**2012-2013 CLASS FACT Assessment Year End Report, May 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| Master of Social Work | Sarah Taylor;  Report submitted by  Sarah Taylor and Sin Goh | Terry Jones |

**A. Program Student Learning Outcomes**

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| 1. Values and Ethics. Uphold the core values and ethical principles 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 department reviewed the report from our assessment consultant, Scott Geron, presented in July 2013, and agreed on a revised plan (attached) based on our previous work, as well as the consultant’s recommendations. The revised assessment plan will meet accreditation requirements for both WASC and CSWE.   For this FACT report, we decided to focus on the Spring 2013 field instructor evaluations (see attached instruments). These are based on field instructors’ direct observations of our students’ work in the field at the conclusion of the 2012-2013 academic year. (The Spring 2014 data has not yet been submitted.) Per CSWE accreditation standards, students are expected to exhibit a number of practice behaviors that indicate their mastery of social work skills. These practice behaviors are mapped to our Program Student Learning Outcomes, and all Program SLOs are included in the instrument.   The instrument asks field instructors to rate student performance in each of the Program SLO areas on a scale of 1-4. The instrument was not yet updated last spring, so it includes 7 Program SLO areas; critical thinking and theory to practice are separate. As such, the total score range of the instrument is 4-28. |

**D. Summary of Assessment Results**

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| The field instructor evaluations were available for 239 students, 168 in Hayward and 118 in Oakland.  The mean total score across all 7 Program SLOs was 24.3. There was a wide range in scores, from 9-28, and a standard deviation of approximately 4 points. There was no significant difference in the total score means between our two program sites (Oakland and Hayward). There was a small, but statistically significant difference (p=.02) in scores between Foundation (M=23.6) and Advanced Year (M=24.9) students.   The list below reports the mean for each Program SLO, as well as the percent of students who received a “3” or “4,” indicating respectively, “demonstrates skill consistently” or “advanced accomplishment”. (Two students, representing less than 1% of the sample, received ratings of 3.5 in some or all areas; these were incorporated into the numbers below through rounding.)  1. Values and Ethics: 3.6, 33%, 62% 2. Professional Use of Self: 3.5, 35%, 58% 3. Critical Thinking: 3.4, 43%, 50% 4. Applying Theory to Practice: 3.3, 53%, 37% 5. Advocacy: 3.6, 25%, 68% 6. Acting with Diversity: 3.6, 26%, 68% 7. Communication: 3.5, 32%, 58%  These findings suggest that our students excel in Values & Ethics, Advocacy, and Acting with Diversity., with more than 60% receiving the highest score in those areas. Our students appear to be performing well in Professional Use of Self and Communication, with 58% of our students receiving a “4” in those areas.  Areas that we may want to emphasize more in our program are Critical Thinking and Theory to Practice; in Theory to Practice in particular, it is concerning that only 37% of our students were rated as having advanced accomplishment. Given that application of theory is an advanced level skill, the foundation and advanced year students were compared in this area. A little over one-third (34%) of our Foundation Year students received a score of 4 in Theory to Practice as compared to 38% of the Advanced Year students. |

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

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| The findings from this assessment highlight the importance of reviewing our theory, practice, and field courses to ensure that students develop mastery in applying theory to practice. Per our revised Assessment Plan, the following data will be collected for Spring 2014: Field Instructor Evaluations and rubric scores for two of our signature assignments (SW 6013 for Foundation Year Students and SW 6959 for Advanced Year Students). In the fall, the department will continue to revise all assessment forms; in particular, we will make sure that all of our forms are consistent with the 6 SLOs. Many of our forms still list our 7 Program Objectives. We will also re-map our Program SLOs to the new CSWE Educational Policies and Standards, which are currently being revised. Finally, we may want to adopt more objective observation criteria for the field evaluations to improve inter-rater reliability. |