

This document is intended as a supplement to the VUDSW Annual Program Review (APR) 2015-2016 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 9, 2016.
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.

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, May 25, 2016.

Problem Course Location	Identified Problem	Data Source	Assessment	Action Planned
1. 485 Field	OPB 1c – Attend to professional roles and boundaries, under Field, 35.71% scored a 5 or more, with a mean score of 4.36.	Annual Program Review (APR) Table 2	Several students did not formally identify social work professional roles.	Instructor will reiterate the need to identify social work roles in their writing as they respond.
2. 410 SA	OPB 1d – Advocate for client access to the services of social work, under Signature Assignments, 71.43% scored a 5 or more with a mean score of 4.36.	APR Table 2	Several students did not address this in the assignment at all or only superficially. Unclear if that is lack of knowledge or insufficient explanation per prof.	Clarify assignment more and give more examples of integration of content.
3. 410 SA	OPB 2d- Examine ambiguity within ethical conflicts, under Signature Assignments 50% scored 5 or more with a mean score of 4.43.	APR Table 2	The assignment itself is ambiguous by its very nature.	Add a new activity in which they need to write about ethical ambiguity and provide feedback
4. 410 SA	OPB 2f – Apply strategies of ethical reasoning to arrive at principled decisions, under Signature Assignments, 57.14% scored 5 or more, with a	APR Table 2	The assignment itself is ambiguous by its very nature.	Add a new activity in which they need to write about ethical reasoning and provide feedback

	mean score of 4.93.			
5. 410 SA	OPB 3a- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, theory and practice wisdom , under Signature Assignments, 78.57% scored a 5 or more, with a mean score of 5.14.	APR Table 2	Several students did not address this in the assignment at all or only superficially. Unclear if that is lack of knowledge or insufficient explanation per prof.	Clarify assignment more and give more examples of integration of content.
6. 410 SA	OPB 5b- Regardless of clients systems’ position in society, advocate for basic human rights and social economic justice such as freedom, safety, privacy, an adequate standard of living, healthcare and education, under Signature Assignments 71.43% scored 5 or more, with a mean score of 4.50.	APR Table 2	Several students did not address this in the assignment at all or only superficially. Unclear if that is lack of knowledge or insufficient explanation per prof.	Clarify assignment more and give more examples of integration of content.
7. 486 Field	OPB 6a – Use practice experience and existing research to direct scientific inquiry, under Field, 78.57% scored a 5 or more, with a mean score of 4.79.	APR Table 2	Two students did not identify practice experience or existing research in the process of their scientific inquiry.	Instructor will reiterate the need for students to overtly address how their experience in practice results influences their scientific investigation.
8. 486 Field	OPB 6b- Utilize client data systematically to improve practice, under Field, 78.57% scored a 5 or more, with a mean score of 4.93.	APR Table 2	Three students did not state that they used client feedback to improve practice.	Instructor will revisit the use of the ORS/SRS as a tool to use with clients so that students are using client data systematically to improve their practice.
9. 365 SA	OPB 6d- Plan, gather, analyze and professionally present original research, under Signature Assignments, 74.07% scored a 5 or more, with a mean score of 4.81.	APR Table 2	Some students were not able to articulate this sufficiently in the assignment.	In class discussions require every student to first write down thoughts related to this content and ask each to share. Use both strong and weak answers as teaching opportunities.
10. 485 Field	OPB 7a- Utilize conceptual frameworks to guide the	APR Table 2	Three students did not name any frameworks	Instruct students to identify by name conceptual

	processes of assessment, intervention, and evaluation, under Field, 78.57% scored a 5 or more, with a mean score of 4.79.		they use to guide any aspect of the planned change process.	frameworks they are using when working with clients.
11. 410 SA	OPB 8a – Articulate the evolution of social policies and services at multiple system levels, under Signature Assignments, 57.14% scored a 5 or more, with a mean score of 4.79.	APR Table 2	Several students did not address this in the assignment at all or only superficially.	Incorporate this content for completely into classroom activity.
12. 410 SA	OPB 8d – Analyze, formulate, and advocate for policies that advance social well-being, under Signature Assignments, 78.57% scored a 5 or more, with a mean score of 4.93.	APR Table 2	Several students did not address this in the assignment at all or only superficially. Unclear if that is lack of knowledge or insufficient explanation per prof.	Clarify assignment more and give more examples of integration of content.
13. 410 SA	OPB 9a – Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, under Signature Assignments, 50% scored a 5 or more, with a mean score of 4.64.	APR Table 2	Several students did not address this in the assignment at all or only superficially. Unclear if that is lack of knowledge or insufficient explanation per prof.	Clarify assignment more and give more examples of integration of content.
14. 410 SA	OPB 9b – Address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services, under Signature Assignments, 78.57% scored a 5 or more, with a mean score of 5.21.	APR Table 2	Several students did not address this in the assignment at all or only superficially. Unclear if that is lack of knowledge or insufficient explanation per prof.	Clarify assignment more and give more examples of integration of content.
15. 456 SA	OPB 10c – Develop a mutually agreed-on focus	APR Table 2	Students seemed to be unclear about the	Place more emphasis on this particular concept and

	of work and desired outcomes, under Signature Assignments, 57.14% scored a 5 or more, with a mean score of 4.57.		reasons for, and understanding of, developing a mutually agreed-on focus of work.	introduce classroom activity to solidify understanding.
16. 456 SA	OPB 10h – Initiate actions to achieve organizational goals, under Signature Assignments, 42.86% scored a 5 or more, with a mean score of 4.29.	APR Table 2	Students seemed less knowledgeable about initiating action with organizations.	Place more emphasis on this concept and introduce classroom activity to solidify understanding.
17. 456 SA	OPB 10i – Implement prevention interventions that enhance client capacities, under Signature Assignments, 0% scored a 5 or more, with a mean score of 0.00.	APR Table 2	This issue was not addressed in class.	Create lecture and activities that introduce and reinforce this concept.
18. 456 SA	OPB 10j – Help clients resolve problems, under Signature Assignments, 71.43% scored a 5 or more, with a mean score of 4.43.	APR Table 2	Class content not sufficiently focused on problem resolution at the organization/community level.	Increase focus on topic in lecture, class discussion, and activities.
19. 486 Field	OPB 10k – Negotiate, mediate, and advocate for clients, under Field, 78.57% scored a 5 or more, with a mean score of 4.86.	APR Table 2	Three students were either too general in their response or could not give examples of either negotiating, mediating, or advocating.	Instruct students to be specific by giving examples where they negotiate, mediate, and/or advocate for clients within the Case Analysis assignment.
20. 456 SA	OPB 10k – Negotiate, mediate, and advocate for clients, under Signature Assignments, 64.29% scored a 5 or more, with a mean score of 4.64.	APR Table 2	Class content not sufficiently focused on these topics.	Increase focus on topic in lecture, class discussion, and activities.
21. 486 Field	OPB 10l – Facilitate transitions and endings, under Field, 42.86% scored a 5 or more, with a mean score of 4.43.	APR Table 2	Eight students did not mention transitions or endings in their Case Analysis assignment.	Instructor will revise the directions for this assignment so as to draw attention to overtly addressing transitions and endings with clients.
22. 486 Field	OPB 10m – Critically analyze, monitor, and evaluate interventions, under Field, 28.57% scored a 5 or more, with a	APR Table 2	Ten students did not mention any type of tool/system used for an evaluation of an intervention within the	Instructor will revise the directions for this assignment so students are required to overtly address tools used in the process of evaluation of

	mean score of 4.36.		Case Analysis assignment.	the intervention.
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ACTION PLAN FOR OTHER AREAS EVALUATED

II. Town Hall

Identified Problem: BSW Students in Internships Need Self Care Instruction

Data Source: Survey by seniors of all majors

Assessment:

B. What does self care mean to you (students)?

- | | |
|---|----|
| 1. Meet own needs/self care | 11 |
| 2. Time to relax | 9 |
| 3. Time for self | 7 |
| 4. De-stressing/calming activity | 7 |
| 5. Combination of body, soul, spirit, ,mind | 6 |
| 6. Take care of self to avoid burnout | 3 |
| 7. Activity you love | 3 |
| 8. Healthy mind | 2 |
| 9. Reach out for support | 1 |
| 10. Hula hooping | 1 |
| 11. Painting | 1 |
| 12. Coloring | 1 |
| 13. Dance | 1 |
| 14. Centering | 1 |
| 15. Staying happy & healthy | 1 |
| 16. Caring about yourself | 1 |
| 17. Talking with someone | 1 |
| 18. Self improvement | 1 |
| 19. Helpful/beneficial things | 1 |

C. What self care practices do you use?

- | | |
|-----------------------|-----|
| 1. Napping | 87% |
| 2. Being with friends | 83% |
| 3. Listening to music | 81% |
| 4. Eating | 64% |
| 5. Exercise | 57% |
| 6. Watching TV | 55% |
| 7. Drinking | 38% |
| 8. Playing games | 23% |

D. What self care practices do you use?

- | | |
|-----------------------|----|
| 1. Techniques/options | 10 |
| 2. Making time for it | 9 |

- 3. Choosing helpful, not destructive ways 9
- 4. Teach more earlier 5
- 5. Intentionally using it 2
- 6. How to calm down/relieve stress 2
- 7. How to use when already very stressed 2
- 8. Info on how much we need 1
- 9. How to tell profs I need it 1

Action Plan:

III. CoursEval Report

Assessment: Each instructor reviewed course evaluations to identify strengths, problem areas, and a plan for improvement. Plans for improvement follow in grid format at the end of this document. Individual faculty will need to revisit the action plan in August of 2016 during fall course preparation and then in a VUWSW faculty meeting mid-September to assess follow-through.

IV. Field Findings

Assessment: By the numbers:

- 1. 14 senior students started out in field. 14 completed.
- 2. 18 junior students started out in field. 18 completed.
- 3. 43 NW Indiana professionals served as Agency Field Instructors (AFI), Task Supervisors, or on-site Mentors from 26 agencies in Porter and Lake Counties
- 4. Approximately 570 hours of on-site supervision was provided during the academic year by this group
- 5. Students provided approximately 9010 hours of service in agencies during the academic year

Overarching Strengths of the Field Education Component:

- 1. AFIs and students shared that field felt well organized and well supported
- 2. Field Orientation was very helpful
- 3. Field internship mutually successful, for the most part

Assessment and Action Plan for Field/Field:

Problem	Action Needed	Specific Proposed Action
Too many absences from Field due to Implicit Curriculum events planned on Tuesday/ Thursday, and too many back to back in April (AFIs and Students)	Time at internship needs to be prioritized from the top of the VUSWD on down	1. Consider sharing learning related to integrative assignments in class vs just with the instructor
Lacked information about Legacy Project (AFIs) and started Legacy Project too late (students)	Give AFIs more information about Legacy Project Start Legacy Project earlier	1. Fold Legacy Project into fall orientation, prepare Legacy Project handout for AFIs at the start of the year 2. Have Legacy Project Brainstorming assignment due in Fall semester SOCW 485 with a PERT chart projecting the timeline of

		<p>when, what things are due</p> <ol style="list-style-type: none"> 3. Advise students to NOT plan on significant working for income during semesters 4. In consultation with VUSWD, consider reducing the time requirement
Students thought we knew their academic and implicit curriculum event schedule and we didn't (AFIs)	Make AFI aware, in advance, of schedule	<ol style="list-style-type: none"> 1. Discuss with students what "in advance" means related to informing AFIs of missing internship to attend implicit curriculum events 2. VUSWD review and revise annual Planning Calendar to reduce missing field dates due to other VUSWD mandatory attendance events 3. Prepare Field Calendar and distribute at the start of internship for both AFIs and students

Work areas for 2016-2017:

1. Rethink VUSWD Planning Calendar with Field in mind: limit the number of days students need to miss field AND spread them out where and when possible.
2. Review Field Travel Policy proposal: "all students entering field, need access to transportation." Field Travel Policy needs to be clearly articulated, promoted by all, shared overtly with students, and updated in all forms.
3. Develop a detailed plan about what the protocol is for when an intern/internship isn't working out. Disseminate.

V. Advisement

Patty's Identified Areas:

Problem	Action Needed	Specific Proposed Action
Students not having plan of courses to take prior to advising meeting.	Teach them to take ownership of their degree; scan documents given to them into computer.	Teach them to understand the degree audit and how to use it and the Social Work 4-year plan; Create a layout of courses they need to take each semester; forward to student via email when they request it.
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; analyze if the foundation courses are available when they need to take them.	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
Consequences of not completing foundation courses before going into field courses	SOCW 210 is now a WIC course so more non-Social Work Students are taking it; larger cap for Social Work majors	Analyze and report to Chair how many junior students still need to take foundation courses prior to 2 nd semester of junior year. Consider end of 1 st semester of sophomore year as cutoff for switching to Social Work.
Student not suited for the	When the student should be	Advisor and Chair be informed by Professors

Social Work field	advised that Social Work may not be the place for them.	when a student doesn't have the skill set to be successful in the Social Work Field either with how they show up to class, completion of assignments, etc.
Transfer Students from unaccredited institutions.	Transferring in courses that count for SOCW 210, 220 and 240 or more than 15 credit hours of Social Work; make sure Registrar is coding them correctly.	Raise cap for Social Work students for foundation courses; less space for non-Social Work students.

VI. Office Operation

Survey Areas Identified:

Problem	Action Needed	Specific Proposed Action
The amount of emails from the department is a lot so students do not pay attention to them a lot of the time	Allow SSWO to send emails to students so they might pay more attention to those	Grant Bb access to SSWO president & vice president so they can send emails
Too many emails from department	Create a distinction between "FYI" emails and "Action Required" emails	Stop sending emails to students or title them "FYI" and "Action Required"

Problem	Action Needed	Specific Proposed Action
Department Planning calendar	Need to plan dates for events when all are present to avoid conflicting dates	Plan when all are present during a staff meeting set aside specifically for this purpose

Tammy's Identified Areas:

VII. 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 Matthew Ringenberg 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

Strengths

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

COURSEVAL PROBLEMS IDENTIFIED with ACTION PLANS by COURSE NUMBER

Action Plan for SOCW 151 (MM)

Problem	Action Needed	Specific Proposed Action
Course objective that was least often met: "You can demonstrate critical library and Internet literacy with respect to locating, evaluating, and applying resources to issues of importance to social workers." During the day with Mark Robison in the library, half of the session was used to explore physical books. I had many students tell me they would never use books because the internet is more convenient.	Students require more time focusing on internet resources and more practice evaluating and applying resources.	Communication (in person or by e-mail) with Mark Robison asking that more of the session be spent on internet resources. I can also ask him to provide examples of when citations should be used, publication dates that should be used (recent), and possibly practice with APA format.
Course objective that students also felt they were not meeting as much as the others: "You can exhibit critical thinking and college-level written and oral communication skills." Also, students want more peer presentations.	More practice and opportunities for peer presentations to the entire class.	Rather than giving Delving into Diversity presentations to one other classmate, students will give groups presentations to the entire class. Spring semester I introduced more in-class peer presentations to teach concepts to the rest of the class.
Many students do not think the online quizzes contributed to their learning. Also, many students forgot to take the online quizzes. The second half of the Spring semester after receiving feedback I sent reminder e-mails, but this made no difference.	Students should have a way to demonstrate they have read the textbook chapter and have the opportunity to apply and test their knowledge. However, this might not be best done with an online quiz.	There is no plan for this yet; I am still brainstorming whether or not to keep the online quizzes or to create another quiz system or project instead.
Many students agreed that some of the journal entries, especially toward the end of the On Course book, become repetitive and students got less out of them.	Eliminate journal entries that are repetitive and tend to be less meaningful for students.	Before the Fall 2016 semester, remove approximately 3-5 journal entries that students have identified as repetitive and find alternative assignments or projects instead.
Time! One student stated she took a class at the university that only required 20 hours of	Students wanted a little more free time due to at least 20 hours of out-of-	Give students approximately three days off from class with no assignments due those days to make up for some of the out-of-class time

volunteering, and it was worth one credit. Students agreed while they found the volunteering especially valuable, it seemed like there was a lot of extra work in the course for only three credits.	class volunteering and at least 2-3 hours of attending multicultural events.	obligations.
Some students Fall semester expressed boredom and repetitiveness with guest speakers.	Spread out the guest speakers so they are not all in the last eight classes or so. Also, ask new guest speakers to come in with more energy.	Based on the Fall semester students' feedback, I spread the guest speakers out to about one speaker a week. The Spring semester students' had higher evaluation scores and seemed to enjoy the guest speakers more. I was also able to introduce seven new guest speakers from five agencies.
During my observation experience with Cynthia Rutz, she stated the title of this course is plain and could be edited to sound more interesting and explain another major part of the course.	It is not necessarily needed, but the department should consider adding a subtitle to the course to interest non-majors.	Cynthia suggested using the subtitle: "Know Yourself before You Can Help Others." She stated this might get non-majors more interested. I will talk to Matt about possibly making this change.

Action Plan for SOCW 210 (JEB)

Problem	Action Needed	Specific Proposed Action
Students not reading	Determine means to assure students read.	Create graded quizzes, activities, etc. to assure that reading is getting done.
Too much reading	Assess amount of reading assigned.	Cut extraneous parts of chapters and/or give guidance as to where students should focus attention when reading.
Issues with WIC- shouldn't be one and teach more about writing	Continue process of making the class writing intensive	Add sessions and topics with Mark Robison Insert more formal writing instruction Integrate all elements of guidelines for WIC designation.
Too focused on social work majors	Consider how to teach course from a "social work perspective" without marginalizing non-majors.	Evaluate PowerPoints, assignments, activities, etc. to see that they meet the goal.

Action Plan for SOCW 220 (JEB)

Problem	Action Needed	Specific Proposed Action
Too much reading	Assess amount of reading from text and primary documents.	Cut extraneous parts of chapters and/or give guidance as to where students should focus attention when reading.
Unclear instructions for class preparation and/or assignments	Clarify instructions	Assess instructions for all class preparation activities and assignments. Re-write for clarity.
Students are not doing reading.	Determine means to assure students read.	Cut extraneous parts of chapters and/or give guidance as to where students should focus attention when reading.

Action Plan for SOCW240 (MR)

Problem	Action Needed	Specific Proposed Action
DVDs / Videos not useful	Makes DVDs more actionable	<ol style="list-style-type: none"> 1. Review all videos 2. Search for new videos 3. Integrate with other material
PowerPoints not always tied to reading and class activity enough	Integrate PP with other content	<ol style="list-style-type: none"> 1. Explain clearer how PP being used 2. Review PPs and sharpen focus
Chapter quizzes confusing, not reflective of text, and poorly worded	Edit quizzes to reflect text and course goals better	<ol style="list-style-type: none"> 1. Review and edit all quizzes
Genogram was of moderate use	Decide whether it is necessary	<ol style="list-style-type: none"> 1. Discuss with other department members where Geno/Eco are best located

Action Plan for SOCW 260 (BD)

Problem	Action Needed	Specific Proposed Action
I think the grading is pretty tough, I wish that she would have been a little more forgiving when it came to that. The exams were extremely hard.	Prepare students for the process of examination by sharing that previous evaluations defined grading as “pretty tough”.	Specifically and deliberately describe the grading process, expectations, rubrics based upon the perception of students’
The quiz questions sometimes seemed random and very hard to study for.	Reevaluation of motivation for giving quizzes.	Design and format quizzes to specific chapters in text to gage if students are retaining important material. Create quiz questions with mid-term in mind.
She focused a lot on the very small errors in the paper. The paper was still cohesive and readable, but there were minute typos that brought the grade down. Also, the midterm exam had a question that was not worded clearly and messed up a lot of people.	Explain clearly the expectations of what a well written paper in a 200 level course should look like. (I do this but apparently need to do more).	<p>Share contents of grading rubric specifically in class at least 2 weeks prior to due date.</p> <p>Focus on question referred to on midterm exam for purpose of vetting clarity.</p>

Action Plan for SOCW 356 (JEB)

Problem	Action Needed	Specific Proposed Action
Need more time and direction on the BPSSA	Spend more time on BPSSA in class	Work in class labs to specifically focus on BPSSA Use BPSSA as example throughout BPSSA Start BPSSA later so that it coincides more clearly with what is being discussed from book Re-tool some reading questions to focus on BPSSA
Students suggest that they learn more when they are in charge of leading discussion of concepts	Use more student-led teaching activities	Determine which remaining topics would be appropriate for students to teach to one another and build in times for this to take place.
Students are not doing reading	Determine means to assure students read.	Create graded quizzes, activities, etc. to assure that reading is getting done.

Action Plan for SOCW 365 (MR)

Problem	Action Needed	Specific Proposed Action
Class content was not in the most efficient order	Reorder to facilitate more time on project	1. IRB earlier 2. SPSS again after projects in process 3. Review for other changes
Book reading was not sufficiently encouraged	Enforce book reading	1. Design chapter quizzes
Course is too short	Make course longer	1. Make year-long course – probably not feasible
Difficult to focus in evening	Find new time for course	1. Schedule in early afternoon

Action Plan for SOCW 386 (BCN)

Problem	Action Needed	Specific Proposed Action
Textbook quizzes did not assist in some students in learning (3.3/5 mean, 9/18 found value, 5 NAO, 4 no)	Re-evaluate use of the quizzes as an accountability tool	1. Discuss with dept. colleagues and ask for input. 2. Generate alternative ways for students to be held accountable for reading material other than chapter quizzes. 3. Engage with the quizzes in class.
Core Competency textbook did	Consider new textbook	1. Discuss with dept. colleagues and ask for

not assist some students in learning (3.7/5 mean, 12/18 found value, 2 NAO, 4 no)	or different ways to engage with the book	input.
Field Textbook did not support some student learning (3.8/5 mean, 13/18 found value, 2 NAO, 3 no)	Consider new textbook or different ways to engage with the book	1. Discuss with dept. colleagues and ask for input. 2. Search other field textbooks.
In class video samples did not support student learning (3.9/5 mean, 14/18 found value, 3 NAO, 1 no)	Re-evaluate us of the video samples	1. Discuss with dept. colleagues and ask for input.

Action Plan for SOCW 410 (MR)

Problem	Action Needed	Specific Proposed Action
Assignments were due too close to each other	Spread out assignments	1. Spread out due dates
Book reading was not sufficiently encouraged	Enforce book reading	1. Design chapter quizzes
Confusion regarding a good topic	Assist students more in selecting topic	1. Design course content to cover selection of topic more
Ethics paper was confusing	Create ethics practice opportunity	1. Small assignment will be added in which students describe ethics

Action Plan for SOCW 455 (JEB)

Problem	Action Needed	Specific Proposed Action
Book repetitive and not helpful	Find new book	I've ordered a new book for the fall which I believe will be less repetitive
More things like Civic Reflection and Group Work Activities Workshop with Kyle	Determine if more guest speakers/activities are appropriate and feasible.	Research potential guests to teach SKILLS for group work
First half of class not very useful	Integrate more activities into beginning of semester.	Use more activities to demonstrate concepts from book.

Action Plan for SOCW 456 (JEB)

Problem	Action Needed	Specific Proposed Action
Groups for projects smaller	Re-think current projects and potential new projects	Create projects that allow for smaller groups AND for more varied learning experiences (i.e. about more organizations and community organizing)
Book and Quizzes were irrelevant	Assess current book choice	Determine whether current book is appropriate Whether with current book or new book, work to make reading relevant Use community toolbox/other online resources and primary sources/text chapters instead of entire text?
Assignments due earlier/Work more spread out.	Re-assess schedule	When deciding on new projects and assignments, create schedule that spreads due dates throughout semester.

Action Plan for SOCW 485 (BCN)

Problem	Action Needed	Specific Proposed Action
Weekly Summaries (3.6/5 mean, 9/14 found value, 1 NAO, 4 no)	Make more meaningful	1. Discuss with dept. colleagues and ask for input. 2. Go to a different format that feels more meaningful.
Classroom learning was not well connected to course objectives (3.9/5, 11/14 found value, 1 NAO, 2 no)	Connect classroom learning more overtly to the course objectives	1. Overtly state connection 2. Generate new method for getting students to make the connections
Classroom engagement and integrative processing experiences did not contribute to my learning (3.8/5, 10/14 found value, 2 NAO, 2 no)	Connect classroom engagement and processing to student learning style	1. Inventory students at the start of the semester regarding learning style and tailor engagement activities accordingly (instruction, reframing, large group sharing, triad and dyad sharing) 2. Consider packing more into the Weekly Summaries and less into other assignments
Not enough peer to peer discussion/processing of internship (5) with this counter point: "this class is pointless, all we do is talk about how we are feeling" (2) or "discussions are boring" (1) (course improvement write-in section)	Discuss more with one another	1. Discuss with dept. colleagues and ask for input. 2. Explain overtly that Add more discussion on a student generated agenda

Action Plan for SOCW 486 (BCN)

Problem	Action Needed	Specific Proposed Action
The Weekly Summaries are too _____ (fill in the blank... tedious, time consuming, hard.) (3.8/5 mean, 10/14 found value, 2 NAO, 2 no)	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
Educationally directed learning plan is _____ (fill in the blank....too cumbersome, has tasks I can't do in my setting, too tedious.) (4.1/5 mean, 12/14 found value, 1 NAO, 1 no)	Revise the learning plan to make more fluid and less cumbersome	<ol style="list-style-type: none"> 1. Emphasize to students that at any time they can create their own learning tasks. 2. Remind students that they can work on any of the Learning Plan parts at any time, not just the month we are diving deeper into one of them. 3. Consider reducing the number of overall tasks
Class @ 8 a.m. is too early	Ponder with VUSWD colleagues	<ol style="list-style-type: none"> 1. Discuss with dept. colleagues and ask for input. 2. Acknowledge the class is early and share with students "That's life!" 3. Consider the wishes of the student and change the time of the class

Action Plan for SOCW 493 (JEB)

Problem	Action Needed	Specific Proposed Action
Didn't need a whole course for this	Become clear on the purpose of the class- from curriculum perspective, as well as for students.	Using resources from VU Senior Capstone Group, as well as other schools, clarify purpose of class and of portfolio.
Use Junior Portfolios to contribute to Senior Portfolio	Evaluate portfolio format	Look to create a portfolio that feels meaningful and builds on the junior portfolio, and which focuses on deeper thinking and connection about their social work education.
Make portfolio more of "our own." Professor shouldn't check each piece. -AND- Grade as they go so they don't procrastinate.	Balance freedom to create personalized portfolio with accountability.	Fine tune process and schedule