

The following report was generated by Barb Crumpacker Niedner, acting chair of the Department of Social Work, to facilitate discussion and planning during the 2013-2014 Annual Program Review (APR) meeting, June 3, 2014. It includes data from four sources: Field Education Learning Plan Evaluations, Signature Assignment Evaluations, Student Core Competency/Operational Practice Behavior Self-Assessment Scores by Cohort, and Town Hall Meeting feedback. Additionally, at the APR meeting, faculty will share CoursEval data for each course in the curriculum, along with suggested plans for course improvements. The Director of Field Education will report findings and possible improvements for the field component. Finally, a facilitator will lead faculty and staff in identifying themes from Student Portfolio Presentation Interviews and assessment of overall departmental functioning, ascertaining challenges and strengths, and areas in need of attention for both. From all of this, an APR Action Plan will be generated.

Data Source 1 & 2: Field Education Learning Plan and Signature Assignment Evaluation scores are currently collected through TaskStream software. For both Field and Signature Assignments, the ten core competencies (CCs) of the Valparaiso University Department of Social Work are item analyzed through measurement of the 54 operational practice behaviors (OPBs).

Data Source 3: This year Student CC/OPB Self-Assessment Scores by Cohort was added as a means to look at student perception of knowledge and skill related to their understanding of the OPBs at the end of junior year and again at the end of senior year.

Data Source 4: The annual Town Hall Meeting, an event designed and led by the senior social work majors, was a fourth area of data collection. The explicit aim here was for the senior cohort to select a topic related to the functioning of the department and survey students for identified concerns, strengths, and areas for potential improvement. Survey results were then presented at the Town Hall Meeting to majors and any other invitees. The results were submitted to the faculty as a part of the Annual Program Review process.

Data Collected for Inclusion in the 2014 APR Action Plan: Field Education Findings, Student Portfolio Presentation Interview themes, and Overall Departmental Functioning, challenges, strengths, and areas in need of attention will be shared, recorded, and folded into the 2014 APR Action Plan.

Field Education Learning Plan Evaluations

Each senior social work major is required to develop a Learning Plan for both semesters of the Field Education experience. The Learning Plan, and subsequent performance, serves a dual purpose with regard to evaluation. It guides students' internship application efforts and assessment related to the ten CCs and 54 OPBs and serves as the OPB-based program evaluation. Based on field instructor feedback from the 2012-2013 Annual Program Review, which indicated that the TaskStream evaluation management system and field education student evaluation process were too time consuming and cumbersome, the Director of Field Education, Dr. Jane Barden, assessed each student each semester on the designated 54 OPBs to comprise a large portion of the semester grade for SOCW 485 and SOCW 486. The scores for each OPB also then served as one of the two mechanisms of OPB-based program evaluation.

The Field Education Learning Plan Evaluation involved identifying and then evaluating specific activities the student performed at their internships and how these corresponded to each of the 54 OPBs. The selection of these activities was primarily the responsibility of each student but was developed in

conjunction with both the Director of Field Education and the student’s corresponding agency field instructor.

During the fall semester (SOCW 485), students identified activities involved in all OPBs for Core Competencies one, four, six, seven, and nine. Midyear evaluations of students by agency field instructors offered an assessment of how well each of these OPBs was accomplished. Similarly, during the spring semester (SOCW 486), core competencies two, three, five, eight, and ten were measured through the student-identified activities that reflected learning and mastery of each OPB.

The Director of Field Education then used the Field Education Learning Plans students submitted to assess the quality of work the student did as expressed in the identified activity. Students were then scored separately for each specific OPB. For benchmarking purposes for every OPB, the departmental goal was for 80% of our students to achieve a score of five or higher according to the scoring rubric in table one.

Table 1. Scaling for assessment of OPBs

7	Substantially exceeds the level of skill, knowledge, or competence that is reasonable to expect for this standard.
6	Moderately exceeds the level of skill, knowledge, or competence that is reasonable to expect for this standard.
5	Meets the level of skill, knowledge, or competence that is reasonable to expect for this standard.
4	Nearly meets the level of skill, knowledge, or competence that is reasonable to expect for this standard.
3	Somewhat lacks the level of skill, knowledge, or competence that is reasonable to expect for this standard.
2	Moderately lacks the level of skill, knowledge, or competence that is reasonable to expect for this standard.
1	Substantially lacks the level of skill, knowledge, or competence that is reasonable to expect for this standard.
0	Does not demonstrate any of the level of skill, knowledge, or competence that is reasonable to expect for this standard.

Signature Assignments

The Signature Assignments were learning products from various courses across the curriculum. These assignments addressed the ten CCs through all 54 OPBs. Assignments were selected based on the following preferences:

1. Assignments should be distributed throughout the curriculum rather than relying too heavily on any one course.
2. Assignments in courses typically taken later in sequence are preferred to earlier courses.
3. Assignments ideally cover multiple OPBs.

The same scale used for the Field Education Learning Plan Evaluations (see table one) was used for scoring the OPBs in the Signature Assignments. Each individual instructor used a scoring rubric that informed the students beforehand how they would be assessed for a grade on the assignment for the course, in addition to the scoring for departmental level evaluation purposes. Again, students were scored separately for each of the specific OPBs. For benchmarking purposes for every OPB, the departmental goal was for 80% of our students to achieve a score of five or higher according to the

scoring rubric in table one. Midway through this year, we added a comment section on the departmental-level evaluation rubric so faculty could remember to write feedback regarding themes and patterns noticed during the evaluation process as it pertained to scores. This was done with our APR Action Plan in mind. What follows are the tables depicting Field Education Learning Plan Evaluation and Signature Assignment scores and percentages for achievement indicating a meeting of the benchmark of 80% or lack thereof.

In order for the department to declare success, the percentage of scores at or above a mean score of “5” must be at or above 80% for the cohort. As shown in table two, the department met its goal of 80% of students achieving beginning level professional proficiency in field for OPBs marked by a white box. Any score falling below 80% for either Field or Signature Assignments alerted us to the need to consider change. The department did not meet its goal of 80% where the percentage fell below the benchmark, which is marked by a gray box. Also of note and marked by gray are parts of the table where the mean fell below “5” but the 80% benchmark was achieved. While a score of “5” was not specified as an indicator of success, a score of “5” does provide meaningful information about where to focus our attention.

Table 2. Results from 2013 – 2014 for field supervisor evaluations and signature assignments (shaded means below desired performance)

CC 1. Professional Identity: Students will identify as professional social workers and conduct themselves accordingly.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a “5” or more	Mean Score	Percent achieving a “5” or more
1a	Articulate a commitment to conducting one’s self as a professional social worker	5.08	100%	4.75	75%
1b	Demonstrate professional demeanor in behavior, appearance, and communication	5.42	100%	5.00	100%
1c	Attend to professional roles and boundaries	5.42	100%	5.00	100%
1d	Advocate for client access to the services of social work	5.50	100%	5.50	100%
1e	Practice personal reflection and self-correction to assure continual professional development	5.42	100%	5.00	100%
1f	Proactively seek out and use supervision and consultation	5.33	100%	5.00	100%

1g	Engage in career-long learning	5.25	100%	5.00	100%
CC 2. Ethical Practice: Students will apply social work ethical principles to guide professional practice.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
2a*	Identify social work core values	5.64	100%	5.00	100%
2b	Recognize and manage personal values in a way that allows professional values to guide practice	5.82	100%	5.00	100%
2c	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Schools of Social Work Ethics in Social Work, Statement of Principles	5.64	100%	5.17	100%
2d	Examine ambiguity within ethical conflicts	5.64	100%	4.77	74%
2e	State the legal issues and concerns relevant to social work and appropriate practice settings	5.73	87%	4.94	94%
2f	Apply strategies of ethical reasoning to arrive at principled decisions	5.91	100%	5.00	100%
CC3. Critical Thinking: Students will apply critical thinking to inform and communicate professional judgments.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
3a	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, theory and practice wisdom	5.82	100%	5.15	92%
3b	Analyze models of assessment, prevention, intervention, and evaluation	5.45	100%	5.00	100%
3c	Apply critical thinking to communication with client systems	5.91	100%	5.00	100%

3d	Apply critical thinking to communication with colleagues	5.64	100%	4.89	72%
CC4. Diversity in Practice: Students will engage diversity and difference in practice.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
4a	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5.17	91%	5.00	90%
4b	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5.33	100%	5.07	71%
4c*	Recognize and communicate understanding of the importance of difference in shaping life experiences	5.33	100%	5.67	100%
4d	View self as a learner and engage those with whom one works as informants	5.25	100%	4.94	94%
4e	Demonstrate a commitment to being respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation or any element of uniqueness	4.92	75%	4.83	83%
CC5. Human Rights & Justice: Students will advance human rights and social and economic justice.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
5a	Describe the systemic inter-connectedness of the forms and mechanisms of oppression and discrimination	5.73	88%	4.76	84%
5b	Regardless of clients systems' position in society, advocate for basic human rights and social and economic justice such as freedom, safety, privacy, an adequate standard of living, healthcare and education	5.45	100%	5.00	100%

5c	Engage in practices that prepare one to better advance social and economic justice and human rights	5.73	100%	5.08	100%
CC6. Research Based Practice: Students will engage in research-informed practice and practice-informed research					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
6a	Use practice experience and existing research to direct scientific inquiry	5.33	100%	5.00	100%
6b	Utilize client data systematically to improve practice	5.17	91%	5.0	100%
6c	Utilize peer reviewed, published research to improve practice	5.33	100%	5.00	100%
6d	Plan, gather, analyze and professionally present original research	5.33	91%	5.00	72%
CC7. Human Behavior: Students will apply knowledge of human behavior and the social environment.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
7a*	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5.33	90%	5.00	100%
7b*	Critically apply knowledge to understand person and environment	5.33	91%	5.33	100%
7c*	Critically apply knowledge to understand human behavior across the lifespan	5.33	91%	5.00	66 %
7d*	Critically apply knowledge to understand the range of social systems in which people live	5.50	100%	5.00	66%
7e*	Critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being	5.25	100%	5.00	66 %
CC8. Policy Practice: Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
8a	Articulate the evolution of social policies and services at multiple system levels	5.45	90%	5.00	91%

8b	Communicate how policy affects service delivery	5.73	100%	5.00	92%
8c	Collaborate with colleagues and clients for effective policy action	5.64	100%	4.15	15%
8d	Analyze, formulate, and advocate for policies that advance social well-being	5.64	100%	4.77	61%

CC9. Practice Contexts: Students will respond to contexts that shape practice.

#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
9a	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5.25	100%	5.08	100%
9b	Address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services	5.42	100%	5.15	100%
9c	Explore ways that the context of practice is dynamic	5.50	100%	4.10	10%

CC10. Engage, Assess, Intervene, Evaluate: Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
10a	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	5.91	100%	4.89	72 %
10b	Use empathy and other interpersonal skills	5.73	100%	5.00	100%
10c	Develop a mutually agreed-on focus of work and desired outcomes	5.82	100%	5.00	100%
10d	Collect, organize, and interpret client data	6.00	100%	4.89	88%
10e	Assess client strengths and limitations	5.91	100%	5.00	100%

10f	Develop mutually agreed-on intervention goals and objectives	5.55	100%	5.00	100%
10g	Select appropriate intervention strategies	5.73	100%	5.39	100%
10h	Initiate actions to achieve organizational goals	5.55	100%	5.00	100%
10i	Implement prevention interventions that enhance client capacities	5.45	100%	5.00	100%
10j	Help clients resolve problems	5.91	100%	5.00	100%
10k	Negotiate, mediate, and advocate for clients	5.82	100%	5.00	100%
10l	Facilitate transitions and endings	5.91	100%	5.00	100%
10m	Critically analyze, monitor, and evaluate interventions	5.73	100%	4.89	88%

For (*) items, at the time when data was being assessed, only three students from the cohorts had learning products that were evaluated. The data was not available for SOCW220 assignments for current junior or senior cohort members who took the course prior to Spring 2014.

Again, as a reminder, in order for the department to declare success, the percentage of scores at or above “5” must be at or above 80%. As shown in table two, the department met its goal of 80% of students achieving beginning level professional proficiency in field for OPBs marked by a white box. Any score falling below 80% for either Field or Signature Assignments alert us to the need to consider change. The department did not meet its goal of 80% where the percentage fell below the benchmark, which was marked by a gray box. Also of note and marked by gray were parts of the table where the mean fell below “5” but the 80% benchmark was achieved. While these were not specified as an indicator of success, they do provide meaningful information about where to focus our attention.

Student Core Competency/OPB Self-Assessment Scores by Cohort

This year Student Core Competency/OPB Self-Assessment Scores by Cohort was added as a means to look at student perception of their knowledge and skill related to their understanding of the OPBs at the end of junior year and again at the end of senior year. Students were asked to evaluate themselves on each of the ten CCs through the 54 OPBs. These self-assessments were completed by 18/18 junior cohort students (SOCW 356) and 12/12 senior cohort students (SOCW 486) at the end of the spring 2014 semester. Data was then tabulated and shared in the tables that follow. At the APR meeting, faculty will assess and determine how to best use this information. Table 3 shows the rubric junior and senior cohort members used to score themselves on the CCs/OPBs. Table s 4 and 5 shows the results for junior and senior cohort members respectively.

Table 3. CC/OPB student self-assessment scoring rubric for both junior and senior cohort

5	I have attained this competency/practice behavior (in the range of 81 to 100%)
4	I have largely attained this competency/practice behavior (in the range of 61 to 80%)
3	I have partially attained this competency/practice behavior (in the range of 41 to 60%)
2	I have made a little progress in attaining this competency/practice behavior (in the range of 21 to 40%)
1	I have made almost no progress in attaining this competency/practice behavior (in the range of 0 to 20%)

Table 4. CC/OPB student self-assessment junior cohort self-reporting (18/18 respondents)

Evaluator Assessment	5	4	3	2	1
EP 2.1.1 Identify as a Professional Social Worker and Conduct Oneself Accordingly					
a. articulate a commitment to conducting one’s self as a professional social worker;	60%	33%	7%		
b. demonstrate professional demeanor in behavior, appearance, and communication;	67%	27%	7%		
c. attend to professional roles and boundaries;	60%	27%	13%		
d. advocate for client access to the services of social work;	36%	50%	14%		
e. practice personal reflection and self-correction to assure continual professional development;	73%	20%	7%		
f. proactively seek out and use supervision and consultation;	53%	27%	13%	7%	
g. engage in career-long learning.	73%	20%	7%		
Evaluator Assessment					
EP 2.1.2 Apply Social Work Ethical Principles to Guide Professional Practice					
a. identify social work core values;	47%	33%	20%		
b. recognize and manage personal values in a way that allows professional values to guide practice;	64%	21%	14%		
c. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Schools of Social Work Ethics in Social Work, Statement of Principles;	27%	60%	13%		
d. examine ambiguity within ethical conflicts;	40%	33%	20%		
e. state the legal issues and concerns relevant to social work and appropriate practice settings;	27%	40%	27%	7%	
f. apply strategies of ethical reasoning to arrive at principled decisions.	33%	47%	20%		
Evaluator Assessment					
EP 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments					
a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;	53%	40%		7%	
b. analyze models of assessment, prevention, intervention, and evaluation;	33%	40%	20%	7%	
c. apply critical thinking to communication with client systems;	67%	13%	13%	7%	
d. apply critical thinking to communication with colleagues.	67%	13%	13%	7%	
Evaluator Assessment					
EP 2.1.4 Engage Diversity and Difference in Practice					
a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	47%	47%	7%		
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	60%	27%	13%		
c. recognize and communicate understanding of the importance of difference in shaping life experiences;	60%	33%	7%		

d. view self as a learner and engage those with whom one works as informants;	60%	40%			
e. demonstrate a commitment to being respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation or any element of uniqueness.	60%	33%	7%		
Evaluator Assessment	5	4	3	2	1
EP 2.1.5 Advance Human Rights and Social and Economic Justice					
a. describe the systemic inter-connectedness of the forms and mechanisms of oppression and discrimination;	33%	33%	33%		
b. regardless of clients systems' position in society, advocate for basic human rights and social and economic justice such as freedom, safety, privacy, an adequate standard of living, healthcare and education;	47%	53%			
c. engage in practices that prepare one to better advance social and economic justice and human rights.	20%	60%	20%		
Evaluator Assessment	5	4	3	2	1
EP 2.1.6 Engage in Research-Informed Practice and Practice-Informed Research					
a. use practice experience and existing research to direct scientific inquiry;	47%	27%	27%		
b. utilize client data systematically to improve practice;	20%	40%	40%		
c. utilize peer reviewed, published research to improve practice;	47%	20%	33%		
d. plan, gather, analyze and professionally present original research.	40%	27%	33%		
Evaluator Assessment	5	4	3	2	1
EP 2.1.7 Apply Knowledge of Human Behavior and the Social Environment					
a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	40%	33%	20%	7%	
b. critically apply knowledge to understand person and environment;	53%	40%		7%	
c. critically apply knowledge to understand human behavior across the lifespan;	47%	33%	7%	13%	
d. critically apply knowledge to understand the range of social systems in which people live;	47%	27%	20%	7%	
e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.	53%	20%	13%	13%	
Evaluator Assessment	5	4	3	2	1
EP 2.1.8 Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services					
a. articulate the evolution of social policies and services at multiple system levels;	13%	33%	27%	27%	
b. communicate how policy affects service delivery;	20%	40%	27%	13%	
c. collaborate with colleagues and clients for effective policy action;	20%	40%	27%	13%	
d.					
e. analyze, formulate, and advocate for policies that advance social well-being.	20%	33%	33%	13%	

Evaluator Assessment	5	4	3	2	1
EP 2.1.9 Respond to Contexts that Shape Practice					
a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;	27%	27%	47%		
b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services;	33%	40%	27%		
c. explore ways that the context of practice is dynamic.	27%	40%	20%	13%	
Evaluator Assessment					
EP 2.1.10 Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities					
Engagement					
a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	40%	40%	13%	7%	
b. Use empathy and other interpersonal skills.	53%	40%		7%	
c. Develop a mutually agreed-on focus of work and desire outcomes.	53%	40%	7%		
Assessment					
d. Collect, organize, and interpret client data.	53%	20%	27%		
e. Assess client strengths and limitations.	53%	27%	20%		
f. Develop mutually agreed-on intervention goals and objectives.	47%	40%	13%		
g. Select appropriate intervention strategies.	33%	40%	27%		
Implementation					
h. Initiate actions to achieve organization goals.	53%	40%	7%		
i. Implement prevention interventions that enhance client capacities.	40%	47%	13%		
j. Help clients resolve problems.	47%	40%	13%		
k. Negotiate, mediate, and advocate for clients.	40%	40%	13%	7%	
l. Facilitate transitions and endings.	20%	60%	13%	7%	
Evaluation					
m. Critically analyze, monitor, and evaluate interventions.	20%	53%	13%	13%	

We use table 3 again to understand the scoring for the senior cohort responses.

Table 3. (repeated): CC/OPB student self-assessment scoring rubric for both junior and senior cohort

5	I have attained this competency/practice behavior (in the range of 81 to 100%)
4	I have largely attained this competency/practice behavior (in the range of 61 to 80%)
3	I have partially attained this competency/practice behavior (in the range of 41 to 60%)
2	I have made a little progress in attaining this competency/practice behavior (in the range of 21 to 40%)
1	I have made almost no progress in attaining this competency/practice behavior (in the range of 0 to 20%)

Table 5. CC/OPB student self-assessment senior cohort self-reporting (12/12 respondents)

Evaluator Assessment	5	4	3	2	1
EP 2.1.1 Identify as a Professional Social Worker and Conduct Oneself Accordingly					
a. articulate a commitment to conducting one’s self as a professional social worker;	100%				
b. demonstrate professional demeanor in behavior, appearance, and communication;	91%	98%			
c. attend to professional roles and boundaries;	91%	91%			
d. advocate for client access to the services of social work;	73%	27%			
e. practice personal reflection and self-correction to assure continual professional development;	91%	9%			
f. proactively seek out and use supervision and consultation;	82%	18%			
g. engage in career-long learning.	100%				
Evaluator Assessment	5	4	3	2	1
EP 2.1.2 Apply Social Work Ethical Principles to Guide Professional Practice					
a. identify social work core values;	100%				
b. recognize and manage personal values in a way that allows professional values to guide practice;	73%	27%			
c. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Schools of Social Work Ethics in Social Work, Statement of Principles;	73%	27%			
d. examine ambiguity within ethical conflicts;	55%	45%			
e. state the legal issues and concerns relevant to social work and appropriate practice settings;	36%	55%	9%		
f. apply strategies of ethical reasoning to arrive at principled decisions.	73%	27%			
Evaluator Assessment	5	4	3	2	1
EP 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments					
a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;	64%	36%			
b. analyze models of assessment, prevention, intervention, and evaluation;	82%	18%			
c. apply critical thinking to communication with client systems;	100%				
d. apply critical thinking to communication with colleagues.	100%				
Evaluator Assessment	5	4	3	2	1
EP 2.1.4 Engage Diversity and Difference in Practice					
a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	91%	9%			
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	91%	9%			

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c. recognize and communicate understanding of the importance of difference in shaping life experiences;	91%	9%- No answer			
d. view self as a learner and engage those with whom one works as informants;	100%				
e. demonstrate a commitment to being respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation or any element of uniqueness.	91%	9%			
Evaluator Assessment	5	4	3	2	1
EP 2.1.5 Advance Human Rights and Social and Economic Justice					
a. describe the systemic inter-connectedness of the forms and mechanisms of oppression and discrimination;	64%	36%			
b. regardless of clients systems' position in society, advocate for basic human rights and social and economic justice such as freedom, safety, privacy, an adequate standard of living, healthcare and education;	73%	18%	9%		
c. engage in practices that prepare one to better advance social and economic justice and human rights.	91%	9%			
Evaluator Assessment	5	4	3	2	1
EP 2.1.6 Engage in Research-Informed Practice and Practice-Informed Research					
a. use practice experience and existing research to direct scientific inquiry;	45%	36%	18%		
b. utilize client data systematically to improve practice;	64%	27%	9%		
c. utilize peer reviewed, published research to improve practice;	64%	36%			
d. plan, gather, analyze and professionally present original research.	64%	27%	9%		
Evaluator Assessment	5	4	3	2	1
EP 2.1.7 Apply Knowledge of Human Behavior and the Social Environment					
a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	73%	27%			
b. critically apply knowledge to understand person and environment;	91%	9%			
c. critically apply knowledge to understand human behavior across the lifespan;	91%	9%			
d. critically apply knowledge to understand the range of social systems in which people live;	82%	18%			
e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.	82%	18%			
Evaluator Assessment	5	4	3	2	1
EP 2.1.8 Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services					
a. articulate the evolution of social policies and services at multiple system levels;	64%	36%			

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b. communicate how policy affects service delivery;	64%	4%			
c. collaborate with colleagues and clients for effective policy action;	45%	46%	9%		
d. analyze, formulate, and advocate for policies that advance social well-being.	45%	46%	9%		
Evaluator Assessment	5	4	3	2	1
EP 2.1.9 Respond to Contexts that Shape Practice					
a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;	55%	27%	9%	9% no answer	
b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services;	46%	36%	18%		
c. explore ways that the context of practice is dynamic.	82%	18%			
Evaluator Assessment	5	4	3	2	1
EP 2.1.10 Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities					
Engagement					
a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	82%	9%	9% no answer		
b. Use empathy and other interpersonal skills.	100%				
c. Develop a mutually agreed-on focus of work and desire outcomes.	64%	36%			
Assessment					
d. Collect, organize, and interpret client data.	91%		9%		
e. Assess client strengths and limitations.	91%	9%			
f. Develop mutually agreed-on intervention goals and objectives.	64%	27%	9% no answer		
g. Select appropriate intervention strategies.	55%	36%	9% no answer		
Implementation					
h. Initiate actions to achieve organization goals.	82%	18%			
i. Implement prevention interventions that enhance client capacities.	73%	18%	9% no answer		
j. Help clients resolve problems.	82%	9%	9% no answer		
k. Negotiate, mediate, and advocate for clients.	64%	27%	9%		
l. Facilitate transitions and endings.	73%	27%			
Evaluation					
m. Critically analyze, monitor, and evaluate interventions.	55%	27%	9%	9% no answer	

Town Hall Results

The Town Hall Meeting, held near the end of the spring semester, was again facilitated by senior majors in SOCW 486. The planning and departmental evaluation process, guided by a community organizing conceptual model under the direction of faculty member Kendre Israel-Janssen, taught and then directed senior students in developing a survey that explored student satisfaction and suggestions for one specific area related to the VUDSW. Past examples include student evaluation of field, awareness of the department and social work as a major, and non-social work courses required for social work majors. The survey this year was administered to all social work majors listed on the Social Work Community Google Groups site.

The topic of the survey and subsequent discussion during Town Hall for 2013-2014 was preparedness for post-graduation plans. The results that follow directly or indirectly relate to what actions the department could take to support or encourage better preparedness for post BSW graduation plans.

A. Results of those surveyed

1. Graduation Plans: 46 % reported planning to pursue grad school for MSW, 30% BSW job, 12% grad school other than MSW, 5 % seminary/volunteering, remaining percent not using BSW or unsure
2. Licensure: 71 % reported planning on obtaining a license, 58% unsure of process
3. Feeling of Preparedness: 53% indicated feeling somewhat prepared, 30% yes, 12% no
4. Job Searching: 56% reported not knowing where to start, 71% don't know when to begin the search process
5. Graduate School: 51% reported not knowing where to start looking for grad programs, 82% do not know when to begin the process
6. Resources Students Rely Upon (check all that apply): 76% professors, 69% fellow students, 66% internet, 43% field instructors, 23% VU Career Center

B. What students want to know

1. How to get licensed
2. How to search for jobs
3. When to begin a job search
4. When/how to apply for grad school
5. Careers for BSWs
6. How to plan a career path
7. How other social workers began their careers
8. Info about opportunities other than MSWs
9. Macro-level options
10. What the transition to grad school will be like
11. Picking and MSW concentration
12. Information about selecting "good" grad schools

C. Recommendations for the Department

1. Make future planning an intentional component of the advising process.
2. Meet with students early on to discuss career objectives
3. Connect curriculum content with job or graduate school opportunities

Senior Portfolios

This source of data was not used for formal program improvement in 2012-2013. While it could provide a rich opportunity to glean wisdom, last year we experimented with streamlining the evaluation process of portfolio viewing. Post 2012-2013 APR meeting during the annual VUDSW Advisory Board meeting, it was decided that we would not have VUSWD Advisory Board review portfolios this year as it was logistically problematic, labor intensive, and not the best use of members' time. It was recommended that the Senior Portfolio process, in some form, be reinstated as a data source during the 2013-2014 APR meeting.

This year, all full-time faculty listened to presentations and conducted exit interviews with seniors during the portfolio presentation process. Additionally, each full-time faculty reviewed four portfolios and the Director of Field Education and instructor for the SOCW 493 portfolio class, Dr. Jane Barden, assessed and scored the assignment. Faculty listened for overarching themes from the Student Portfolio Presentation/Interview process related to challenges, strengths, and areas for departmental improvement. At the APR meeting, faculty will go through a thematic identification process facilitated by Jen Gregory, Valparaiso Institute for Teaching and Learning (VITAL) coordinator, who has previously assisted us with curriculum design, program implementation, and explicit curriculum evaluation process. We will identify key themes and potential resulting action. Responses will then be recorded in the 2013-2014 APR Action Plan.

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

Also during the 2013-2014 APR meeting, current full and part-time faculty (Jane Barden, Barb Crumpacker Niedner, Barbara Dahl, Kendre Israel Janssen), 2014-2015 full time faculty (Pam Saylor), and administrative assistant (Tammy Hartman), will identify challenges faced, departmental strengths, and areas in need of attention. This process will also be facilitated by Jen Gregory, Valparaiso Institute for Teaching and Learning (VITAL) coordinator. Findings will be recorded in the 2013-2014 APR Action Plan.