

Berkeley Social Welfare

Master of Social Welfare (MSW) Program Assessment Plan and Outcomes Assessment Results, 2018-2021

Table 1: MSW Program Competency Standards

Competency Standard 1: Demonstrate Ethical and Professional Behavior
Foundation/Generalist <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) Advanced/Specialization: Infuse social work principles and interactions with clients and other relevant stakeholders <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)
Competency Standard 2: Engage Diversity and Difference in Practice
Foundation/Generalist <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) Advanced/Specialization: Use inclusive strategies that carefully consider 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 <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)
Competency Standard 3: Advance Human Rights and Social, Economic, and Environmental Justice
Foundation/Generalist: <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) Advanced/Specialization: Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities <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
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ 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) <p>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</p> <ul style="list-style-type: none"> ✓ 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
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ 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) <p>Advanced/Specialization: Assess and respond to the political, resource, and technology environments that shape policy practice to effectively advocate for social and economic justice</p> <ul style="list-style-type: none"> ✓ 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
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ 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) <p>Advanced/Specialization: Demonstrate high quality evidence-informed engagement 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 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
<p>Foundation/Generalist</p> <ul style="list-style-type: none"> ✓ 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) <p>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</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)

<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)
Competency Standard 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Foundation/Generalist <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) Advanced/Specialization: Demonstrate high quality evidence-informed intervention skills to address complex systems related to client or community needs in different field of practice <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)
Competency Standard 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Foundation/Generalist <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) Advanced/Specialization: Demonstrate evaluation skills to monitor complex systems related to client or community needs in different field of practice <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 “0=Improvement Desired to 3=Mastery” for each practice behavior. The items can be disaggregated to the foundation and advanced practice behaviors for each competency standard and specialization area.

Criterion: Aggregate field instructor rating student as “competent” (1) 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

Course base assessments by instructors of student proficiency on a three point scale of “0=Improvement Desired to 3=Mastery” for each practice behavior. The items can be disaggregated to the foundation and advanced practice behaviors for each competency standard and specialization area

Criterion: Aggregate instructor-rating is 1 or above for each practice behavior

Outcome goal: 95% of students rated as “competent” (1) or above

Determination of Benchmark for Each Competency

For each competency standard, the formula is:

.50(% of instructors rating students as competent (1) 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, 2018-2019

Results from the 2018-2021 assessment cycles are presented in Tables 4-6 (see AS 4.02).

**TABLE 1: BERKELEY SOCIAL WELFARE ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
2018-2019**

COMPETENCY	COMPETENCY BENCHMARK (FOUNDATION)	COMPETENCY BENCHMARK (SPECIALIZATION)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice N=93	Strengthening Children and Families N=54	Advancing Health and Well-being over the Life Span N=24	Strengthening Organizations in Communities N=14
Competency 1: Demonstrate Ethical and Professional Behavior	95%	95%	98%	99%	100%	100%
Competency 2: Engage Diversity and Difference in Practice	95%	95%	98%	99%	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	95%	95%	96%	100%	96%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	95%	95%	97%	99%	96%	100%
Competency 5: Engage in Policy Practice	95%	95%	97%	99%	98%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99%	100%	100%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	95%	96%	99%	98%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%	95%	97%	98%	96%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	95%	95%	96%	99%	98%	100%

**TABLE 2: BERKELEY SOCIAL WELFARE ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
2019-2020**

COMPETENCY	COMPETENCY BENCHMARK (FOUNDATION)	COMPETENCY BENCHMARK (SPECIALIZATION)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice N=87	Strengthening Children and Families N=43	Advancing Health and Well-being over the Life Span N=33	Strengthening Organizations in Communities N=15
Competency 1: Demonstrate Ethical and Professional Behavior	95%	95%	91%	100%	97%	97%
Competency 2: Engage Diversity and Difference in Practice	95%	95%	96%	100%	99%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	95%	95%	96%	100%	97%	97%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	95%	95%	96%	100%	97%	97%
Competency 5: Engage in Policy Practice	95%	95%	95%	100%	97%	97%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	95%	95%	100%	100%	97%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	95%	90%	100%	91%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%	95%	93%	100%	96%	97%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	95%	95%	96%	100%	98%	97%

**TABLE 3: BERKELEY SOCIAL WELFARE ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
2020-2021**

COMPETENCY	COMPETENCY BENCHMARK (FOUNDATION)	COMPETENCY BENCHMARK (SPECIALIZATION)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice N=88	Strengthening Children and Families N=46	Advancing Health and Well-being over the Life Span N=30	Strengthening Organizations in Communities N=13
Competency 1: Demonstrate Ethical and Professional Behavior	95%	95%	98%	98%	95%	100%
Competency 2: Engage Diversity and Difference in Practice	95%	95%	100%	100%	98%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	95%	95%	99%	99%	100%	100%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	95%	95%	99%	99%	99%	100%
Competency 5: Engage in Policy Practice	95%	95%	99%	99%	100%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99%	99%	98%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	95%	99%	99%	98%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99%	99%	98%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	95%	95%	99%	99%	99%	100%