

# Berkeley Social Welfare

## Master of Social Welfare (MSW) Program Assessment Plan and Outcomes Assessment Results, 2013-15

### **Mission of the Berkeley Social Welfare MSW Program**

Berkeley Social Welfare's MSW Program develops future leaders of the profession who challenge conventional wisdom by being deeply prepared for multi-level social work in specific areas of practice. We provide an education built on the strongest available evidence, oriented to advancing social justice, and responsive to the changing needs of local and global communities.

### **Program Goals**

The Berkeley MSW Program educates students for a range of social work leadership and practice roles. Students are prepared to practice with specialized skills at specific intervention levels, and are thoroughly grounded in social science knowledge, social welfare policies, and social service organizations. The goals of the MSW program are organized around three central themes focused on leadership development as shown below:

#### *Leadership for Service:*

- Goal 1: Develop visionary thought and practice leaders who are responsive to communities and individuals, draw upon the best available evidence to continuously improve social work practice and policies, and who are able to change with shifting contexts of social work.
- Goal 2: Develop leaders who can flexibly and competently practice social work across multiple ecological levels.
- Goal 3: Develop leaders who can engage effectively in collaboration with diverse communities; articulate social problems; and promote innovation in social welfare practices, programs and policies.

#### *Leadership for Social Justice and Social Change:*

- Goal 4: Develop leaders with an understanding of concepts of equality and social justice.
- Goal 5: Develop leaders with the skills to promote meaningful and productive change with and in underserved communities and vulnerable populations.

#### *Leadership for Evidenced-informed and Competency-based Practice:*

- Goal 6: Develop leaders with the capacity to utilize research to support practice, and practice to support research, and translate the best available evidence into practice principles.
- Goal 7: Develop leaders with skills to work collaboratively with numerous community partners to gather and analyze evidence that reflects the changing needs of our communities.

### **Student Learning Outcomes**

Berkeley's MSW curriculum is designed to provide students with the knowledge and skills necessary to meet the standards of professional performance and successful practice in the field of social work. A set of **core competencies**, representing the dimensions of social work

practice that all social workers are expected to master during their professional training, is used to design and deliver the curriculum. Each core competency is defined by a set of associated practice behaviors expected to result from achieving the competency, including advanced leadership practice behaviors across each concentration area. The core competencies and associated practice behaviors for the Berkeley MSW Program are listed below (advanced practice behaviors are noted in **bold**). **These are the standards used to assess attainment of MSW Program competencies:**

<p><b>Competency Standard 1:</b> <b>Identify professionally as a social worker and act according to the mission and core values of social work.</b></p> <ul style="list-style-type: none"> <li>• Advocate for client access to the services of social work</li> <li>• Practice personal reflection and self-correction to assure continual professional development</li> <li>• Attend to professional roles and boundaries</li> <li>• Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>• Engage in career-long learning</li> <li>• Use supervision and consultation</li> <li>• <b>Infuse social work principles and interactions with clients and other relevant stakeholders</b></li> </ul>
<p><b>Competency Standard 2:</b> <b>Apply social work ethical principles to guide professional practice.</b></p> <ul style="list-style-type: none"> <li>• Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>• Make ethical decisions by applying standards of the NASW Code of Ethics and other codes as applicable</li> <li>• Tolerate ambiguity in resolving ethical conflicts</li> <li>• Apply strategies of ethical reasoning to arrive at principled decisions</li> <li>• <b>Demonstrate vision, stewardship, credibility, integrity, inclusion, and collaboration in work with communities, groups, and organizations</b></li> </ul>
<p><b>Competency Standard 3:</b> <b>Apply critical thinking to inform and communicate professional judgments.</b></p> <ul style="list-style-type: none"> <li>• Distinguish, appraise, &amp; integrate multiple sources of knowledge, including research-based knowledge &amp; practice wisdom</li> <li>• Analyze models of assessment, prevention, intervention, and evaluation</li> <li>• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</li> <li>• <b>Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting client or client system needs</b></li> </ul>
<p><b>Competency Standard 4:</b> <b>Engage diversity and difference in practice.</b></p> <ul style="list-style-type: none"> <li>• Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</li> <li>• Recognize and communicate their understanding of the importance of difference in shaping life experiences</li> <li>• View themselves as learners and those with whom they work as informants</li> <li>• <b>Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and/or communities; +</b> <b>Challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders</b></li> </ul>
<p><b>Competency Standard 5:</b> <b>Advance human rights and social and economic justice.</b></p> <ul style="list-style-type: none"> <li>• Understand the forms and mechanisms of oppression and discrimination</li> <li>• Advocate for human rights and social and economic justice</li> <li>• Engage in practices that advance social and economic justice</li> <li>• <b>Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities</b></li> </ul>

<p><b>Competency Standard 6:</b> <b>Engage in research-informed practice and practice-informed research.</b></p> <ul style="list-style-type: none"> <li>• Use practice experience to inform scientific inquiry</li> <li>• Use research evidence to inform practice</li> <li>• <b>Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy</b></li> </ul>
<p><b>Competency Standard 7:</b> <b>Apply knowledge of human behavior and the social environment.</b></p> <ul style="list-style-type: none"> <li>• Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>• Critique and apply knowledge to understand person and environment</li> <li>• <b>Identify and utilize the best available knowledge from multiple disciplines to improve the quality of systems and enhance the quality of life across diverse social contexts and the life span</b></li> </ul>
<p><b>Competency Standard 8:</b> <b>Engage in policy practice to address social and economic well-being and to deliver effective social work services.</b></p> <ul style="list-style-type: none"> <li>• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>• Collaborate with colleagues and clients for effective policy action</li> <li>• <b>Assess and respond to the political, resource, and technology environments that shape policy practice to effectively advocate for social and economic justice</b></li> </ul>
<p><b>Competency Standard 9:</b> <b>Respond to contexts that shape practice.</b></p> <ul style="list-style-type: none"> <li>• Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services</li> <li>• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</li> <li>• <b>Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, and practices from organizational, community, and societal perspectives</b></li> </ul>
<p><b>Competency Standard 10:</b> <b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</b></p> <ul style="list-style-type: none"> <li>• Substantively and affectively prepare for actions with individuals, families, groups, organizations, &amp; communities</li> <li>• Use empathy and other interpersonal skills</li> <li>• Develop a mutually agreed upon focus of work and desired outcomes</li> <li>• Collect, organize, and interpret client data</li> <li>• Assess client strengths and limitations</li> <li>• Develop mutually agreed-on intervention goals and objectives</li> <li>• Select appropriate intervention strategies</li> <li>• Initiate actions to achieve organizational goals</li> <li>• Implement prevention interventions that enhance client capacities</li> <li>• Help clients resolve problems</li> <li>• Negotiate, mediate, and advocate for clients</li> <li>• Facilitate transitions and endings</li> <li>• Critically analyze, monitor, and evaluate interventions</li> <li>• <b>Demonstrate high quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in different field of practice</b></li> </ul>

**Table 1: MSW Program Competency Standards**

## Assessment Methods and Procedures

Assessment of student learning outcomes is an ongoing activity throughout each academic year, and students are assessed regularly on progress toward achieving the identified MSW Program competency standards throughout the course of their graduate study.

Our comprehensive assessment plan includes multiple assessment points each academic year: at entry, mid-year, and year-end for each entering cohort, in order to be able to evaluate improvement over time.

The MSW Program Assessment Plan is summarized in the following tables of methods, procedures, timeline, and analysis and use of data for continuous quality improvement for both the explicit and implicit curriculum. The specific plan to assess attainment of each competency follows.

Assessment Method	Measurement		Administration		Analysis & Use
	Who	What	How	When	
<b>Explicit Curriculum</b>					
<b>MSW Program Assessment PRE-SURVEY</b>	1 <sup>st</sup> Year cohort	Self-perceived entering knowledge of social work profession; current experience with core competencies & practice behaviors	Online Survey administered by MSW Curriculum Committee	Annually, at entry 1 <sup>st</sup> week of September	<ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Reviewed w/ students in SW400-Field Seminar at beginning of program</li> </ul>
<b>MSW Program Assessment FIRST YEAR SURVEY</b>	1 <sup>st</sup> Year cohort	Self-perceived current level of achievement to-date of core competencies & practice behaviors	Online Survey administered by MSW Curriculum Committee	Annually, End of Spring Semester	<ul style="list-style-type: none"> <li>• Reviewed by faculty to recommend curriculum changes &amp; instructional improvements</li> </ul>
<b>MSW Program Assessment EXIT SURVEY</b>	2 <sup>nd</sup> Year cohort	Self-perceived achievement of core competencies; student experiences in & satisfaction with MSW program	Online Survey administered by MSW Curriculum Committee	Annually, End of Spring Semester	<ul style="list-style-type: none"> <li>• Reviewed by faculty to recommend curriculum changes &amp; instructional improvements</li> <li>• <b>Included in benchmark assessment outcomes data reported on CSWE Form AS4</b></li> </ul>
<b>Field Mid-Year Progress Report</b>	All MSW students in Field Placement (Foundation & Advanced)	Learning & performance in field: reflection on progress-to-date; point of assessment of competence	Evaluation instrument completed by both student & Field Instructor	Annually, End of Fall Semester	<ul style="list-style-type: none"> <li>• Reviewed by Field Director &amp; faculty to identify program strengths &amp; weaknesses</li> <li>• Develop corrective action plans for students not making satisfactory progress</li> </ul>

Assessment Method	Measurement		Administration		Analysis & Use
	Who	What	How	When	
<b>Explicit Curriculum</b>					
<b>Final Field Evaluation</b> <b>FOUNDATION &amp; ADVANCED</b>	All MSW students in Field Placement (Foundation & Advanced)	Learning & performance in field: assessment of acquisition of specific practice competencies	Evaluation instrument completed by both student & Field Instructor	Annually, End of Spring Semester	<ul style="list-style-type: none"> <li>Reviewed by Field Director &amp; faculty to identify program strengths &amp; weaknesses</li> <li>Assess field faculty performance</li> <li>Provide feedback to field placement agencies</li> <li><b>Included in benchmark assessment outcomes data reported on CSWE Form AS4</b></li> </ul>
<b>Course-embedded Measures</b>	All students in 200, 240, 241; 222, 226, 230, 238C; 243-246, 251, 254	Academic learning & performance	Key Assignments in specific courses	Throughout term	<ul style="list-style-type: none"> <li>Reviewed by faculty to recommend curriculum changes &amp; instructional improvements</li> </ul>

**Table 2: Explicit Curriculum Assessment Methods & Procedures**

Assessment Method	Measurement		Administration		Analysis & Use
	Who	What	How	When	
<b>Implicit Curriculum</b>					
<b>Mid-term Student Course Evaluations</b>	SOC WEL courses with instructors who opt in	<ul style="list-style-type: none"> <li>Clarity of presentation; course content &amp; methods balance; relevance</li> <li>Opportunity to review student feedback at mid-point of semester</li> </ul>	Brief, open-ended question written instrument administered in class at instructor's discretion	Mid-term	Utilized by instructors to improve & modify course content, materials, assignments, pace, or approach
<b>Final Student Course Evaluations</b>	<b>Required</b> for all SOC WEL courses	Assesses 14 specific course content components; overall course quality & teaching effectiveness of instructor. Tear-sheet for qualitative comments re: course content, what should be changed, what should be retained; teaching methods; pace of course; level of difficulty	Distributed & collected by students in each course; administrative staff tabulate, summarize & scan tear-sheets	End of term	<ul style="list-style-type: none"> <li>Utilized by instructors to improve &amp; modify course content, materials, assignments, pace, or approach</li> <li>Reviewed by Dean &amp; Academic Coordinator</li> <li>Tear-sheets made available to instructors; included in merit &amp; promotion reviews</li> <li>Summary data on diversity content item reported in Annual Diversity Report Card</li> </ul>

Assessment Method	Measurement		Administration		Analysis & Use
	Who	What	How	When	
<b>Implicit Curriculum</b>					
<b>School of Social Welfare Recent Graduate Survey</b>	Recent MSW graduates	Employment indicators; recent graduate job market experience	Online Survey (since 2008)	Biennially	<ul style="list-style-type: none"> <li>• Results distributed to faculty for discussion &amp; review of implications</li> <li>• Used by Student Services Team to identify service quality improvements</li> </ul>
<b>Graduate Division Entry Survey</b>	All entering graduate students	Aspects of admission process; reasons for attending graduate school at UCB	Online Survey administered by Graduate Division	Annually	Reports generated as needed for program reviews & department self-improvement efforts
<b>Graduate Division Program Review Survey</b>	Masters students in their 2 <sup>nd</sup> year	Program satisfaction & quality ratings: program climate, instruction, advising, academic practice, program resources, professional plans	Online Survey administered by Graduate Division	Annually	<ul style="list-style-type: none"> <li>• Distributed to MSW Program Chairs for review &amp; discussion by committees</li> <li>• Utilized to support graduate program decision making &amp; planning</li> <li>• Use shared interpretation of data to promote continuous program improvement</li> </ul>

**Table 3: Implicit Curriculum Assessment Methods & Procedures**

## Plan to Assess Attainment of and Summary Data and Outcomes for Assessment of Each Competency

Foundation and advanced practice behaviors for each competency standard are measured by two methods used to assess attainment of each competency:

### Measurement #1: Faculty Evaluation of Student Attainment of Competencies in Field

The *Competency Rating Scale for Field Education* is collected from field instructors upon completion of both foundation and advanced field placements. The 12-item instrument collects field instructor ratings of student proficiency on a five point scale of “1=not proficient to 5=exceptional mastery” for each practice behavior. The 12 items can be disaggregated to the foundation and advanced practice behaviors for each competency standard and concentration area.

*Criterion: Field instructor rates student as “competent” (3) or above for each practice behavior*

*Outcome goal: 95% of students with ratings of competent or above*

### Measurement #2: Student Self-Assessment and Evaluation of Learning Experiences

*MSW Program Assessment Surveys* are administered to each graduating cohort at entry, at the end of the first year, and upon completion the program. The Exit Survey version is used in the final reporting of assessment outcomes data for each cohort. These surveys collect student self-ratings of their experience level (at pre-assessment) and proficiency (at post-assessment) with

each practice behavior on a 5 point scale, ranging from “1=no experience to 5=advanced expertise.”

*Criterion: Student self-rating is 3 or above for each practice behavior*

*Outcome goal: 85% of students rating themselves as “competent” (3) or above*

## Determination of Benchmark for Each Competency

For each competency standard, the formula is:

*.50\*(% of students rating themselves proficient (3) or above) + .50\* (% of students rated by field instructors as competent (3) or above)*

**Our final program benchmark is 85% for each competency standard, based on this formula.**

## Outcomes Assessment Results, 2013-15

Results from the 2013-15 assessment cycle are presented in the following tables:

- Table 4: CSWE Form AS4(M) – Summary of Assessment of Student Learning Outcomes
- Table 5: Foundation Practice Behavior Competency Ratings
- Table 6: Advanced Practice Behavior Competency Ratings
- Table 7: Foundation Competency Attainment and Benchmark Summary
- Table 8: Advanced Competency Attainment and Benchmark Summary

Competency Standard	Competency Benchmark	PERCENT OF STUDENTS ACHIEVING BENCHMARK									
		C&F		CMH		GERO		HLTH		MAP	
		13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15
1. Professional Identify	85%	97	98	95	100	99	100	95	100	99	100
2. Ethical Practice		96	97	94	98	100	100	96	100	94	100
3. Critical Thinking		97	97	97	97	99	92	93	99	93	100
4. Diversity in Practice		97	98	95	98	99	95	93	100	99	100
5. Human Rights & Social Justice		95	85	91	94	99	82	89	95	99	96
6. Research-based Practice		92	87	90	87	94	87	87	89	94	95
7. Human Behavior		96	95	95	97	99	91	96	96	99	100
8. Policy Practice		78	77	74	74	84	70	70	79	84	100
9. Practice Context		86	79	81	74	91	83	78	81	91	100
10. Engage, Assess, Intervene, Evaluate		97	96	95	97	99	92	93	97	99	99

**Table 4: CSWE Form AS4(M) – Summary of Assessment of Student Learning Outcomes**

<b>Foundation Practice Behaviors: Percent Rated Competent or Above, Field Instructor and Student Report</b>						
<b>Graduating Cohort</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
<i>Rating</i>	<i>Instructor<sup>1</sup></i>	<i>Student<sup>2</sup></i>	<i>Instructor</i>	<i>Student</i>	<i>Instructor</i>	<i>Student</i>
<b>Standard 1: Identify professionally as a social worker and act according to the mission and core values of social work.</b>						
Advocate for client access to the services of social work	100	97	95	97	92	93
Practice personal reflection and self-correction to assure continual professional development	100	100	96	99	99	100
Attend to professional roles and boundaries	100	100	98	100	100	98
Demonstrate professional demeanor in behavior, appearance, and communication	100	97	99	100	99	97
Engage in career-long learning	100	97	94	97	99	100
Use supervision and consultation	100	100	95	100	98	99
<b>Aggregate Competency Standard 1</b>	<b>100</b>	<b>99</b>	<b>96</b>	<b>99</b>	<b>100</b>	<b>98</b>
<b>Standard 2 Apply social work ethical principles to guide professional practice.</b>						
Recognize and manage personal values in a way that allows professional values to guide practice	100	97	96	100	98	96
Make ethical decisions by applying standards of the NASW Code of Ethics and other codes as applicable	100	100	94	100	99	98
Tolerate ambiguity in resolving ethical conflicts	100	100	90	100	98	98
Apply strategies of ethical reasoning to arrive at principled decisions	100	99	94	100	100	97
<b>Aggregate Competency Standard 2</b>	<b>100</b>	<b>97</b>	<b>93</b>	<b>100</b>	<b>98</b>	<b>99</b>
<b>Standard 3: Apply critical thinking to inform and communicate professional judgments.</b>						
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	100	97	93	97	97	100
Analyze models of assessment, prevention, intervention, and evaluation	100	93	83	95	80	92
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	100	100	99	99	99	100
<b>Aggregate Competency Standard 3</b>	<b>100</b>	<b>97</b>	<b>95</b>	<b>97</b>	<b>98</b>	<b>97</b>
<b>Standard 4: Engage diversity and difference in practice.</b>						
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	100	100	96	99	99	98
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	100	100	92	99	94	100
Recognize and communicate their understanding of the importance of difference in shaping life experiences	100	97	98	97	100	99

<sup>1</sup> Field instructor ratings on a 5 point scale (% competent (3 or above))

<sup>2</sup> Student self-ratings on a 5 point scale (% competent (3 or above))



<b>Foundation Practice Behaviors: Percent Rated Competent or Above, Field Instructor and Student Report</b>						
<b>Graduating Cohort</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
<i>Rating</i>	<i>Instructor<sup>1</sup></i>	<i>Student<sup>2</sup></i>	<i>Instructor</i>	<i>Student</i>	<i>Instructor</i>	<i>Student</i>
View themselves as learners and those with whom they work as informants	100	97	96	99	100	100
<b>Aggregate Competency Standard 4</b>	<b>100</b>	<b>99</b>	<b>95</b>	<b>99</b>	<b>99</b>	<b>99</b>
<b>Standard 5: Advance human rights and social and economic justice.</b>						
Understand the forms and mechanisms of oppression and discrimination	100	100	95	96	98	97
Advocate for human rights and social and economic justice	100	97	83	92	79	93
Engage in practices that advance social and economic justice	100	93	76	92	80	81
<b>Aggregate Competency Standard 5</b>	<b>100</b>	<b>90</b>	<b>90</b>	<b>93</b>	<b>87</b>	<b>97</b>
<b>Standard 6: Engage in research-informed practice and practice-informed research.</b>						
Use practice experience to inform scientific inquiry	100	75	86	81	81	93
Use research evidence to inform practice	100	68	72	77	73	80
<b>Aggregate Competency Standard 6</b>	<b>100</b>	<b>72</b>	<b>82</b>	<b>79</b>	<b>81</b>	<b>87</b>
<b>Standard 7: Apply knowledge of human behavior and the social environment.</b>						
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	100	97	86	94	97	90
Critique and apply knowledge to understand person and environment	100	100	98	96	98	96
<b>Aggregate Competency Standard 7</b>	<b>100</b>	<b>99</b>	<b>95</b>	<b>95</b>	<b>98</b>	<b>93</b>
<b>Standard 8: Engage in policy practice to address social and economic well-being and to deliver effective social work services.</b>						
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	100	67	87	78	82	77
Collaborate with colleagues and clients for effective policy action	100	59	93	77	88	57
<b>Aggregate Competency Standard 8</b>	<b>100</b>	<b>63</b>	<b>87</b>	<b>78</b>	<b>86</b>	<b>62</b>
<b>Standard 9: Respond to contexts that shape practice.</b>						
Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services	100	62	87	78	80	63
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	100	67	92	78	91	73
<b>Aggregate Competency Standard 9</b>	<b>100</b>	<b>65</b>	<b>90</b>	<b>78</b>	<b>86</b>	<b>67</b>
<b>Standard 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</b>						
Substantively and affectively prepare for actions with individuals, families, groups, organizations, and communities	100	100	98	96	100	96

Foundation Practice Behaviors: Percent Rated Competent or Above, Field Instructor and Student Report						
Graduating Cohort	2013-2014		2014-2015		2015-2016	
Rating	Instructor <sup>1</sup>	Student <sup>2</sup>	Instructor	Student	Instructor	Student
Use empathy and other interpersonal skills	100	100	96	99	99	98
Develop a mutually agreed upon focus of work and desired outcomes	100	100	93	99	99	99
Collect, organize, and interpret client data	100	97	96	96	98	90
Assess client strengths and limitations	100	100	96	97	96	93
Develop mutually agreed-on intervention goals and objectives	100	100	90	97	89	96
Select appropriate intervention strategies	100	100	83	89	81	88
Initiate actions to achieve organizational goals	100	97	95	89	93	81
Implement prevention interventions that enhance client capacities	100	90	92	87	92	85
Help clients resolve problems	100	97	98	91	93	89
Negotiate, mediate, and advocate for clients	100	97	95	96	92	89
Facilitate transitions and endings	100	100	95	99	94	88
Critically analyze, monitor, and evaluate interventions	100	97	90	99	87	78
<b>Aggregate Competency Standard 10</b>	<b>100</b>	<b>98</b>	<b>95</b>	<b>95</b>	<b>98</b>	<b>90</b>

Table 5: Foundation Practice Behavior Competency Ratings

Advanced Practice Behaviors: Percent Competent or Above, Field Instructor and Student Report, By Concentration																						
Graduating Cohort		2013-2014										2014-2015										
Concentration		C&F		CMH		GERO		HLTH		MAP		C&F		CMH		GERO		HLTH		MAP		
Rating		I <sup>3</sup>	S <sup>4</sup>	I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S	
1. Infuse social work principles & interactions with clients and other relevant stakeholders		100	100	100	100	100	100	100	100	100	100	96	97	92	100	100	100	100	100	100	86	100
2. Demonstrate vision, stewardship, credibility, integrity, inclusion, & collaboration in work with communities, groups, & organizations		100	97	96	96	100	100	100	100	100	100	96	100	92	100	100	100	100	100	100	86	100

<sup>3</sup> Field instructor ratings on a 5 point scale (% competent (3 or above))

<sup>4</sup> Student self-ratings on a 5 point scale (% competent (3 or above))

Advanced Practice Behaviors: Percent Competent or Above, Field Instructor and Student Report, By Concentration																					
Graduating Cohort		2013-2014										2014-2015									
Concentration		C&F		CMH		GERO		HLTH		MAP		C&F		CMH		GERO		HLTH		MAP	
Rating		I <sup>3</sup>	S <sup>4</sup>	I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S
3. Continuously assess the purpose, function, and effectiveness of institutional & organizational arrangements focused on meeting client or client system needs		89	87	91	91	89	100	90	90	100	100	96	97	75	96	100	100	93	100	86	100
4. Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, &/or communities; + Challenge common assumptions, solicit ideas, & gain inspiration from clients & other relevant stakeholders		94	93	100	100	100	100	100	90	100	100	96	97	92	96	100	100	100	100	86	100
5. Facilitate team & coalition-building & other collaborative strategies for promoting system change designed to reduce social and economic inequities		94	83	91	91	100	60	90	90	93	88	86	90	75	76	100	100	93	85	86	100
6. Use strategies that reduce gaps between science & social work practice including the translation of research findings into social work practice & policy		89	73	100	100	100	60	100	90	100	94	96	73	92	80	100	67	100	85	86	100

Advanced Practice Behaviors: Percent Competent or Above, Field Instructor and Student Report, By Concentration																					
Graduating Cohort		2013-2014										2014-2015									
Concentration		C&F		CMH		GERO		HLTH		MAP		C&F		CMH		GERO		HLTH		MAP	
Rating		I <sup>3</sup>	S <sup>4</sup>	I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S		
7. Identify & utilize the best available knowledge from multiple disciplines to improve the quality of systems & enhance the quality of life across diverse social contexts & the life span		94	97	100	100	100	78	100	100	100	100	96	93	92	88	100	67	93	85	72	100
8. Assess and respond to the political, resource, & technology environments that shape policy practice to effectively advocate for social & economic justice		100	73	70	70	89	70	70	90	100	81	86	87	83	72	60	50	86	85	86	100
9. Demonstrate understanding of (a) how social systems influence each other & (b) effects of systems interactions on policies, programs, & practices from organizational, community, & societal perspectives		100	97	96	96	100	80	90	90	100	100	96	97	92	84	100	83	93	100	86	100
10. Demonstrate high quality evidence-informed assessment, intervention, and evaluation skills to address & monitor complex systems related to client or community needs in different field of practice		94	80	100	100	100	40	100	90	100	94	96	87	92	88	100	100	100	85	72	100

Table 6: Advanced Practice Behavior Competency Ratings

Foundation Competency Attainment and Benchmark Summary						
Graduating Cohort	2013-2014		2014-2015		2015-2016	
	% Competent	Met Benchmark	% Competent	Met Benchmark	% Competent	Met Benchmark
<b>Standard 1: Identify professionally as a social worker and act according to the mission and core values of social work.</b>						
Aggregate Competency Standard 1	99.5%	Y	97.5%	Y	99%	Y
<b>Standard 2 Apply social work ethical principles to guide professional practice.</b>						
Aggregate Competency Standard 2	98.5%	Y	96.5%	Y	98.5%	Y
<b>Standard 3: Apply critical thinking to inform and communicate professional judgments.</b>						
Aggregate Competency Standard 3	98.5%	Y	96%	Y	97.5%	Y
<b>Standard 4: Engage diversity and difference in practice.</b>						
Aggregate Competency Standard 4	99.5%	Y	99%	Y	99%	Y
<b>Standard 5: Advance human rights and social and economic justice.</b>						
Aggregate Competency Standard 5	100%	Y	91.5%	Y	92%	Y
<b>Standard 6: Engage in research-informed practice and practice-informed research.</b>						
Aggregate Competency Standard 6	95%	Y	80.5%	N	84%	N
<b>Standard 7: Apply knowledge of human behavior and the social environment.</b>						
Aggregate Competency Standard 7	99.5%	Y	95%	Y	95.5%	Y
<b>Standard 8: Engage in policy practice to address social and economic well-being and to deliver effective social work services.</b>						
Aggregate Competency Standard 8	81.5%	N	82.5%	N	74%	N
<b>Standard 9: Respond to contexts that shape practice.</b>						
Aggregate Competency Standard 9	82.5%	N	84%	N	76.5%	N
<b>Standard 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</b>						
Aggregate Competency Standard 10	99%	Y	95%	Y	94%	Y

**Table 7: Foundation Competency Attainment and Benchmark Summary**

Advanced Competency Attainment and Benchmark Summary										
Advanced Practice Behavior	Graduating Cohort 2013-2014					Graduating Cohort 2014-2015				
	C&F	CMH	GERO	HLTH	MAP	C&F	CMH	GERO	HLTH	MAP
1. Infuse social work principles and interactions with clients and other relevant stakeholders	100% Yes	100% Yes	100% Yes	100% Yes	100% Yes	96.5% Yes	96% Yes	100% Yes	100% Yes	93% Yes
2. Demonstrate vision, stewardship, credibility, integrity, inclusion, and collaboration in work with communities, groups, and organizations	98.5% Yes	96% Yes	100% Yes	100% Yes	100% Yes	98% Yes	96% Yes	100% Yes	100% Yes	93% Yes

Advanced Competency Attainment and Benchmark Summary										
Advanced Practice Behavior	Graduating Cohort 2013-2014					Graduating Cohort 2014-2015				
	C&F	CMH	GERO	HLTH	MAP	C&F	CMH	GERO	HLTH	MAP
3. Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting client or client system needs	88% Yes	91% Yes	94.5% Yes	90% Yes	100% Yes	96.5% Yes	85.5% Yes	100% Yes	96.5% Yes	93% Yes
4. Use inclusive strategies that carefully considers the context of individuals, families, groups, organizations, and/or communities; and Challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders	93.5% Yes	100% Yes	100% Yes	95% Yes	100% Yes	96.5% Yes	96% Yes	100% Yes	100% Yes	93% Yes
5. Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities	88.5% Yes	91% Yes	80% No	90% Yes	90.5% Yes	88% Yes	75.5% No	100% Yes	89% Yes	93% Yes
6. Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy	81% No	100% Yes	80% No	95% Yes	97% Yes	85% Yes	86% Yes	83.5% No	92.5% Yes	93% Yes
7. Identify and utilize the best available knowledge from multiple disciplines to improve the quality of systems and enhance the quality of life across diverse social contexts and the life span	95.5% Yes	100% Yes	89% Yes	100% Yes	100% Yes	94.5% Yes	90% Yes	83.5% No	89% Yes	86% Yes
8. Assess and respond to the political, resource, and technology environments that shape policy practice to effectively advocate for social and economic justice.	86.5% Yes	70% No	79.5% No	80% No	90.5% Yes	86.5% Yes	77.5% No	65.5% No	85.5% Yes	93% Yes
9. Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, and practices from organizational, community, and societal perspectives	98.5% Yes	96% Yes	90% Yes	90% Yes	100% Yes	96.5% Yes	88% Yes	91.5% Yes	96.5% Yes	93% Yes
10. Demonstrate high quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in different field of practice	87% Yes	100% Yes	60% No	95% Yes	97% Yes	91.5% Yes	90% Yes	100% Yes	92.5% Yes	86% Yes

**Table 8: Advanced Competency Attainment and Benchmark Summary**

## Data Analysis and Continuous Quality Improvement

In interpreting our programmatic data, we wish to note our reporting conventions and caveats, as they influence our interpretation of the data. First, there are relatively smaller numbers of students in the Gerontology, Health, and Management and Planning concentrations (i.e. 15 or fewer students). Second, field instructors were allowed to designate when they were unable to assess or observe particular practice behaviors. We chose to conservatively classify these as “not proficient.” Finally, students, almost across the board, tend to assess their competence more harshly than to do field instructors.

Given these conventions and caveats, we note three main findings. First, we are happy to report that, across most competency standards, both field instructor and student reports indicate that students’ performance is competent.

On the other hand, both field instructor and student reports indicate that students are not consistently meeting benchmarks for practice behaviors reflecting competency standards 6, 8, and 9. We believe that there are three issues faculty in our program need to respond to as a result of these findings. First, these standards, which reflect students’ preparation to integrate research into practice, to engage in activities related to policy practice, and to understand contexts that shape practice, reflect new areas of curriculum development. For example, we recently compressed our research methods sequence from three to two courses and are piloting ways to integrate real world research and evaluation problems with our agency partners into the classroom. In addition, we have recently reoriented our policy courses to better focus on policy practice versus the policies (and their analysis) themselves. In short, these findings may reflect the relatively new implementation of these curricular changes.

It is also notable that field instructor rating patterns suggest that practice behaviors associated with these standards may also be relatively more difficult to assess in the field. Although we don’t report them here, course embedded assessments suggest that nearly all students are rated as competent on these practice behaviors by course instructors. This suggests that our faculty and field faculty can be working more closely with field instructors to understand why these practice behaviors are more difficult to observe. It is also possible that students are not given opportunities to engage in these forms of practice in their field settings.

Finally, in light of recent social movements (e.g., marriage equality, the transgender movement, Black Lives Matter), our students have also asked faculty to engage with them in different ways in class about current events, problem solving about what social work response to such movements ought to be, and the role of advocacy and activism, particularly for marginalized communities. We plan to engage the school as a whole in discussion of these issues to find ways to integrate relevant and emergent content into classroom and field experiences.