### A. Program Student Learning Outcomes

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<tr>
<td><strong>#1. Values and Ethics.</strong> 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)</td>
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<td><strong>#2. Professional Use of Self.</strong> 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)</td>
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<td><strong>#3. Critical Thinking &amp; Applying Research Evidence and Theory.</strong> Use critical thinking skills in the analysis and synthesis of information, including in the application of evidence-based practices and theoretical materials and in modifying intervention plans as needed. (ILO #1, #5)</td>
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<td><strong>#4. Advocacy.</strong> Advocate for clients, groups, and communities in complex cultural, social, and political situations. (ILO #3, #5)</td>
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<td><strong>#5. Acting with Diversity.</strong> Act with cultural humility, self-awareness, and knowledge of diverse populations, with the commitment of providing culturally competent services. (ILO #3, #4)</td>
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<td><strong>#6. Communication.</strong> Communicate effectively, orally and in writing, across diverse client and social services systems. (ILO #2)</td>
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### B. Program Student Learning Outcome(s) Assessed

- #3. Critical Thinking and Applying Research Evidence and Theory (aligns with ILO #1-Thinking & Reasoning & #5-Sustainability)
- #4. Advocacy (aligns with ILO #3-Diversity & Social Justice & #5-Sustainability)

### C. Summary of Assessment Process

Three assistant professors teaching Social Work Policy (SW 6030) in Winter 2015 developed a new assessment based on the SW Policy Timeline Assignment. Their objective was to evaluate a new competency to be implemented by the Council on Social Work Education (CSWE) on students’ mastery of social work policy and to prepare for upcoming CSWE re-accreditation in 2018. Five instructors, including the three assistant professors each teaching one section in the
state-side MSW program and two lecturers each teaching one section in the self-support MSW program, rated their 104 first-year students’ performance on the Policy Timeline Assignment, the course’s main assignment, with regard to the following two components: (A) Knowledge of Complex Historical Policy Events Related to Social Work Policy, and (B) Conceptual Understanding of Complex Historical Policy Events Related to Social Work Policy. A 10-point scale was applied to each component. (Rating Scale & Policy Timeline Assignment Instructions are attached.)

D. Summary of Assessment Results

Results summarized below for each component indicated that students, based on their performance on the Policy Timeline, successfully gained the CSWE-required competence related to mastery of social work policy, as well as showed attainment of related SLO and ILO. Only a very small percentage of students scored seven or fewer points, indicating fair to poor performance on each component.

A-Knowledge of Complex Historical Policy Events (SLO #4; ILO #3 & #5):
---Mean (SD): 9.47 (.90)
Scoring Very Good-Excellent (9-10 points): 79.9%
Scoring Good (8 points): 16.3%
Scoring Fair (7 points): 3.8%

B-Conceptual Understanding of Complex Historical Policy Events (SLO #3 & #4; ILO #1 & #5):
---Mean (SD): 9.04 (1.08)
Scoring Very Good-Excellent (9-10 points): 67.3%
Scoring Good (8 points): 23.1%
Scoring Fair (7 points): 7.7%
Scoring Poor (6 points): 1.9%

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

Instead of creating assessment instruments for individualized/specialized areas, create instead innovative, easy-to-use standardized and generalized assessment/grading rubrics for certain types of assignments in related courses. For example, create an assessment instrument/grading rubric for assessing the ILO on Sustainability that could be used for rating student papers written for certain history courses or certain ethnic studies courses, or both. This way, different instructors could be assigned to apply the assessment rubric across different terms and such ready-made assessment instruments could be used campus wide for certain types of courses. My idea is not to make only a rubric that provides a definition and application of the Sustainability ILO, but to develop a ready-to-use checklist for actual grading and a list of points that the instructor could introduce about sustainability into a writing assignment.
OUTCOMES ASSESSED:

(1) COUNCIL ON SOCIAL WORK EDUCATION: “POLICY” COMPETENCY
(2) PROGRAM SLOs: #3-CRITICAL THINKING & #4-ADVOCACY
(3) ILOs: #1-THINKING & REASONING, #3-DIVERSITY & SOCIAL JUSTICE, & #5-SUSTAINABILITY

RATING SCALE APPLIED TO STUDENTS’ COMPLETED POLICY TIMELINE ASSIGNMENTS

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<tr>
<th></th>
<th>8-10 points</th>
<th>6-7 points</th>
<th>3-5 points</th>
<th>0-2 points</th>
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<td>1. Knowledge of Complex Historical Events Related to Social Work Policy</td>
<td>Timeline covers at least 7 events with excellent depth and contains no historical inaccuracies.</td>
<td>Timeline covers 5-6 events, shows good depth, and/or contains up to a few historical inaccuracies.</td>
<td>Timeline covers fewer than 5 events, shows moderate depth, and/or includes many historical inaccuracies.</td>
<td>Timeline covers only a few events, shows poor depth, and/or includes many historical inaccuracies.</td>
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<td>2. Conceptual Understanding of Complex Historical Events Related to Social Work Policy</td>
<td>Timeline’s choice and layout of information provides a sophisticated context for understanding the events and related policies by carefully incorporating information from texts, lectures, and class activities.</td>
<td>Timeline’s choice and layout of information provides a very good context for understanding the events and related policies by carefully incorporating information from texts, lectures, and class activities.</td>
<td>Timeline’s choice and layout of information provides a fair context for understanding the events and related policies by incorporating information from texts, lectures, and class activities.</td>
<td>Timeline’s layout and choice of information provides a poor context for understanding the events and related policies by incorporating information from texts, lectures, and class activities.</td>
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MSW Program “Policy Assessment”
Based on Ratings of Students’ Performance on Policy Timeline Assignment
(SW 6030—Social Work Policy)

ASSIGNMENT INSTRUCTIONS FOR POLICY TIMELINE

The assignment’s objective is to demonstrate historical linkages behind a particular policy and analysis of the policy by applying social justice oriented and/or policy analysis frameworks. Students will spend the quarter creating a policy timeline that reflects integration of course materials/readings in an area of personal interest.

1. Select a policy issue that is related to CYF or CMH based on your personal and professional interests.
2. Create a historical timeline that documents the evolution of that particular policy.
3. The timeline should traverse decades, not years. The intent is not for you to track a particular legislative bill, although that may end up as a section of your timeline.
4. For example, in tracking child protection laws, one could potentially start with the mutual aid role of the family and eventually include such markers as the ASPCA’s protection of Mary Ellen and later the Child Abuse Prevention Act.
5. Students may design the timeline using whatever materials they prefer, but it must be presented in a clear, graphically pleasing, readable format.
6. Students will display these timelines for classmates and the instructor during the last class session.
7. Students may use posters, computer paper taped together, or even a laptop, if one can figure out how to do it! If students use a laptop, be sure to have the laptop charged, as enough outlets may not be available.
8. Students may use photos and other visuals to supplement the timeline. These should be cited appropriately.
9. Create the timeline conceptually on a horizontal plane. The intent is NOT to simply make a vertical list of significant events.
10. One part of the timeline, whether placed at the beginning or end, should give a snapshot conceptual analysis based on the application of the frameworks covered in class.
11. Other examples of events include: Aid to the poor, US civil rights, care of/services for those with mental illness, the aid to those with infectious diseases (AIDS, TB, etc.), immigration of particular groups, care of orphans, movement toward equal rights, movement toward legalization of gay marriage, movement toward international human rights, creating sustainable world social policy, etc. The possibilities are quite broad.
12. Students must hand in a copy of the timeline, but they do not have to hand in the original poster. If creating an electronic timeline, students can submit this to the digital dropbox rather than making a hard copy.
13. On the day of presentation, the room will be set up like a conference poster session and students will be asked to describe their timeline to classmates as they casually interact. To facilitate this, it is often helpful to have a 1-page handout summarizing points or offer to email electronic timelines to those who are interested.
14. Students should feel free to enter events on the timeline that affect the policy, based on the synchronistic model studied in SW 6030; that is, the way the five major social institutions interact to impact policy (economics, polity, family, religion, and social welfare). Similarly, as we have seen, culture significantly molds policy.
15. Students are encouraged to be creative and enjoy this assignment!

For social welfare markers, this website may be helpful (up to late 1990s): “Milestones in the Development of Social Work & Social Welfare.” http://www.naswdc.org/profession/centennial/milestones_1.htm

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