

The following report was generated by Matthew Ringenberg, chair of the Department of Social Work, to facilitate discussion and planning during the 2015-2016 Annual Program Review (APR) meeting, May 25, 2016. It includes data from four sources: Field Education Learning Plan Evaluations, Signature Assignment Evaluations, Student Core Competency/Operational Practice Behavior Self-Assessment Scores by Cohort, and Town Hall Meeting feedback. Additionally, at the APR meeting, faculty will share CoursEval data for each course in the curriculum, along with suggested plans for course improvements. The Director of Field Education will report findings and possible improvements for the field component. Finally, a facilitator will lead faculty and staff in identifying themes from Student Portfolio Presentation Interviews and assessment of overall departmental functioning, ascertaining challenges and strengths, and areas in need of attention for both. From all of this, an APR Action Plan will be generated.

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

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

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

Field Education Learning Plan Evaluations

Each senior social work major is required to develop a Learning Plan for both semesters of the Field Education experience. The Learning Plan, and subsequent performance, serves a dual purpose with regard to evaluation. It guides students' internship application efforts and assessment related to the ten CCs and 54 OPBs and serves as the OPB-based program evaluation. The scores for each OPB also then served as one of the two mechanisms of OPB-based program evaluation.

The Field Education Learning Plan Evaluation involved identifying and then evaluating specific activities the student performed at their internships and how these corresponded to each of the 54 OPBs. The selection of these activities was primarily the responsibility of each student but was developed in conjunction with both the Director of Field Education and the student's corresponding agency field instructor.

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

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

Table 1. Scaling for assessment of OPBs

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

Signature Assignments

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

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

The same scale used for the Field Education Learning Plan Evaluations (see table one) was used for scoring the OPBs in the Signature Assignments. Each individual instructor used a scoring rubric that informed the students beforehand how they would be assessed for a grade on the assignment for the course, in addition to the scoring for departmental level evaluation purposes. Again, students were scored separately for each of the specific OPBs. For benchmarking purposes for every OPB, the departmental goal was for 80% of our students to achieve a score of five or higher according to the scoring rubric in table one. Midway through this year, we added a comment section on the departmental-level evaluation rubric so faculty could remember to write feedback regarding themes and patterns noticed during the evaluation process as it pertained to scores. This was done with our APR Action Plan in mind. What follows are the tables depicting Field Education Learning Plan Evaluation and Signature Assignment scores and percentages for achievement indicating a meeting of the benchmark of 80% or lack thereof.

In order for the department to declare success, the percentage of scores at or above a mean score of “5” must be at or above 80% for the cohort. As shown in table two, the department met its goal of 80%

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

Table 2. Results from 2015 – 2016 for field supervisor evaluations and signature assignments (shaded means below desired performance)

CC 1. Professional Identity: Students will identify as professional social workers and conduct themselves accordingly.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a “5” or more	Mean Score	Percent achieving a “5” or more
1a	Articulate a commitment to conducting one’s self as a professional social worker	5.14	100%	5.00	100%
1b	Demonstrate professional demeanor in behavior, appearance, and communication	5.00	100%	5.00	100%
1c	Attend to professional roles and boundaries	4.36	35.71	5.00	100%
1d	Advocate for client access to the services of social work	5.00	100%	4.36	71.43%
1e	Practice personal reflection and self-correction to assure continual professional development	5.00	100%	5.00	100%
1f	Proactively seek out and use supervision and consultation	5.00	100%	5.00	100%
1g	Engage in career-long learning	5.00	100%	5.00	100%
CC 2. Ethical Practice: Students will apply social work ethical principles to guide professional practice.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a “5” or more	Mean Score	Percent achieving a “5” or more
2a	Identify social work core values	5.00	100%	5.06	96.77%

2b	Recognize and manage personal values in a way that allows professional values to guide practice	5.00	100%	4.97	96.88%
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	4.93	92.86%	4.79	92.86%
2d	Examine ambiguity within ethical conflicts	5.00	100%	4.43	50%
2e	State the legal issues and concerns relevant to social work and appropriate practice settings	5.00	100%	5.21	100%
2f	Apply strategies of ethical reasoning to arrive at principled decisions	5.00	100%	4.93	57.14%

CC 3. 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	4.93	92.86%	5.14	78.57%
3b	Analyze models of assessment, prevention, intervention, and evaluation	4.93	92.86%	5.19	90.63%
3c	Apply critical thinking to communication with client systems	5.00	100%	5.19	90.63%
3d	Apply critical thinking to communication with colleagues	4.93	92.86%	4.97	96.88%

CC 4. Diversity in Practice: Students will engage diversity and difference in practice.

#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more

4a	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5.00	100%	4.91	90.63%
4b	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5.00	100%	4.97	96.77%
4c	Recognize and communicate understanding of the importance of difference in shaping life experiences	4.93	85.71%	4.94	93.55%
4d	View self as a learner and engage those with whom one works as informants	4.93	92.86%	5.21	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	5.00	100%	4.97	90.63%

CC 5. Human Rights & Justice: Students will advance human rights and social and economic justice.

#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
5a	Describe the systemic inter-connectedness of the forms and mechanisms of oppression and discrimination	5.57	92.86%	4.94	87.5%
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	5.00	100%	4.50	71.43%
5c	Engage in practices that prepare one to better advance social and economic justice and human rights	5.00	100%	4.93	92.86%

CC 6. 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

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6a	Use practice experience and existing research to direct scientific inquiry	4.79	78.57%	5.15	85.19%
6b	Utilize client data systematically to improve practice	4.93	78.57%	5.00	100%
6c	Utilize peer reviewed, published research to improve practice	4.79	85.71%	5.00	100%
6d	Plan, gather, analyze and professionally present original research	4.79	85.71%	4.81	74.07%

CC 7. 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	4.79	78.57%	4.94	96.77%
7b	Critically apply knowledge to understand person and environment	5.00	100%	4.97	96.77%
7c	Critically apply knowledge to understand human behavior across the lifespan	4.86	85.71%	5.03	96.77%
7d	Critically apply knowledge to understand the range of social systems in which people live	4.86	92.86%	4.97	90.32%
7e	Critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being	4.86	85.71%	5.03	100%

CC 8. Policy Practice: Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services.

#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
8a	Articulate the evolution of social policies and services at multiple system levels	5.00	100%	4.79	57.14%
8b	Communicate how policy affects service delivery	4.93	92.86%	5.79	92.86%
8c	Collaborate with colleagues and clients for effective policy action	5.00	100%	5.21	100%
8d	Analyze, formulate, and advocate for policies that advance social well-being	4.93	92.86%	4.93	78.57%

CC 9. 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	4.79	85.71%	4.64	50%
9b	Address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services	4.79	85.71%	5.21	78.57%
9c	Explore ways that the context of practice is dynamic	5.00	100%	5.07	85.71%
CC 10. Engage, Assess, Intervene, Evaluate: Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.					
#	OPB	Field		Signature Assignments	
		Mean Score	Percent achieving a "5" or more	Mean Score	Percent achieving a "5" or more
10a	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	5.00	100%	5.25	96.88%
10b	Use empathy and other interpersonal skills	5.21	100%	5.00	100%
10c	Develop a mutually agreed-on focus of work and desired outcomes	5.00	100%	4.57	57.14%
10d	Collect, organize, and interpret client data	5.00	100%	5.19	90.63%
10e	Assess client strengths and limitations	4.93	92.86%	5.25	96.88%
10f	Develop mutually agreed-on intervention goals and objectives	4.86	85.71%	5.25	96.88%
10g	Select appropriate intervention strategies	4.93	92.86%	5.25	96.88%
10h	Initiate actions to achieve organizational goals	4.93	92.86%	4.29	42.86%
10i	Implement prevention interventions that enhance client capacities	4.93	92.86%	0.00	0%

10j	Help clients resolve problems	5.00	100%	4.43	71.43%
10k	Negotiate, mediate, and advocate for clients	4.86	78.57%	4.64	64.29%
10l	Facilitate transitions and endings	4.43	42.86	5.00	100%
10m	Critically analyze, monitor, and evaluate interventions	4.36	28.57%	5.19	90.63%

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

Student Core Competency/OPB Self-Assessment Scores by Cohort

This year Student Core Competency/OPB Self-Assessment Scores by Cohort was added as a means to look at student perception of their knowledge and skill related to their understanding of the OPBs at the end of junior year and again at the end of senior year. Students were asked to evaluate themselves on each of the ten CCs through the 54 OPBs. These self-assessments were completed by 18/18 junior cohort students (SOCW 356) and 14/14 senior cohort students (SOCW 486) at the end of the spring 2016 semester. Data was then tabulated and shared in the tables that follow. At the APR meeting, faculty will assess and determine how to best use this information. Table 3 shows the rubric junior and senior cohort members used to score themselves on the CCs/OPBs. Table s 4 and 5 shows the results for junior and senior cohort members respectively.

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

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

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

Evaluator Assessment	5	4	3	2	1
EP 2.1.1 Identify as a Professional Social Worker and Conduct Oneself Accordingly					
a. articulate a commitment to conducting one’s self as a professional social worker;	67%	28%	5%		
b. demonstrate professional demeanor in behavior, appearance, and communication;	78%	22%			
c. attend to professional roles and boundaries;	50%	39%	11%		
d. advocate for client access to the services of social work;	50%	33%	11%	6%	
e. practice personal reflection and self-correction to assure continual professional development;	39%	50%	11%		
f. proactively seek out and use supervision and consultation;	67%	28%	5%		
g. engage in career-long learning.	67%	28%	5%		
Evaluator Assessment					
EP 2.1.2 Apply Social Work Ethical Principles to Guide Professional Practice					
a. identify social work core values;	33%	50%	17%		
b. recognize and manage personal values in a way that allows professional values to guide practice;	39%	33%	28%		
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;	28%	33%	33%	6%	
d. examine ambiguity within ethical conflicts;	33%	28%	28%	11%	
e. state the legal issues and concerns relevant to social work and appropriate practice settings;	11%	50%	22%	17%	
f. apply strategies of ethical reasoning to arrive at principled decisions.	33%	28%	33%	6%	
Evaluator Assessment					
EP 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments					
a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;	28%	61%	11%		
b. analyze models of assessment, prevention, intervention, and evaluation;	17%	67%	16%		
c. apply critical thinking to communication with client systems;	44%	39%	17%		
d. apply critical thinking to communication with colleagues.	39%	50%	11%		
Evaluator Assessment					
EP 2.1.4 Engage Diversity and Difference in Practice					
a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	56%	28%	16%		
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	22%	67%	11%		
c. recognize and communicate understanding of the importance of difference in shaping life experiences;	39%	50%	11%		

d. view self as a learner and engage those with whom one works as informants;	50%	39%	11%		
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.	44%	39%	17%		
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;	28%	44%	28%		
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;	44%	33%	17%	6%	
c. engage in practices that prepare one to better advance social and economic justice and human rights.	28%	44%	28%		
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;	22%	39%	39%		
b. utilize client data systematically to improve practice;	11%	39%	33%	17%	
c. utilize peer reviewed, published research to improve practice;	11%	39%	39%	11%	
d. plan, gather, analyze and professionally present original research.	22%	39%	33%	6%	
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;	22%	39%	39%		
b. critically apply knowledge to understand person and environment;	44%	50%	6%		
c. critically apply knowledge to understand human behavior across the lifespan;	22%	44%	28%	6%	
d. critically apply knowledge to understand the range of social systems in which people live;	50%	33%	11%	6%	
e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.	39%	44%	17%		
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;	12%	33%	44%	11%	
b. communicate how policy affects service delivery;	11%	39%	44%	6%	
c. collaborate with colleagues and clients for effective policy action;	17%	22%	50%	6%	5%
d. analyze, formulate, and advocate for policies that advance social well-being.	11%	28%	50%	6%	5%

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;	22%	34%	33%	11%	
b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services;	11%	39%	50%		
c. explore ways that the context of practice is dynamic.	23%	33%	44%		
Evaluator Assessment					
EP 2.1.10 Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations and Communities					
Engagement					
a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	33%	39%	22%	6%	
b. Use empathy and other interpersonal skills.	67%	33%			
c. Develop a mutually agreed-on focus of work and desire outcomes.	39%	44%	17%		
Assessment					
d. Collect, organize, and interpret client data.	17%	56%	22%	5%	
e. Assess client strengths and limitations.	50%	44%	6%		
f. Develop mutually agreed-on intervention goals and objectives.	17%	39%	33%	11%	
g. Select appropriate intervention strategies.	22%	22%	50%	6%	
Implementation					
h. Initiate actions to achieve organization goals.	34%	33%	22%	11%	
i. Implement prevention interventions that enhance client capacities.	22%	39%	28%	11%	
j. Help clients resolve problems.	33%	56%		11%	
k. Negotiate, mediate, and advocate for clients.	50%	22%	17%	11%	
l. Facilitate transitions and endings.	17%	33%	39%	11%	
Evaluation					
m. Critically analyze, monitor, and evaluate interventions.	33%	39%	17%	11%	

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

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

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

Table 5. CC/OPB student self-assessment senior cohort self-reporting (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;	71%	29%			
b. demonstrate professional demeanor in behavior, appearance, and communication;	57%	43%			
c. attend to professional roles and boundaries;	43%	57%			
d. advocate for client access to the services of social work;	36%	64%			
e. practice personal reflection and self-correction to assure continual professional development;	72%	21%	7%		
f. proactively seek out and use supervision and consultation;	57%	36%	7%		
g. engage in career-long learning.	64%	36%			
Evaluator Assessment					
EP 2.1.2 Apply Social Work Ethical Principles to Guide Professional Practice					
a. identify social work core values;	57%	43%			
b. recognize and manage personal values in a way that allows professional values to guide practice;	50%	50%			
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;	43%	29%	28%		
d. examine ambiguity within ethical conflicts;	36%	43%	21%		
e. state the legal issues and concerns relevant to social work and appropriate practice settings;	14%	50%	29%	7%	
f. apply strategies of ethical reasoning to arrive at principled decisions.	21%	43%	36%		
Evaluator Assessment					
EP 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments					
a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;	22%	71%	7%		
b. analyze models of assessment, prevention, intervention, and evaluation;	36%	64%			
c. apply critical thinking to communication with client systems;	64%	29%	7%		
d. apply critical thinking to communication with colleagues.	64%	29%	7%		
Evaluator Assessment					
EP 2.1.4 Engage Diversity and Difference in Practice					
a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	43%	50%	7%		
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	36%	57%	7%		

c. recognize and communicate understanding of the importance of difference in shaping life experiences;	36%	64%			
d. view self as a learner and engage those with whom one works as informants;	57%	43%			
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.	72%	21%	7%		
Evaluator Assessment	5	4	3	2	1
EP 2.1.5 Advance Human Rights and Social and Economic Justice					
a. describe the systemic inter-connectedness of the forms and mechanisms of oppression and discrimination;	29%	57%	14%		
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;	29%	64%	7%		
c. engage in practices that prepare one to better advance social and economic justice and human rights.	36%	57%	7%		
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;	29%	36%	35%		
b. utilize client data systematically to improve practice;	43%	36%	14%	7%	
c. utilize peer reviewed, published research to improve practice;	29%	36%	28%	7%	
d. plan, gather, analyze and professionally present original research.	36%	14%	50%		
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;	29%	64%	7%		
b. critically apply knowledge to understand person and environment;	64%	29%	7%		
c. critically apply knowledge to understand human behavior across the lifespan;	57%	29%	14%		
d. critically apply knowledge to understand the range of social systems in which people live;	57%	43%			
e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.	29%	71%			
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;	29%	57%	14%		

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b. communicate how policy affects service delivery;	14%	72%	14%		
c. collaborate with colleagues and clients for effective policy action;	22%	64%	14%		
d. analyze, formulate, and advocate for policies that advance social well-being.	14%	72%	14%		
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;		86%	14%		
b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services;	7%	72%	21%		
c. explore ways that the context of practice is dynamic.	29%	57%	14%		
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.	50%	43%		7%	
b. Use empathy and other interpersonal skills.	79%	14%	7%		
c. Develop a mutually agreed-on focus of work and desire outcomes.	43%	50%		7%	
Assessment					
d. Collect, organize, and interpret client data.	43%	43%	14%		
e. Assess client strengths and limitations.	64%	29%	7%		
f. Develop mutually agreed-on intervention goals and objectives.	36%	50%	7%	7%	
g. Select appropriate intervention strategies.	29%	57%	7%	7%	
Implementation					
h. Initiate actions to achieve organization goals.	43%	43%	7%	7%	
i. Implement prevention interventions that enhance client capacities.	14%	72%	7%	7%	
j. Help clients resolve problems.	43%	36%	21%		
k. Negotiate, mediate, and advocate for clients.	43%	50%		7%	
l. Facilitate transitions and endings.	50%	36%	14%		
Evaluation					
m. Critically analyze, monitor, and evaluate interventions.	50%	29%	14%	7%	

CoursEval Assessment Summaries and Areas for Improvement by Course Chronological Order

Course Strengths for SOCW 151 (MM)

1. Students overwhelmingly enjoyed the in-class activities and discussions.
2. Course objectives overall were met and were well connected with classroom learning.
3. Students verbally expressed that they enjoyed the organization and specificity of the course schedule. They also liked that it was a separate document from the course syllabus.
4. Students enjoyed the variety of guest presenters who came in and learning about the many possible social work careers (HIV/AIDS caseworkers were mentioned more than once in evaluations).
5. Students mentioned their volunteer experiences as being memorable and impactful because it was their first opportunity to apply beginning-level social work knowledge and communication skills.
6. Students enjoyed the cultural competency focus of the course. They enjoyed attending multicultural events around campus for the brief assignment and stepping in their “growth zone.” They also enjoyed the diversity mini assignments completed throughout the semester.
7. Several students identified learning about Creator/Victim language as very impactful in how they thought about themselves, others, and situations.
8. Students enjoyed the music played before class. This began as soft, piano music and ended up being themed musical weeks. For example, one week might be 80’s week, the next Disney week, etc. and I would play that type of music for the 5-10 minutes before class while students were arriving. This ended up breaking the ice and was a conversation starter for many students.

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	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

presentations.		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 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.	Students wanted a little more free time due to at least 20 hours of out-of-class volunteering and at least 2-3 hours of attending multicultural events.	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 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.

Other items for departmental discussion related to this course:

1. I need brainstorming help regarding the textbook quizzes and if there is a better assignment to complement chapter readings.

Course Strengths for SOCW210 (JEB)

- “Made learning policy fun”
- “Class is challenging- makes you look beyond the obvious”
- “Helped me develop as a writer”
- Discussions interesting and helpful
- Appear to have addressed problems raised in 2014-2015 evaluations (Not enough connection between reading and class discussion/activities, readings not spaced out through semester, instructions for assignments unclear), as there weren’t similar complaints about them on this year’s evaluations.
- Average Student Course Evaluation Score for Instructor-Related Items: 4.35

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.

Course Strengths for SOCW220 (JEB)

Non-Majors:

- Instructor well prepared and knowledgeable
- Working with groups allowed better understanding from peers
- Discussions were interesting and helpful
- Activities engaging
- Average Student Course Evaluation Score for Instructor-Related Items: 3.98

Majors:

- Case Studies improve understanding
- Lectures were interesting
- Discussions interesting and helpful
- Taught a lot of theory and applied them in case studies
- Group work was useful
- Average Student Course Evaluation Score for Instructor-Related Items: 4.4

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.

Remaining issues from last year-

Group Work vs. Individual Work still an issue

Still Complaining about Text

Course Strengths for SOCW 240 (MR)

1. Application of text Content
2. Professor takes time to answer questions
3. Hands on learning in class
4. Outside Interviews
5. Interlink

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 2. Cross check with text
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 2. Per other faculty – use in client interview

Other items for departmental discussion related to this course:

1. Better to introduce SPUNKI earlier

Course Strengths for SOCW 260 BD

1. I think this class is wonderful. I learned so much in this class, and I took so much away from this course.
2. EVERYONE should be required to take this course. It is an amazing class that taught me so much about social injustice and the oppression of people throughout history up until present day. Left me with new perspectives and an open mind.
3. The teacher is excellent and the environment is very welcoming.
4. Teachings on things such as white privilege and how everyone holds prejudices.
5. I liked the diversity of the class each week. It was not just lecture every week. There were lots of videos, discussions, and topics that kept the class interesting.
6. the course strengths is really helping students understand aspects of diversity and different perspectives, along with building a safe and respected environment for students to discuss topics.

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 to determine if students are reading which might involve essay instead of objective 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).	Share contents of grading rubric specifically in class at least 2 weeks prior to due date. Focus on question referred to on midterm exam for purpose of vetting clarity.

Other items for departmental discussion related to this course:

1. Writing expectations. How to prepare student for exams and quizzes without giving the answers. What does a study guide look like? Do I have to give one out?

Course Strengths for SOCW 356 (JEB)

- All content was useful and most presented in an interesting way
- Biopsychosocialspiritual Assessment very useful
- Learned a lot from doing the Theory Presentation
- Never felt like busy work
- Average Student Course Evaluation Score for Instructor-Related Items: 4.4
- Appear to have addressed problems from 2014-2015 evaluation- more focus on field experiences, spread out BPSSA Assignments, Chapter 11 is too long.

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.

Remaining issues from last year-
Accountability for readings

Course Strengths for SOCW 365 (MR)

1. Assignments were relevant to end goals
2. Professor was very involved in helping students learn and succeed
3. The entire process of doing one’s own project was rewarding and effective for learning

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

Other items for departmental discussion related to this course:

1. One student said research review not relevant. It is important content but does not help project much.

Course Strengths for SOCW 386 (BCN)

1. Students rated the instructor and the course respectively at 4.8/4.5 on a 5-point Likert scale
2. Entire group of 18 either SA or A that all of the five course objectives were met
3. Class discussions
4. Open atmosphere to talk about the internship

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 not assist some students in learning (3.7/5 mean, 12/18 found value, 2 NAO, 4 no)	Consider new textbook or different ways to engage with the book	1. Discuss with dept. colleagues and ask for 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.

The problem areas identified above were the lowest score means from the CoursEval but still not that low.

Other items for departmental discussion related to this course:

1. There is a lot of work in this 2 credit course.
2. The course/internship should be worth more credits.

Course Strengths for SOCW 410 (MR)

1. Assignments were relevant to end goals
2. Professor adapted to individual learning styles
3. The entire process of picking one's own topic was rewarding
4. Games/activities
5. Indianapolis experience
6. Professor's willingness to answer questions

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

Other items for departmental discussion related to this course:

Course Strengths for SOCW 455 (JEB)

- Group Work Experiential
- Average Student Course Evaluation Score for Instructor-Related Items: 4.3

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.

Course Strengths for SOCW 456 (JEB)

- Appreciated being given responsibility to plan events on their own
- Encouraged critical thinking and discussion
- Average Student Course Evaluation Score for Instructor-Related Items: 4.4

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.

Course Strengths for SOCW 485 (BCN)

1. Students rated the instructor and the course respectively at 4.4/3.7 on a 5-point Likert scale
2. Students reported benefit from the Internship
3. Some students reported valuing discussing and sharing joys and challenges of internship
4. Some students reported that assignments helped in understanding the CCs/OPBs as they manifested in the internship

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Discuss with dept. colleagues and ask for input. 2. Explain overtly that Add more discussion on a student generated agenda

The problem areas identified above were the lowest score means from the CoursEval or from the course improvement write-in section.

Note: The course evaluation used for SOCW 485 used a 5 point Likert scale where some questions used a score of 5 and other questions used a score of 1 as the "high" score. I went through to revise the scores by hand. Tammy Hartman revised so that 5 was always high and 1 was always low.

Note: BCN surgery occurred the third week of the semester.

Other items for departmental discussion related to this course:

1. The internship should be worth more credits.

Course Strengths for SOCW 486 (BCN)

1. Students rated the instructor and the course respectively at 4.6/4.6 on a 5-point Likert scale
2. Students reported Internship, Case Analysis/Case Presentations and the Legacy Projects as the most valuable parts of their learning
3. 11 of the 14 students strongly agreed/agreed that the Integrative Assignments assisted them in their learning
4. Students reported valuing discussion, cohort connection, and flexible structure.

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	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

found value, 2 NAO, 2 no)		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

The first two problem areas identified above were the lowest score means from the CourseEval but still not that low. The class being too early came from the course improvement write-in section.

Other items for departmental discussion related to this course:

1. The internship should be worth more credits.

Course Strengths for SOCW 493 (JEB)

- Liked conversations about vocation, passion, and service.
- Class discussions led to deeper thinking.
- Kept on track to finish the portfolio

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
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- Average Student Course Evaluation Score for Instructor-Related Items: 4.45

From 2014-2015 Assessment

Course name doesn’t reflect what class is about

Purpose of the class other than portfolio?

Professional Information is needed but this is too late

Field Education Program Evaluation Report (BCN)

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

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 when, what things are due 3. Advise students to NOT plan on significant working for income during semesters 4. In consultation with VUSWD, consider

Students thought we knew their academic and implicit curriculum event schedule and we didn't (AFIs)	Make AFI aware, in advance, of schedule	<p>reducing the time requirement</p> <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
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Best Elements about Field listed by students (25 responders)

1. Getting to work directly with clients, either in case management, support sessions, client advocacy, co-facilitation, or leading a group
2. Hands on experience
3. Opportunities to gain confidence
4. Opportunities to work alongside professionals
5. Planned time for supervision
6. Acting independently from my AFI
7. Opportunities to learn how to assert myself and ask questions

Least Favorite Elements related to Field listed by students

1. Too much time spent shadowing (the entire senior first semester OR all of junior internship)
2. No space for interns to work
3. Feeling like my time was not valued or used well by the agency
4. Lack of responsibility given to me
5. No time for supervision, or supervision at the agency was cancelled frequently and never rescheduled
6. Advocating for oneself
7. Feeling like my agency didn't really need an intern

Best Elements about Field listed by AFI (15 responders)

1. Students were prepared
2. Students could actually be helpful
3. Opportunity to positive influence the future
4. Teaching students what to do and how to be
5. Guiding students to critically think during supervision
6. Felt encouraged when I could see my student learning/growing professionally and personally
7. Connecting the Core Competencies to the actual internship experience

Least Favorite Elements related to Field listed by AFI

1. Senioritis manifesting itself in student-sabotaging ways
2. Time at internship not in the #1 priority slot for the student

3. Students need to move into independence and initiative sooner
4. Time constraints on my professionally
5. Managing scheduling issues with students
6. Creating projects to occupy their time
7. Student in school settings should work the internship to the end of the host school's calendar

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.

Town Hall Results

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

The topic of the survey and subsequent discussion during Town Hall for 2015-2016 was self-care. The results that follow directly or indirectly relate to what actions the department could take to support student self care.

A. Social Work Courses that Emphasize Self Care

- | | |
|-------------|----|
| 1. 151 | 42 |
| 2. 386 | 22 |
| 3. 240 | 10 |
| 4. 486 | 9 |
| 5. 485 | 7 |
| 6. 356 | 3 |
| 7. 456 | 2 |
| 8. 260 | 1 |
| 9. THEO 200 | 1 |

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

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

Also during the 2015-2016 APR meeting, current full and part-time faculty (Matthew Ringenberg, Jane Barden, Barb Crumpacker Niedner, Barbara Dahl, Megan Marimen), and Office Coordinator (Tammy Hartman), will identify challenges faced, departmental strengths, and areas in need of attention. This process will also be facilitated by Jen Gregory, Valparaiso Institute for Teaching and Learning (VITAL) coordinator. Findings will be recorded in the 2015-2016 APR Action Plan.

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

- Meeting with seniors and freshmen in the first month of the school year really made a difference with planning; also setting up a senior year plan with the juniors prior to spring break.

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 Social Work field	When the student should be advised that Social Work may not be the place for them.	Advisor and Chair be informed by Professors 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.

- Students are aware of the required overall GPA and Social Work GPA needed to move into field.
- Office located within Heidbrink Hall which makes me available for questions or just dropping by to talk
- Great 4 year plan created by Social Work but needs to be adjusted for students coming into the program later.

Administrative Support Strengths for Department of Social Work from End of Year Survey Report

- Response time was acceptable 100% of the time
- Good communication was rated as above average or average 100% of the time
- Knowledge, professionalism and helpfulness was rated as above average 100% of the time
- Best thing about our service: Very approachable & knowledgeable, welcoming environment, nice personalities, timely, organized, friendly, courteous, professional, open communication

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”

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

- Strive to contribute to a welcoming environment for students, faculty and all of Heidbrink Hall
- Strive to keep turn-around time for requests to a minimum
- Our customers, both internal and external, remain our primary focus for excellent customer service
- 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
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