PRE-CANDIDACY MONTHLY WORKSHOPS WITH ASSOCIATE DIRECTOR OF ACCREDITATION OPERATIONS & TECHNOLOGY

TOPIC 4: SEPTEMBER 2021

ASSESSMENT

Department of Social Work Accreditation (DOSWA)

Meet the accreditation team!

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Hiring!
Accreditation Specialist

Hiring!
Volunteer Coordinator

Accreditation Volunteers
(Commissioners & Site Visitors)

MAJOR CANDIDACY DUE DATES

(see Timetables for all due dates: https://www.cswe.org/Accreditation/Accreditation-Process)

Candidacy Eligibility Application	Draft Benchmark I (BMI) to CSWE	Approval of Draft Benchmark I (BMI) by CSWE and Assignment to Agenda	Commissioner Site Visit Dates (3 are scheduled)	COA Review
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting *Pre-Candidacy* status. Senior Team Leader assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by June 1, 2022, are placed on February 2023 Candidacy agenda. Subsequently approved programs placed on June 2023 agenda.	• Visit 1: Sept 1-Nov 15, 2022 • Visit 2: Sept 1-Nov 15, 2023 • Visit 3: Sept 1-Nov 15, 2024 E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled.	• Candidacy Status Review–Feb 2023 • Year 2 Candidacy Review–Feb 2024 • Initial Accreditation–Feb 2025 Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting *Pre-Candidacy* status. Senior Team Leader assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by September 1, 2022, are placed on June 2023 Candidacy agenda. Subsequently approved programs placed on October 2023 agenda.	• Visit 1: Dec 1, 2021-Feb 28, 2023 • Visit 2: Dec 1, 2022-Feb 28, 2024 • Visit 3: Dec 1, 2023-Feb 28, 2025 E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled.	• Candidacy Status Review–June 2023 • Year 2 Candidacy Review–June 2024 • Initial Accreditation–June 2025 Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.
Submitted to Senior Team Leader on rolling basis throughout the year.	Submitted to Senior Team Leader At least 1 round of feedback before approval. Allow 2-4 weeks for feedback.	Draft BMI approved by Senior Team Leader, granting *Pre-Candidacy* status. Senior Team Leader assigns program to Accreditation Specialist. First 10 Draft BMI documents approved by December 1, 2021, are placed on October 2022 Candidacy agenda. Subsequently approved programs placed on February 2023 agenda.	• Visit 1: March 1-May 31, 2022 • Visit 2: March 1-May 31, 2023 • Visit 3: March 1-May 31, 2024 E-mail full BMI to commissioner and accreditation specialist one month prior to CV visit. Visit scheduled directly with visitor. Confirm visit date once scheduled.	• Candidacy Status Review–Oct 2022 • Year 2 Candidacy Review–Oct 2023 • Initial Accreditation–Oct 2024 Covers students admitted to social work program in fall 2022 or later, regardless of graduation date.

Standards related to Assessment
(Draft of all Assessment Standards due at Benchmark I)

2015 EPAS Assessment
Two (2) Types

Explicit curriculum: Constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. (2015 EPAS, page 11)

Implicit curriculum: Refers to the **learning environment** in which the explicit curriculum is presented. It is composed of the following elements: the program's **commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources.** (2015 EPAS, page 14)

Explicit Curriculum Assessment
Accreditation Standard 4.0.1

The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*

- *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.*

- *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*

- *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.*

- *An explanation of how the program determines the percentage of students achieving the benchmark.*

- *Copies of all assessment measures used to assess all identified competencies.*

Quick Overview

- Assessment involves the systematic gathering of data about student performance of :
    - All 9 Social Work Competencies (and any added by the program)
    - At both the **generalist,** and if for master's programs, **each area of specialized practice**
    - Using a minimum of two (2) measures per competency. One measure must be in real or simulated practice.
    - Assessment must be multi-dimensional (at least 2 dimensions per competency) – *Dimensions:* Knowledge, Values, Skills, Cognitive/Affective Processes

Assessment of Competence

- Completed only by **program-designated faculty or field personnel**
- Student self-efficacy assessments are no longer permitted
- It is helpful to be very clear in the narrative who is assessing student competence

Multi-Dimensional Assessment

- Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.
- Programs are expected to assess competence by identifying the dimension(s) associated with each competency and measure students' performance at that level
- Assessment must involve at least two (2) dimensions including skills, knowledge, values, and cognitive/affective processes
  - E.g. First measure assesses skills, second measure assesses knowledge
- Programs are not required to assess every dimension for every competency in the assessment plan

Competency-Based Outcome Measures

- It is completely within the purview of the program to select the two (or more) measures that fulfill the requirements of the 2015 EPAS. **COA does not endorse any standardized or customized instruments.**

At minimum:
- One measure must be in real or simulated practice (e.g. field instrument)
  - o The measure based on real or simulated practice must incorporate the bulleted behaviors directly or indirectly.
- The second measure is not required to be in real or simulated practice (e.g. Exit Exam; Portfolio; Capstone Project; Final Presentation; Course-Embedded Measure; etc.)
  - o The measure(s) not based on real or simulated practice does not need to incorporate the bulleted behaviors (although they are optional)

Competency-Based Outcome Measures

- Each competency is assessed at least twice. Programs can also add additional competencies. For competencies 6-9, programs need not assess every systems level

- At the baccalaureate level, programs must have a minimum of two (2) measures for each competency at the generalist level

- At the master's level, programs must have a minimum of two (2) measures for each competency at the generalist level and a minimum of two (2) measures for each competency for each area of specialized practice

- Separate assessment plans are submitted for generalist practice and each area of specialized practice

Behaviors

- These are the bullet points under the paragraph description for each competency in the EPAS.

- They are the observable components of the competency. Competence in real or simulated practice can only be demonstrated by behavior.

- Behaviors in the 2015 EPAS are only required in assessment of competency-based student learning outcomes in real (i.e., field education settings) or simulated practice (defined on pg. 22 of the 2015 EPAS) situations.

- Generalist curricula are required to asses the behaviors <u>as written</u> in the 2015 EPAS.

- Areas of Specialized Practice are developed by the program and integrate all the dimensions

- The instrument assessing student outcomes in real or simulated practice situations **must list the behaviors associated with that competency on the instrument.**

- Behaviors can be used to assess competence in 2 ways:

  o Each behavior related to the competency is scored individually and used in aggregate to determine a competency score, and therefore included in the assessment plan. **However, an individual score is not required for each behavior per the EPAS.**

  o Each behavior related to the competency is <u>not</u> scored individually, the competency is assessed as a whole ***based on the behaviors*** and therefore behavior-level assessment scores are <u>not</u> included in the assessment plan.

Need to Dive Deeper into Assessment Requirements?

- The Accreditation Team presented a detailed information at CSWE's APM 2020. You may access the information two (2) ways:
  - The 1-hour recorded presentation is available to APM conference attendees through September 2021 via the conference platform.
  - The PowerPoint presentation is available for free download on the CSWE Accreditation webpage
    - Direct Link: **Assessment of Student Learning Outcomes | November 2020**

Assessment Matrix Measure 1, Sample 1

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (*minimum score or higher*)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument	1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instrument item #6)	Knowledge; C/A Processes	For Measure 1: Students must score a minimum of 4 out of 5 points on each item (6-8).	For Measure 1: Aggregate student scores on items 6, 7, 8 on field evaluation. (Field instrument provided on pp. XX-XX)	Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher). Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures. Determine if this percentage is greater
			2. present themselves as learners and engage clients	C/A Processes; Values			
			and constituencies as experts of their own experiences (field instrument item #7)				than the competency benchmark.
			3. apply self-awareness and self-regulation to manage the	Skills; Values			

Note: In this sample, each behavior related to the competency is scored individually and therefore included in the assessment plan and on the instrument. This is optional. See Measure 1, Sample 2 for an additional way to calculate competency scores.

Assessment Matrix Measure 1, Sample 2

Competency	Competency Benchmark (%)	Measure	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument	Knowledge; Values; Skills; Cognitive/ Affective Processes	For Measure 1: Students must score a minimum of 4 out of 5 points on item #2.	For Measure 1: Score on item #2 of field evaluation *(based on the students' demonstration of behaviors)* (Field instrument provided on pp. XX-XX)	Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher). Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures. Determine if this percentage is greater than
						the competency benchmark.

Note: Each behavior related to the competency is <u>not</u> scored individually in this sample, and therefore behavior-level assessment scores are <u>not</u> included in the assessment plan. If the program elects to assess at the competency-level, rather than the behavior-level, the instrument capturing competency-based student learning outcomes in real or simulated practice situations must list the behaviors associated with that competency on the instrument.

Assessment Matrix Measure 2, Sample 1

Competency	Competency Benchmark (%)	Measure	Brief Description of the Measure	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 2: Course-Embedded Measure Exercise on Privilege in SW550: Diversity in Social Work Practice	Students complete a reflective journal entry on how the intersectionality of diverse identities influences social work practice and the role of self-awareness of power, privilege, personal biases, and cultural competency in engaging with clients and systems	Knowledge; Values; C/A Processes	For Measure 2: Aggregate student scores on rubric items 9-15 (Rubric provided on pp. XX-XX) * *A rubric or scoring instrument must be provided for course-	For Measure 2: Students must score a minimum of 8 out of 10 points on each rubric item (9-15).	Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher). Average the percentages together to obtain the percentage of students demonstrating competence inclusive
					embedded measures		of 2 or more measures. Determine if this percentage is greater than the competency benchmark.
[add rows as							

Competency Benchmark

- Refers to the minimum percentage of students the program expects to meet the outcome-measure benchmarks (inclusive of all identified measures)

- Within the program's purview, and are oftentimes aspirational, yet realistic

- Can be different for each competency

Competency	Competency Benchmark (%)	Measure	Dimension(s)	Outcome Measure Benchmark *(minimum score or higher)*	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument	Knowledge; Values; Skills; Cognitive/ Affective Processes	For Measure 1: Students must score a minimum of 4 out of 5 points on item #2.	For Measure 1: Score on item #2 of field evaluation *(based on the students' demonstration of behaviors)* (Field instrument provided on pp. XX-XX)	Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher). Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures. Determine if this percentage is greater than
						the competency benchmark.

Outcome Measure Benchmark

- Refers to the minimum acceptable score on an identified measure
- Within the program's purview; can be different or the same for each measure
- Each measure must include a rubric where students are given a separate score for each assessed competency
  - Programs can either directly give a score for attainment of the competency OR give a score for items on the rubric related to the competency then aggregate them
- Course-embedded measures should not include items that do not directly assess competency (i.e. APA formatting, timely submission, grammar, etc.)

Competency	Competency Benchmark (%)	Measure	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument	Knowledge; Values; Skills; Cognitive/ Affective Processes	For Measure 1: Students must score a minimum of 4 out of 5 points on item #2.	For Measure 1: Score on item #2 of field evaluation *(based on the students' demonstration of behaviors)* *(Field instrument provided on pp. XX-XX)*	Determine the percentage of students that attained each outcome measure (e.g., minimum score of higher). Average the percentages together to obtain the percentage of students demonstrating competence inclusive of 2 or more measures. Determine if this percentage is greater than
						the competency benchmark.

Benchmark Rationale

▶ Why did the program choose the competency benchmarks?

▶ Why did the program choose the outcome measure benchmarks?

Assessment Procedures

- ▶ How it is determined that students' performance meets the outcome measure benchmark?

- ▶ How is the percentage of students achieving the competency benchmark determined?

Copies of Assessment Measures

- Programs are required to provide all assessment measures used to assess all identified competencies
- Include in direct response to AS4.0.1; not as appendices
- This may include but is not limited to:
  o Field instrument – ensure the behaviors used to assess the competency are included on the real/simulated practice measure
  o Course-embedded measure rubric – ensure the rubric includes specific line items for competency assessment (exclusive of items such as APA formatting, timeliness of submission, etc.)

Accreditation Standard 4.0.2

The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

General Overview of AS 4.0.2

- A matrix is very helpful in responding to this standard.

- A brief accompanying narrative should be provided explaining how the matrix is organized, what is included, and how to read/interpret the matrix.

- When presenting the percentage of students achieving benchmarks, provide the percentage of students attaining, not the average score.

- Separate data outcomes are presented for generalist practice and each area of specialized practice. Label each set of outcomes as clearly as possible.

- Each program option should be explicitly addressed; separate data outcomes are presented for each program option, and also an aggregate of all program options combined.

Accreditation Standard 4.0.2 Sample

- Present a separate table of assessment outcomes for each program option to determine the percent of all students in that program option that demonstrate competence
  - Program options are locations and delivery methods
- Aggregate all program options in a separate table to determine the percent of all students that demonstrate competence
- Baccalaureate – generalist assessment
- Master's – both generalist and specialized assessment

Accreditation Standard 4.0.2 Sample Results for Assessment of Practice Competencies

AS 4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

For this standard, provide the data. The accompanying narrative explains to the reader how to understand and interpret the table.

Competency	Competency Benchmark	Outcome Measure & Benchmark (Minimum Score)	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Field Instrument Students must score a minimum of 4 out of 5 points.	Measure 1: Behavior 1*: 92% Behavior 2*: 91% Behavior 3*: 86% *include behavior-level data if each behavior related to the competency is scored individually; if behaviors are not scored individually, include the competency-level data	92% + 91% + 86% =269/3=89.67% 89.67%+78%=167.67/2= 83.83% 83.83%	No
		Measure 2: Course-embedded Measure, Exercise on Privilege in SW550 Students must score a minimum of 8 out of 10 points.	Measure 2: 78%		

Accreditation Standard 4.0.3

The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

General Overview of 4.0.3

- Regularly informing the public of assessment findings is a requirement of the Council of Higher Education Accreditation (CHEA) who recognizes CSWE as the accreditor for social work education.

- The CSWE website houses the required assessment outcomes form.

- **Use the form as provided on the CSWE website, and fill in program information and delete the red "help text" before posting.**

- Programs document the percentage of students attaining the competency benchmark is inclusive of all identified measures.

- In the self-study, the program provides an active hyperlink to the webpage where this form is posted publicly and indicate how frequently it is updated.

  o This link also is linked in the program's directory listing.

- Identify the program's constituencies, which always includes the public.

Accreditation Standard 4.0.3
(Baccalaureate Form)

Assessment Data Collected during the Academic Year (20XX-20XX)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
		Aggregate of All Program Options n = (Number of students)	Program Option #1 (Identify location/delivery method) n = (Number of students)	Program Option #2 (Identify location/delivery method) n = (Number of students)	Program Option #3 (Identify location/delivery method) n = (Number of students)
Competency 0: Sample Row *(Delete this row prior to submission and/or posting)* *Disclaimer: This is an example row, programs are solely responsible for selecting their benchmarks. COA does not endorse nor recommend any specific benchmarks.*	e.g. 80% of students will demonstrate competence inclusive of 2 or more measures	(Percent of all students, inclusive of all program options, who demonstrated competence) e.g. 85%	(Measure 1 + Measure 2 / 2) e.g. 80%	(Measure 1 + Measure 2 / 2) e.g. 90%	(Measure 1 + Measure 2 / 2) e.g. 85%
Competency 1: Demonstrate Ethical and Professional Behavior					

Accreditation Standard 4.0.3
(Master's Form)

Note: At the master's level, one form is completed for each program option and then in aggregate (if applicable). Aggregate form is on the next slide.

Assessment Data Collected during the Academic Year (20XX-20XX)
Program Option #1: (IDENTIFY LOCATION/DELIVERY METHOD)

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice n = (Number of students)	Area of Specialized Practice #1 (Identify Specialization) n = (Number of students)	Area of Specialized Practice #2 (Identify Specialization) n = (Number of students)	Area of Specialized Practice #3 (Identify Specialization) n = (Number of students)
Competency 0: Sample Row *(Delete this row prior to submission and/or posting)* *Disclaimer:* This is an example row, programs are solely responsible for selecting their benchmarks. COA does not endorse nor recommend any specific benchmarks.	e.g. 80% of students will demonstrate competence inclusive of 2 or more measures	e.g. 90% of students will demonstrate competence inclusive of 2 or more measures	(Measure 1 + Measure 2 / 2) e.g. 85%	(Measure 1 + Measure 2 / 2) e.g. 90%	(Measure 1 + Measure 2 / 2) e.g. 85%	(Measure 1 + Measure / 2) e.g. 80%
Competency 1: Demonstrate Ethical and Professional Behavior						

Accreditation Standard 4.0.3
(Master's Form)

Complete this form to aggregate all program options (each campus/delivery method)

OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
(Aggregate Findings for All Program Options Combined)

Assessment Data Collected during the Academic Year (20XX-20XX)

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
			Generalist Practice	Area of Specialized Practice #1 (Identify Specialization)	Area of Specialized Practice #2 (Identify Specialization)	Area of Specialized Practice #3 (Identify Specialization)
Competency 0: Sample Row *(Delete this row prior to submission and/or posting)* *Disclaimer:* This is an example row, programs are solely responsible for selecting their benchmarks. COA does not endorse nor recommend any specific benchmarks.	e.g. 80% of students will demonstrate competence inclusive of 2 or more measures	e.g. 90% of students will demonstrate competence inclusive of 2 or more measures	(Aggregate percentage of students, inclusive of all program options, who demonstrated competence) e.g. 85%	(Aggregate percentage of students, inclusive of all program options, who demonstrated competence) e.g. 95%	(Aggregate percentage of students, inclusive of all program options, who demonstrated competence) e.g. 90%	(Aggregate percentage of students, inclusive of all program options, who demonstrated competence) e.g. 80%
Competency 1: Demonstrate						
Ethical and Professional Behavior						

Accreditation Standard 4.0.4

The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

General Overview of AS 4.0.4

- This standard discusses the program's process for thoughtful review of data and how it informs programmatic changes.
  - o What is the process or mechanism employed to formally review the assessment findings and make decisions about the implications for program improvement?
  - o What is the procedure used to evaluate the meaning of the findings? Faculty committee(s), faculty retreat, etc.
  - o How do decision makers decide what meaning the findings hold for the program?
- The response expands beyond changing benchmarks as a result of the assessment findings. A description of program changes should provide sufficient detail (e.g., course modifications, training enhancements, etc.) explicitly linked to specific findings. If no changes are reported, provide a rationale for that decision.
- Each program option should be explicitly addressed in each component of your discussion.

Implicit Curriculum Assessment
Accreditation Standard 4.0.5

For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Definition of Implicit Curriculum

The implicit curriculum refers to the **learning environment** in which the explicit curriculum is presented. It is composed of the following elements: the program's **commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources**. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. **The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates.** Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

((2015 EPAS, page 14)

Implicit Curriculum Assessment

- Minimally one area of implicit curriculum is required to be assessed, and programs can change the area each year
- This assessment focuses on the implicit curriculum (learning environment) <u>not</u> the explicit curriculum (coursework, competencies, behaviors, or dimensions).
- This may include but is not limited to an assessment of the elements of **Educational Policy 3.0:**
  - The program's commitment to diversity
  - Admissions policies and procedures
  - Advisement
  - Retention and termination policies
  - Student participation in governance
  - Faculty
  - Administrative structure
  - Resources
- Stakeholders may include but are not limited to: Students, Faculty, Alumni, Field instructors, Community Advisory Board
- How is the program proactive on the basis of its findings?
- Each program option should be explicitly addressed in response to each standard

How to Choose an Implicit Assessment

Assess an area that fits the needs of your program; the implicit assessment is not limited to these examples

Implicit Curriculum Area	Stakeholder	Method
➢ Diversity	➢ Students	➢ Exit surveys
➢ Admissions policies and procedures	➢ Faculty	➢ Interviews
➢ Advisement	➢ Alumni	➢ Focus groups
➢ Retention and termination policies	➢ Field instructors	➢ Alumni surveys
➢ Student participation in governance	➢ Community Advisory Board	➢ Culture/climate surveys
➢ Faculty	➢ Other	➢ Strategic planning process
➢ Administrative Structure		➢ Other
➢ Resources		
➢ Other		

Additional Resources

Program Options

► Defined on page 21 of the EPAS Glossary as:

"Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction."

► Includes: main campus, branch campus, satellite site, online program, etc.; each program option type is defined in policy 1.2.4 of the EPAS Handbook

► Program options are **<u>not</u>** plans of study such as advanced standing, 16-month, 24-months, part-time, etc.

► A substantive change report is required when adding a new program option per policy 1.2.4 in the <u>EPAS Handbook</u>

► **Self-study:** Each program option should be explicitly addressed in response to each standard.

Making Changes While in Candidacy

▶ Permitted to make changes and updates to policies, procedures, curriculum, and assessment plan at any point in the Candidacy process, as long as they remain compliant with the standards

▶ Expected to continuously update evolving standards, such as faculty, budget, etc.

▶ All standards are reviewed at the Initial Accreditation stage for compliance, so programs should be mindful of how changes impact standards that have already been approved

▶ Provide personnel updates to accreditation specialist using the database audit form

VOLUME ONE TEMPLATES

- **BM1 Volume 1 Template (Optional)**
- **BM2 Volume 1 Template (Optional)**
- **Initial Accreditation Volume I Template (Optional)**

These are <u>optional</u> templates for planning and writing purposes; <u>not</u> a required format. Programs are encouraged to craft a benchmark/self-study document that clearly responds to the EPAS.

The purpose of these templates are to assist programs with the structuring/outlining the document; <u>not</u> to provide content. Programs are solely responsible for documenting compliance with the EPAS.

<u>Always</u> check the website for the most current forms and accreditation updates!

CSWE Accreditation Web Resources

► **Candidacy Documents -** https://www.cswe.org/Accreditation/Accreditation-Process (select Candidacy)

  o Preparation → formatting requirements, Benchmark Grid, preparatory resources

  o Benchmark 1/2/3 → all required forms submitted at each stage

  o Timetables → timetables for the Candidacy process

  o Resources → sample format for curriculum matrices and assessment plan

► **Accreditation PowerPoints**

  o **Topics:** 2015 EPAS Overview, Assessment, Candidacy, Frequently Cited Standards, Writing an Accreditation Document

► **2015 EPAS & Glossary**

► **2015 EPAS Interpretation Guide**

► **2015 EPAS Handbook**

► **Formatting & Submission Requirements**

► **Directory of Accredited Programs**

► **COA Decisions**

► **Accreditation COVID-19 Response**

Always check the website for the most current forms and accreditation updates!

Statement for Programs in Pre-Candidacy to Post on their Web Sites

Per policy 1.1.4 in the EPAS Handbook

- [Program] is currently in *Pre-Candidacy* for Accreditation by the Council on Social Work Education's Commission on Accreditation.

- Pre-Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy and had its *Benchmark I* approved in draft form to move forward with *Candidacy* review within one year. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.

- Students who enter programs in *Pre-Candidacy* that attain *Candidacy* in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The *Candidacy* process is typically a three-year process and there is no guarantee that a program in *Pre-Candidacy* will eventually attain *Candidacy* or *Initial Accreditation*.

- *Candidacy* by the Council on Social Work Education's Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

- For more information about social work accreditation, you may contact Accreditation.

Statement for Programs in Candidacy to Post on their Web Sites

Per policy 1.1.3 in the EPAS Handbook

- [Program] has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

- Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

- Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

- For more information about social work accreditation, you may contact Accreditation.

Ongoing Pre-Candidacy Consultation

✓ Sign up for a monthly Interactive *Pre-Candidacy* Workshop with the Associate Director of Accreditation Operations & Technology (ADOT) on the third Thursday of every month, 1-3pm ET/10am-noon PT. All program faculty or administrators at programs in *Pre-Candidacy* or earlier stages welcome

✓ Email Anna R. Holster, at aholster@cswe.org for assistance with any *Pre-Candidacy* questions

✓ Visit https://annaholster.youcanbook.me to schedule a Zoom consultation appointment with Associate Director of Accreditation Operations & Technology

✓ Program designates one primary contact, but that person is encouraged to involve any other faculty or administrators in consultation appointments

✓ Please submit database audit form, so we can keep our records of prospective programs current. Submit any time you have program updates.

CSWE ACCREDITATION

Upcoming Topics (subject to change)

▶ November Topic (#7): Implicit Curriculum, Policies, Procedures, Handbook & Field Manual (repeated from May)

▶ December Topic (#2): Explicit Curriculum (repeated from June)

▶ January Topic (#1): Candidacy Overview (repeated from August)

▶ February Topic (#5): Commissioner Visit planning with a panel of guests from the Commission on Accreditation (repeated from February)

▶ March Topic (#3): Faculty and Administration Standards (repeated from July)

▶ April Topic (#4): Assessment (repeated from September)

▶ May Topic (#6): Mission, Goals, and Field Education (repeated from October)

▶ Please feel free to suggest additional topics you would like to see covered in the chat or by emailing me at aholster@cswe.org.