

This document is intended as a supplement to the VUDSW Annual Program Review 2013-2014 report for the Valparaiso University Department of Social Work. Included in this document are the following:

1. A description of how the Annual Program Review has been/will be disseminated, and
2. The departmental changes decided upon based on the Annual Program Review.

The following actions will be taken to disseminate the Annual Program Review & corresponding Action Plan:

1. Present Annual Program Review in person to the Advisory Council on June 10, 2014.
2. Post to Social Work Community Blackboard site.
3. Email social work majors informing them of the Blackboard posting.
4. Post to the department website.
5. Email to Dean of the, College of Arts and Sciences.
6. Present key findings at the Field Education Supervisor training in the fall of 2014.

The following problems were identified and actions initiated at the Annual Program Review (APR) Meeting, June 3, 2014.

Problem Course Location	Identified Problem	Data Source	Assessment	Action Planned
1. 455	OPB 1a - Articulate a commitment to conducting one's self as a professional social worker, under Signature Assignments, 75% scored a 5 or more, with a mean score of 4.75.	Annual Program Review (APR) Table 2	Two scores were low due to students not meeting the parameters of the assignment. One student was too brief. The other student's writing was of poor quality.	Spell out details of the assignment explicitly. Encourage students to seek assistance at the writing center.
2. 410	OPB 2d – Examine ambiguity within ethical conflicts, under Signature Assignments 74% scored a 5 or more with a mean score of 4.77.	APR Table 2	There was a lack of overt definition of ethical ambiguity in a macro setting.	Give more direction and examples of real world ambiguity. Instructor to revisit critical thinking elements taught in 210.
3. 365	OPB 2e- State the legal issues and concerns relevant to social work and appropriate practice settings, under Signature Assignments 74% scored 5 or more with the mean score of 4.77.	APR Table 2	This relates to the IRB submission. It is too difficult to ascertain understanding of this OPB with this assignment.	Either do not assess this OPB here or assess it in the student policy proposal that they submit to IRB where they state potential legal concerns.
4. 356	OPB 3d – Apply critical thinking to communication with colleagues, under Signature Assignment 72%	APR Table 2	Directions asked students to apply Kirst-Ashman Hull Triple A approach to critical thinking. A few	Instructor will review Triple A approach to critical thinking with the students and make the

	scored 5 or more, with a mean score of 4.89.		students didn't do that and scored lower.	directions/rubric for the assignment more clear and specific around overtly applying the approach.
5. 210	OPB 4b- Develop Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups, under Signature Assignments, 71% scored a 5 or more, with a mean score of 5.07.	APR Table 2	This is related to the 210 food stamps budget. Need to focus additional attention on one's own privileges going into this assignment.	Have students critically examine why they have the personal biases that they do related to people being on a SNAP budget.
6. 485	OPB 4e- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups, under Field 75% scored 5 or more, with a mean score of 4.92.	APR Table 2	These scores came from field instructor personal biases related to scoring of students.	Have faculty grade learning products for more overall consistent evaluation.
7. 365	OPB 6d – Plan, gather, analyze, and professionally present original research, under Signature Assignments, 72% scored a 5 or more, with a mean score of 5.	APR Table 2	This OPB connected to the research project. This was a group assignment. One group scored lower due to lack of effort in the professional presentation of research.	Alter the course schedule to allow time for feedback to be provided on these steps before there is an evaluation.
8. 220	OPB 7c- Critically apply knowledge to understand human behavior across the lifespan, under Signature Assignments, 66% scored a 5 or more, with a mean score of 5.	APR Table 2	At the time when data was assessed, only three students had learning products that were evaluated. The data set was incomplete from SOCW220 prior to Spring 2014.	Assess and turn in data prior to running analysis.
9. 220	OPB 7d - Critically apply knowledge to understand the range of social systems in which people live under Signature Assignments, 66% scored a 5 or more, with a mean score of 5.	APR Table 2	At the time when data was assessed, only three students had learning products that were evaluated. The data set was incomplete from SOCW220 prior to Spring 2014.	Assess and turn in data prior to running analysis.
10. 220	OPB 7e- Critically apply	APR	At the time when data	Assess and turn in data prior

	knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being, under Signature Assignments, 66 % scored a 5 or more, with a mean score of 5.	Table 2	was assessed, only three students had learning products that were evaluated. The data set was incomplete from SOCW220 prior to Spring 2014.	to running analysis.
11. 410	OPB 8c - Collaborate with colleagues and clients for effective policy action under Signature Assignments, 15% scored a 5 or more, with a mean of 4.15.	APR Table 2	This was more of an issue related to collaboration on testimony with a group of 12 students. The group was too large.	Have smaller groups or individuals prepare testimony to improve the outcome and evaluation.
12. 410	OPB 8d- Analyze, formulate, and advocate for policies that advance social well-being, under Signature Assignments, 61% scored a 5 or more, with a mean score of 4.77.	APR Table 2	When the group is too large, it is challenging to assess individual competency. Need to create a plan to address this differently.	Have smaller groups or individuals prepare a response to improve the outcome and evaluation.
13. 485	OPB 9c- Explore ways that the context of practice is dynamic, under Signature Assignments, 10% scored a 5 or more, with a mean score of 4.10.	APR Table 2	Students did not conceptually understand this.	Teach more overtly earlier on, in 210, 220, and 356/386, planting the seeds of overt connection.
14. 455	OPB 10a-, Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities, under Signature Assignments, 72% scored a 5 or more, with a mean score of 4.89.	APR Table 2	Students did not focus adequately on strengths or a “we” mutual collaborative focus in the BPSA preparation portion of the assignment.	Instructor will reiterate points during preparation directions on the BPSA assignment about focusing on client strengths during assessment and having a “we” mutual collaboration partnership between worker and client in order to bring about change.

ACTION PLAN FOR OTHER AREAS EVALUATED

I. Town Hall

- a. Identified Problem: Student perception was that not enough time is spent on post-graduation planning in or out of the classroom.
- b. Data Source: Town Hall Summary
- c. Assessment: While post-graduation plans are a focus of the department, its importance and opportunities to discuss and plan around it could be more coherently integrated.
- d. Action Plan:
 - i. Make future planning an intentional component of the advising process.
 - ii. Meet with students early on to discuss career objectives.
 - iii. Connect curriculum content with job or graduate school opportunities.
 - iv. Acting Chair to work with Career Center, new Professional Advisor, and create a Faculty/Departmental Level Mentoring Model to implement 2014-2016 time frame.

II. CourseEval Report

- a. Each instructor reviewed course evaluations to identify strengths, problem areas, and a plan for improvement. Because all courses will transition to new faculty for 2014-2015, time was made to assist with understanding course level adjustments. (See pages 7-20 of this APR Action Plan .)

III. Student Core Competency/OPB Self-Assessment Scores by Cohort

- a. Proposed plan of action: each faculty will review student cohort feedback (See the VUDSW Annual Program Review pages 8-14) and note where student self-report is the lowest. If the CC/OPB is housed in the faculty designated course, faculty will make course level plans to address. We will need to revisit this portion during 2015 APR meeting to formalize how to use this data.

IV. Field Findings

- a. Scope of Work for the Year:
 - i. Total overhaul of department field education manuals, including creating a unified junior and senior manual;
 - ii. Supervised twelve senior social work majors in educationally-directed social work internships;
 - iii. Visited each senior student's internship agency at least once;
 - iv. Managed student and field instructor concerns related to student performance in field;
 - v. Improved record keeping related to community agency internship sites;
 - vi. Created digital files for tracking field agency information;
 - vii. Recruited and developed 18 potential new sites for junior and senior internships;
 - viii. Placed 18 social work majors in one semester junior field practica;
 - ix. Placed same 18 social work majors in year-long senior field practica;

- x. Provided additional student support as needed, including managing the ethical, legal, and logistic issues related to a senior student who was dismissed from placement.
- b. Strengths:
 - i. Improved clarity of expectations for students in regard to behavior in field agencies
 - ii. Improved organization of field education related records
 - iii. Improved focus on student learning objectives
- c. Areas in Need of Improvement:
 - i. Expectations and training of field instructors
 - ii. Organization of field education program overall

V. Senior Portfolios

We did not have time during the 2014 APR Meeting to address feedback generated from this data source. (See pages 21-22 of this APR Action Plan for themes, strengths, and areas in need of attention.)

VI. Overall Departmental Functioning: Challenges, Strengths, and Areas in Need of Attention

- a. Frustrations/ Challenges faced:
 - i. Work load is too much: there is too much work for too few people and too little time to focus on all that needs to address and complete effectively
 - ii. Too many faculty/staff transitions (Matt, Barb CN, Lynn, Jane, Kendre, Tammy Pam) in a short amount of time with lone person responsible for supporting and managing the transition
 - iii. First year faculty/staff transition has a steep learning curve with all new preparations and responsibilities
 - iv. Lone tenure track person without internal departmental model/practical guidance or time needed to work on process
 - v. Non-tenure track acting chair unable to provide guidance in process she hasn't experienced
 - vi. Departmental citizenship/CSWE implicit curriculum demands take time (weekly dept mtgs, weekly admission interview mtgs, ongoing explicit curriculum evaluation for field and class, advisement and mentorship of students 1:30 ratio)
 - vii. Weekly departmental meetings are too long
 - viii. Need clearer boundaries between professor role and/social worker role with students at risk/in crisis
 - ix. Need to keep a balanced perspective teaching to the whole person versus teaching specifically to the Core Competencies/Operational Practice Behaviors
 - x. TaskStream, as is, continues to be too cumbersome as an effective tool for CSWE dept evaluation purposes; need to re-think and re-work for improvement
 - xi. Do not have CSWE implicit curriculum evaluation system developed at all
- b. Strengths Identified:
 - i. Very hard working, responsible, and effective group of faculty

- ii. Available, attentive, responsive adjunct instructor who participates in APR meeting
 - iii. Very hard working, responsible, and effective administrative assistant
 - iv. All are professional in comportment
 - v. Very supportive departmental/program environment/ambience
 - vi. Effective patterns and habits of direct communication
 - vii. Despite major transitions, department appeared professional and intact
 - viii. Solid team effort and capacity to work together in deep ways
 - ix. Accepting of one another
 - x. Integrated curriculum
 - xi. Supportive Dean of CAS
- c. Proposed plan of action for items within our control:
- i. Put in New Faculty Position request to CAS Dean's office
 - ii. Request Administrative Assistant position move from LFT to RFT to CAS Dean's office to assist in addressing unmet needs
 - iii. Reduce weekly department meeting time to 1 hour per week: Email /meet 1:1 with what we can; suggestion was to bring to meeting only that which needs mutual focus; continue mutual development of agenda in Google Docs but add column for time needed on the item, plan of action (who will do what by when) and take individual responsibility to follow up on items), TH to put due date/deadline reminders on Intraoffice calendar; rotate responsibility for guiding the meeting and sticking to committed time frame
 - iv. Streamline weekly Admissions Interview Process: Create Admissions Interview Outline so one person (versus all) conduct the interview, rotate Admissions Interviews (need to change Dept manual to reflect change)
 - v. Develop a plan to support tenure track faculty in taking time to focus on research/scholarship
 - vi. Work with new Professional Advisor for seamless transition as possible
 - vii. Re-work TaskStream evaluation tool used for explicit curriculum evaluation or select another tool for use next year
 - viii. Professional Accreditation Preparation (*Explicit* Curriculum Evaluation) needs to be a part of someone's work plan and work load and not an add on to current work load: Conveyed to CAS Dean's office> Need to have additional faculty person to make this happen so we can maintain course coverage
 - ix. Professional Accreditation Preparation (*Implicit* Curriculum Evaluation) needs to be a part of someone's work plan and work load and not an add on to work load: conveyed to CAS Dean's office> Need to have additional faculty person to make this happen so we can maintain course coverage

COURSEVAL REPORT BY COURSE NUMBER

Course Strengths for SOCW 151 (BCN)

1. For the most part, the scores were on the positive/high end all the way around with one student evaluator who disagreed or strongly disagreed with the value of the class and other items
2. Students shared that they found the On Course Journal Entries/Success Principles framed conversation very helpful and eye opening and effectively focused on CC #1 Professional Identity
3. Students reported finding in class activities engaging and meaningful
4. Students stated that they got a better understanding of the scope of social work practice and that guest speakers related to Social Work Fields of Practice were helpful
5. Students reported value regarding the hands on nature of the course and positive teaching style/engagement of instructor

Problem	Action Needed	Specific Proposed Action
Students complained that there was too much work for an intro level course	Reduce work load	<ol style="list-style-type: none"> 1. Consider reducing a few of the On Course journal assignments 2. Consider removing Multicultural Brief writing assignment 3. Consider removing expectation of attending 3 multicultural events
Some complained about the value of online quizzes	Overtly address the value of online quizzes OR go back to unit exams over SWSW textbook OR allow students a choice	<ol style="list-style-type: none"> 1. At the start of the semester state that chapter quizzes hold students accountable for reading and are good practice for reading comprehension 2. Decide instead you will have in class unit exams 3. Create an option of either online chapter quizzes or online unit exams
Peer Presentations of Diversity Film not as highly valued	Morph the assignment to make it more meaningful	<ol style="list-style-type: none"> 1. Consider removing Diversity Film assignment 2. Consider looking at one of the films as a class and do the same assignment as a classroom "case" problem based learning assignment

Course Strengths for SOCW 210 (KI)

1. Most of the scores for this class (overall and regarding achievement of learning objectives) centered around “Good” on the 5-point Likert scale.
2. Multiple students stated that they liked the practical/“real world” connections. For example, the SNAP (food stamps) challenge, visit to the welfare office (one student strongly disagreed with this assignment due to perceived intrusiveness), and the ability to connect with local policy leaders.
3. Students reported that they benefited from classroom discussion, though at times the class size hindered participation and comfort level in sharing opinions.
4. Multiple students reported that they appreciated that the class was very interactive (not solely lecture, but it also incorporated discussions, videos, and experiential).
5. Students overwhelmingly reported their confidence in the ability to transfer learning from this course to other areas (e.g., in other classes; internship experiences; and in conversation with peers).

Problem	Action Needed	Specific Proposed Action
Some students stated that there needed to be more overt connections to the textbook.	Make more overt connections to the textbook.	<ol style="list-style-type: none"> 1. Free up additional class time to focus on textbook content. 2. Make more overt connections to textbook during lecture/activities. 3. Facilitate more discussion directly related to textbook readings. 4. Remove “recommended reading” from syllabus or more explicitly state these are for the students’ additional exploration only.
Several students only partially agreed, while some disagreed that each of the in-class activities was beneficial and well connected to course objectives.	Examine in-class activities and the manner in which they are presented and discussed.	<ol style="list-style-type: none"> 1. Review the “Resources Game” and “Head Start Activity.” 2. If activities are kept, revamp post-activity discussion questions to more overtly connect to course objectives and the Core Competencies. 3. To aid in students’ preparation and understanding, post a description of activity the week prior to it taking place.
The final project is organized around students’ analysis of a local policy. A major strength of this assignment is the potential for students to connect with local leaders (University or city). As the instructor, there were challenges in locating a sufficient number of “current” policy options.	Reevaluate this assignment’s focus on current local policies.	<ol style="list-style-type: none"> 1. Identify pros/cons to using older policies or policies outside of NW IN. It is recommended that the focus still be “local,” whether in IN or not (vs. state or federal, which is 410’s focus). 2. This summer, contact local leaders of relevant policies. While it is the students’ responsibility to follow-up, the instructor’s initial contact is important to this assignment’s success.

Course Strengths for SOCW 220 (KI)

1. Scores for this class (overall and regarding achievement of learning objectives) were very high, ranging from “Good” to “Excellent” on the 5-point Likert scale.
2. Students stated that the classroom was a safe learning environment that provided for good discussion.
3. Students reported that course material and concepts built upon each other well.
4. Students indicated that they found practicality in the material and applicability to the “real world.”
5. Students stated that classroom engagement was strong; they found value in the variety of ways in which learning was facilitated (e.g., lecture, discussion, use of multimedia, in-class simulations).

Problem	Action Needed	Specific Proposed Action
The texts received the lowest score in terms of a tool that assisted students in their learning.	Reevaluate the textbook, as well as the reading load overall (including textbook <i>and</i> novels).	<ol style="list-style-type: none"> 1. Consider reducing the textbook reading load for fall 2014. 2. Explore alternative textbook options in the future.
Some students stated that there were too many case studies, or that the case studies felt redundant.	Evaluate the number of case studies presented in class and the syllabus requirements for each.	<ol style="list-style-type: none"> 1. Consider removing one of the case studies, or the requirement that it be done in a group (at the end of the semester, the amount of group work is difficult for students to manage). 2. Alter the ways in which case studies are presented (besides the videos) to students.
Multiple students felt strongly that the quizzes were not a helpful as a tool in the learning process, and stated that quizzes negatively impacted their final grade.	Reevaluate the merit of the quizzes as they currently stand in terms of a way of holding students accountable for the readings.	<ol style="list-style-type: none"> 1. Increase the number of questions on the quizzes that <i>are</i> administered so that each question is worth fewer points. 2. In lieu of all six quizzes, increase participation points given for discussion (or, participation in a Bb thread) re: the novels/textbook chapters.

Course Strengths for SOCW 240 (KI)

1. Scores for this class (overall and regarding achievement of learning objectives) were very high, ranging from “Good” to “Excellent” on the 5-point Likert scale.
2. Students ranked highly the Interlink experience and interview recordings, stating that both were most applicable personally and professionally.
3. Students reported that they were easily able to transfer course content and learning to other classes and life experiences.
4. Students reported that the course material was clearly presented.

Problem	Action Needed	Specific Proposed Action
Some students stated that the self-reflection in the Portfolio of Competencies on each textbook chapter felt redundant, particularly at the end of the semester.	Review the structure of the PofCs (questions asked, timing of assignments, etc.) and adjust accordingly.	<ol style="list-style-type: none"> 1. Review PofC questions for perceived redundancy and edit as appropriate. 2. Brainstorm alternative methods for student self-reflection upon reading the chapters.
The ratio of SOCW 240 students to Interlink students is becoming more imbalanced (multiple SOCW students had two Interlink partners in the Spring). Overall, the total number of students is high and will likely continue to increase.	Adjust structure of Interlink/SOCW 240 conversation days.	<ol style="list-style-type: none"> 1. Set up conversation days at a place outside of Heidbrink with ample space (discuss this first with Interlink director and instructors). 2. Ask for more participation from Interlink instructors to assist in facilitation of conversation days, particularly the first couple of interactions.
The Chapter Quizzes consistently ranked the lowest in terms of a tool that assisted students in course learning.	Reevaluate effectiveness of quizzes in current form.	<ol style="list-style-type: none"> 1. Consider eliminating quizzes and instead, incorporate some questions into lecture (<i>e.g.</i>, use clickers in class to test for reading comprehension). 2. If kept, consider revising structure of chapter quizzes (<i>e.g.</i>, reduce number of quizzes; for instance, only administer one quiz per week over three chapters vs. three separate quizzes).

Course Strengths for SOCW 260 (BD)

1. Course materials are clearly presented.
2. Course material delivered usable, pertinent, knowledge.
3. Learning objectives are clearly outlined in the syllabus and other course materials.

Problem	Action Needed	Specific Proposed Action
There was a great deal of reading when material could have been explained in class.	Present some information as in class reading or partial lecture.	<ol style="list-style-type: none"> 1. Outline material and have handout available. 2. Take out information that might be redundant.
Not enough emphasis on “other” diverse populations.	More content on Middle Eastern, LGBTQ, disabled populations.	<ol style="list-style-type: none"> 1. Create time for these populations by decreasing section on poverty.
Forming group is awkward not knowing classmates.	Create dialogue about importance of ability to work in group.	<ol style="list-style-type: none"> 1. Incorporate opportunity to allow time in class early in semester for group formation.

Course Strengths for SOCW 356 (BCN)

1. In general, the student evaluations of this course were overwhelmingly positive
2. Evaluations indicated that the course structure and content was purposeful
3. Students stated that they got a much better understanding of the Core Competencies
4. Students reported that the textbook video examples of the Core Competencies in action were beneficial
5. Students found value in the BPSA 4 part assignment and then loved seeing in field
6. 13/15 student evaluators ranked the creation of the portfolio as a valuable tool in their learning

Problem	Action Needed	Specific Proposed Action
Students are not accountable for the readings	Make the students more accountable for chapter content	<ol style="list-style-type: none"> 1. Consider going back to chapter quizzes. 2. Consider having “teams” of students present content to their peers instead of teach directed PowerPoints
Second semester junior course load is heavy	Make the second semester junior course load more manageable	<ol style="list-style-type: none"> 1. Brainstorm at annual review about this as a curricular issue 2. Instruct students to take only 15-16 credit hours, no more 3. Consider eliminating the junior level internship and just have a class
Class seems focused most heavily on micro level practice	Emphasize mezzo and macro level practice	<ol style="list-style-type: none"> 1. Consider dividing the course into thirds and split the focus between micro, mezzo, and macro level practice

Course Strengths for SOCW 365 (KI)

1. Scores for this class (overall and regarding achievement of learning objectives) were very high, ranging from “Good” to “Excellent” on the 5-point Likert scale.
2. Students stated that the structure of the assignments (breaking down the research process into attainable steps) was helpful.
3. Students stated that the course was challenging in a positive way, and that constructive feedback and support was provided throughout.
4. Students reported that the connections to internship and “real world” practice were meaningful; several stated that they were able to transfer and apply their learning in other contexts.
5. Students stated that they appreciated interactive class discussion and activities (e.g., the program evaluation activity at the end of the course; in-class sharing of current research in the news).

Problem	Action Needed	Specific Proposed Action
Students reported that the text was the least helpful tool in their learning process (some also indicated that they did not keep up with text readings as required).	Hold students more accountable for text readings and make more overt connections in class.	<ol style="list-style-type: none"> 1. Include more concepts from the text in the initial quiz, as well as subsequent quizzes (see recommendation below re: quizzes) to increase incentive to read. 2. Make more overt connections to textbook during lecture/activities.
Some students reported that the initial stats quiz and final exam were very difficult, due to lack of preparation in statistics.	Use tools already in place (i.e., textbook) to assist students in continually reviewing statistics concepts.	<ol style="list-style-type: none"> 1. Administer additional quizzes throughout the semester to encourage more frequent review of statistical material prior to students performing their data analyses. 2. Sit in on or review texts/syllabus of a Psych Stats course to better understand preparation level of students and identify areas that warrant review/additional attention in SOCW 365.
The majority of students (and the instructor) believes that the timeline to complete the research project before Butler is very difficult. However, more students expressed desire to continue participation in Butler vs. the VU Celebration.	Evaluate the concerns related to structure of this course in the spring semester of junior year.	<ol style="list-style-type: none"> 1. Brainstorm at annual review about this as a curricular issue in terms of the class only meeting in the spring (the majority of participants at Butler & VU spent, at minimum, two semesters on their research). 2. Consider having students do an oral presentation for VUDSW and other guests later in the semester, in lieu of Butler. Continue participation in the poster presentation at VU. Alternatively, have students do an oral presentation at VU and a poster presentation for the department. Both oral and poster presentations are worthwhile.

Course Strengths for SOCW 386 (JB)

1. Flexible
2. Connected coursework with field work
3. Open atmosphere for discussion

Problem	Action Required	Specific Proposed Action
Lack of organization	Improve organization of information in syllabus.	1. Use lessons learned this year to improve timing of assignment due dates. With this, dates in syllabus will be more reasonable and will not need to be changed.
Focus on student experiences in small group class meetings	Clarify format of small group.	1. Clearly discuss with students the format of the small group and more consciously socialize them into expectations for group behavior.
Learning plan/assignments	Re-think form of learning plan as well as other class assignments.	1. Specific action has to be part of a larger conversation about the class and the junior portfolio.

Course Strengths for SOCW 410 (KI)

1. Most of the scores for this class (overall and regarding achievement of learning objectives) centered around “Good” on the 5-point Likert scale. However, some ranked the course “average” overall.
2. Students reported that they developed a greater understanding of the policy process and importance of advocacy.
3. Students reported that this course honed their critical thinking skills.
4. Students reported that the manner in which the assignments were structured (smaller papers leading to the culminating policy project) was beneficial to their learning.
5. Students stated that they appreciated connections made in class to their internships and other work experiences with policy and advocacy.

Problem	Action Needed	Specific Proposed Action
It is the instructor’s perception that this course would be more beneficial to hold in spring, during the IN State Legislative session. This would create a more meaningful experience on the Capital trip and would tie in well to LEAD Day learning.	Discuss moving this course to the spring semester of senior year.	1. Brainstorm at annual review, or next fall, the implications to move this course to the spring semester.
Students stated that papers leading up to their final project (e.g., ethics paper, implementation paper) were very beneficial, but ranked some supplementary activities lower (Field Trip Reflection, State Supreme Court Activity, and Power Mapping Activity).	Examine the aforementioned Field Trip Reflection and in-class activities and the manner in which they are presented and discussed.	1. If activities are kept, revamp post-activity discussion questions to more overtly connect to course objectives and the Core Competencies. 2. To aid in students’ preparation and understanding, post a description of the assignment or activity the week prior to it taking place.
Students reported that too much “paper sharing” (or, mini-presentations of components of students’ final projects) occurred in class.	Reduce number of assignments that are fully shared in class.	1. Restructure syllabus schedule to reduce days in class in which papers are shared. Utilize freed up class time to hold more discussion and make more overt connections to the text.

Course Strengths for SOCW 455 (BCN)

1. In general, the student evaluations of this course were positive with one student evaluator rating the instructor, the course, and usefulness of information as either below average or poor
2. Students found value in observing group work in action and having to assess group work
3. Students found value in proposing, planning, carrying out, and evaluating group work

Problem	Action Needed	Specific Proposed Action
Students felt “forced” to attend the Group Work Training Day, They complained that it took them away from field because it was held on a day students ordinarily would be in field.	Change the day or arrangement for the group work training day	<ol style="list-style-type: none"> 1. Offer the Group Work Training Day on a Saturday 2. Make the training experience optional, but one that students need to register for ahead of time (\$\$\$ is involved) 3. Allow students to “count” the training as a part of their field time
None of the group work assignments in this course are tied overtly to Core Competency/OPB Signature Assignment listing.	Tie group work assignments to Signature Assignment chart	<ol style="list-style-type: none"> 1. Discuss with faculty about “counting” the group work assignments as a part of the Signature Assignments. 2. If yes, adjust Signature Assignment listing. 3. Could be used to assess all of CC 10, OPB a-m, mezzo focus
The Feedback Informed Practice, an individual assessment and evaluation tool model housed in the “group” class, is really a 1:1 intervention tool.	Move Feedback Informed Practice piece to SOCW 485 or 486 Integrative Seminar class and use to assess student acquisition of CC/OPBs	<ol style="list-style-type: none"> 1. Discuss with faculty about moving this segment to the Integrative Seminar. 2. If yes, consider tying it to Real World/Field CC/OPB Application (assessment) 3. Could be used to CC 6, OPB a-c (and d if done in conjunction with second semester case presentations? Discuss with faculty their interpretation of 6d)
While the Social Work Commitment Brief is a solid assignment and <i>could</i> fit in this course to “set the stage” for working with a client, it may more fluidly go elsewhere in the curriculum	Move the Social Work Commitment Brief to SOCW 485 Integrative Seminar and use to assess student acquisition of CC/OPBs	<ol style="list-style-type: none"> 1. Consider putting this assignment into the integrative seminar portion of the curriculum. 2. If yes, adjust Signature Assignment listing. 3. If yes, consider tying it to Real World/Field CC/OPB Application (assessment) 4. Could be used to assess all of CC 1, OPB a-g

See the actual CoursEval report for areas for course improvement section for ideas. The points are valid and should be considered.

Course Strengths for SOCW 456 (BCN)

1. In general, the student evaluations of this course reported a mixed review with one of the 12 evaluations rating the instructor, the course, and usefulness of information as or poor.
2. Students found value in learning about and using the PREPARE/IMAGINE models in planning, conducting, and evaluating Professional Development Day and Town Hall.
3. Students valued that there was time *in class* to actually *do* the work for the carrying out the macro events.

Problem	Action Needed	Specific Proposed Action
Individual student and group breakdown in this cohort created considerable drama and distraction on the road to the end goal of organizing the VUDSW community event of Town Hall	Hold individual students more accountable	1. Consider having a considerable chunk of the grade for this class based on peer evaluation of an individual's capacity to communicate and work effectively.
Students in both the Professional Development Day and Town Hall planning group needed more money to carry out aspects of the events.	Put more money for the events on the Student Fee Budget plan	1. Work with VUDSW Administrative Assistant to set some realistic budgets
Some students became utterly frustrated with one another	Come up with a plan to address frustration and breakdown earlier on	<ol style="list-style-type: none"> 1. Include a piece on effective communication and conflict resolution 2. Include a piece on giving effective, strengths based feedback 3. Ask students to do strengths based assessments/feedback of one another as a part of their peer evaluation
None of the macro assignments in this course are tied overtly to Core Competency/OPB Signature Assignment listing.	Tie macro assignments to Signature Assignment chart	<ol style="list-style-type: none"> 1. Discuss with faculty about "counting" the macro assignments as a part of the Signature Assignments. 2. If yes, adjust Signature Assignment listing. 3. Could be used to assess all of CC 10, OPB a-m, macro focus
I personally found the experience of teaching this class this go round, frustrating.	Figure out a different way to do this class	<ol style="list-style-type: none"> 1. Still consider using the PREPARE/IMAGINE model and event planning, conducting, and evaluation. 2. Encourage whomever teaches this class to create it anew

See the actual CoursEval report for areas for course improvement section for ideas. The points are valid and should be considered.

Course Strengths for SOCW 485 (JB)

1. Focused on student learning needs
2. Challenging, yet supportive
3. Open space for discussing internship issues

Problem	Action Required	Specific Proposed Action
Unclear definition of CCs/OPBs	Do not assume students have learned definitions previously	1. Design plan for overtly defining/teaching CCs and OPBs
Process Recording form too complicated	Change form	1. Used different forms for SOCW 486- do the same for SOCW 485. Also, attend more to the reasons for doing process recordings.
Points not assigned appropriately	Re-assess number of points given to each assignment	1. Assign point values to each assignment that more clearly reflect the amount of time and effort involved in completing the assignment.

Course Strengths for SOCW 486 (JB)

1. Case Presentations
2. Individual Supervision
3. Connected coursework with field work

Problem	Action Required	Specific Proposed Action
Field Instructor evaluation of learning products	Change evaluation procedure.	1. Assuming same structure of class as this year, professor grade learning products and use general field evaluation form for field instructor feedback.
Organization vs. Flexibility	Maintain due dates on syllabus	1. As above- having taught this class once and seen how the assignments fit into course of the semester, more carefully plan due dates.
Relevance of Learning Plans	Change format of learning plan	1. Open up learning plan to products outside of field placement. Create consistent framework for determining appropriate learning products.

Course Strengths for SOCW 493 (JB)

1. Due dates for work products throughout the semester
2. Reduced focus on details of the portfolio (i.e., decorated binder) and more on reflective process

Problem	Action Required	Specific Proposed Action
Format of reflective assessments only some for each OPB or ask focused questions for each OPB	Change format of reflective assessments	<ol style="list-style-type: none"> 1. Require reflection on strengths and weaknesses for each CC, but not for each OPB (OR) Develop individualized questions for each CC that are related directly to the specific CC and OPB.
Too much stuff due/slow grading	Improve turnaround time	<ol style="list-style-type: none"> 1. Build in more overlap between Learning Plan and Portfolio, particularly if same professor is teaching both courses. 2. Create system whereby work is consistently turned in either in hard copy or online to improve organization and therefore the time it takes to return graded work.
Overlap between learning plan and portfolio	Integrate learning plan and portfolio so that work for both feels both useful and meaningful.	<ol style="list-style-type: none"> 1. Re-design focus of learning plan and portfolio to eliminate useless redundancy, reduce workload, and improve meaning of assignments.
More guidance in the beginning of the semester regarding Core Competencies and Operational Practice Behaviors.	Re-consider manner in which CCs and OPBs are presented and discussed.	<ol style="list-style-type: none"> 1. Increase focus on CCs and OPBs earlier in the curriculum. Create assignments, activities, learning opportunities that focus on developing understanding of the CCs and OPBs.

**VUDSW: FEEDBACK & IDEAS GENERATED
FROM PORTFOLIO PRESENTATIONS/EXIT INTERVIEWS, MAY 2014**

Specific Ways VUDSW helped you achieve CCs

1. Portfolio played a key role in my understanding the CC (JR) and CC/OPBs (SR)
2. 386 Learning Plan helped me to contextualize the CCs
3. Enjoyed ethics in Ch 11
4. 365 helpful for something that was intimidating
5. Dept atmosphere lives out the CCs
6. BPSA made me feel like I could do CC 10
7. Feel like I am really forced to do CC 3
8. Critical Thinking CC3 is built into the curriculum
9. Like applying HBSE CC 7 to myself and my family
10. Gained new understanding and appreciation for CC 6
11. Like focus on cultural competency and diversity
12. Feel solid at CC 1
13. Feel encouraged to think about CC 4 and 5 because I am in this program
14. Portfolio forced me to relate what I've done
15. Liked the 356 Learning Plan
16. Self-assessments turn out to be a good thing
17. 386 loved the day we did CC 9
18. Like dept/classes where transparency and reflection is encouraged
19. Portfolio gave me opportunity to practice time management
20. Internships taught me lessons I could never learn in a textbook
21. Like the idea of chapter quizzes where I have to think after reading vs unit exams
22. Butler, LEAD, Town Hall
23. Assignments and internship help me to prioritize and focus
24. You all lead by example; yo show up professionally and competently
25. Video examples of CC's helpful
26. 210, 220, 240 helped
27. Jane's application of Code of Ethics was engaging
28. Journals help me to think and reflect more deeply
29. RESPECTFUL model
30. 260 helped me focus on a population I was really interested in
31. In 240 I could practice CC 10
32. Handouts and resources
33. Supportive and engaging
34. Going in depth on the CC's
35. Internship
36. 240 Recordings
37. Taught how to see multiple vantage points
38. Learned how to advocate for myself
39. Learned how to be honest about my experiences and communicate effectively
40. Learned how to ask for support
41. Could see my progress
42. Liked supervision memo

Specific Ways VUDSW could improve to help you achieve CC's**Junior Suggestions:**

1. Start binder preparation when you first enter the program
2. Make Learning Plan directions more clear
3. Share all the places possible for internship
4. Make us memorize the CCs
5. Encourage students early on to take control of their education
6. Need more help in understanding CC #8 & 9
7. Implement a cultural exchange
8. Teach more about macro level practice
9. Want more assignments like the BPSA
10. Tell us upfront that learning the CC is something we won't achieve right away
11. Discuss more of field placement in class
12. Require certain volunteering and attendance at campus events: I need a push.
13. Go over more of the ethical dilemmas in UGP Ch 11
14. Discuss policies more before going to LEAD
15. Earlier discussion on CC to help us prepare; overtly incorporate
16. Keep past social work assignments in an on campus location vs at my home
17. Want more critique and direction in the portfolio reflections
18. More clinical type classes (SOCW 240, family class)
19. More outside learning like traveling to hear others speak
20. Want more hands on classwork (hypothetical cases)
21. More opportunities to research policies
22. Cut down on the amount of work and focus on the quality of work
23. Have an ethical question of the day
24. Take the ethical question of the day and apply theory to it
25. Have quizzes based on memorization
26. Help me understand CC 2 better
27. More projects like Food Paper, Case Studies to help us challenge ourselves
28. Let us display our understanding of the CCs vs defining them ourselves
29. Students should present on each of the CCs
30. Emphasize CCs in every social work class, in depth
31. Have graded quizzes on the CCs

Additional Seniors Suggestions:

32. The portfolio WITH the learning plan binder felt redundant & cumbersome to do both
33. Talk more about field placement
34. Do more case presentation type content
35. Need more experience and understanding for @ CCs 5, 6, 8, and 9
36. Have exposure to macro practice earlier on
37. Have deadline and make us stick to them
38. Like that I could tailor CC/OPBs/Portfolio/Learning Plan to me
39. Hold people accountable for their behavior