

This document is intended as a supplement to the VUDSW Annual Program Review (APR) 2014-2015 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/action plan 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 Board on June 11, 2015.
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 final copy to Provost, Dean of the College of Arts and Sciences, and returning chair Dr. Matthew Ringenberg.

## I. Field Education (Field) and Signature Assignment (SA) Action Plan

The following scores fell below the 80% benchmark pass rate. We identified them and developed an action plan accordingly which was initiated at the Annual Program Review (APR) Meeting, June 4, 2015.

<b>Problem Course Location</b>	<b>Identified Problem</b>	<b>Data Source</b>	<b>Assessment</b>	<b>Action Planned</b>
<b>1. 485 Field</b>	OPB 1c – Attend to professional roles and boundaries, under Field, 62.5% scored a 5 or more, with a mean score of 4.81.	Annual Program Review (APR) Table 2	<ol style="list-style-type: none"> <li>1. Students did not explicitly identify social work roles</li> <li>2. Students did not fully comprehend what professional boundaries meant with in their agency context, especially when clients were in age proximity to students</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor will revamp assignment directions</li> <li>2. Go over explicit list of social work roles</li> <li>3. Define professional boundaries</li> <li>4. Instruct on the difference between “friendships” and “professional relationships”</li> <li>5. Adjust rubric accordingly</li> </ol>
<b>2. 485 Field</b>	OPB 4a – Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power, under Field 75% scored a 5 or more with a mean score of 4.94.	APR Table 2	<ol style="list-style-type: none"> <li>1. Students did not address all aspects of the prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor will revamp assignment directions</li> <li>2. Adjust rubric accordingly</li> </ol>
<b>3. 365 SA</b>	OPB 6a- Use practice experience and existing research to direct scientific inquiry, under Signature Assignments 50% scored 5	APR Table 2	<ol style="list-style-type: none"> <li>1. Four individual students (one group) lacked initiative and leadership.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructor will reconstruct group assignment.</li> <li>2. Instructor will be more involved in defining group process.</li> </ol>

	or more with the mean score of 4.40.			
<b>4. 486 Field</b>	OPB 6b – Utilize client data systematically to improve practice, under Field 66.67% scored 5 or more, with a mean score of 4.27.	APR Table 2	1. 4 students did not overtly address this aspect in the assignment	1. Instructor will fold specific language into the assignment requesting students report back on using some system (FIT, SRS/ORS, feedback from clients) systematically in field to evaluate their work with clients 2. Adjust rubric accordingly
<b>5. 486 Field</b>	OPB 6c- Utilize peer reviewed, published research to improve practice, under Field, 73.33% scored a 5 or more, with a mean score of 4.53.	APR Table 2	1. 3 students did not overtly address this aspect in the assignment	1. Instructor will fold specific language into the assignment requesting students report back on using research to improve practice in the field placement 2. Adjust rubric accordingly
<b>6. 365 SA</b>	OPB 6d- Plan, gather, analyze and professionally present original research, under Signature Assignments 60% scored 5 or more, with a mean score of 4.50.	APR Table 2	1. 4 individual students (one research group) lacked initiative and leadership.	1. Instructor will reconstruct group assignment 2. Instructor will be more involved in defining group process
<b>7. 485 Field</b>	OPB 7c – Critically apply knowledge to understand human behavior across the lifespan, under Field, 75% scored a 5 or more, with a mean score of 4.81.	APR Table 2	1. 3 students did not overtly address this aspect in the assignment	1. Instructor will make assignment more specific so that each student should demonstrate applying HBSE models/constructs during the assessment phase 2. Adjust rubric accordingly
<b>8. 486 Field</b>	OPB 8a- Articulate the evolution of social policies and services at multiple system levels, under Field, 66.67% scored a 5 or more, with a mean score of 4.75.	APR Table 2	1. 4 students did not overtly address this aspect in the assignment	1. Instructor will make assignment more specific that each student should identify specific social policies at the agency level that directly impact clients served. 2. Adjust rubric accordingly
<b>9. 486 Field</b>	OPB 10I- Facilitate transitions and endings, under Field, 53.33% scored	APR Table 2	1. 3 students indicated you only “end” with micro level clients	1. Instructor will revisit SOCW 356 termination piece that and emphasize

	a 5 or more, with a mean score of 4.53.		and not with macro level systems 2. 2 students did not address this aspect in the assignment	that professionals “end” with all size client systems 2. Instructor will make assignment more specific to reflect the need that all must address regardless of micro or macro setting 3. Adjust rubric accordingly
<b>10. 486 Field</b>	OPB 10m- Critically analyze, monitor, and evaluate interventions, under Field, 46.67% scored a 5 or more, with a mean score of 4.47.	APR Table 2	1. 8 students were cursory in evaluating the intervention or did not mention any process or tools used	1. Instructor will make assignment more specific such that each student will evaluate the intervention for both strengths and areas for improvement 2. Adjust rubric accordingly

**ACTION PLAN FOR OTHER AREAS EVALUATED**

**II. Town Hall**

Identified Problem: Student perception of the department was that there is lack of cohort cohesion

Data Source: Town Hall Summary

Assessment: Students generated the following 3 point action plan

Action Plan:

1. Here are specific suggested activities that students can do together to enhance cohort bonding:
  - a. Field trips/educational programs off campus
  - b. SSWO organized social events
  - c. SSWO Teams for campus events
  - d. Beginning/End of Year picnics
  - e. Scheduled service events
  - f. Mentoring Program
  - g. Experiential activities at the beginning of each semester
  - h. Scheduled events for freshmen and sophomore classes
2. Additionally , students suggested that we increase information about VUDSW to all cohorts
  - a. Propose showing “senior” video to SOCW 151 class as an introduction to senior cohort and Social Work Department. Invite senior students and SSWO leaders to speak in SOCW 151.
  - b. Propose SOCW 456 students present information about LEAD, Professional Development Day and Town Hall to lower level classes so cohorts have a better understanding of events and their importance as social work majors. Include cohorts in planning (input, surveys, etc.) and revisit classes prior to events.

3. Finally, students suggested that we increase awareness of SSWO activities, events, and support
  - a. Propose planning semester socials hosted by SSWO (twice, each semester).
  - b. Propose planning SSWO activities/events early for the fall semester. Ask for input from cohorts. In November/December, begin planning for spring semester. Distribute list via email and post to social work community. For annual events/activities:
    - i. Include department activities/events
    - ii. Include campus activities/events, partnering with other student organizations
    - iii. Include community activity/event (can partner with other student organizations)
  - c. Propose mentor program and/or study groups to social work majors.

### III. **CoursEval Report**

Assessment: Each instructor reviewed course evaluations to identify strengths, problem areas, and a plan for improvement. Some courses will again be transitioning to new instructors so we will need to make sure that desired Action Plans are fittingly passed along. Plans for improvement follow in grid format at the end of this document (pages 10-16). Individual faculty will need to revisit the action plan in August of 2015 during fall course preparation and then in a VUDSW faculty meeting mid-September to assess follow-through. Office Coordinator, Tammy Hartman, will add this to a mid-September VUDSW meeting agenda.

### IV. **Student Core Competency/OPB Self-Assessment Scores by Cohort**

Assessment: During the APR we did not get a chance to look at these results due to running out of time at the meeting. In the future, we should plan additional time into the structure of the retreat to address this aspect more fully. For the time being, each faculty will review student cohort feedback (See the VUDSW APR designated pages 8-14) to note where student self-report is the lowest. If the CC/OPB is housed in a faculty's designated course, that faculty will make course level plans to address the low score. Jane Barden also suggested that we consider using this data as a part of any future Implicit Curriculum Assessment and Evaluation Plan. We will continue through next year to collect the student self-reports and formalize how to use the data in the future.

### V. **Field Findings**

Assessment: Scope of Work:

- i. Director of Field transitioned from Jane Barden to Barb Crumpacker Niedner
- ii. Revised department field education manuals, field placement assessment instruments, learning plans, orientation for Senior AFIs and students, orientation for Junior AFIs and students
- iii. Developed, monitored, and evaluated Field Integrative Assignments pertaining to the 54 OPBS for each of the 15 seniors in internship
- iv. Along with Office Coordinator, Tammy Hartman, developed MOUs and management of their collection; developed rosters, google groups, google invites, google surveys, AFI Profile Inventories, digital records of varying kinds, Director of Field Time Study and Mileage Record Keeping, AFI CEUs for Orientation and Supervision, AFI and student evaluation of field, director, student/agency
- v. Placed and supervised 15 senior (year-long) and 15 junior (semester-long) educationally-directed social work internships
- vi. Visited every internship site at least one time during each student placement

- vii. Managed students and AFI concerns related to student performance
- viii. Worked to effectively end and exit 2 students out of field
- ix. Recruited and developed collaborative partnership with 25 internship sites
- x. Maintained monthly Field Update Newsletter with all AFIs from Sept to May
- xi. Held AFI orientations, onsite check-ins and trouble shooting, Annual AFI Thank You Luncheon, followed BPD and Field Listserv for currency of program

Assessment: Strengths:

- xii. Overall field education program was strengthened
- xiii. AFIs and students report that field was well attended to, highly effective, and well-managed
- xiv. Office Coordinator for VUDSW provided much needed, solid support to the Director of Field Education in order to deliver a robust Field Education Program

Assessment and Action Plan for Field/Field:

Problem	Action Needed	Specific Proposed Action
Not enough time to talk about field in class	Give more time in class to discuss field	1. Consider sharing learning related to integrative assignments in class vs just with the instructor
Time given to field and class is a lot, especially if one has more than 16 credit hours and is employed	Make field time requirements more manageable Require only 400 hours rather than 450 hours	1. Advise students ahead of the time crunch challenges so plans can be made to be proactive 2. Advise students to take 16 or less credit hours during semesters in field 3. Advise students to NOT plan on significant working for income during semesters 4. In consultation with VUSWD, consider reducing the time requirement
Too much to do related to internship, not enough time to do it, self-care gets potentially neglected	Fold self-care into the course	1. Consider making a self-care plan at the start of each field semester 2. Revisit self-care plan regularly during internship semesters 3. Fold self-care element into Weekly Summary template
Student Performance Evaluation instrument is improved but still needs work	Revise evaluation instrument	1. Students value more narrative style feedback 2. Consider revising evaluation

Work areas for 2015-2016:

- 1. Rethink Evaluation instruments
- 2. Streamline 485-486 assignment so as to maximize learning and minimize redundancies
- 3. Consider how to increase value, decrease time consuming element of course required work
- 4. Develop parameters for the Director of Field scope of work or get additional assistance

**VI. Senior Portfolios**

We did not have time during the 2015 APR Meeting to address feedback generated from this data source. Additional time is needed still this summer to plan for this area for next year. Barb Crumpacker

Niedner will examine how to fold more of the portfolio process into portions of the Fall SOCW 485 Integrative Seminar. See page 31 of this year’s APR for student identified strengths and areas for improvement.

**VII. Advisement**

This was our first year with Ms. Patty Jarosz as a Professional Academic Advisor. She developed and disseminated a survey to all majors. Here were the identified problems and action plan:

Survey Areas Identified:

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students want the advisor to tell them what to take for electives and Social Work	Teach them to take ownership of their degree	1. Teach them to understand the degree audit and how to use it and the Social Work 4-year plan
Not all students are comfortable reaching out to the advisor for help	Get to know the students better and do more than advise for their courses	1. Meet with seniors in September to sign Petition to graduate and to make sure they are on track 2. Have welcoming events for new Freshmen & Sophomores in September; event for Juniors in October
Timely responding to issues of students	Be more organized and on top of things	1. Take an hour at the beginning and end of the day to read through emails and notes taken during advising meetings

Patty’s Identified Areas:

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students changing majors at end of Sophomore year and admitting them into the program	Analyze what type of student they are and how they are doing in all courses that semester	1. Look at degree audit for how they have performed in all courses; 2. Have them take the intro course and general education courses or electives to see if they will be successful and if Social Work is really where they want to be
SOCW 4 Year Plan	Will not fit a student who changes majors	1. Create an alternate 4 year plan for the student
Required SOCW GPA and Valpo Cumulative GPA	Students are not aware of this	1. Make sure to reiterate what the required SOCW GPA and Valpo Cumulative GPAs need to be to go into Junior Field

**VIII. Office Operation**

This was our first full year with Ms. Tammy Hartman as Office Coordinator. She developed and disseminated a survey to faculty/staff/senior student cohort related to the functioning of the office. Here were the identified problems and action plan:

Survey Areas Identified:

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
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Students report that there are not enough community events as a department.	Need to organize one or two departmental events in the fall, perhaps a welcoming event.	1. Depending on budget allowances, SSWO could organize two events in the fall to allow more cohort bonding of the majors, early in the year.
The computer in the lounge is slow and sluggish most of the time. Students cannot print their assignments many times.	Would like a new computer in the lounge for student use.	1. Due to budget constraints, IT cannot replace the current computer with a new one, but they have reimaged the current computer, so this should help with students being able to utilize it, as needed.
Students would like to hear more about Tammy's involvement in event planning to help with ideas for Professional Development Day and Town Hall.	Increased event planning communication by Tammy to student event planners.	1. Tammy can attend one or two classes during organization of these events and provide suggestions and feedback.

Tammy's Identified Areas:

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Uploading of Taskstream cumbersome for students. They do not upload without constant reminders.	Need to revise Taskstream so no submissions by the students are necessary. This will simplify the process for the students & myself.	1. Revise Taskstream so that no submissions are required. Manage from the back end of Taskstream without submissions.
Multiple reminders to students and faculty to complete tasks or RSVP for events.	Send one (or two at the most) reminders of upcoming events or due dates. More than that is cumbersome for Office Coordinator and bothersome for students & faculty.	1. Send only one or two reminders of upcoming events and due dates. 2. Students & faculty can develop their own time management skills.

**IX. Overall Departmental Functioning: Challenges, Strengths, and Areas in Need of Attention/Plan of Action**

This process was facilitated this year again by Jen Gregory, Valparaiso Institute for Teaching and Learning (VITAL) coordinator. Current full-time faculty including Jane Barden, Barb Crumpacker Niedner, and Pam Saylor along with Academic Advisor Patty Jarosz, and Office Coordinator, Tammy Hartman, identified challenges faced, departmental strengths, and areas in need of attention/proposed plan of action.

**Challenges**

1. There are too few faculty for the amount of work required to meet CSWE expectations.
2. There will be another leadership succession.
3. There is no plan in place for implementation of the new EPAs, which are out now (2015).
4. The department will be in another major transition for the 3<sup>rd</sup> year in a row.
5. VUDSW enrollment is on the rise with an already overloaded faculty. The longstanding department structure of 3 full time faculty/1 adjunct is insufficient to handle all that needs doing in order to meet expectations.
6. Specifically for someone on the tenured track, we need to find a workload balance that meets the requirements of the department and the university, while supporting the tenured track member.
7. There was non-renewal of a well-qualified diverse faculty member that would have allowed for work-load balance, course coverage, release time for the development and implementation of a new CSWE EPA plan, and



balanced implicit curriculum delivery. Faculty diversity is important in the social work field. With the non-renewal, there was incongruence in what we are teaching vs. what the university is doing.

### **Strengths**

1. We offer a solid educational experience, with a coherent, integrated curriculum and high expectations.
2. Our students are well prepared for generalist social work practice and graduate education.
3. We are welcoming and inclusive; there is a positive vibe with the department and powerful program ambience.
4. We have a good reputation in the community with agencies and agency field instructors.
5. The differences of faculty styles are a strength. Despite major transitions, we appeared professional and intact.
6. We have highly effective and much needed full time office coverage in Tammy Hartman. She also has done an outstanding job at the back end management of Taskstream so that we could work to meet CSWE assessment/evaluation requirements this past year.
7. Our new Academic Advisor, Patty Jarosz, has been a solid benefit to students, faculty, and to the department. The student advisement experience is better, more responsive, and with fewer errors.
8. We have strong, effective, internal communication and are available, attentive, and responsive.
9. There is solid individual functioning of each member; all take responsibility for the quality each deliver.
10. The Field Education Program is trending upward in comparison to other northern Indiana programs.

### **Areas in need of improvement/Proposed Plan of Action for Items without our Control**

1. We need to plan for implementation of the CSWE 2015 EPAs. Last self-study cycle around, this occurred over 4 summers, with all faculty (full and part time) and Jen Gregory as an embedded participant and convener in our sessions. Additionally, we had assistance from Jen Gregory during the school year as well. We have put in a new Faculty Position request to CAS Dean's office for the second year in a row as we need improved work balance.
2. Upon review of the CSWE 2015 EPAs, we need to look at the structure of the curriculum and make needed changes in a thoughtful manner. There will be regular cascading sets of big and little changes to make. These changes need to be folded into several work load assignments.
3. We need to develop a system and tools for annual assessment of the Implicit Curriculum. This also needs to be a part of someone's work plan and WLCs and not an add on to an overloaded system. This has been conveyed to CAS Dean's office.
4. We need to assess and clarify the future use of Taskstream vs. something else related to CSWE assessment and evaluation plan that might meet our needs better and be more cost effective.
5. We need to clarify the role of the Portfolio and how to best implement it this coming year.
6. Related to Implicit Curriculum, we need to develop a Faculty Student Mentoring Model and pilot it.
7. We need to develop a plan and resources for the backwards design of the 2021 Self Study. Currently there are too few people for too much work related to this all. Being proactive in a plan would make this manageable.
8. Release time should be given to those contributing and directing the Explicit Curriculum Evaluation process.

## **COURSEVAL PROBLEMS IDENTIFIED with ACTION PLANS by COURSE NUMBER**

### **Action Plan for SOCW 151 (PS)**



Problem	Action Needed	Specific Proposed Action
On Course journal entry grading could be improved. Students stated grading focused more on grammar than self-reflection.	Revise grading rubric for journal entries.	1. Consider grading separately for reflection and format. 2. Consider grading as completed or incomplete.
More discussion about the SWSW chapter quizzes was needed.	Revise schedule to include chapter quiz discussion.	1. Consider a flipped class: students watch a prerecorded video (faculty & chapter PowerPoint) prior to class. Students are responsible for bringing chapter questions to class for group discussion. 2. Restructure class to allow for discussion about chapter quizzes.
Assignment requirements were not clear.	Revise syllabus and schedule for clarity.	1. Revise syllabus and schedule. 2. Review syllabus and schedule on the first day of class and review class assignment prior to due date.

**Action Plan for SOCW 210 (JB)**

Problem	Action Needed	Specific Proposed Action
There is not enough connection between assigned reading and lectures/assignments	Focus on assigned reading	1. Reassess all assigned reading for relevance and usefulness 2. Revise individual class/lesson plans- lectures, activities, assignments to be predicated on reading
Readings are not spaced throughout the semester	Revise course schedule	1. Count pages assigned for each topic covered 2. Rearrange order of topics and/or assign readings in different groupings
Instructions for assignments are unclear	Provide more clear instructions for assignments	1. Clarify connection between course objectives/core competencies and assignments 2. Revise assignment instructions 3. Provide examples of exemplary work when possible

**Action Plan for SOCW 220 (JB)**

Problem	Action Needed	Specific Proposed Action
Too much group work/Issues with switching groups	Balance group and individual work	1. Re-think assignments in regard to objectives to determine whether group or individual work is most appropriate

		2. Re-think assignments overall to keep emphasis on case studies without overusing the same template
Textbook	Determine whether text is best option available for course needs	1. Consult BPD messages regarding HBSE texts 2. Check publisher websites to determine range of HBSE texts 3. Consider two texts- one developmental/individual oriented and one community?
Novels	Determine how novels can best serve the pedagogical purpose intended	1. Determine the current objectives of assigning novels 2. Determine how novels could fulfill that purpose and be more relevant to class meetings and readings

**Action Plan for SOCW240 (PS)**

Problem	Action Needed	Specific Proposed Action
DVDs were boring and outdated.	Review "Culturally Alert Counseling" DVDs.	1. Consider updating DVDs. 2. Consider restructuring "Culturally Alert Counseling" DVD and SPUNKI assignment. 3. Consider group assignments for each DVD (African-Americans, Latino & Latina Americans, East & Southeast Asian Americans, individuals with disabilities and individuals that identify as LGBTQ+). Each group presents to the class after reviewing the DVD. Include group discussion regarding SPUNKI assignment. Students are responsible for group discussion questions. 4. Invite guest speakers to present. Include Provocateur Points for discussion.
SPUNKI assignments felt like busy work.	Restructure SPUNKI assignments.	1. Consider restructuring SPUNKI assignments and "Culturally Alert Counseling" DVD presentations. 2. Consider group discussion on chapter readings instead of graded written assignment.
Need more classroom practice and peer critique.	Restructure classroom "interview" practice.	1. Restructure class to include additional practice and peer critique. 2. Consider a flipped class: students watch a prerecorded video (faculty & chapter PowerPoint) prior to class and practice microskills during scheduled class time. Peer critique for each chapter.

**Action Plan for SOCW 260 (BD)**

Problem	Action Needed	Specific Proposed Action
More group discussion and less lecturing to better understand	Revision of methods of instruction.	1. Re organize instruction appropriately to include more balanced opportunities for interaction between students while still "teaching"

material and importance of subjects.		material that needs to be taught rather than just “discussed”.
Assign groups sooner. It just felt like we did not have enough time to work on it.	Provide specific instruction regarding this project.	1. Incorporate information into the syllabus and/or create separate instructions and directions. Create opportunity to form group before mid-term or fall break.
There was way too much reading. Also, I feel like the workload was not always evenly distributed towards the middle of the semester.	Re-visit importance of the reading. Revisit the “balance” element of the syllabus re: due dates.	1. Revise the focus of some of the material in the latter half of the semester after mid-term. Provide pro-active information about the “balance” or “imbalance” after the revision.

**Action Plan for SOCW 356 (JB)**

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
More focus on field experience	Decide how to include field experience in class	1. Discuss with colleagues the ways and places that field is processed with students in all classes 2. Conscientiously adapt discussions and assignments to meet pedagogical and processing needs
Timing of BPSA	Spread out BPSA assignments	1. Review schedule 2. Determine whether scheduling of assignments was due to my inexperience with class or if I need to re-organize
Accountable for readings	Make readings critical to class discussions, activities, and assignments	1. Review course schedule and topics 2. Carefully consider readings assigned 3. Re-tool activities to make reading critical
Chapter 11 assignment is too long	Consider whether change in Ch. 11 assignment is appropriate	1. Consider options for assigning Chapter 11 differently- reduce number of questions, break into a multi-part assignment, re-distribute other chapter assignments

**Action Plan for SOCW 365 (JB)**

Problem	Action Needed	Specific Proposed Action
IRB took too long	Get IRB approval earlier	1. Utilize lessons learned from this iteration of the class to speed IRB process- confidentiality in small department, face-to-face interviews, storage of data, etc.
Qualitative vs. Quantitative	Determine which method is best for BSW students to learn	1. Review literature on teaching undergraduate research methods 2. Compare and contrast outcomes of teaching both methods 3. Document experience of teaching this course
Didn't do any presentations	Do presentations	1. Don't pose Butler Conference as an option when doing qualitative research 2. Schedule research to be done by time of Celebration of Undergraduate Research 3. Consider alternative ways of "presenting" research- publication, departmental poster session, others?

**Action Plan for SOCW 386 (BCN)**

Problem	Action Needed	Specific Proposed Action
Some students reported limited value with the Core Competency video samples	Rethink the use of the video samples	1. Consider eliminating the use of the video samples or make their viewing optional
Not enough time to talk about internship	Discuss internship more	1. Consider carving out addition time in each class to talk more about the internship 2. Require students to participate in a minimum number of "optional" Group Supervision days
Too much to cover in a two-day a week class	Revise the course meeting structure	1. Cover less in class 2. Add a day to the class

**Action Plan for SOCW 410 (JB)**

Problem	Action Needed	Specific Proposed Action
Text biased	Address bias in text	<ol style="list-style-type: none"> <li>Carefully assess areas of bias in text</li> <li>Peruse literature/publications for other potential texts</li> <li>Decide to adopt another text or</li> <li>Determine how to integrate discussion of bias into class</li> </ol>
Order that parts of paper are due	Re-think order of paper assignment	<ol style="list-style-type: none"> <li>Look at schedule in relation to paper parts and reading/topic covered</li> <li>Consider a backward design of the paper to make all parts lead toward the whole</li> </ol>

**Action Plan for SOCW 455 (PS)**

Problem	Action Needed	Specific Proposed Action
Confusion with organization of Blackboard, syllabus and schedule. Assignments were redundant and all very similar.	Review Blackboard, syllabus, schedule and assignments.	<ol style="list-style-type: none"> <li>Consider reorganization of Blackboard and revision of syllabus and schedule.</li> <li>Consider review and revise/rename assignments. Delete redundant assignments as needed.</li> </ol>
Students stated they had group leadership experience through junior internships and/or extra-curricular activities. SOCW 455 should be a 2 <sup>nd</sup> or 3 <sup>rd</sup> year social work class.	Review course syllabus.	<ol style="list-style-type: none"> <li>Consider teaching this class to 2<sup>nd</sup> or 3<sup>rd</sup> year social work majors.</li> <li>Consider teaching this class in conjunction with junior internship.</li> </ol>

**Action Plan for SOCW 456 (PS)**

Problem	Action Needed	Specific Proposed Action
Too many assignments.	Restructure syllabus.	1. Consider deleting redundant assignments.

		2. Consider additional guest speakers instead of assignments.
Students stated they were not given significant “secondary” roles for PDD and TH.	Restructure assignment.	1. Consider increasing opportunities for community organizing by splitting class into three “event” groups: PDD, TH & community event. 2. Consider partnering with SSWO and other student organizations to develop a community event.
LEAD Day development and coordination. Students had limited time to coordinate LEAD Day.	Restructure class schedule.	1. Consider reviewing policies of interest at beginning of semester, then contacting legislative representatives for LEAD Day meetings/activities. 2. Consider partnering with an agency that interfaces with local government regarding public policy. 3. Consider increased involvement with different social work cohorts. Present LEAD Day information to other social work classes.

**Action Plan for SOCW 485 (BCN)**

Problem	Action Needed	Specific Proposed Action
A couple assignments in the beginning of the semester (CC 1 and Prof Identity paper) were redundant	Make less redundant	1. Consider eliminating one or the other
Homework is too time consuming	Make less time consuming	1. Consider reducing the frequency of the more repetitive assignments
There is too much homework	Reduce the number of assignments.	1. Consider reducing the number of assignments 2. Consider packing more into the Weekly Summaries and less into other assignments

**Action Plan for SOCW 486 (BCN)**

Problem	Action Needed	Specific Proposed Action
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Didn't start the Legacy Project early enough	Go beyond mentioning the Legacy Project and force students to start Legacy Project Planning in the fall	<ol style="list-style-type: none"> <li>1. Consider having students submit proposal in the fall semester</li> <li>2. Have students develop generalized timeline that forces them to start Legacy Projects no later than January</li> </ol>
Want more time to talk about Weekly Summary peer questions and to share in class	Revise schedule to include this at least once a week in class	<ol style="list-style-type: none"> <li>1. Allow time in class for a brief check-in with peers</li> </ol>
Felt disconnected from peers during Case Presentations due to needing to complete two case presentations a class period in order to fit them all in	Continue to connect with peer group during Case Presentations	<ol style="list-style-type: none"> <li>1. Allow time in class for a brief check-in with peers before going on to Case Presentations</li> <li>2. Consider revising the schedule to have only one case presentation per class period</li> </ol>

**Action Plan for SOCW 493 (JB)**

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Course name does not reflect what class is about	Clarification of relationship between and purpose of SOCW 486 and 493	<ol style="list-style-type: none"> <li>1. Faculty discussion of how SOCW486 and 493 fit together and complement one another which will clarify what the course name should be and what the purpose is of each class</li> </ol>
Purpose of class	Clarification of relationship between and purpose of SOCW 486 and 493	<ol style="list-style-type: none"> <li>1. Faculty discussion of how SOCW486 and 493 fit together and complement one another which will clarify what the course name should be and what the purpose is of each class</li> </ol>
Professional information is needed in the major, but comes too late when covered in this class	Determine role of professional elements of portfolio	<ol style="list-style-type: none"> <li>1. As part of above discussion, determine if professional development, such as resumes and cover letters, is an appropriate focus for this class</li> </ol>