### 2015-2016 CLASS FACT Assessment Year End Report - June, 2016

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<tr>
<th>Program Name(s)</th>
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**A. Program Student Learning Outcomes**

#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 practices and theoretical materials 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 services. (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**

#1. Values and Ethics (which aligns with ILO #5-Sustainability & ILO #6-Specialized Discipline and Competency #1-Demonstrate Ethical and Professional Behavior, defined by the Council on Social Work Education)

**C. Summary of Assessment Process**

The objective was to evaluate Program SLO #1-Values and Ethics using a self-report instrument revised in 2015 called the Post-Questionnaire, which contains items evaluating all six Program SLO and all nine new CSWE Competencies. Five instructors (4 full-time, 1 part-time) teaching all sections of SW 6959-Integrative Seminar administered the questionnaire to their graduating full-
time MSW program students in the final weeks of Spring quarter. An underlying objective was to evaluate CSWE-defined competencies in preparation for upcoming CSWE re-accreditation scheduled for 2018 (with a possibility of postponement to 2019).

The 32-item questionnaire contains the following 5 items relevant to SLO #1 - Values and Ethics:

- **Item 5-Ethical Decision-making.** I am able to make ethically sound professional decisions by applying relevant laws and regulations and codes of ethics that are appropriate to the context of the problem.
- **Item 7-Using Supervision.** I am able to make use of supervision and consultation to guide my professional judgment and behavior.
- **Item 10-Applying Code of Ethics.** I am able to make ethical decisions by applying the NASW Code of Ethics.
- **Item 14-Professional Behavior & Communication.** I am able to demonstrate professional demeanor in behavior and appearance as well as in oral, written and electronic communication.
- **Item 22-Responsibility & Sustainability.** I am able to act responsibly and sustainably as a professional and a local and global citizen at local, national and global levels.

Students respond using a five-option scale (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree).

For graduating students, the MSW program applies as a threshold for each SLO an individual benchmark of 4.00 points (i.e., representing at least 4-Agree) and a group benchmark of 85%. In other words, for the program to be considered successful in attaining the SLO, the mean total score for the SLO must be at least 4.00 and at least 85% of students must score at least 4.00.

### D. Summary of Assessment Results

Results summarized below indicated that students showed attainment of SLO #1 - Values and Ethics, which are mapped to ILO#5-Sustainability & #6-Specialized Discipline and CSWE Competency #1-Demonstrate Ethical and Professional Behavior.

The response rate was 87.9% (N = 58), with 61 students out of a graduating class of 66 students completing questionnaires and 3 questionnaires being returned blank. The mean total score of 4.62 was above the threshold of 4.00. Also, 100.0% of students had a mean score of at least 4.00, which is above the threshold of 85.0% of students. Furthermore, an examination of each item shows mean scores above 4.00 and at least 90% answering 4-Agree or 5-Strongly Agree on each item.

**Mean Total Score (Mean of All 5 Items):**

- **Mean (SD):** 4.62 (.41)
  - Reporting Strongly Agree (Mean = 4.6-5.0): 65.5%
  - Reporting Agree (Mean = 4.0-4.4): 27.5%
  - Reporting Agree (Mean = 3.6-3.8): 6.9%
  - Total: 100.0%
Item 5 - Ethical Decision-making:
Mean ($SD$): 4.46 (.73)
Reporting Strongly Agree: 58.6%
Reporting Agree: 31.0%
Reporting Neutral: 8.6%
Reporting Disagree: 1.7%
Total: 100.0%

Item 7 - Using Supervision:
Mean ($SD$): 4.72 (.52)
Reporting Strongly Agree: 75.9%
Reporting Agree: 20.7%
Reporting Neutral: 3.4%
Total: 100.0%

Item 10 - Applying Code of Ethics:
Mean ($SD$): 4.66 (.48)
Reporting Strongly Agree: 69.0%
Reporting Agree: 29.3%
Reporting Neutral: 0.0%
Reporting Disagree: 1.7%
Total: 100.0%

Item 14 - Professional Behavior & Communication:
Mean ($SD$): 4.74 (.52)
Reporting Strongly Agree: 77.6%
Reporting Agree: 19.0%
Reporting Neutral: 3.4%
Total: 100.0%

Item 22 - Responsibility & Sustainability:
Mean ($SD$): 4.52 (.63)
Reporting Strongly Agree: 58.6%
Reporting Agree: 34.5%
Reporting Neutral: 6.9%
Total: 100.0%

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

The MSW Program will need to change its assessment methods to meet the revised Educational Policy and Accreditation Standards (EPAS) approved by CSWE in mid-2015. The program has already realigned its SLO and existing instruments with the new competencies defined in the revised EPAS, but will need to include among its assessment methods the evaluation of students in (a) real and (b) simulation practice situations. According to Accreditation Standard 4.0 in the revised EPAS, “At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.”

Currently, two of the program’s seven existing measures are based on real practice. These are
the Field Instructor Progress Assessment and Field Liaison Practice Assessment. The others are assignment based (GP3 Community Project Grade, Integrative Seminar Project Grade, and Policy Timeline Grade) and self-report (Post-Questionnaire and Alumni Survey).

The faculty has discussed how to revamp and simplify this existing package of measures to better meet the requirement of “real” and “simulation” based assessments. The faculty’s proposal is to discontinue some or most existing instruments and to develop a new simulation based assessment. The plan discussed is to pilot video-recorded simulated sessions in which each graduating student is asked to demonstrate CSWE competencies in a session with an actor-client. The faculty would like to move in the direction of simulations given that this type of assessment is a new trend in clinical and human services educational and training programs. For the CLASS FACT project in 2017 or 2018, the program should consider piloting of a simulation-based assessment.