

This document is intended as a supplement to the VUDSW Annual Program Review (APR) 2016-2017 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 7, 2017.
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 31, 2017.

<b>Problem Course Location</b>	<b>Identified Problem</b>	<b>Data Source</b>	<b>Assessment</b>	<b>Action Planned</b>
<b>1. 220 SA</b>	OPB 2a - Identify social work core values under Signature Assignments, the mean score was 4.92.	Annual Program Review (APR) Table 2	Need more emphasis on core values.	Instructor will change the assignment instructions to emphasize this OPB.
<b>2. 356 SA</b>	OPB 2b - Recognize and manage personal values in a way that allows professional values to guide practice, under Signature Assignments, the mean score was 4.89.	APR Table 2	5 students need additional work on managing personal values that allows professional values to guide practice.	Create in class activity to focus more on the difference between personal and professional values.
<b>3. 410 SA</b>	OPB 2d - Examine ambiguity within ethical conflicts, under Signature Assignments, the mean score was 4.67, with 66.67% achieving a 5 or more.	APR Table 2	More class time needed to address writing.	Shorten class activity related to ethical issues and instead spend more time on writing examples and what to address and not address.
<b>4. 410 SA</b>	OPB 2f – Apply strategies of ethical reasoning to arrive at principled decisions, under Signature Assignments, the mean score was 4.78, with	APR Table 2	More class time needed to address writing.	Shorten class activity related to ethical issues and instead spend more time on writing examples and what to address and not address.

	66.67% achieving a 5 or more.			
<b>5. 410 SA</b>	OPB 3a – Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, theory and practice wisdom, under Signature Assignments, the mean score was 4.89, with 66.67% achieving a 5 or more.	APR Table 2	Need to provide examples of writing in class.	Provide examples of writing that addresses the integration of multiple sources of knowledge and how that informs a high quality historical review of a topic and review them meticulously in class in a way that forces all students to mentally work through the process in a practice example.
<b>6. 260 SA</b>	OPB 4a – Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power, under Signature Assignments, the mean score was 4.89.	APR Table 2	Poor writing skills negatively influenced the scores of a few students.	Recommend students go to the Writing Center.
<b>7. 210 SA</b>	OPB 4b – Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups, under Signature Assignments, the mean score was 4.91.	APR Table 2	4 students did not quite grasp this concept.	Will be more clear on the following parts of the assignment: Daily food intake/spending, daily journal, reflection.
<b>8. 220 SA</b>	OPB 4c – Recognize & communicate understanding of the importance of difference in shaping life experiences, under Signature Assignments, the mean score was 4.97.	APR Table 2	3 students did not quite grasp this concept.	No action planned.
<b>9. 260 SA</b>	OPB 5a – Describe the systemic inter-connectedness of the forms & mechanisms of oppression & discrimination, under Signature Assignments, the mean score was 4.94.	APR Table 2	Poor writing skills negatively influenced the scores of a few students.	Recommend students go to the Writing Center.

<b>10. 486 Field</b>	OPB 6a – Use practice experience & existing research to direct scientific inquiry, under Field, the mean score was 4.65 with 5 or more scoring 70.59%.	APR Table 2	Some students missed this part of the assignment.	Instructor will make this expectation more clear.
<b>11. 365 SA</b>	OPB 6a – Use practice experience & existing research to direct scientific inquiry, under Signature Assignments, 68.57% achieved a score of 5 or more.	APR Table 2	Not enough time to review this topic in class.	Restructure the course into 2 semesters, allowing for sufficient time to review this topic in class.
<b>12. 486 Field</b>	OPB 6d – Plan, gather, analyze & professionally present original research, under Field, the mean score was 4.82 with 64.71% scoring 5 or more.	APR Table 2	Not enough time to complete data collection.	Instructor will consider moving up the assignment in the semester to allow more time to complete data collection.
<b>13. 365 SA</b>	OPB 6d - Plan, gather, analyze & professionally present original research, under Signature Assignments, 74.29% achieved a score of 5 or more.	APR Table 2	Not enough time to review this topic in class.	Restructure the course into 2 semesters, allowing for sufficient time to review this topic in class.
<b>14. 220 SA</b>	OPB 7a – Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation, under Signature Assignments, the mean score was 4.92.	APR Table 2	Need more emphasis on this concept.	Will change the assignment instructions to emphasize this OPB.
<b>15. 220 SA</b>	OPB 7b – Critically apply knowledge to understand person & environment, under Signature Assignments, the mean score was 4.92.	APR Table 2	Need more emphasis on this concept.	Will change the assignment instructions to emphasize this OPB.
<b>16. 220 SA</b>	OPB 7c – Critically apply knowledge to understand human behavior across the lifespan, under Signature Assignments, the mean score was 4.92.	APR Table 2	Need more emphasis on this concept.	Will change the assignment instructions to emphasize this OPB.

<p><b>17. 220 SA</b></p>	<p>OPB 7d – Critically apply knowledge to understand the range of social systems in which people live, under Signature Assignments, the mean score was 4.94.</p>	<p>APR Table 2</p>	<p>Need more emphasis on this concept.</p>	<p>Will change the assignment instructions to emphasize this OPB.</p>
<p><b>18. 220 SA</b></p>	<p>OPB 7e – Critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being, under Signature Assignments, the mean score was 4.92.</p>	<p>APR Table 2</p>	<p>Need more emphasis on this concept.</p>	<p>Will change the assignment instructions to emphasize this OPB.</p>
<p><b>19. 410 SA</b></p>	<p>OPB 8a – Articulate the evolution of social policies and services at multiple system levels, under Signature Assignments, the mean score was 4.72, with 72.22% achieving a 5 or more.</p>	<p>APR Table 2</p>	<p>Need to provide examples of writing in class.</p>	<p>Provide examples of writing that addresses the integration of multiple sources of knowledge and how that informs a high quality historical review of a topic and review them meticulously in class in a way that forces all students to mentally work through the process in a practice example.</p>
<p><b>20. 410 SA</b></p>	<p>OPB 9c – Explore ways that the context of practice is dynamic, under Signature Assignments, 77.78% scored a 5 or more.</p>	<p>APR Table 2</p>	<p>Need to provide examples of writing in class.</p>	<p>Provide examples of writing that addresses the integration of multiple sources of knowledge and how that informs a high quality historical review of a topic and review them meticulously in class in a way that forces all students to mentally work through the process in a practice example.</p>

**ACTION PLAN FOR OTHER AREAS EVALUATED****II. Town Hall**

All elements of this year's Town Hall were planned and facilitated by the Town Hall Committee composed of half of the class of senior social work majors, as a part of their work in SOCW 456. The project was managed by Eleni Kaldis, a member of the senior class who was awarded the position after a competitive application process. This committee was guided in their application of the PREPARE and IMAGINE community organizing model by faculty member Jane Barden. The Town Hall Committee focused their program evaluation on the question of whether the VUDSW offers a sufficient amount of information to assist students in understanding the full range of professional options they will have as social workers. In consultation with Professor Barden, students developed a questionnaire on this subject, which they administered in person and online to all social work majors. They then used SPSS to analyze this data.

The results of the program evaluation were presented by the Committee on Tuesday, April 18, 2017 in the Brown & Gold Room of the Harre Union, at a department-wide Town Hall Meeting which they planned and facilitated. Results of the survey and the Town Hall Meeting indicate that students are generally satisfied with the information on the range of post-graduation professional options for social work majors. The guest lecturers in SOCW151 were universally appreciated as a source of such information. Students were also generally aware of the places in Heidbrink where job postings are found. It was suggested that information on graduate school and job postings be in a centralized location that is well advertised and easily accessible. Students were interested in the idea of a symposium as presented by the committee, but there was no consensus on the number of times per semester the symposium should be held or what specific topics should be covered. Students expressed some concern about a lack of options for macro practice field experiences, but it became clear that this may have been related more to a misunderstanding of the application process, than to an actual lack of options.

**Action Plan:**

Advertise graduate school drawers in lounge more, centralize job postings on one well-marked bulletin board, consider ways faculty can encourage professional development activities such as mentoring, in class assignments, some type of symposium class in the future.

**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 2017 during fall course preparation and then in a VUDSW faculty meeting mid-September to assess follow-through.

**IV. Field Findings**

Overarching Strengths of the Field Education Component:

1. Students are prepared
2. Providing support to agencies
3. Orientation
4. Thank you luncheon

Problem	Action Needed	Specific Proposed Action
Sometimes students are not at the agency very much in a week due to other BSW activities (LEAD, Spring Break, Town Hall, Prof Dev Day)	Clarify items for which students get hours.	1. Limit the amount of time that junior students get off so that they spend most time at agency.
Students were not always good about communicating their schedule in advance	Clarify the importance of communicating schedule in advance with students.	1. Make this requirement more explicit
Supervisors at macro placements need a little more support	Set up a structure to help AFIs in macro placements; make sure the learning plan is translatable to macro.	1. Meet with these AFIs earlier on in the semester. Make some specific docs for macro placements.

Best Elements about Field listed by students

1. Ability to get experience!

Least Favorite Elements related to Field listed by students

1. Having to miss field for social work events, esp. second semester

Best Elements about Field listed by AFI

1. Students
2. Support from VUDSW, responsiveness, emailed reminders
3. Gratitude from VUDSW-- often said ours is the best BSW program.

Least Favorite Elements related to Field listed by AFI

1. When a student is not passionate about the work
2. When a student does not show up or complete internship fully.
3. Having to rate a student in the evaluation.

Work areas for 2017-2018:

1. Work on making the field experience, learning plan and orientation more applicable to macro social work. Or make some specific supplementary docs for macro placements.
2. Be sure to meet with sites early on in the semester if it is a new placement or supervisor to help clarify anything that is needed.
3. Ensure students have a semester long department calendar of events

**V. Advisement**

Identified Areas:

- 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.
- 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.

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 not being aware of the policies for continuing on to field	Bring up the importance of GPA requirements and grade requirements.	During Advising make sure they know SOCW GPA and Valpo GPA needed to continue into field and minimum grade needed in each 300 and 400 level courses.
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.
General Education courses and Electives should enhance the abilities of the students.	Find out more about other minors being offered on campus besides Sociology and Psychology.	Do more research into other minors such as the Public Health minor, ECON 136, etc.
Students having trouble passing PSY 201 Statistics	Peer tutoring, study sessions	Create study groups and connect the students with peer tutoring at the academic success center.

**VI. Office Operation**

Survey Areas Identified:

23 people surveyed (seniors & faculty)/ 6 responded

- 6/6 rated the overall degree of satisfaction of how the office staff supports the department as excellent
- Response time and communication rated as excellent

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students expressed they do not really know who the student aides are and would like to be more connected with them	Info about the student aides is posted on their office door; however, we could introduce them to the SW community on a more personal level	Perhaps a meet & greet (although it is difficult to get them all here at the same time). Include a Social Work Student Aide section on the SW Bb Community Site and introduce the aides that way?
Would like to transition away from using Taskstream to save money	Use a no cost data management system	Build an Access database or use Excel for our data management, as time allows.
To build a database for this purpose requires a great deal of time due to the need to relearn the Access program	Designate time to build database	Designate a set amount of hours per week in the summer to work on database and reporting, while doing the bare minimum to prepare for the next semester.

**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, Caroline Ban, 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**

1. Prepare for Reaffirmation at a rate that will allow us to adequately and comfortably implement the new CCs and implicit curriculum and measure them early enough to make satisfactory corrections before the site visit.
2. Deliver our curriculum thoroughly enough to maintain excellence. This is currently a challenge primarily because of our growth and the demands it places on current faculty and staff but also for several other reasons specific to particular courses.
3. Fulfill our obligations to other departments and programs. Our general education courses were designed to serve other departments and programs as well as our majors. With our growing number of majors, we are not currently able to maintain these commitments.
4. Institute policies that can be consistently implemented and enforced regarding when students can join as majors, and what they need to do to maintain major status (e.g. Social Work GPA).
5. Incorporate curriculum content on family assessment, intervention, and evaluation more explicitly and comprehensively.

**Strengths**

1. The faculty in the department during the spring of 2017 were, when considered as an entire team, the best the department has had since at least 2000. The four-person faculty department works well together, is energetic, and is sufficient to address challenges 2 and 3 directly and indirectly impact 4.
2. Two faculty have significant experience with reaffirmation. One has attended trainings on implicit curriculum.
3. The support staff is very capable and knows the program well.
4. We have initiated the early stages of writing for reaffirmation several years early.

**Areas in need of improvement/Proposed Plan of Action for Items within our Control**

1. Continue to advocate for a permanent 4<sup>th</sup> faculty member of the department.
2. Develop Key Content statements for each course in the curriculum to prepare for reaffirmation and make switching instructors less disruptive to course presentation.
3. Based on key content statements, make collaborative decisions about “family” content.
4. Develop a “Mandatory Things” document that more explicitly lays out major student responsibilities and have majors sign it each year.
5. Propose several curricular changes to the Curriculum and Gen Ed Committees to adapt the courses to new reaffirmation expectations and the changing university environment (e.g. IRB is now slower than previously, WIC/WID requirements).

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

**Action Plan for SOCW 151 (BCN)**

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
1. Some of the On Course journal assignments seemed repetitive	Decrease repetition of On Course journal assignments	Go through current On Course Journal assignments and eliminate those that are repetitive
2. Not enough ongoing guidance on the Volunteer Experience	Increase guidance on the Volunteer Experience	Fold two or three brief volunteer experience check-ins during the class
3. Guest Speakers were at the end of the course	Have the guest speakers come throughout the semester	Consider revising the course schedule so that the guest speakers come throughout the semester

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students still confused about how to write Literature Review	Need more instruction	May add annotated bibliography prior to Lit Review to clarify the difference.

		Spend more time in class teaching about lit reviews Find more examples to post on Bb.
Topic instruction and writing instruction still disjointed	Need to integrate writing instruction better	Work on more ten minute-topics Improve writing to learn assignments
Some writing to learn assignments too focused on writing and not connected enough to topic		See above

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

Problem	Action Needed	Specific Proposed Action
Continued split between those who like groups and those who do not	None	None
Text does not cover material in the same way I do- there is too much skipping around- and students don't like text.	Change book or change the way I cover material	Examining new books for adoption in the fall.
As was the case last year, students complained about too much reading.	Be more deliberate about reading assignment	New book I'm considering covers topics as I want them covered, so less outside reading will be assigned.

**Action Plan for SOCW 240 (MR)**

Problem	Action Needed	Specific Proposed Action
Quizzes did not accurately reflect course content	Ensure students understand questions' relevance	1. New text book 2. Review all questions 3. Discuss Quizzes in class
Portfolios of Competency did not seem to further learning	Make more explicit how reflection helps or drop them	1. Tie P of Cs to Interview writeups

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

Problem	Action Needed	Specific Proposed Action
The only critic I have for this class is the time. I wish it wasn't so late at night. If there was a way to make it earlier in the day or have it be an hour and a half twice a	Revisit the idea of changing class time.	Because I was not personally able to be there for teaching on two nights per week, this <i>might</i> be an appropriate time to propose this as an option for

week, I think that would be great. Other than that, the class is great.		the next adjunct who <i>may</i> have more flexibility in this area.
Days of meeting.		
It was difficult to see how the readings or class discussions related to the quiz questions.	None. I am shocked by this statement because often, some of the questions on the quiz were from the lecture minutes before the quiz was given!	None

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students still confused about elements of the BPSSA	More in class instruction time	Change some lab class assignments to focus specifically on interviewing for BPSSA in class where I can give feedback.
Complaints about MindTap questions being too easy or too hard or Critical Thinking Questions being better than MindTap questions.	Assess method of assuring students do reading	Look back over MindTap. Look at schedule from 2015-2016 where I had other daily assignments to find balance of quiz and assignments.
Not enough good examples of BPSSA	Find examples	Redact well-done examples from this year and last to add to Bb.  Find other examples of BPSSAs to make comparison

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students felt adrift at the beginning. It was hard to know what was coming.	Intentional explanation of what the process involves and time to absorb it.	1. Switch to two semester format
Class felt disorganized	Structure class so it is not so vulnerable to small schedule changes	1. Switch to two semester format
Assignments were rushed	Give sufficient time to explore each key component in depth	1. Switch to two semester format

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Covering all CCs and what they look like in field.	Get feedback on student knowledge of CCs mid semester instead of late semester	Do the interactive CC activity just after Spring Break. (Involves having students stand by the CC they know best and least and use that for discussion.  Be more thoughtful about the placement of CC discussions. I.e. coordinate policy with LEAD day.  Students suggested making skits in class explore the CCs.
Portfolio creation seems disjointed from the rest of class	Integrate portfolio creation more in class.	Consider making weekly summaries a component of the portfolio creation.  Consider breaking up the portfolio into 2 pieces, so that the work doesn't fall at the end.
Too many tasks/OPBs part of the learning plan and tasks/OPBs not always relevant to every placement.	Reduce number of tasks/OPBs	This will happen with CC10 to 9 conversion. In the meantime, have students pick 1-2 OPBs per CC.
Few students read, despite random, comprehension quizzes. Multiple choice questions made for easy guesses (without reading).	Place more point value on reading	Increase points for reading comprehension (greater than 5 pts). Consider having students respond to a written question on blackboard.
Lots of content to cover in one class plus portfolio. As a result, less time to discuss real-time student challenges, learning opportunities at field placement.	Reduce content or portfolio requirements	Consider incorporating portfolio more in class or consider cutting down requirements of portfolio. For example, reduce appendices, cut syllabus printout requirements...  Cut or shorten a few of the weekly summaries.
Too much grading during finals- portfolios, evaluations, learning plans, important docs packet	Modify end of final requirements.	Streamline, combine or cut some of these? Have some items due earlier?
Some placements lack focus.	Make a mini project requirement for the course.	Consider adding a mini-legacy project. Substitute write up on this this for a weekly summary assignment. Alternatively have students identify project at an early site visit.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Felt library visit was too late to be very useful.	Move library visit	1. Move visit to library earlier
Papers being due on many sequential Monday made it difficult to receive sufficient guidance and keep up	Move assignments	1. Make more papers due on Wednesday

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
As classes get larger, over half of class meetings are consumed with student experientials.	Evaluate class content	Consider doing experientials in pairs or alone, but for only half of a class period
Students want experience with both task groups and other types of treatment groups.	Evaluate class content	Research idea of adding first year mentoring and support group element to class

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Did not address Problem #3 from last year- events/assignments too concentrated in April.	Fix schedule of class topics, events, and assignments to be more evenly distributed throughout the semester.	Am working on new order for assignments – based on not doing LEAD in the winter.
LEAD with NASW may not be the best use of time and resources.	Discuss as faculty	See specific questions below
LEAD was cut short again because of weather.	Discuss as faculty	See specific questions below
Collaboration with PNW was not a great learning experience	Discuss collaboration with Pam	Specifically discuss with Pam-1) Making conference part of PNW students’ grades, as it is for ours; 2) Jettison collaboration all together; 3) We plan conference and invite PNW, as well as other outside people to attend, rather than collaborate
Reading sometimes overwhelming because of links in Community Toolbox	Reassess assigned reading	Look at specific sections that are assigned, and state very clearly which links are to be followed and read, and which are not.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Too many assignments	Reduce the number of assignments	Have students peer review 4 weekly summaries. Cut 1-2 weekly summaries.  Combine some of the CC assignments and/or use class time to accomplish these. Make one “capstone” assignment for the semester that combines multiple CCs.
Getting students to read the textbook	Incentivize reading	Fold reading into participation. Make it worth more points. Consider supplementing text with other readings to mix it up.
Lack of power and privilege readings in textbook	Increase content on this topic	Add more readings on this topic.
Some redundancy in assignments: i.e. RESPECTFUL MODEL assignment	Reduce redundancy	Figure out which other classes are teaching this and cut out the assignment.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
With 10 weekly summaries, monthly learning plan, timesheets and major assignments, there are too many assignments, and it is difficult to manage.	Reduce the number of assignments	Recommend cutting the number of weekly summaries down to 5, and having students write Weekly summaries every other week in Spring semester. Students still could be required to bring questions to class for discussion and prepare a weekly agenda.
Mini research project and case presentation Assignment #2— there was not enough time for most students to engage in preliminary data collection	Make the timing of the assignment more conducive to senior student schedule	Introduce the idea of the assignment late fall. Begin introduction in early spring semester. Consider when Professional Development Day and Town Hall will be scheduled. Consider having students peer review a rough draft.
Students missed the chance to meet with their target legislator in person.	Students felt the policy assignment #1 could have been enhanced if better coordinated with LEAD Day.	Push LEAD Day back a bit and policy assignment up and have seniors prepared to lobby with legislators on their policy issue on LEAD Day. Alternatively, Policy assignment could be pushed to Macro class and

		thus would be more naturally coordinated with LEAD.
Workshop days varied in usefulness.	Revamp timing and explanation of these days	Set schedule for these more in advance and thoroughly explain how these can be used.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
1. Students reported that the Senior Portfolio didn't feel connected to Junior Portfolio	Connect the two portfolios	Instructor to have rising seniors add on to JR portfolio
2. Some students shared that they did not build the Senior Portfolio as the semester went on and they wish they would have	Build the Senior Portfolio as you go	Overtly instruct students to build the portfolio as they go, incentivizing the weekly build
3. Instructor reported that she did way too much editing of student writing and students missed out on the opportunity to learn	Peer Edit reflections	Instructor to fold in in-class reading, revising, editing protocol.