Annual Report of Effectiveness
Academic Year 2002-2003
Academic Year 2003-2004

College of Arts and Sciences
Delta State University

August 6, 2004

Unit Title: Department of Social Work    Unit Administrator: Alinda C. Sledge, ACSW, LCSW

Unit Mission Statement
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, who are able to function in a variety of settings with systems of all sizes. Emphasis is on resolving problems related to the transactions between people and their environments. While preparing students for entry-level professional practice in any geographic setting, the Social Work Department seeks to meet the particular needs of the Delta region, a largely rural, impoverished area where the populations at risk are predominantly African American, children, women, and the elderly. The assumption is that the rural, holistic focus of the department equips students to choose to meet the particular social work staffing needs in the Delta and other rural areas, with competence that is built on a foundation or ability to practice social work outside rural areas as well.

I. Unit Data

Credit-hour production

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
</table>

Number of majors

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 – 102</td>
<td></td>
<td></td>
<td>202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 – 114</td>
<td></td>
<td></td>
<td>236</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 122</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of graduates
2002-03 – 16
2003-04 – 22

Faculty advising load
- Approximately 32 per full-time faculty
- Approximately 15 per half-time faculty

Scores on standardized tests – none

External funding and grant activity
2002-03 Department of Human Services Title IV-4 Grant $87,677
2003-04 Department of Human Services Title IV-4 Grant $132,354.73

Graduate placement
- Class of 2003
  - 11 employed
  - 2 in graduate school
  - 3 unknown
- Class of 2004
  - 12 employed
  - 1 in graduate school
  - 1 chose to go to cosmetology school
  - 8 waiting to take licensure exam and find jobs

II. Personnel
Activities and Accomplishments
- Carol Boyd served as Co-Chair of the Commission on Accreditation with the Council on Social Work Education (CSWE).
- Carol Boyd served as Chair of the Clinical Social Work Committee, National Association of Social Workers (NASW) Washington, DC.
- Carol Boyd and Margaret Tullos served on the Mississippi National Association of Social Workers (NASW) State Board.
- Margaret Tullos serves on the Continuing Credit Committee for NASW.
- Carol Boyd served on the American Social Work Board, the group that administers the Social Work Licensure Exam.
- The department hosted the AL/MS Social Work Education Conference. Margaret Tullos was the chair and Dr. Jana Donahoe was treasurer/registrar for the organization.
- Margaret Tullos received funds from the John Hartford Foundation to attend the Council on Social Work Education Workshop: Faculty Development Institute on Aging.
- Margaret Tullos received the AL/MS Social Work Education Conference Field Instructor of the Year Award.
- Margaret Tullos and Alinda Sledge received Kent & Janice Wyatt Faculty Development Funds to attend the Council on Social Work Education (CSWE).
- Alinda Sledge received the Kent & Janice Wyatt Faculty Development Funds to attend the Gulf South Service Learning & Civic Engagement Conference.
Alinda Sledge received a special recognition award from the Social Work Club.
- Alinda Sledge received a faculty enhancement grant to develop a new course.
- Numerous workshops were attended by each faculty and presentations were made by all faculty at professional meetings.
- A chapter of the North American Association of Christians in Social Work was successfully started.
- Jeannie Falkner had three publications: *Journal of Redecision Therapy* Editorial Board, 2003-04; *Consultation Please* for the professional newsletter of the American Psychotherapy Association (Summer 2004); *Journal of the Mississippi Counseling Association*, Doctor Student Assistant to the Editor.
- Started an orientation class in Fall 2003 for all new social work majors. It consists of five sessions at lunch on pertinent topics required to excel as a social work student.

**Recommended Change of Status**
- Carol Boyd resigned effective July 1, 2004. Recommend Alinda Sledge move to chair of the department.
- Recommend Tracy Mims move from adjunct to full-time with tenure track status.
- Recommend Jeannie Falkner move from half-time to full-time with tenure track status.
- Recommend Jana Donahoe remain half-time and be moved to the Title IV-4 grant budget.

**III. Unit Goals (Correlated to University Goals)**

**Goals:**
1. Prepare generalist social workers who are able to integrate the knowledge, values, and skills of the social work profession for competent practice in settings with individuals, families, groups, organizations, institutions, and communities.
2. Prepare students to become competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems.
3. Prepare students who will demonstrate a commitment to continue their own professional growth and development which may include graduate education in social work and other disciplines.
4. Acculturate students to the profession of social work through the study of the history, purposes, and philosophy.
5. Emphasize preparation for providing direct services to diverse populations, particularly African Americans, children, women, elderly, and those in rural areas, to alleviate poverty and oppression and to provide social and economic justice for all citizens.
6. Provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in systems, and the dynamics of change.

**Educational Objectives:**
1. Practice with the values of the social work profession with an understanding of and respect for the positive value of diversity.
2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.
3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.
5. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.
6. Practice 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.
7. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems.
8. Demonstrate the professional use of self.
9. Use communication skills differentially with a variety of client populations, colleagues, and communities.
10. Apply critical thinking skills within the context of professional social work practice.
11. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.
12. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.
13. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.
14. Use supervision and consultation appropriate to social work practice.
15. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

Other Unit Goals
1. The faculty will attend professional social work conferences to keep abreast of social work theory and teaching techniques according to the Council on Social Work Education.
2. The department will provide increased educational opportunities for social work field instructors through sponsoring workshops on campus to enhance their social work knowledge and practice skills and to provide them with social work continuing education credit.
3. The faculty will increase faculty and students’ use of technology.

Other Student Outcomes
1. Students will demonstrate proficiency in using social work knowledge, values, and skills necessary for entry into professional social work careers.
2. Social work majors will demonstrate their ability to organize and effectively express their thoughts and ideas on writing prior to entering Field Instruction – SWO 475.
3. Graduates of the Social Work Program will readily find employment in their field of study.

Assessment of Outcomes

Institutional Goal:
Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in
their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

**The program has an assessment plan and procedures for evaluating the outcome of each program objective.** The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

The faculty uses several outcome measures and measurement procedures in evaluating the social work program. First, students evaluate the faculty at the end of each course using a faculty evaluation instrument developed for this purpose. One of the students in each course is selected to explain the faculty evaluation process to the other students. This student also takes responsibility for distributing the evaluation forms after the instructor has left the classroom. After the evaluation process is completed, the forms are collected by the student and given to the department chair. The department chair analyzes the data and meets with each faculty concerning the results of the evaluation. This process is used to give faculty feedback from students for the purpose of improving instruction. The department chair shares the results of students’ evaluations with the faculty during annual evaluations.

Second, seniors are given the opportunity to meet with his or her advisor for an exit interview for the purpose of giving feedback regarding his or her experience while in the program. Students are asked to identify strengths and weaknesses of the program. The faculty collects this data and discusses it at the Outcomes Evaluation Meeting.

Third, seniors are evaluated by their field instructors at mid-term and at the end of their field practicums. The field objectives, which are also the program objectives, make up the evaluation instrument. This process is used to give students and faculty immediate feedback on student’s progress while in the field and how prepared they are for social work practice. Results of the final evaluations of the seniors from 2003 and 2004 can be seen in AS 8.1.

Fourth, BEAP Exit Survey is used. The exit survey gives graduating seniors the opportunity to evaluate their level of preparedness prior to leaving the program. The BEAP Exit Survey evaluates students’ knowledge, skills, and values. The faculty tied each of the evaluation questions on this survey to the program objectives. The results of this BEAP Exit Survey from 2000 to 2003 can be seen in the table in AS 8.1.

Fifth, two advisory committee meetings are held each year to get feedback from Field Instructors about our program. One meeting is held in the spring and one in the fall. Minutes of each meeting is kept on file in the office.

The social work department has an Outcome Evaluation Committee, which meets the first Monday in May and December. This committee consists of the faculty as a whole. The purpose of the committee is to discuss the assessment process used by the faculty and how the evaluation results will be used in program planning, development, and improvement. At the May Outcome Evaluation meeting the faculty reviews the results from the field evaluations, senior exit interviews, and Field Instructors Advisory Board’s feedback. At the December meeting the faculty reviews the results from the employer surveys, alumni surveys, BEAP Exit Survey, (an
assessment that compares Delta State University social work students with other BSW programs nation-wide on key social work knowledge, values, and skills, and Field Instructors Advisory Board’s feedback. The department chair compiles a report of the results from each survey along with the faculty recommendations. Copies of the results are filed in the office.

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.</td>
<td>Field Practicum Evaluation of Seniors – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.86</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation of Seniors – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.73</td>
<td>No changes</td>
</tr>
<tr>
<td>2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.</td>
<td>Field Practicum Evaluations of Seniors – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.56</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2004 (Completed by the Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.56</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>BEAP Exit Survey 2000 – 2003 N = 74 Completed by students (Mean Ratings of Preparedness) Knowledge (K) – Interactions among different-sized social systems Value – Promoting social and economic justice Skills – Evaluating my own practice with supervision</td>
<td>Scale 0 (Very Poor) – 10 (Superior) 7.86 8.88 7.96</td>
<td>No changes</td>
</tr>
<tr>
<td>3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.</td>
<td>Field Practicum Evaluations – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.56</td>
<td>No changes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2004 (Completed by Field Instructors) N = 22</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.40</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>BEAP Exit Survey 2000– 2003 N = 74 Completed by students (Mean level of Preparedness) Knowledge – Forms of oppression and discrimination Knowledge – Policies advancing social and economic justice Value – Promoting social and economic justice</td>
<td>Scale 0 (Very Poor) to 10 (Superior) 8.21 7.59 8.88</td>
<td>No changes</td>
</tr>
<tr>
<td>4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.</td>
<td>Field Practicum Evaluations – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.81</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 0 (Poor) to 5 (Excellent) 4.71</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>BEAP Exit Survey 2000– 2003 N = 74 Completed by students (Mean level of Preparedness) Skills in Applying interventions involving diverse clients Skills in Communication related to diversity and difference</td>
<td>Scale 0 (Very Poor) to 10 (Superior) 8.23</td>
<td>No changes</td>
</tr>
<tr>
<td>5. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.</td>
<td>Field Practicum Evaluation – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.62</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>BEAP Exit Survey 2000– 2003 N = 74 Completed by Students (Mean level of Preparedness) Knowledge of History of Social Work Knowledge of Social Work Professional Associations Knowledge of Current issues of the social work profession</td>
<td>Scale 0 (Very Poor) to 10 (Superior) 7.63 7.96 8.03</td>
<td>No changes</td>
</tr>
<tr>
<td>6. Practice 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.</td>
<td>Field Practicum Evaluation of Seniors – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.43</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.69</td>
<td>No changes</td>
</tr>
<tr>
<td>BEAP Exit Survey 2000 – 2003 N= 74 Completed by students (Mean level of Preparedness)</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>K – theories of diversity</td>
<td>7.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K – oppression and discrimination</td>
<td>8.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K – social and economic justice</td>
<td>7.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in Applying interventions involving diverse clients</td>
<td>7.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills – culturally competent interventions</td>
<td>7.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Practicum Evaluation of Seniors – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 22</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>BEAP Exit Survey 2000 – 2003 N = 74 (Completed by students) (Mean level of Preparedness)</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Knowledge of interactions among different-sized social systems</td>
<td>7.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in applying interventions involving diverse clients</td>
<td>7.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in applying generalist interventions with individuals</td>
<td>8.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in evaluating research studies</td>
<td>7.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in applying research findings to practice</td>
<td>7.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in evaluating practice with supervision</td>
<td>7.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in seeking necessary organizational change</td>
<td>7.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in generalist interventions</td>
<td>8.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K – theories of diversity</td>
<td>7.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K – oppression and discrimination</td>
<td>8.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K – social and economic justice</td>
<td>7.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S – culturally competent interventions</td>
<td>7.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the professional use of self.</td>
<td>Field Practicum Evaluation – 2003 (Completed by Field Instructors) N = 15</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
</tr>
<tr>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 22</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>BEAP Exit Survey - 2000 – 2003 (Completed by Students) (Mean level of Preparedness)</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Skills - Demonstrating professional use of self</td>
<td>8.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values – Working with colleagues in social work</td>
<td>8.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values – Working with colleagues in other fields</td>
<td>8.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values – Maintaining a professional relationship with clients</td>
<td>9.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use communication skills differentially with a variety of client populations, colleagues, and communities.</td>
<td>Field Practicum Evaluations – 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
</tr>
<tr>
<td>Field Practicum Evaluations - 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
<td></td>
</tr>
</tbody>
</table>

8
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Method</th>
<th>Scale Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Apply critical thinking skills within the context of professional social</td>
<td>BEAP Exit Survey - 2000 - 2003 (Completed by Field Instructors) N = 74</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>work practice.</td>
<td>Field Practicum Evaluations - 2003 (Completed by Field Instructors) N = 16</td>
<td>4.56</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Analyze, formulate, and influence social policies and how they impact</td>
<td>BEAP Exit Survey - 2000 - 2003 (Completed by Field Instructors) N = 74</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>client systems, workers, and agencies.</td>
<td>Field Practicum Evaluations - 2003 (Completed by Field Instructors) N = 16</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Understand agency structure, allocation of role performance, and the</td>
<td>Field Practicum Evaluations - 2004 (Completed by Field Instructors) N = 21</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>impact of organizational power and policies on client systems and, under</td>
<td>Field Practicum Evaluations - 2003 (Completed by Field Instructors) N = 16</td>
<td>4.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>supervision seek necessary organizational change.</td>
<td>BEAP Exit Survey 2000 - 2003 (Completed by Field Instructors) N = 74</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations - 2004 (Completed by Field Instructors) N = 21</td>
<td>BEAP Exit Survey 2000 - 2003 (Completed by Field Instructors) N = 74</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
</tr>
<tr>
<td>13</td>
<td>Evaluate research studies and apply findings to practice, evaluate their</td>
<td>Field Practicum Evaluation - 2003 (Completed by Field Instructors) N = 16</td>
<td>Scale 1 (Poor) to 5 (Excellent)</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>own practice interventions and those of relevant systems.</td>
<td>Field Practicum Evaluations - 2004 (Completed by Field Instructors) N = 15</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BEAP Exit Survey 2000 - 2003 (Completed by Field Instructors) N = 74</td>
<td>Scale 0 (Very Poor) to 10 (Superior)</td>
<td>No changes</td>
</tr>
</tbody>
</table>
### Unit Goal 1:

The faculty will attend professional social work conferences to stay abreast of social work theory and teaching techniques according to the Council on Social Work Education (CSWE) guidelines.
Institutional Goal:

Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

Expected Results:

All faculty will attend at least one professional social work conference per school year.

Assessment Procedures:

Faculty document in their annual report workshops/professional conferences attended each year.

Actual Results:

- Alinda Sledge attended the Council on Social Work Education Conference (CSWE), 2003.
- Alinda Sledge attended the National Association of Social Workers (NASW) Annual Program Meeting, 2003.
- Alinda Sledge attended the DSM-IV Diagnosis and Treatment of Mood and Anxiety Disorders, 2003.
- Alinda Sledge attended the Department of Mental Health Children’s Disorders Conference, 2003.
- Alinda Sledge attended the Gulf-South Service Learning Conference, 2004.
- Margaret Tullos attended the Council on Social Work Education Conference (CSWE), 2003.
• Margaret Tullos attended the National Association of Social Workers (NASW) Annual Program Meeting, 2003
• Margaret Tullos attended the Assessing Client Strengths and Problems Workshop, 2003.
• Carol Boyd attended the Baccalaureate Program Directors (BPD) Conference, 2002 & 2003.
• Carol Boyd attended the Assessing Client Strengths and Problems Workshop, 2003.
Unit Goal 2:
The Department will provide increased educational opportunities for social work field
instructors through sponsoring workshops on campus to enhance their social work
knowledge and practice skills and to provide them with social work continuing education
credit.

Institutional Goal:
Strengthen the cooperative relationship with business and industry, service organizations, and
other institutions.

Expected Results:
The department will sponsor or co-sponsor at least two workshops/conferences per year for
field instructors and other social workers in the community.

Assessment Procedure:
The faculty will document all workshops/conferences conducted along with the agenda of
each. Social workers will also be required to evaluate each workshop/conference and sign-in
at the beginning of each session.

Actual Results:
♦ Building Bridges Through the Power of Social Work Conference sponsored with Bolivar
Medical Center.
♦ Solutions to Field Problems and Techniques for Field Instruction Supervision Workshop,
2003.
♦ Social Work Values/Ethics Cases at Ethically & Practically Speaking: Managing Your
♦ 5-H Institute (Healthy Mothers + Healthy Fathers = Healthy Babies = Healthy Families =
Healthy Communities), 2003.

Use of Results:
The workshops are used to ensure that the social workers in the community who often
supervise our seniors and other students while in the field and labs will be kept up-to-date on
current social work techniques. The social workers also receive continuing education credit
needed to keep social work licenses up-to-date.
Student Outcome 1:
Students will demonstrate proficiency in using social work knowledge, values, and skills necessary for entry into professional social work careers.

Institutional Goal:
Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:
One hundred percent of the students enrolled in SWO 475 Field Instruction will receive credit.

Assessment Procedures:
- SWO 475 Field Instruction - Each student is evaluated two times during the Spring semester by the agency Field Instructors.

- Results of all student evaluations are mailed to the Coordinator of Field Instruction at Delta State University. The Coordinator of Field Instruction and the Social Work Faculty Field Liaison determines whether students receive credit or no credit for field based upon the evaluation given by the Agency Field Instructors.

- Students are also required to complete a series of projects. Students receive a pass/fail on each of the projects. They are allowed to repeat at least one other time, if they fail on the first attempt. The projects include:
  * 1 macro agency research project
  * 1 in-depth case study
  * Answer a question of the week for a total of 13 questions related to what they do in field and to the course objectives

These projects are evaluated by the two Social Work Faculty Liaisons.

Actual Results:
The results of student’s performance in field are used to determine if students have mastered the course objectives and the department’s educational objectives.

All 22 students enrolled in SWO 475 Field Instruction received credit. None of the students showed a deficiency in any of the course objectives.

Use of Results:
The results determine if students have mastered the necessary knowledge, values, and skills necessary to graduate from the social work program.
Student Outcome 2:

Social Work majors will demonstrate their ability to organize and effectively express their thoughts and ideas in writing prior to entering Field Instruction - SWO 475.

Institutional Goal:

Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

All majors who take the Writing Proficiency Exam will pass the exam or successfully complete ENG 301 with a grade of ‘C’ or higher.

Assessment Procedures:

Writing Proficiency Exam - ENG 300 or Expository Writing - ENG 301.

Prior to entering senior year, faculty advisors review student records to determine if this requirement has been completed.

Actual Results:

All of the 22 students who entered SWO 475 either passed the ENG 300 exam or completed ENG 301 with a grade of ‘C’ or higher.

Use of Results:

The results are used as one of the requirements for admission into the senior field practicum course.
Student Outcome 3:

The faculty will increase faculty and students’ use of technology.

Institutional Goal:

Commitment to Learning, Scholarship, and Student Engagement.
Commitment to Teaching and Faculty Development.

Expected Results:

Department will purchase a multi media smart, faculty will take technology classes offered by the university, faculty will use more technology based presentations, faculty will give students more technology based assignments.

Assessment Procedures:

Chair will review faculty activity reports for 2003 and review all syllabi for spring 2004.

Actual Results:

The smart cart was received in April 2004. Three faculty and secretary attended technology classes, three faculty used more technology based presentations, and more technology assignments. One faculty member required students to present multicultural power point presentations.

Use of Results:

Since receiving the smart cart in April, it has been used in the SWO 375 Statistics for Social Workers class. Also, more power point presentations have been given by faculty in class and in professional presentations.
Student Outcome 4:
Graduates of the Social Work Program will readily find employment in their field of study.

Institutional Goal:
Review and update undergraduate and graduate programs to address adequately, basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:
One hundred percent of those seeking employment or graduate school will be employed or in graduate school within six months of graduation.

Assessment Procedures:
Students complete a survey that is mailed to them six months after graduating from the Social Work Program.

Actual Results:
2003 Graduates – 17
11 employed in social work positions
2 attended graduate school in social work
4 unknown

2004 Graduates – 22
10 employed in social work positions
1 employed in non social work position
1 in graduate school
6 unknown
4 unemployed – waiting to pass licensure exam or get a job
IV. Needs and Requests

Personnel
None

Facilities
There are plans for the department to be moved from Capps Archives & Museum to the south wing of the first floor of the Kethley Building in December 2004. The department needs three classrooms and seven offices which are planned. Two classrooms are wired to be a smart room in the future. While under construction the third classroom needs to be wired for a smart room as well.

Equipment
Electronic screens for all classrooms and one overhead data projector for one room has been ordered. The department needs one or more of the classrooms to be made into a smart room. Also, a new fax machine/answering machine and a cordless phone is needed for faculty.

Submitted by:

Alinda Sledge
Alinda C. Sledge, Chair
Department of Social Work

8-5-04
Date