

The following report was generated by Barb Crumpacker Niedner, acting chair of the Department of Social Work, in collaboration with current VUDSW faculty and staff. It will be used to facilitate discussion and planning during the 2014-2015 Annual Program Review (APR) meeting, June 4, 2015. It includes data from multiple sources including: Field Integrative Assignment Evaluations, Signature Assignment Evaluations, Student Core Competency/Operational Practice Behavior Self-Assessment Scores by Cohort, Course Evaluations, Field Education Program Evaluation, Town Hall Meeting Results, Evaluation of Senior Student Portfolio Process, Evaluation of the Academic Advisement Experience, and Evaluation of the VUDSW Office Operation. Additionally, a facilitator will lead faculty and staff in assessment of overall departmental functioning, ascertaining challenges and strengths, and areas in need of attention. From all of this, the 2014-2015 APR Action Plan will be generated.

Data Source 1 & 2 (CSWE required): *Field Education Integrative* and *Signature Assignment* evaluation scores are 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). (Assesses Explicit Curriculum)

Data Source 3: *Student CC/OPB Self-Assessment Scores by Cohort* were again 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. This year we used the TaskStream management system to generate the self-assessment tool and aggregate the results. (Assesses Explicit Curriculum)

Data Source 4: Through the use of VUs *CoursEval*, electronic course evaluation surveys were completed by students enrolled in each course in the curriculum in both the fall and spring semester. Individual faculty reviewed the evaluations for her designated courses, then provided a summary snapshot of feedback and areas for improvement. (Aids in assessment of the Explicit and Implicit Curriculum)

Data Source 5: The fifth source of data collection was an evaluation of the *Field Education Program* by Agency Field Instructors and senior and junior students in field placement. This process of evaluation of both the program and the director occurred through the use of both Google Surveys and hard copy paper evaluation forms. (Aids in assessment of the Explicit and Implicit Curriculum)

Data Source 6: The annual *Town Hall Meeting*, an event designed and led by senior social work majors, was another area of data collection this year. The senior cohort selected a topic related to the functioning of the department and surveyed students to identify concerns, strengths, and areas for potential improvement. This year's theme pertained to student perception of cohort cohesion and bonding (precursor to Professional Networking). Senior students surveyed majors and presented the results at the Town Hall Meeting, then submitted to the faculty for inclusion as a part of the Annual Program Review process. (Aids in assessment of Implicit Curriculum)

Data Source 7: The seventh source of data collected came from strengths and areas for improvement related to the creation of the *Senior Student Portfolios*. Themes were extracted from student presentation summaries submitted at the time each presented her portfolio. (Aids in assessment of Implicit Curriculum)

Data Source 8: The eighth source of data collected came from a Google Survey created by our new Professional Academic Advisor which was distributed to advisees, spring 2015, for an *Evaluation of the Academic Advisement Experience*. (Aids in assessment of Implicit Curriculum)

Data Source 9: A ninth source of data collection came from the VUDSW Office Coordinator administering a Google Survey to faculty and the senior student cohort, pertaining to *Evaluation of the VUDSW Office Operation*. (Aids in assessment of Implicit Curriculum)

Data Source 10: Finally, prior to the conclusion of the APR retreat, VUs VITAL Jen Gregory will assist the faculty and staff in assessment of Overall Departmental Functioning by working with us to identify, challenges, strengths, and areas in need of attention. These will be shared, recorded, and folded into the 2015 APR Action Plan. (Aids in assessment of Implicit Curriculum)

Data Source 1: Field Education Integrative Assignments

Based on feedback from last year’s Agency Field Instructors and Director of Field, Dr. Jane Barden, this year the Director of Field, Barb Crumpacker Niedner, evaluated each of the senior students on all ten CCs and 54 OPBs. Students completed multiple assignments that required them to demonstrate integration and bench mark mastery of our core competency curriculum. The scores for each OPB then served as one of the two CSWE required mechanisms of OPB-based program evaluation.

During the fall semester (SOCW 485), students integrated knowledge and skills in field related assignments involving all OPBs for CCs one, two, four, seven, and nine. Similarly, during the spring semester (SOCW 486), CCs three, five, six, eight, and ten were measured through the Integrative Assignments that reflected learning and mastery of each OPB.

The Director of Field Education used a rubric and scored each student separately for each CC along with its specified 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.

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.

Data Source 2: Signature Assignments

The Signature Assignments were learning products from non-field related 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 covered multiple OPBs.

The same scale used for the Field Education Integrative Assignments (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. Last year, we added a comment section on the departmental-level evaluation rubric to remind faculty 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 Integrative Assignment and Signature Assignment scores along with 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/Signature Assignments for OPBs marked in the fourth and sixth column 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 in the fourth and sixth columns fell below the benchmark, which is marked by a gray box. Also of note are parts of the table where the mean score fell below “5” but the 80% benchmark was achieved. While a mean score of “5” was not specified as an indicator of success, faculty should note that a mean score below a “5” does provide meaningful information about where to focus future attention and efforts.

Table 2. Results from 2014 – 2015 for field integrative assignments and signature assignments (shaded box in fourth and sixth column means below desired benchmark)

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	5.25	100%	5.07	100%
1b	Demonstrate professional demeanor in behavior, appearance, and communication	5.25	93.75%	5.0	100%
1c	Attend to professional roles and boundaries	4.81	62.5%	5.0	100%
1d	Advocate for client access to the services of social work	5.0	87.5%	4.67	93.33%

1e	Practice personal reflection and self-correction to assure continual professional development	5.25	93.75%	5.14	100%
1f	Proactively seek out and use supervision and consultation	5.19	100%	5.0	100%
1g	Engage in career-long learning	5.0	87.5%	5.07	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	5.0	100%	5.26	94.74%
2b	Recognize and manage personal values in a way that allows professional values to guide practice	4.75	93.75%	4.86	92.86%
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	4.81	81.25%	5.0	100%
2d	Examine ambiguity within ethical conflicts	5.13	100%	5.0	100%
2e	State the legal issues and concerns relevant to social work and appropriate practice settings	5.13	100%	5.0	100%
2f	Apply strategies of ethical reasoning to arrive at principled decisions	5.13	100%	5.0	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	5.0	100%	5.0	100%
3b	Analyze models of assessment, prevention, intervention, and evaluation	5.0	100%	4.92	92.31%

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3c	Apply critical thinking to communication with client systems	5.0	100%	4.92	92.31%
3d	Apply critical thinking to communication with colleagues	5.0	100%	4.93	93.33%
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	4.94	75%	5.0	93.75%
4b	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	4.88	93.75%	5.21	94.74%
4c	Recognize and communicate understanding of the importance of difference in shaping life experiences	4.81	93.75%	5.0	84.21%
4d	View self as a learner and engage those with whom one works as informants	4.63	87.5%	5.0	100%
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	5.06	100%	4.86	92.86%
#	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	5.13	93.33%	5.0	93.75%
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	5.0	100%	4.67	93.33%

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5c	Engage in practices that prepare one to better advance social and economic justice and human rights	5.07	100%	4.67	93.33%
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	5.0	100%	4.40	50%
6b	Utilize client data systematically to improve practice	4.27	66.67%	5.0	100%
6c	Utilize peer reviewed, published research to improve practice	4.53	73.33%	5.0	100%
6d	Plan, gather, analyze and professionally present original research	5.0	100%	4.50	60%
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	5.06	100%	4.89	94.74%
7b	Critically apply knowledge to understand person and environment	5.0	81.25%	4.95	94.74%
7c	Critically apply knowledge to understand human behavior across the lifespan	4.81	75%	5.05	94.74%
7d	Critically apply knowledge to understand the range of social systems in which people live	4.94	81.25%	5.0	84.21%
7e	Critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being	4.88	81.25%	5.11	94.74%
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	4.75	66.67%	5.0	100%

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8b	Communicate how policy affects service delivery	5.0	83.33%	5.0	100%
8c	Collaborate with colleagues and clients for effective policy action	5.08	100%	4.67	93.33%
8d	Analyze, formulate, and advocate for policies that advance social well-being	5.17	100%	4.67	93.33%

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	4.56	81.25%	4.67	93.33%
9b	Address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services	4.69	87.5%	4.67	93.33%
9c	Explore ways that the context of practice is dynamic	5.06	93.75%	5.0	100%

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	4.93	93.33%	5.0	93.75%
10b	Use empathy and other interpersonal skills	4.93	93.33%	5.0	100%
10c	Develop a mutually agreed-on focus of work and desired outcomes	5.0	100%	5.0	100%
10d	Collect, organize, and interpret client data	4.87	86.67%	4.94	93.75%
10e	Assess client strengths and limitations	5.07	100%	4.94	93.75%
10f	Develop mutually agreed-on intervention goals and objectives	4.93	93.33%	4.94	93.75%
10g	Select appropriate intervention strategies	4.93	93.33%	5.0	93.75%

10h	Initiate actions to achieve organizational goals	5.0	100%	5.0	100%
10i	Implement prevention interventions that enhance client capacities	4.87	86.67%	5.0	100%
10j	Help clients resolve problems	4.93	93.33%	5.0	100%
10k	Negotiate, mediate, and advocate for clients	5.0	100%	5.0	100%
10l	Facilitate transitions and endings	4.53	53.33%	5.0	100%
10m	Critically analyze, monitor, and evaluate interventions	4.47	46.67%	4.93	93.33%

As a reminder, 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 above, the department met its goal of 80% of students achieving beginning level professional proficiency in Field/Signature Assignments for OPBs marked in the fourth and sixth column 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 in the fourth and sixth columns fell below the benchmark, which is marked by a gray box. Also of note are parts of the table where the mean score fell below “5” but the 80% benchmark was achieved. While a mean score of “5” was not specified as an indicator of success, faculty should note that a mean score below a “5” does provide meaningful information about where to focus future attention and efforts.

Data Source 3: Student Core Competency/OPB Self-Assessment Scores by Cohort

Again, this year students completed Core Competency/OPB Self-Assessment Scores by Cohort 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 on TaskStream by 14/14 junior cohort students (SOCW 356) and 15/15 senior cohort students (SOCW 486) at the end of the spring 2015 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. Tables 4 and 5 show 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 (14/14 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;	57%	43%			
b. demonstrate professional demeanor in behavior, appearance, and communication;	57%	43%			

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c. attend to professional roles and boundaries;	43%	50%	7%		
d. advocate for client access to the services of social work;		64%	36%		
e. practice personal reflection and self-correction to assure continual professional development;	29%	57%	14%		
f. proactively seek out and use supervision and consultation;	29%	50%	21%		
g. engage in career-long learning.	43%	36%	21%		
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;	21%	65%	14%		
b. recognize and manage personal values in a way that allows professional values to guide practice;	21%	72%	7%		
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;	7%	43%	50%		
d. examine ambiguity within ethical conflicts;	14%	50%	36%		
e. state the legal issues and concerns relevant to social work and appropriate practice settings;	7%	43%	43%	7%	
f. apply strategies of ethical reasoning to arrive at principled decisions.		86%	14%		
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;	29%	50%	21%		
b. analyze models of assessment, prevention, intervention, and evaluation;	36%	50%	14%		
c. apply critical thinking to communication with client systems;	50%	36%	14%		
d. apply critical thinking to communication with colleagues.	36%	50%	14%		
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;	7%	79%	14%		
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	36%	64%			
c. recognize and communicate understanding of the importance of difference in shaping life experiences;	29%	64%	7%		
d. view self as a learner and engage those with whom one works as informants;	50%	43%	7%		
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.	64%	29%	7%		

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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;		71%	22%	7%	
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;	7%	57%	36%		
c. engage in practices that prepare one to better advance social and economic justice and human rights.	14%	57%	29%		
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;	7%	14%	72%	7%	
b. utilize client data systematically to improve practice;	7%	21%	65%	7%	
c. utilize peer reviewed, published research to improve practice;		7%	79%	14%	
d. plan, gather, analyze and professionally present original research.		29%	57%	14%	
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;	14%	64%	22%		
b. critically apply knowledge to understand person and environment;	29%	71%			
c. critically apply knowledge to understand human behavior across the lifespan;	22%	71%	7%		
d. critically apply knowledge to understand the range of social systems in which people live;	36%	57%	7%		
e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.	29%	57%	14%		
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;		36%	64%		
b. communicate how policy affects service delivery;	7%	50%	43%		
c. collaborate with colleagues and clients for effective policy action;		50%	36%	14%	
d.					
e. analyze, formulate, and advocate for policies that advance social well-being.		50%	42%	8%	
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;		64%	36%		

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b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services;		57%	43%		
c. explore ways that the context of practice is dynamic.		64%	29%	7%	
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.	14%	64%	15%	7%	
b. Use empathy and other interpersonal skills.	50%	43%	7%		
c. Develop a mutually agreed-on focus of work and desired outcomes.	43%	36%	21%		
Assessment					
d. Collect, organize, and interpret client data.	21%	43%	36%		
e. Assess client strengths and limitations.	50%	43%	7%		
f. Develop mutually agreed-on intervention goals and objectives.	21%	50%	29%		
g. Select appropriate intervention strategies.	21%	36%	36%	7%	
Implementation					
h. Initiate actions to achieve organization goals.	14%	58%	21%	7%	
i. Implement prevention interventions that enhance client capacities.	22%	21%	57%		
j. Help clients resolve problems.	36%	36%	21%	7%	
k. Negotiate, mediate, and advocate for clients.	22%	57%	14%	7%	
l. Facilitate transitions and endings.	21%	36%	36%	7%	
Evaluation					
m. Critically analyze, monitor, and evaluate interventions.	22%	21%	50%	7%	

We insert table 3 again here to frame the scoring for the senior cohort responses that follow.

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 (15/15 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;	94%	6%			

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b. demonstrate professional demeanor in behavior, appearance, and communication;	94%	6%			
c. attend to professional roles and boundaries;	81%	19%			
d. advocate for client access to the services of social work;	69%	31%			
e. practice personal reflection and self-correction to assure continual professional development;	87%	13%			
f. proactively seek out and use supervision and consultation;	81%	19%			
g. engage in career-long learning.	93%	6%			
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;	88%	12%			
b. recognize and manage personal values in a way that allows professional values to guide practice;	56%	38%	6%		
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;	63%	37%			
d. examine ambiguity within ethical conflicts;	50%	50%			
e. state the legal issues and concerns relevant to social work and appropriate practice settings;	38%	56%	6%		
f. apply strategies of ethical reasoning to arrive at principled decisions.	63%	31%	6%		
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;	69%	31%			
b. analyze models of assessment, prevention, intervention, and evaluation;	69%	31%			
c. apply critical thinking to communication with client systems;	88%	6%	6%		
d. apply critical thinking to communication with colleagues.	88%	6%	6%		
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;	94%	6%			
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	69%	31%			
c. recognize and communicate understanding of the importance of difference in shaping life experiences;	88%	12%			
d. view self as a learner and engage those with whom one works as informants;	75%	19%	6%		
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.	81%	19%			

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;	75%	13%	12%		
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;	88%		12%		
c. engage in practices that prepare one to better advance social and economic justice and human rights.	63%	25%	12%		
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;	44%	38%	18%		
b. utilize client data systematically to improve practice;	50%	38%	12%		
c. utilize peer reviewed, published research to improve practice;	56%	31%	13%		
d. plan, gather, analyze and professionally present original research.	38%	50%	12%		
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;	69%	19%	12%		
b. critically apply knowledge to understand person and environment;	81%	19%			
c. critically apply knowledge to understand human behavior across the lifespan;	75%	13%	12%		
d. critically apply knowledge to understand the range of social systems in which people live;	75%	13%	12%		
e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.	88%	6%	6%		
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;	44%	38%	18%		
b. communicate how policy affects service delivery;	56%	44%			
c. collaborate with colleagues and clients for effective policy action;	50%	38%	12%		
d. analyze, formulate, and advocate for policies that advance social well-being.	56%	44%			
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;	50%	38%	12%		

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b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services;	44%	25%	31%		
c. explore ways that the context of practice is dynamic.	63%	31%	6%		
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.	69%	25%	6%		
b. Use empathy and other interpersonal skills.	94%	6%			
c. Develop a mutually agreed-on focus of work and desire outcomes.	81%	13%	6%		
Assessment					
d. Collect, organize, and interpret client data.	63%	25%	12%		
e. Assess client strengths and limitations.	81%	13%	6%		
f. Develop mutually agreed-on intervention goals and objectives.	69%	25%	6%		
g. Select appropriate intervention strategies.	69%	12%	19%		
Implementation					
h. Initiate actions to achieve organization goals.	75%	13%	12%		
i. Implement prevention interventions that enhance client capacities.	50%	38%	12%		
j. Help clients resolve problems.	69%	31%			
k. Negotiate, mediate, and advocate for clients.	56%	38%	6%		
l. Facilitate transitions and endings.	50%	25%	25%		
Evaluation					
m. Critically analyze, monitor, and evaluate interventions.	56%	19%	25%		

Data Source 4: CoursEval Assessment Summaries and Areas for Improvement by Course Chronological Order

Course Strengths for SOCW 151 (PS)

1. Scores for the class (overall and regarding achievement of learning objectives) were “average” to “excellent” with one student evaluator who rated the course as “below average” on a 5-point Likert scale.
2. On Course Journal Entries/Success Principles and in-class group activities were valuable in learning.
3. Guest speakers and textbook were well integrated and valuable in learning.
4. The volunteer experience was valuable in learning.
5. Students reported the ability to transfer learning to other areas – personal, collegiate and professional.

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Revise syllabus and schedule 2. Review syllabus and schedule on the first day of class and review class assignment prior to due date

Course Strengths for SOCW 210 (JB)

1. Instructor-related questions from student evaluations average 4.3
2. Discussions interesting, engaging, and informative
3. Experientials are powerful
4. Different types of teaching methods work well

Problem	Action Needed	Specific Proposed Action
There is not enough connection between assigned reading and lectures/assignments	Focus on assigned reading	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Clarify connection between course objectives/core competencies and assignments 2. Revise assignment instructions 3. Provide examples of exemplary work when possible

Course Strengths for SOCW 220 (JB)

1. Fall: Mean of all questions related to qualities of instructor = 4.4
2. Spring: Mean of all questions related to qualities of instructor = 4.5
3. Varied methods of teaching
4. Great discussions

Problem	Action Needed	Specific Proposed Action
Too much group work/Issues with switching groups	Balance group and individual work	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

Course Strengths for SOCW 240 (PS)

1. Scores for the class (overall and regarding achievement of learning objectives) were “average” to “excellent” with three student evaluators who rated the course below average or poor.
2. Students reported strengths in developing one’s natural style and developing personal attributes for effective cross-cultural communication and interviewing.
3. INTERLINK and baseline/practice recording experiences were relevant in increasing communication and interviewing skills.
4. The family genogram and community eco-map assignments were instrumental in the understanding of family and community systems contexts that shape practice.

Problem	Action Needed	Specific Proposed Action
DVDs were boring and outdated	Review “Culturally Alert Counseling” DVDs	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

Course Strengths for SOCW 260 (BD)

1. This course has a lot of really good information. The topics covered in this course are crucial to the betterment of society and it is a very good class that all college students should take.
2. Lectures and videos were very insightful
3. This class covered very important topics that I think everyone should learn at some point in their lives (sooner rather than later). I enjoyed when class time included showing of related videos and documentaries and activities.

Problem	Action Needed	Specific Proposed Action
More group discussion and less lecturing to better understand material and importance of subjects	Revision of methods of instruction	<ol style="list-style-type: none"> 1. Re organize instruction appropriately to include more balanced opportunities for interaction between students while still “teaching” 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	<ol style="list-style-type: none"> 1. Incorporate information into the syllabus and/or create separate instructions and directions 2. 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	<ol style="list-style-type: none"> 1. Revise the focus of some of the material in the latter half of the semester after mid-term 2. Provide pro-active information about the “balance” or “imbalance” after the revision

Course Strengths for SOCW 356 (JB)

1. Mean of all questions related to qualities of instructor = 4.7
2. Some liked discussion, some said not helpful
3. Availability of professor and ability to answer questions
4. Biopsychosocial Assessment

Problem	Action Needed	Specific Proposed Action
More focus on field experience	Decide how to include field experience in class	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Consider options for assigning Chapter 11 differently- reduce number of questions, break into a multi-part assignment, re-distribute other chapter assignments

Course Strengths for SOCW 365 (JB)

1. Mean of all questions related to qualities of instructor = 4.4
2. Overall flow of class
3. Reaching out and answering questions.

All of the following actions are predicated on the class being offered again in this form.

Problem	Action Needed	Specific Proposed Action
IRB took too long	Get IRB approval earlier	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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?

Course Strengths for SOCW 386 (BCN)

1. Students rated the instructor and the course both at 4.8 on a 5-point Likert scale
2. Students felt supported by their instructor
3. 13 of the 14 respondents felt the Portfolio Compilation was very helpful in their learning
4. Weekly Summaries and in class reflection assisted in learning

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

Course Strengths for SOCW 410 (JB)

1. Mean of all questions related to qualities of instructor = 4.4
2. Combination of different styles of learning activities
3. Clear learning objectives and assignments

Problem	Action Needed	Specific Proposed Action
Text biased	Address bias in text	<ol style="list-style-type: none"> 1. Carefully assess areas of bias in text 2. Peruse literature/publications for other potential texts 3. Decide to adopt another text or 4. Determine how to integrate discussion of bias into class
Order that parts of paper are due	Re-think order of paper assignment	<ol style="list-style-type: none"> 1. Look at schedule in relation to paper parts and reading/topic covered 2. Consider a backward design of the paper to make all parts lead toward the whole

Course Strengths for SOCW 455 (PS)

1. Scores for the class (overall and regarding achievement of learning objectives) were “average” to “excellent” with one student evaluator who rated the course as “below average” on a 5-point Likert scale
2. Group work training with Kyle Otten assisted in learning
3. Textbook quizzes assisted in learning
4. Group experiential activity, reflection and peer review assisted in learning

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"> 1. Consider reorganization of Blackboard and revision of syllabus and schedule 2. Consider review and revise/rename assignments. Delete redundant assignments as needed
Students stated they had group leadership experience through junior internships and/or extra-curricular activities. SOCW 455 should be a 2 nd or 3 rd year social work class.	Review course syllabus.	<ol style="list-style-type: none"> 1. Consider teaching this class to 2nd or 3rd year social work majors 2. Consider teaching this class in conjunction with junior internship

Course Strengths for SOCW 456 (PS)

1. Scores for the class (overall and regarding achievement of learning objectives) were “average” to “excellent” with one student who rated the course as “below average” on a 5-point Likert scale
2. Course objectives were met and classroom learning was connected to course objectives
3. Guest speakers, “Emmanuel’s Gift” and “hands on” application of PREPARE & IMAGINE models through development of Professional Development Day (PDD) and Town Hall (TH) were strongly relevant to learning
4. Mini-presentations were a relevant tool in learning the IMAGINE model
5. Students valued the PREPARE & IMAGINE models and will transfer learning in the future.

Problem	Action Needed	Specific Proposed Action
Too many assignments	Restructure syllabus	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

Course Strengths for SOCW 485 (BCN)

1. Students rated the instructor and the course respectively at 4.9/4.5 on a 5-point Likert scale
2. Students reported this course assisted them with integrating their learning and honing their critical thinking skills
3. Students reported that the revised Learning Plan document was an improvement over the junior year
4. Students reported that assignments helped in understanding the CCs/OPBs as they manifested in the internship

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

Course Strengths for SOCW 486 (BCN)

1. Student rating of the instructor was at 5.0 with the course rated as a 4.8 on a 5 –point Likert scale
2. Students reported most enjoyment and learning from the Case Analysis/Case Presentations
3. 13 of the 15 students strongly agreed/agreed that the Integrative Assignments assisted them in their learning
4. Students reported that the class was the perfect complement to the field placement experience

Problem	Action Needed	Specific Proposed Action
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"> 1. Consider having students submit proposal in the fall semester 2. Have students develop generalized timeline that forces them to start Legacy Projects no later than January
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"> 1. Allow time in class for a brief check-in with peers
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"> 1. Allow time in class for a brief check-in with peers before going on to Case Presentations 2. Consider revising the schedule to have only one case presentation per class period

Course Strengths for SOCW 493 (JB)

1. Mean of all questions related to qualities of instructor = 4.6
2. Ongoing revision of written work to achieve high quality portfolio
3. Freedom and encouragement to personalize portfolio
4. Support for working through elements of definitions

Problem	Action Needed	Specific Proposed Action
Course name does not reflect what class is about	Clarification of relationship between and purpose of SOCW 486 and 493	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
Purpose of class	Clarification of relationship between and purpose of SOCW 486 and 493	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
Professional information is needed in the major, but comes too late when covered in this class	Determine role of professional elements of portfolio	1. As part of above discussion, determine if professional development, such as resumes and cover letters, is an appropriate focus for this class

Data Source 5: Field Education Program Evaluation Report (BCN)

By the numbers:

1. 16 senior students started out in field. 15 completed.
2. 16 junior students started out in field. 14 completed. 1 took an incomplete and will finish this summer.
3. 48 NW Indiana professionals served as Agency Field Instructors (AFI), Task Supervisors, or on-site Mentors
4. Approximately 570 hours of on-site supervision was provided during the academic year by this group
5. Students provided approximately 9052 hours of service in agencies during the academic year
6. 751 hours of time was recorded by Field Education Director to deliver the Field Education component
7. 780 miles were drive to and from agency visits

Overarching Strengths of the Field Education Component:

1. Students reported feeling more confident with their knowledge and skill set as a result of engaging in field
2. Students reported feeling more gratified with being immersed into the culture of an agency
3. Students felt aided by on-site and in-class supervision
4. AFIs and students shared that field felt well organized and well supported

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

Data Source 6: Town Hall Meeting Results

The Town Hall Meeting, held on Monday, April 27th, in the Brown and Gold Room of the Harre Union, was facilitated by senior majors in the SOCW 456 course. Students utilized the PREPARE and IMAGINE community organizing model under the direction and guidance of faculty members, Pam Saylor and Jane Barden. Students developed a student survey addressing cohesion and bonding of cohorts. This was then administered to all social work majors listed on the Social Work Community Google Groups site. Results that follow reflect involvement in student organizations and social work activities:

1. Attend extra-curricular activities or participate in student organizations: do not attend (5%), attend one event (32%), attend two events (24%), attend three events (10%) and attend four or more events (29%).
2. Attend SSWO events: attend (59%), do not attend (41%).
3. Reasons for not attending include schedule conflicts (79%), not enough interest (37%), no incentive (11%) and poor promotion (42%).
4. Other events of interest include community volunteer-based events (78%), social events (85%) and social work related educational events (51%).
5. Ideas that would enhance cohort bonding include:
 - 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. Mentor Program
 - g. Experiential activities at the beginning of each semester
 - h. Scheduled events for freshmen and sophomore classes

As a result from the survey, the theme during the 2015 Town Hall focused on “The Importance of Cohort Bonding” and included a presentation by NASW Region 1 Representative, Rondi Wightman related to the importance of Professional Networking. The event was well received by attendees.

Overall, students rated the event as enjoyable; they felt more connected with the social work cohort; the speaker was relevant to the theme of the event; and the experience increased awareness of networking. Students reported learning networking skills; elevator talk; social media do’s and don’ts; importance of classmate connections and that the social work field has many opportunities for inter professional connection.

Recommendations to increase cohort bonding and cohesion:

1. Increase information about social work department 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.
2. 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.

Data Source 7: Senior Student Portfolio Review: Summation of Strengths and Areas for Improvement

Strengths

1. The work required to put portfolios together helps to form connections and understanding
2. Having the portfolio be a consistent part of the curriculum helps the CC/OPBs become more engrained
3. Internship setting and integrated assignments helped to put portfolio/CC/OPB knowledge into practice
4. Throughout this whole learning process, Personal and Group reflection helps so much
5. It was valuable to write a cover letter and improve upon the resume
6. Creating the Portfolio gave me the chance to portray college course work in a manner that will showcase abilities
7. It was valuable to look over past work, review, and see the growth
8. Appreciated that I could see how my worldview has matured
9. Realized how much knowledge has been acquired over the last four years and how blessed I am to be a part of the social work department
10. Process made me take time to actively think about what was learned and how it can be overtly practiced in different settings
11. Feel competent at how the operational practice behaviors can be applied to internship
12. Leaning plan, weekly summaries helped us to learn and practice CC's

Areas for Improvement

1. Consider having seniors present Portfolios to nervous younger students
2. Have us include more professional training – resume building, cover letter drafting, interview, salary negotiation, everything seniors need to know during the senior year
3. This year's portfolio seemed redundant because of the junior year portfolio
4. Wished assignment was more focused on post-graduation topics rather than compiling of assignments (ex. Job interviewing skills, how to humbly show off talents and experiences that prove why I'm better than the other interviewee)
5. Very time consuming with lots of printing
6. Miscommunication of the CC introductions made it difficult when editing intro numerous times
7. Work felt monotonous
8. Timing – resume, cover letter, etc. were due after jobs and graduate schools should have received that information; make this required earlier
9. Writing definitions for the CC's
10. Trying to organize the various learning products – tried to use too many assignments
11. SOCW 493 Class was too redundant – almost too much time to talk about the binders
12. Want to talk about topics in SOCW 493 class related to degree
13. Want more activities focused on CCs – more papers on how internship has used CC's, more papers on how we use them in our lives, more papers on how we can improve the way these CC's are demonstrated

Data Source 8: Evaluation of Academic Advising Experience from End of Year Survey Report (PJ)

1. 31 majors responded to the survey: 6 freshmen, 7 sophomores, 12 juniors and 6 seniors; 28 female and 3 males; 3 Hispanic or Latino; 1 Asian, 3 Black or African American, 1 two or more races and 26 White
2. Satisfaction with Academic Advising: 3 disagree, 17 agree and 11 strongly agree
3. When contacting my advisor, she responded to me within a few business days: 8 agree, 21 strongly agree and 2 not applicable
4. I feel comfortable reaching out to my advisor for help: 2 disagree, 12 agree, 5 strongly agree and 3 not applicable
5. My advisor informed me of campus resources: 3 disagree, 7 not applicable, 4 agree, 5 strongly agree

Problem	Action Needed	Specific Proposed Action
Students want me 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 me 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

Academic Advising Strengths for Department of Social Work from Personal Perspective of Advisor P. Jarosz

1. Office located within Heidbrink Hall makes me available for questions or just dropping by to talk
2. Great 4 year plan created by Social Work
3. Became more engaging and welcoming to the students

Problem	Action Needed	Specific Proposed Action
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; 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

Data Source 9: Evaluation of VUDSW Office Operation from End of Year Survey Report (TH)

1. Response time by office was acceptable 100% of the time
2. Good communication was rated as above average or average 100% of the time
3. Knowledge, professionalism and helpfulness was rated as above average 100% of the time
4. Best thing about our service: Go above & beyond, timely, organized, friendly, courteous, professional, open communication, welcoming, inclusion & personal attention, greets with a smile.

Problem	Action Needed	Specific Proposed Action
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 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.

Administrative Support Strengths for Department of Social Work from Personal Perspective of Coordinator T.Hartman

1. Strive to contribute to a welcoming environment for students, faculty and all of Heidbrink Hall
2. Strive to keep turn-around time for requests to a minimum
3. Our customers, both internal and external, remain our primary focus for excellent customer service
4. Input of data into Taskstream is much more manageable in increments rather than all at once. Thank you and keep up the good work, faculty!

Problem	Action Needed	Specific Proposed Action
Uploading of Taskstream assignments is too much to ask of 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 me 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.

Data Source 10: Overall Departmental Functioning: Challenges, Strengths, and Areas in Need of Attention

During the 2014-2015 APR meeting, current full and part-time faculty including: Jane Barden, Barb Crumpacker Niedner, Barbara Dahl, and Pam Saylor; Academic Advisor Patty Jarosz, and Office Coordinator, Tammy Hartman, will identify challenges faced, departmental strengths, and areas in need of attention. This process will again be facilitated by Jen Gregory, Valparaiso Institute for Teaching and Learning (VITAL) coordinator. Findings will be recorded in the 2014-2015 APR Action Plan.

Other Items Reported on at APR Retreat

Jane Barden briefly updated us on the Implicit Curriculum Research Projects from the SOCW 365 course. She shared that the course was designed around qualitative research skill development where she worked with students in the course on projects related to evaluation of components of the Implicit Curriculum. This summer and into the fall she anticipates continuation of the research with an eye toward publishing their work. She is also working on a piece about using students in the process of evaluating the Implicit Curriculum.