**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
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**A. Program Student Learning Outcomes**

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| 1. Values and Ethics. Uphold the core values and ethical principals and standards of the social work profession as codified in the National Association of Social Workers’ Code of Ethics. (ILO #5, #6) 2. Professional Use of Self. Conduct oneself autonomously in the professional social work role, including understanding personal values and biases and knowing their impact on clients, engaging in ongoing development of professional knowledge and skills, and exercising use of self in order to engage and collaborate effectively. (ILO #1 #2, #6)  3. Critical Thinking & Applying Research Evidence and Theory. Use critical thinking skills in the analysis and synthesis of information, including in the application of evidence-based practice and theoretical material and in modifying intervention plans as needed. (ILO #1, #5) 4. Advocacy. Advocate for clients, groups and communities in complex cultural, social and political situations. (ILO #3, #5)  5. Acting with Diversity. Act with cultural humility, self-awareness and knowledge of diverse populations, with the commitment of providing culturally competent service. (ILO #3, #4) 6. Communication. Communicate effectively orally and in writing across diverse client and social services systems. (ILO #2) |

**B. Program Student Learning Outcome(s) Assessed**

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| All SLOs. |

**C. Summary of Assessment Process**

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| ------ The newly designed assessment instrument had six items that addressed each SLO. Each item asked the student to self-report his/her mastery level on the SLO prior to beginning and at the conclusion of the MSW program on a 1-4 scale (1-None/Inadequate, 2-Low/Needs Development, 3-Good/Professional Level, 4-Excellent/Professional Level). The instructor then assigned his/her evaluation on the same scale. Instructors’ based their evaluations on the student’s final paper/report, brief individual meetings with students, and/or knowledge of the student’s performance in current course or past courses. (Only instructors’ assessments are reported below.)  ------ All students (N = 96) in 7 sections of “Integrative Seminar” (SW6959/6960, Spring 2013; 6 sections Hayward, 1 section Oakland; taught by 4 instructors; out of 8 sections offered), the culminating course for final-year MSW students, were evaluated by their tenured/tenure-track instructors in the last week of classes or finals week. |

**D. Summary of Assessment Results**

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| ----- RESULTS: (1) Students began the program with lowest mastery of SLO #1-#3 (62.4%-75.5% starting the program at levels 1/2 vs. 48.4%-54.7% for SLO #4-#6). (2) Nearly all students completed the program with “professional level” (levels 3/4) mastery of all SLO (95.7%-100%), except for SLO #6-Communication (79.8%). (3) Although nearly all students achieved “professional level” (levels 3/4) on SLO #2-Professional Use of Self and #3-Critical Thinking, these SLO showed the most students not achieving the highest level (level 4) (47.9% and 68.1%, respectively, at levels 2/3).  ----- CONCLUSIONS: (1) SLO #6-Communications: Changes under consideration include: (a) hiring a writing tutor for the MSW program to support writing developing in specific courses; and (b) redesigning and balancing “academic” vs. “professional” writing assignments across required coursework. (2) SLO #2-Professional Use of Self: Individual meetings with students showed that they did not understand the definition of this SLO, which is complex. Department needs to further explore how to better assess and teach this SLO before making any changes. (3) SLO #4-Critical Thinking: Individual meetings with students, class meetings, and papers showed that they had most difficulty with remembering theories learned and applying theories as well as some had difficulty integrating research-based evidence. Changes under consideration include: (a) teaching fewer theories in the Human Behavior and Social Environment (HBSE) 2-course sequence; (b) more time spent applying theories, including those learned in HBSE, in the Generalist Practice 3-course sequence; (c) more time spent in second year courses on how to read, understand and make use of research findings through assignments and in-class close discussions of articles rather than having students browse a large number of articles on their own, which is what happens currently.  ---- PLAN FOR 2013-14: (1) This year’s assessment was exploratory. It was intended as a qualitative tool to gain an overall impression of how well the Dept. is achieving each SLO. We may use it again but conduct the meetings or group discussions with students at the beginning of the quarter as well as conduct final assessments at the end of the quarter. (2) Since the Dept. has a specific accreditation agency (Council on Social Work Education) and a complex set of standards to meet, it remains to be decided whether this year’s exploratory assessment will become part of the battery of assessments. Also, the Dept. is having an outside consultant revise and improve its entire assessment procedure (in summer 2013) in preparation for the next CSWE accreditation to take place in 4 years. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| The FACT Team can decide on standard operational definitions of each ILO for the purpose of assessment to be used across CLASS or the University. For example, what are the main points to be assessed (i.e., what does a student paper or project need to show) for evaluating Critical Thinking. This definition could be used by each dept. as a general conceptual template (i.e., for all to be on the same page) or applied point-by-point. Other forms of standardization and preparation at the level of CLASS may reduce repetition of work across depts. and also produce an easier-to-understand and unified assessment results product. |