VALPARAISO UNIVERSITY SOCIAL WORK ANNUAL PROGRAM REVIEW REPORT

2022-2023 School Year

Prepared by:
Program Director, Caroline Ban with VUSW Faculty

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I. Overview

The following report was generated collaboratively by Valparaiso University Social Work (VUSW) faculty at the Annual Program Review (APR) meeting on May 19, 2023. The APR presents a unique opportunity for faculty to reflect on the entirety of the program's curriculum, teaching from the past year, successes, and areas for improvement.

There were several areas of for discussion at the APR:

1) In line with CSWE accreditation requirements, faculty reviewed explicit and implicit curriculum assessment data, which comes from three primary sources: a) the VUSW Evaluation Matrix for Field Education Competencies, b) the national Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam for graduating seniors, and c) this year's Implicit Curriculum Survey results and qualitative feedback gathered in a program-wide Town Hall Meeting.

2) Faculty shared their own perceptions and CoursEval data for each course in the curriculum, along with suggested plans for course improvements.

3) The Director of Field Education reported additional data about the program's field education.

4) As the faculty prepare to transition to the 2022 EPAS in the 2024-2025 school year, which emphasizes anti-racism, diversity, equity, and inclusion, the team was given a summer reading text, *How to be an Anti-Racist,* by Ibram X. Kendi to read over the summer to promote additional learning. This book will be a touchpoint for faculty over the next year.

5) Finally, the faculty identified themes to prioritize work for the 2023-2024 school year which will improve overall functioning. This APR Action Plan will direct attention for the next school year and beyond.

The program continues to emerge and grow since the discontinuance process. The program looks forward to welcoming at least 10 new incoming students in the fall of 2023, which is one of the largest incoming classes in the program's recent history (social work is a degree that most students "find" at Valpo). This is a significant difference from just a few years ago, with one incoming student declaring social work in the fall of 2021.

I.   Sources of Data for Annual Program Review

Quantitative and qualitative data provide the foundation for our APR. Sources include:

1. The VUSW Evaluation Matrix for Field Education Competencies assesses the demonstration of student skills in the field using as scored by the students' designated Agency Field Instructors (AFIs). The nine competencies of the Valparaiso University Program of Social Work are analyzed by looking at competency behaviors. AFIs assess students on a 5-point Likert Scale, where a score of 3 means the student demonstrates "Basic/Moderate Competence." Our goal is that 85% of graduating students score at least a 3 out of 5 on this scale. For a complete copy of this tool, please see Appendix A.

2. The Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam for graduating seniors, which assesses student knowledge. This SWEAP Post Exam is a national assessment for BSW graduates, that is designed to be difficult with an average passing rate between 50-60%. This is the second-year students have taken the SWEAP, and students performed higher this year, in most cases significantly out-pacing the national average. Our goal is that 85% of graduating students score at least 50% on the exam, since that is close to the typical passing rate for BSW students. For a copy of this tool, please see Appendix B.

3. Survey data and qualitative reflection assessing the implicit curriculum. Under the direction of faculty, students designed a survey, gathered data from peers and presented survey results at the Town Hall Meeting to majors and minors in April 2023. The survey focused on topics of access and inclusion. Student leaders used Town Hall as an opportunity to gather additional feedback from students. After the Town Hall, students presented recommendations to faculty and staff at an April 2023 meeting, and this information has been incorporated into our APR meeting for discussion.

4. Written reflection from each regular faculty member about individual course strengths and improvements, based on student feedback from CoursEval data and the instructor's own perceptions. This information is helpful for considering the curriculum as a whole and supports professional development, idea-sharing and creativity among faculty.

5. Areas for field education strengths, and considerations for improvement. This year, as long-time Director of Field Education Barb Crumpacker Niedner retires, Nicole Moy, Acting Director of Field will take her place, bring a passion for trauma-informed care.

6. Following last year's guide from Indiana University to encourage self-reflection and consumption of diverse materials, this summer team members are asked to read, *How to be an Anti-Racist* by Ibrahm X. Kendi. One of the discoveries from last year was that what faculty consumes and is brought into the classroom: https://www.uindy.edu/inclusion/files/inclusionassessment-may2021.pdf Faculty will continue to cover these questions in quarterly retreats scheduled for next year. Anti-racism is one of the key components added into the 2022 EPAS, which the program will transition to in the 2024-2025 school year.

II. Explicit Curriculum: Required CSWE Competency Benchmark Assessment, Evaluation & Action Plan

The Council on Social Work Education requires that accredited BSW Social Work programs measure and report on student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS 2015). These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Our two explicit curriculum measures are:
> 1) The VUSW Evaluation Matrix for Field Education Competencies (collected April 2023), to assess skills in the field, and
> 2) The Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam (conducted during final exams in May 2023) to assess knowledge at the end of the BSW experience.

VUSW Program competency benchmarks are set at 85% total for the field evaluation and the SWEAP exam. The competency benchmark is the percent of students the program expects to have achieved outcome measure benchmarks. For explicit curriculum measure #1 (VUSW Evaluation Matrix for Field Education Competencies), 85% of students should score a minimum of 3 out of 5 for each competency, where 3 means "Basic/Moderate Competence." For explicit curriculum measure #2 (The SWEAP exam), 85% of students must score at least a 50% on each competency (the national passing rate for BSW students is typically between 50-60%). Our VUSW competency benchmark results are posted using the CSWE form AS.4 (B) at a minimum of every two years on our website and provide basic formative information about where improvements might be needed. This report explicitly highlights any competency where 85% students do not meet the competency benchmark, in orange. Items in orange are discussed by the faculty, and an APR Action Plan is created to address any benchmark deficiencies.

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)
VALPARAISO UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS 4(B): A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standard below:

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: VUSW Evaluation Matrix for Field Education Competencies	
Dimension(s) assessed:	Skills
When/where students are assessed:	At the end of the last semester of senior field work, at student's field placement.
Who assessed student competence:	Agency Field Instructors, as designated by the VUSW Director of Field.
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 out of 5 on Likert Scale, where a score of 3 means the student demonstrates "Basic/Moderate Competence"
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
Assessment Measure #2: Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam	
Dimension(s) assessed:	Knowledge
When/where students are assessed:	During their final exam time, during their last semester, just prior to graduation, in the classroom.
Who assessed student competence:	The VUSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	50% for student's aggregate score per competency. The SWEAP exam is designed to be difficult. Nationally, typically BSW students exhibit a 50-60% passing rate.
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

Form AS 4 (B)

The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency.

Assessment Data Collected during the Academic Year (2022-2023)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
	Program's Benchmark goal: Percentage of students who will demonstrate competence inclusive of 2 measures (listed above)	Aggregate of Students from All Program Options n = (11)	Program Option #1 Valparaiso University, Valparaiso, IN Program delivery method: In person n = (11)
Competency 1: Demonstrate Ethical and Professional Behavior	85%	91%	91% (Field Matrix) 100% + (SWEAP) 82%/ 2
Competency 2: Engage Diversity and Difference in Practice	85%	95.5%	95.5% (Field Matrix) 100% + (SWEAP) 91%/ 2
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	85%	100%	100% (Field Matrix) 100% + (SWEAP) 100%/ 2
Competency 4: Engage in Practice-informed Research and Research-informed Practice	85%	77.5%	77.5% (Field Matrix) 100% + (SWEAP) 55%/ 2
Competency 5: Engage in Policy Practice	85%	54.5%	54.5% (Field Matrix) 100% + (SWEAP) 9%/ 2
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	85%	95.5%	95.5% (Field Matrix) 100% + (SWEAP) 91%/ 2
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	85%	100%	100% (Field Matrix) 100% + (SWEAP) 100%/ 2

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	85%	100%	100% (Field Matrix) 100% + (SWEAP) 100%/ 2
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	85%	86.5%	86.5% (Field Matrix) 100% + (SWEAP) 73%/ 2

ASSESSMENT REPORT:

Overall, VU Social Students surpass the national average performance on SWEAP. In order to get a true assessment of what knowledge students retained, VUSW faculty did not help students prepare for the SWEAP prior to the exam.

Students met the competency benchmarks for all competencies except for:

Competency 4: Engage in Practice-Informed Research (highlighted in orange above).

Competency 5: Engage in Policy Practice (highlighted in orange above).

It should be noted that last year VUSW students did not meet the benchmark for *Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*, but this year after changes, 95.5% percent of students met the benchmark for that competency.

ACTION PLAN #1: CC 4
This action plan focuses on increasing student knowledge on the following competency:
Competency 4: Engage in Practice-Informed Research

Only 77.5% of students met/exceeded this competency, making it the second lowest scoring competency on the assessment. Below are screenshots of the scores and questions about Competency 4 from the SWEAP:

Practice-informed Research and Research-informed Practice Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_20 - The requirements for a "classical experimental" design include:	9/11	81.82
RE15_21 - Using random sampling (based upon probability theory)	6/11	54.55
RE15_22 - Which of the following isnota level of measurement?	9/11	81.82
RE15_23 - Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?	2/11	18.18
RE15_24 - Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?	3/11	27.27
RE15_25 - Which of the following represents a well-known single subject design?	6/11	54.55
RE15_26 - Which of the following can survey research not establish?	5/11	45.45

PLAN FOR IMPROVEMENT:

Currently, the teaching of stats and research classes have been outsourced to other departments, but we still could have some influence:

1) We will share the results of SWEAP with the professors and departments that teach our students to see if these items are covered or if there are gaps.

2) We will create a key word content sheet for research that includes the key content taught in the class, and share this document with students in the integrative seminar.

ACTION PLAN #2: CC 5

This action plan focuses on increasing student knowledge on the following competency:
Competency 5: Engage in Policy Practice

 Only 54.5% of students met/exceeded this competency, making it the lowest scoring competency on the assessment. Below are screenshots of the student scores as well as questions about Competency 5 from the SWEAP:

Engage in Policy Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_27 - The Elizabethan Poor Laws are important for understanding social welfare in the US because:	4/11	36.36
RE15_28 - In a capitalistic economic system one of the purposes of social welfare is to:	2/11	18.18
RE15_29 - The principle of "social insurance" is best defined as:	5/11	45.45
RE15_30 - The major social welfare program to emerge from the New Deal was:	8/11	72.73
RE15_31 - In which category (ies) does the U.S. fall below other developed nations?	10/11	90.91
RE15_32 - The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	0/11	0.00
RE15_33 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	0/11	0.00

PLAN FOR IMPROVEMENT:

Some adjustments have already been made. In 2022-2023, faculty added a video about PRWORA and added more information to the lecture on PRWORA in SOCW 210. Faculty also covers the role of welfare in a capitalist society in the second lecture in the class. Since SOCW 210 is taught primarily to first- and second-year students, it will take a few years to capture such changes on the SWEAP exam.

Other suggestions for improvement and plans of action are below:

Problem	Action Needed	Specific Proposed Action
Not enough context for why certain pieces of legislation are critical for understanding social welfare history after the Great Society.	Embed this context in a more substantial way in the class.	Faculty will provide greater context for understanding why certain pieces of legislation are critical to our understanding of impactful social welfare programs today. Ask students to have some timeline requirements—*Elizabethan Poor Laws, PRWORA, EITC, Social Security Act*
Did not cover EITC in a substantive way in SOCW 210	Cover EITC in greater detail in lecture in SOCW 210	Added a new PPT slide to SOCW welfare history on EITC, vs. just mentioning it in passing in SOCW 210
SOCW 410 Text is not as substantive in terms of history of social work policy, including PRWORA.	Find supplemental reading	Will add this reading to SOCW 410 next year: Moya, Stoesz, Lusk & Chavez-Baray (2022) *Social Work Macro History,* from the Encyclopedia of Social Work.
Did not cover EITC in a substantive way in SOCW 410	Find supplemental reading	Will add this reading next year to SOCW 410: Eamon, Wu, & Zhang (2009). *Effectiveness and Limitations of the Earned Income Child Tax Credit for reducing Child Poverty.*