

This document is intended as a supplement to the VUDSW Annual Program Review (APR) 2017-2018 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 to the Advisory Board TBD in 2018.
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 23, 2018.

<b>Problem Course Location</b>	<b>Identified Problem</b>	<b>Data Source</b>	<b>Assessment</b>	<b>Action Planned</b>
<b>1. 1c Field</b>	People are not able to identify the roles assumed at internship	Table 2	SW Commitment Brief	Highlight professional role identification in future assignment; distribute universal role document to faculty
<b>2. 2a SA</b>	Assignment is not set up to measure core social work values	Table 2	Final Systems Analysis paper	In future signature assignment make sure the assignment is measuring what it is supposed to measure
<b>3. 2c SA</b>	Students sometimes failed to apply NASW principles in sufficient detail	Table 2	Senior policy paper	Add an activity to illustrate the sort of detail required in analysis
<b>4. 2d SA</b>	Students sometimes failed to explore ethical nuances in enough detail	Table 2	Senior policy paper	Add an activity to illustrate the sort of detail required in analysis
<b>5. 6a SA</b>	Some literature reviews were not organized well and did not point to their study	Table 2	Final Research paper	Provide examples of strong literature reviews.
<b>6. 6d Field</b>		Table 2	Final Research project presentation	
<b>7. 7e SA</b>	Individual students did not meet expectation	Table 2	Final systems analysis paper	Improve instructions or create different assignment
<b>8. 8a SA</b>	Some students did this only superficially	Table 2	Senior policy paper	Design lecture that shows how to apply this concept

9. 8b SA	Some students did this only superficially	Table 2	Senior policy paper	Design lecture that shows how to apply this concept
10. 9c SA	Some students did this only superficially	Table 2	Senior policy paper	Design lecture that shows how to apply this concept
11. 10b SA	Professor changed assignment and could not get an accurate read on what to measure	Table 2	Prepare & Imagine final paper	In future signature assignment make sure the assignment is measuring what it is supposed to measure
12. 10h SA	Professor changed assignment and could not get an accurate read on what to measure	Table 2	Prepare & Imagine final paper	In future signature assignment make sure the assignment is measuring what it is supposed to measure
13. 10l SA	Professor changed assignment and could not get an accurate read on what to measure	Table 2	Prepare & Imagine final paper	In future signature assignment make sure the assignment is measuring what it is supposed to measure

**ACTION PLAN FOR OTHER AREAS EVALUATED**

**II. Town Hall**

This past year, as part of SOCW 456 on Macro Social Work, senior students gathered data and led a department-wide Town Hall meeting on a topic to improve the department. Specifically, students chose to ask students’ opinions about adding a peer mentoring program to the department.

As a result of the conversation, two rising senior students have offered to be leaders of the program and implement a mentorship program starting in the fall of 2018. Professor Jane Barden who teaches SOCW 455 on Groups, will incorporate mentorship in a component of her class to encourage senior participation for credit and help create a sustainable program. The student leaders and faculty have agreed to implement a kick off mentoring event in the fall where mentors and mentees can meet. The VUDSW will re-evaluate the program next year.

**III. CoursEval Report**

See action plans listed below

**IV. Field Findings**

1. 16 senior students started out in the field. 17 completed. (ES returned after a medical leave)
2. 15 junior students started out in the field. 15 completed. We recommend two students exit the program at this time due to not meeting grade expectations or develop delayed entry into senior field (KT & MO).
3. 45 NW Indiana professionals served as Agency Field Instructors (AFI), Task Supervisors, or on-site Mentors
4. We spanned 29 different agencies from Porter, Lake, LaPorte, and St Joe counties in Indiana

5. Approximately 616 hours of on-site supervision was provided during the academic year by this group
6. Students provided 9196 hours of service in agencies during the academic year

Overarching Strengths of the Field Education Component:

1. By and large, student and Agency Field Instructor (AFI) comments were overwhelmingly positive and regarding the Field Education Component and the VUDSW.
2. Students reported feeling more confident with their knowledge and skill set as a result of engaging in field and co-curricular experiences related to the field.
3. Students reported increased attention to self-care, work-life balance as a professional ethical issue, due to it being folded more into class and the learning plan.
4. Students reported benefitting from on-site and in-class supervision.
5. AFIs and students shared that field felt well organized and they well supported.

Problem	Action Needed	Specific Proposed Action
Not enough time to talk about field in class	Give more time in class to discuss field	Look at integrating field in some way, on a daily basis.  Hold students more accountable to discuss field and consider setting up a daily "I want to talk about field" agenda for students to sign-in on
Missing internship days for department events	Look at this with colleagues as we create the planning calendar together	See about scheduling some of the extracurricular events NOT on internship days.
Not able to attend "special" internship experiences (sit in on court, attend team meeting) because it conflicted with class	Address this issue with colleagues	Discuss at APR to see what is possible or not.
Senior Student Performance in Field Evaluation instrument is long	Revise evaluation instrument	Consider creating a new evaluation instrument

**Work areas for 2018-2019:**

We need to address items in the Challenge, Areas in Need of Improvement and Proposed Plan Of Action sections below.

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

During the 2017-2018 APR meeting, current full faculty Jane Barden, Barb Crumpacker Niedner, Caroline Ban, and Office Coordinator, Tammy Hartman, as well as Advisor, Patty Jarosz, identified challenges faced, departmental strengths, and areas in need of attention. Jen Gregory, Valparaiso Institute for Teaching and Learning (VITAL) coordinator, assisted in facilitating this process. These were the items identified:

**Strengths**

1. Cohesion among faculty; four person faculty this year allowed us to function more effectively, optimizing assets and balancing out work load
2. Fourth person faculty this past year allowed for: electives to be offered, WIC course to be offered twice, and highest enrolled course SOCW 220 to be offered twice; also reduced adjunct positions
3. Annual Program Review beneficial for program assessment and future planning
4. Planning retreats this past year provided structure to departmental review and re-accreditation process
5. Strength of the support staff; highly competent, effective, efficient, and hardworking; folded into departmental processes
6. All faculty are evaluated annually
7. As a department we seek outside expertise (i.e. Greg Stinson, Jen Gregory)
8. Implemented increased active learning student centered techniques in curriculum and co-curricular events

**Challenges**

1. Need time for converting from 10 Competencies to 9 Competencies throughout every aspect of the curriculum and departmental guiding documents
2. Not having release time to do re-accreditation work
3. Budget & Registrar issues – in order to support the Dept. in running smoothly, keep in alignment with budget, and track course enrollments etc., Office Coordinator needs access to budget and registrar information emailed to Dept. Chair
4. Need a written process for people studying abroad – namely completion of foundation courses prior to studying abroad
5. Need a written process for determining conditional major status and chain of communication for conditional major status and people in jeopardy
6. Need a coherent system for tracking student GPAs – add reminders to Planning Calendar
7. Need a written policy for accepting outside credits for foundational courses – what will it be?

**Areas in Need of Improvement/Proposed Plan of Action for Items within our Control**

1. In-depth departmental policy review and adherence to policy
2. Update Unified Syllabus
3. Advocate for fourth faculty position
4. Advocate for wage increase for Department Office Coordinator who has been serving as back end data manager/compliance point person for the department and in specific, the Director of Field Education

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

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
<i>Social Work and Social Welfare Text (SWSW)</i> concepts and terminology was not discussed enough in class.	Add more <i>SWSW</i> text content into lectures, speaker days or activities.	Begin each speaker class on a specific <i>SWSW</i> reading with a brief overview of the key topics and terminology from the chapter.
<i>On Course</i> text PPTs and lectures seemed to be too long sometimes and unnecessary.	Shorten some of the Lecture PPTs from <i>On Course</i> text	Review <i>On Course</i> lectures prior to class and cut or hide slides that are redundant or have too much content on the slide.
Some class periods had more than 1 assignment due on the same day.	Don't have more than 1 journal entry due in one day.	Review schedule and space out journal entries.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Literature Review is still somewhat daunting.	Improve instruction and examples	Potentially add new reading on Writing a literature review  More steps between annotated bibliography and literature review. Perhaps a "mini" lit review or peer review of the lit review.  Post examples of actual student literature reviews.
Instruction focused too much on reading and lecture.	Teach to different learning styles.	Include more TED talks and videos for class preparation  Find more in-class activities  Perhaps integrate Interteaching  Reading Quizzes
Difficult to always see the big picture of how daily class topics fit into overall course plan	Communicate course plan clearly and often.	Change daily class agenda Powerpoint to communicate how the day's topic fits into the big picture of course.

		Create a visual representation of class organization.
--	--	---

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

Problem	Action Needed	Specific Proposed Action
Need activities for more difficult concepts	Add more activities	Determine which concepts seem to be more complicated and research activities focused on those concepts.
Group assignments have too much impact on class grade	Assess distribution of points.	Re-assess distribution of points between group and individual assignments.
More attention to and application of material later in the semester.	Assess class schedule	Assess where time on topics early in the semester could be shortened and re-allocated to topics at the end of the semester.

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

Problem	Action Needed	Specific Proposed Action
1. Lectures, quizzes, and text are not as closely related as would be ideal.	1. Tie class, text, and quizzes together more closely	1a. Review lectures in light of quiz and text material 1b. Report unrelated quiz questions to publisher
2. After practice interviews, some students not sure how to use the experience.	2. Increase student processing of practice interviews.	2. Plan discussion time following practice interviews.

**Action Plan for SOCW 290-A: Policing and the Community (Fall 2017 CB)**

Problem	Action Needed	Specific Proposed Action
Too much writing for a 200 level class.	Cut/reduce requirements on one of the major assignments.	Cut or shorten either the grant or the policy paper, or have students write grants or policy papers in pairs to reduce the workload.
Brand new class and organization needs improvement.	Don't make changes to schedule after	1) Rework the schedule to reduce 1 main assignment.

	providing it the students.	2) Review readings that need to be cut in the 2 <sup>nd</sup> half of the semester, so that this is not done mid-class.  3) Look at the possibility of having a one main text to provide more organization to the class OR create a table of contents for the class with all of the readings and how they fit in.
Reading reflections were effective for student learning, but extremely time consuming to grade so many of these.	Reduce grading workload, especially if enrollment increases.	Reduce the number of reading reflections and instead encourage reading by assigning students to prepare sections of the assigned readings instead.

**Action Plan for SOCW 290-A3: Social Work and the Law (Spring 2018 JEB)**

Problem	Action Needed	Specific Proposed Action
Not everyone participated equally in class discussion	Incentivize participation	Offer points for daily participation in class discussion.
Assignments	Re-evaluate assignments	Continue researching potential assignments to be certain that assignments truly focus on evaluating what is important
Second half of semester was more interesting than first half	Change distribution of class topics	Integrate topics more with theory, rather than splitting semester in half.

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

Problem	Action Needed	Specific Proposed Action
Expectations for biopsychosocial-spiritual assignment (BPSSA) were not as clear as they could have been and some components of the assignment were crammed together.	Be clearer about assignment expectations and spread the assignment out more, over the course of the semester.	Be clearer on BPSSA Action Plans, Discharge Summaries and give a minimum expectation for the # of meetings for students.  Clarify Feedback Informed Treatment (FIT) format for the assignment.  Change the schedule so that the Action Plan is not due on the same day as the Assessment or Discharge Summary. Move the Assessment assignment due date to

		before Spring Break. Make the Reflection due at the end of April.
The ethics component of the class was not comprehensive enough.	Add additional content to class and lengthen the amount of time spent on this topic. For example, the signature assignment for ethics does not include content directly on managing personal biases.	For Ch. 11 Critical Thinking questions- break up the questions in half, in order to spend more time on these.  Add an assignment on managing personal biases.  Be clear when the Ch 11 assignment is introduced that students must follow the model in Ch 11 of the book to answer each ethical dilemma.
The textbook did a poor job of teaching about diversity and inclusion. Text seemed outdated and at times, offensive.	Replace and remove outdated content.	Supplement readings for diversity, inclusion and feminism for Chapters 12 and 13.  Revise Ch 12 Critical Thinking questions.
First time instructor taught the class and the course was sometimes disorganized.	Don't change schedule halfway through. Be more intentional about structure.	Review and reorganize structure of readings for the 2 <sup>nd</sup> half of the semester. Provide a better overview at the beginning of first class about content that will be covered.

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

Problem	Action Needed	Specific Proposed Action
1. Not enough group activities	1. Increase group activities	1. Design more group activities to reinforce lectures.
2. Math calculations not well enough understood.	2. Spend more time on math	2. For each new concept, introduce the topic conceptually, teach the math, then reinforce it with group activity.
3. Online quizzes not helpful	3a. Quizzes do not reflect class closely.	3a. Review quizzes for content.
	3b. Hard to bridge the text and quizzes.	3b. Find a new text.
	3c. Timing of quizzes does not ideally support learning.	3c. Schedule quizzes after lecture.
4. Research review assignment not helpful	4. Review research review in light of course objectives.	4. Reconsider and either drop or redesign research review.



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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
We didn't talk about our field experiences enough (6)	Talk about internship experience more	Fold into every class period some talk time/activity where sharing about the internship is the focus
There wasn't enough small group discussion related to the CCs (4)	Increase small group discussion on CCs	Fold into every class period some talk time/activity where CC focus is the main element
Timesheets were due too fast at the end of the month (3)	Adjust due date of time sheets	Consider revising the course schedule so that times sheets are due the first week of the new month

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
1. Assignment expectations could be clearer	1. Make assignments clearer	1. Review assignment expectations earlier and ask questions on what would give greater clarity.
2. Students are not encouraged to read the text	2. Make students more responsible for the reading.	2a. Create quizzes for text.
		2b. Ask for more incorporation of text material in papers.
3. Lectures don't always bridge the gap between general ideas and specific application.	3. Help students bridge the gap between theory and application.	3. Design new activities that require students to apply concepts.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Department need for mentoring program has been discussed in the past and was identified by students in Town Hall.	Create plan and institutionalize process for mentoring program.	I will develop the structure for a group mentoring program as a part of this class. Trace and Lily will develop the curriculum for the mentoring meetings and offer suggestions for group activities.  Signature Assignment on Engagement with groups will be added to the syllabus of this class to address accreditation evaluation needs and to tie work in the

		mentoring program with the requirements for the class.
Doing experientials in pairs does not allow students experience of having full responsibility for doing a group. When in pairs, almost each group had one member who does more work than the other.	Consider changing experiential assignment	Continue exploring resources in group work education for alternative ways to offer students opportunities to plan and lead groups on their own.

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Students did not have sufficient time on community projects.	Give students more time for community projects and build in activities to support stronger team cohesion early on.	Assign Community projects in the beginning of the semester along with LEAD and Town Hall projects.  Give the True Colors and other assessments at the beginning of the semester and spend more time on these. Use this and individual feedback on team partners to assign teams.
Method (Roll Call) for encouraging student reading took up too much of the class period and questions were inconsistent in terms of level of difficulty. In addition, this method unnecessarily increased pressure and tension in the class that negatively impacted class dynamics.	Change method for reading incentives and assessment.	Next year, try two new methods for reading assessment that accomplish goals without adding unnecessary pressure:  1) Have assigned students lead reading discussions and have classmates bring questions from the reading for points  2) Have students write a response to a discussion question, based on the reading.
Improve methods for assessing group assignments and individual performance on teams.	Group assignments, while effective in helping students learn, were difficult to assess. Professor should increase time spent with teams and individual students and improve assessment methods.	1) Make clearer rubric and explain group assessment early in the semester.  2) Have brief one on one student meetings earlier in the semester.  3) Require teams to have at least 1, full mandatory meeting with the

		<p>professor with an agenda and minutes from the last meeting.</p> <p>4) Add one worksheet for each project that individual students fill out and turn in to replace a set of team agendas.</p>
<p>First time the class was taught and class was not as organized as it could have been.</p>	<p>Revise class schedule and cut unnecessary readings or assignments.</p>	<p>1) Review and streamline Community Project Assignments. Be prepared to explain all projects to class at the beginning and how they fit together.</p> <p>2) Cut 3 of the group agenda assignments and replace with 1 individually completed worksheet.</p> <p>3) Combine one of the community project assignments.</p> <p>4) Cut readings to a manageable level in the 1st half of the semester.</p> <p>5) Make sure the class has context for the readings by either providing a “class” table of contents if I use the Community Toolbox, or consider using the Kirst Ashman &amp; Hull text.</p>

**Action Plan for SOCW 485 & 486 (BCN)**

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
<p>There were too many assignments, especially in the fall semester, and some felt repetitive</p>	<p>Reduce the number of assignments and eliminate repetition unless planned redundancy is key</p>	<p>Assess assignments and see what can be eliminated or overtly folded into WSs</p> <p>Instruct on “planned redundancy”</p>
<p>Not enough time in class discussing internship</p>	<p>Spend more time in class discussing internship</p>	<p>Fold into one day a week, talk time/activity where sharing about internship is the focus</p>
<p>Didn’t like uploading everything to Bb</p>	<p>none</p>	<p>Uploading to Bb was not the “norm” in the fall semester and therefore felt burdensome in the spring semester to two people</p>

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

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
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. Look at ways for incentivizing the weekly build.
Some students shared that on occasion, they had to chase down their peer to get their work reviewed before the due date deadline	Give greater detail about the process	Instructor to add in "due to peer" dates Instructor to consider folding in in-class reading, revising, editing protocol