

Berkeley Social Welfare

Master of Social Welfare (MSW) Program Assessment Plan and Outcomes Assessment Results, 2015-18

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: Measurement Strategies

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. Starting in 2015-2016, the program began to transition to the 2015 EPAs Competency Standards. This shift to EPAs 2015 marked an important transition from the use of student-reported achievement of competencies. In addition to the creation of course-based assessments in focal courses, instruments capturing field instructor ratings of student competencies were refined. In

summary, key measures of competencies are generated from (a) field instructor ratings and (b) course-based assessments that evidence demonstration of key knowledge and skills in focal courses. The standards and data elements used to assess attainment of MSW Program competencies are as follows in Table 1:

Table 1: MSW Program Competency Standards

<p>Competency Standard 1: Demonstrate Ethical and Professional Behavior</p>
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings across 16 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from SW 220, SW240, and SW 241 on a 5-point scale where scores greater than 3 indicate competence) <p>Advanced/Specialization: Infuse social work principles and interactions with clients and other relevant stakeholders</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings (across 16-23 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from advanced practice courses in specializations on a 5-point scale (scores greater than 3 indicate competence)
<p>Competency Standard 2: Engage Diversity and Difference in Practice</p>
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings across 7 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from SW 200, SW 240, and SW 241 on a 5-point scale (scores greater than 3 indicate competence) <p>Advanced/Specialization: Use inclusive strategies that carefully consider 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</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings (across 4-7 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from advanced practice courses in specializations on a 5-point scale (scores greater than 3 indicate competence)
<p>Competency Standard 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>
<p>Foundation/Generalist:</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings across 8 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from SW 220 and SW 240 on a 5-point scale (scores greater than 3 indicate competence) <p>Advanced/Specialization: Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings (across 6-7 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from advanced policy courses in specializations on a 5-point scale (scores greater than 3 indicate competence)

**Competency Standard 4:
Engage in Practice-informed Research and Research-informed Practice**

Foundation/Generalist

- ✓ Average field instructor ratings across 2 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from SW 280 on a 5-point scale (scores greater than 3 indicate competence)

Advanced/Specialization: Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy

- ✓ Average field instructor ratings (across 2-3 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from SW 280, SW 282A, and SW 282B on a 5-point scale (scores greater than 3 indicate competence)

**Competency Standard 5:
Engage in Policy Practice**

Foundation/Generalist

- ✓ Field instructor ratings on 1 item on a three point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from SW 220 and SW 240 on a 5-point scale (scores greater than 3 indicate competence)

Advanced/Specialization: Assess and respond to the political, resource, and technology environments that shape policy practice to effectively advocate for social and economic justice

- ✓ Average field instructor ratings (across 1-5 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from advanced policy courses in specializations on a 5-point scale (scores greater than 3 indicate competence)

**Competency Standard 6:
Engage with Individuals, Families, Groups, Organizations, and Communities**

Foundation/Generalist

- ✓ Field instructor ratings across 4 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from SW 200 and SW 241 on a 5-point scale (scores greater than 3 indicate competence)

Advanced/Specialization: Demonstrate high quality evidence-informed engagement skills to address complex systems related to client or community needs in different field of practice

- ✓ Average field instructor ratings (across 4 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from advanced practice courses in specializations on a 5-point scale (scores greater than 3 indicate competence)

**Competency Standard 7:
Assess Individuals, Families, Groups, Organizations, and Communities**

Foundation/Generalist

- ✓ Field instructor ratings across nine items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)
- ✓ Average course-based assessment results from SW 241 on a 5-point scale (scores greater than 3 indicate competence)

Advanced/Specialization: Demonstrate high quality evidence-informed assessment skills to address and monitor complex systems related to client or community needs in different field of practice

- ✓ Average field instructor ratings (across 5-9 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery)

<ul style="list-style-type: none"> ✓ Average course-based assessment results from advanced practice courses in specializations, SW 282A and SW 282B on a 5-point scale (scores greater than 3 indicate competence)
<p>Competency Standard 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ Field instructor ratings across 10 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from advanced practice courses on a 5-point scale (scores greater than 3 indicate competence) <p>Advanced/Specialization: Demonstrate high quality evidence-informed intervention skills to address complex systems related to client or community needs in different field of practice</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings (across 5-9 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from advanced practice courses in specializations, SW 282A and SW 282B on a 5-point scale (scores greater than 3 indicate competence)
<p>Competency Standard 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ Field instructor ratings across 9 items on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from SW 280 on a 5-point scale (scores greater than 3 indicate competence) <p>Advanced/Specialization: Demonstrate evaluation skills to monitor complex systems related to client or community needs in different field of practice</p> <ul style="list-style-type: none"> ✓ Average field instructor ratings (across 10-15 items depending on specialization) on a 3-point rating scale (1=Needs Improvement, 2=Competence, 3=Mastery) ✓ Average course-based assessment results from advanced practice courses in specializations, SW 282A and SW 282B on a 5 point scale (scores greater than 3 indicate competence)

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 two 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.

Table 2: Explicit Curriculum Assessment Methods & Procedures

Assessment Method	Measurement		Administration		Analysis & Use
	Who	What	How	When	
Field Mid-Year Progress Report	All MSW students in Field Placement (Foundation & Specialization)	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"> Reviewed by Field Director & faculty to identify program strengths & weaknesses Develop corrective action plans for students not making satisfactory progress
Final Field Evaluation FOUNDATION & ADVANCED/SPECIALIZATION	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"> Reviewed by Field Director & faculty to identify program strengths & weaknesses Assess field faculty performance Provide feedback to field placement agencies Included in benchmark assessment outcomes data reported on CSWE Form AS4
Course-embedded Measures	All students in key courses	Academic learning & performance	Key Assignments in specific courses	Throughout term	<ul style="list-style-type: none"> Reviewed by faculty to recommend curriculum changes & instructional improvements Included in benchmark assessment outcomes data reported on CSWE Form AS4
Mid-term Student Course Evaluations	SOC WEL courses with instructors who opt in	<ul style="list-style-type: none"> Clarity of presentation; course content & methods balance; relevance Opportunity to review student feedback at mid-point of semester 	Brief, open-ended question written instrument administered in class at instructors' discretion	Mid-term	Utilized by instructors to improve & modify course content, materials, assignments, pace, or approach
Final Student Course Evaluations	Required for all SOC WEL courses	Assesses specific course content components; overall course quality & teaching effectiveness of instructor; methods; pace of course; level of difficulty	Customizable, web-based evaluation tool administered by campus Course Evaluations Service	End of term	<ul style="list-style-type: none"> Utilized by instructors to improve & modify course content, materials, assignments, pace, or approach Reviewed by Dean & Academic Coordinator Result reports made available to instructors; included in merit & promotion reviews

Table 3: Implicit Curriculum Assessment Methods & Procedures

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

Assessments of 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: Field 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/specialization field placements. The instruments collect field instructor ratings of student proficiency on a three point scale of “1=not proficient to 5=exceptional mastery” for each practice behavior. The items can be disaggregated to the foundation and advanced practice behaviors for each competency standard and concentration area.

Criterion: Aggregate field instructor rating student as “competent” (2) or above for each competency standard

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

Measurement #2: Course Assessments of Knowledge and Skills

Criterion: Aggregate instructor-rating is 3 or above for each practice behavior

Outcome goal: 95% of students rated as “competent” (3) or above

Determination of Benchmark for Each Competency

For each competency standard, the formula is:

.50(% of instructors rating students as competent (3) or above) + .50* (% of students rated by field instructors as competent (2) or above)*

Our final program benchmark is 95% for each competency standard, based on this formula.

Outcomes Assessment Results, 2015-2018

Results from the 2015-18 assessment cycles are presented in Tables 4-6 (see AS 4.02).

**TABLE 4: BERKELEY SOCIAL WELFARE ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
2015-2016**

COMPETENCY	COMPETENCY BENCHMARK (FOUNDATION)	COMPETENCY BENCHMARK (SPECIALIZATION)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
			Generalist Practice	Aging	Children & Families	Community Mental Health	Health	Management & Planning
Competency 1: Demonstrate Ethical and Professional Behavior	95%	95%	99%	100%	100%	100%	100%	100%
Competency 2: Engage Diversity and Difference in Practice	95%	95%	100%	100%	100%	100%	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	95%	95%	98.5%	100%	100%	100%	100%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	95%	95%	99%	94.5%	100%	100%	100%	100%
Competency 5: Engage in Policy Practice	95%	95%	99.5%	100%	100%	100%	100%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	100%	100%	100%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	100%	100%	100%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99.5%	100%	100%	100%	100%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99.5%	94.5%	100%	100%	100%	100%

**TABLE 5: BERKELEY SOCIAL WELFARE ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
2016-2017**

COMPETENCY	COMPETENCY BENCHMARK (FOUNDATION)	COMPETENCY BENCHMARK (SPECIALIZATION)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
			Generalist Practice	Aging	Children & Families	Community Mental Health	Health	Management & Planning
Competency 1: Demonstrate Ethical and Professional Behavior	95%	95%	98.5%	100%	100%	98%	100%	100%
Competency 2: Engage Diversity and Difference in Practice	95%	95%	99.5%	100%	98%	100%	96.5%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	95%	95%	100%	100%	100%	100%	100%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	95%	95%	99.5%	100%	100%	100%	100%	100%
Competency 5: Engage in Policy Practice	95%	95%	100%	100%	100%	100%	100%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	100%	100%	100%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	95%	99.5%	100%	100%	100%	96.5%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%	95%	98%	100%	98%	100%	100%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99.5%	100%	100%	100%	100%	100%

**TABLE 6: BERKELEY SOCIAL WELFARE ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
2017-2018**

COMPETENCY	COMPETENCY BENCHMARK (FOUNDATION)	COMPETENCY BENCHMARK (SPECIALIZATION)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
			Generalist Practice	Aging	Children & Families	Community Mental Health	Health	Management & Planning
Competency 1: Demonstrate Ethical and Professional Behavior	95%	95%	99.5%	100%	96.5%	100%	100%	96%
Competency 2: Engage Diversity and Difference in Practice	95%	95%	100%	100%	94%	100%	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	95%	95%	99.5%	100%	98%	98%	100%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	95%	95%	100%	100%	96%	100%	100%	100%
Competency 5: Engage in Policy Practice	95%	95%	99.5%	100%	97.5%	97.5%	100%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	100%	100%	100%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	96%	100%	100%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	94.5%	100%	100%	96%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	95%	95%	100%	100%	100%	100%	100%	100%