all sizes. The department also offers a social welfare minor.

**Data**

Number of students/majors**:** …….99

Number of graduates 2009-10 – 22

Credit-hour production Sum. 09 – 207 Fall 09 – 876 Sp. 10 – 1123

Active enrollment Sum. 09 – 29 Fall 09 – 86 Sp. 10 – 95

Faculty advisory load full-time faculty – 25

**Internal funding and grant activity:**

* Dr. Jeannie Falkner represented the social work perspective in planning for the Committee for Healthy Community Grant from the Robert Wood Johnson Foundation.
* Dr. Jana Donahoe received $300 grant from Graduate Studies to purchase the Virtual Dementia Tour kit.
* Alinda Sledge received Faculty Development funds to attend the Council on Social Work Education Conference.
* Dr. Lisa Moon received $500 Library Grant for service to the Student Engagement Committee.
* Dr. Lisa Moon and Dr. Jeannie Falkner received Faculty Development funds to attend the Baccalaureate Program Director meeting in Atlanta, GA.
* Dr. Jeannie Falkner received $500 from the Bryce Griffis Endowment Fund to create a social work learning lab for students in Capps 320.
* Dr. Lisa Moon and Alinda Sledge received grant for $3341 from the Delta Health Alliance to assist in field training of senior Social Work students.
* Alinda Sledge received $500 from the Dulce Fund for the development of a professional brochure on the department for recruitment purposes.

**Other Accomplishments:**

* The Social Work Department Resource Room was begun in Room 320 for the students and faculty. The students have benefited from the three computers and Social Work Library. They also sit at the tables and work on group and individual assignments. The faculty now has a table and chairs to hold faculty meetings. The room has been a huge success for all. Dr. Jeannie Falkner suggested the project and received funding necessary for implementation. Alinda Sledge, Lisa Moon, and Stella Woods helped with securing resources for the room.
* Lisa K. Ray, MS, LADAC presented at the Social Work Department Margaret Tullos Field Symposium on *Motivational Interviewing-A Client Centered Method for Stimulating Change.* Over 114 community social workers and students attended.
* The department has successful community partnerships in place with 33 organizations such as the following: Department of Human Services; Habitat for Humanity; Cleveland School District Mentor Program; Braswell Group Home; Bolivar Health and Rehab; and the Bolivar County Community Action Homeless Shelter. Students in various service learning classes serve throughout the semester in over 75 agencies and organizations across the Delta area. Twenty-two seniors in field placement volunteered 440 hours each in Delta agencies. The estimated dollar value of volunteer time is $20.85 per hour for 2009 according to the Bureau of Labor Statistics. In addition, seven classes each semester require differing amounts of volunteer time. Altogether these classes had a total of 18,313 hours logged. This amounts to $381,826.05 of services given to the community by social work students.

**Economic Development Plan 2009-10**

* The Department of Social Work continues to sponsor workshops and conferences to benefit professional social workers in the state. These workshops and conferences are considered economic development; because continuing education was offered in order to help social workers keep their social work licenses current. The department sponsored a workshop on *Motivational Interviewing* with sixty-nine community social workers attending. Also, Dr. Jeannie Falkner gave a workshop to regional social workers on *Cultural Diversity in the Workplace*. Forty five community social workers attended.
* Dr. Jeannie Falkner delivered a presentation on Therapeutic Contracting to thirty area community counselors and social workers. Free CEU's were given to participants.
* Dr. Jeannie Falkner presented a workshop on Financial Wellness for the Fannie Lou Hamer Adolescent Girls Project at the B.B. King Museum, Indianola, MS.
* The department works closely with the Delta Volunteers Program which allows students in the University the opportunity to do volunteer work in public and non-profit agencies for credit or non-credit. The courses, SWO 101 Volunteering in the Community I, SWO 102 Volunteering in the Community I, and SWO 106 Volunteering in the Community III were offered seven times total during the 2009-10 academic year. In these courses, students have the opportunity to offer needed skills which provide great economic benefit to the agencies. We also have five other classes that require volunteer work. In addition, the department has a field placement course that is required of all senior social work majors. Students are required to complete 440 hours in a social welfare agency. This past school year 22 senior students volunteered hours in agencies such as hospitals, hospices, nursing homes, Head Start centers, public health departments, school systems, mental health facilities, community action agencies, and Department of Human Services. Students also completed macro-research projects that created a new service for the agencies. The Social Work Club does service projects in community agencies throughout the year.

Independent Sector, a coalition of leading nonprofits, foundations, and corporations that is designed to strengthen not-for-profit initiatives, philanthropy, and citizen action, states that the estimated dollar value of volunteer time is $20.85 per hour for 2009 (Bureau of Labor on Statistics.) Students volunteered 18, 313 hours in agencies in the 2009-10 academic school year for a total $381,826.05 of services provided to the community. The department plans to continue these efforts in the 2010-11 school year.

**Diversity Compliance Initiatives and Progress:**

* The department hired an African-American female faculty to begin in August 2010. The student body population of the social work department is 80% African American.

**Committees reporting to unit:**

* The department has the following department committees:
* Assessment/Outcome
* Admissions
* Curriculum
* Community Advisory Board
* Faculty Tenure/Promotion

All minutes are kept in the Chair’s office. Faculty receives copy of each committee meeting minutes.

**V. Personnel:**

**Noteworthy activities and accomplishments**

* Dr. Lisa Moon completed her dissertation to fulfill requirements for Ph.D. in Social Work from Louisiana State University.
* Dr. Jeannie Falkner and Alinda Sledge served as abstract reviewers for the Association of Baccalaureate Program Directors, March 2010, Atlanta, GA.
* Dr. Jeannie Falkner served as abstract reviewer of National Association of Social Workers Annual Conference, March 2010, Natchez, MS.
* Alinda Sledge completed 21 years of service and retired.
* Dr. Jeannie Falkner submitted a book proposal to Wiley Publishers and consulted with the editor during CSWE conference for editing suggestions.
* Dr. Jeannie Falkner was the faculty sponsor for student paper submitted for competition at the AL/MS Social Work Education Conference, Jackson, MS. The student was awarded First Place with a cash award.
* Dr. Jeannie Falkner was appointed by the Provost as chair of the task force to review and make recommendations for the revision of GST 100 orientation classes.
* Dr. Jeannie Falkner served on the Search Committee for the Dean of Graduate Studies.
* All faculty served as an English Writing Proficiency Exam Reviewer.
* Dr. Jeannie Falkner served Mississippi National Association of Social Workers Board of Directors, 2009-2010 on the committee on Nominations and Leadership Committee and helped develop guidelines for CEU committee regarding distance learning and guidelines for granting CE credit to workshop offerings.
* Dr. Jana Donahoe received funds to purchase the Virtual Dementia Tour Kit and developed the training for students and faculty. This allowed participants to experience first-hand the effects of dementia.
* Dr. Lisa Moon was elected to serve as the secretary for the Alabama/Mississippi Social Work Education Consortium.
* **Professional Presentations given by faculty:**

Totals: Alinda Sledge 1 Dr. Jeannie Falkner 2

* **Faculty development workshops attended by faculty**

Alinda Sledge - 7 Dr. Jeannie Falkner - 7 Dr. Jana Donahoe - 1 Dr. Lisa Moon - 2

* Classes were taught and creative activities and technology added to most classes.
* Faculty and students attended three conferences where students served as conveners and participated in workshops and volunteered with conference committees. The students interacted with students and faculty from other colleges as well as community social workers.
* Dr. Jeannie Falkner planned and accompanied twenty-five students to the National Association of Social Workers Legislative Day in Jackson.
* Dr. Jeannie Falkner served as faculty advisor of the Phi Alpha Honor Society who volunteered to help with the department’s annual conference.
* Dr. Lisa Moon was the sponsor of the Social Work Club that sponsored several fundraisers to help students attend conferences, a meet and greet session for new students, service projects, and social work student body monthly meetings.
* All faculty were heavily involved in service to the department, university, the social work profession, and the community. Please see Appendix A for full details of personnel’s work.
* Senior students completed significant community macro projects. For details see Appendix B.

**New Position(s) requested, with justification:**

* The department does not need a new position. We hope to keep Dr. Jana Donahoe as adjunct faculty.

**Recommended Change of Status:**

* Lisa Moon’s status be changed to Chair of the Department of Social Work and agreed upon compensation to follow. She will replace Alinda Sledge, Chair and Professor of Social Work.
* Dr. Monique Busch, Assistant Professor, and Cora Jackson, Instructor of Social Work and Director of Field Instruction, will begin August 1, 2010.
* Dr. Lisa Moon completed first year as the new Director of Field Instruction for this 2009-10.

**VI. Degree Program – Addition/Deletions and/or Major Curriculum Changes:**

**Changes made in the past year:**

* The course educational outcomes in SWO 475 Field Instruction and SWO 481 Integrative Seminar were change to reflect the new ten core competencies required by (CSWE). A newly developed field placement evaluation was utilized to evaluate students on the ten competencies and forty-one practice behaviors required.
* There were two special degree requirements changed. ECO 210 Macroeconomics was dropped as a requirement. Required BIO 100/110 and BIO 229 were altered to a requirement of BIO 100/110 and any other lab science.

**Recommended changes for the coming year:**

* Continue implementation of the new Educational Policy and Accreditation Standard (EPAS) from the Council on Social Work Education (CSWE).

Respectfully Submitted:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ June 19, 2010

Alinda Sledge, Chair Date

Department of Social Work