

WRITING THE SITE VISIT REPORT

Writing to the General Standards

- Identify the general standards and briefly summarize your discussion
- Typically, a paragraph in length for each general standard depending on discussion

Writing to the Specific Standards

- Focus on the components of the standard that are identified as insufficient
 - Be sure to ask the accreditation specialist if you are unsure about what is being requested
- No need to restate what the Letter of Instruction (LOI) identified as already sufficient

Language Recommendations

- Do not use subjective language, avoid using too many adjectives
- Identify what was discussed, but don't describe the sufficiency or adequacy of what the program is doing
- Identify what information you collected and describe conversations

What to Include/Leave Out

- Be sure you describe each element of the LOI identified as insufficient
- Describe your discussion, not what was in the self-study or any documents the program will be submitting with the program response, as the Commission on Accreditation (COA) already has access to those
- Do not discuss anything in the self-study in the site visit report
 - Your report should focus on new information discussed at the site visit
 - Don't reference page numbers or content in the self-study
- Do not state that something is sufficient, "looks good," etc. – your role is as an information gatherer
 - If programs have questions about sufficiency, direct them to the program's accreditation specialist

Communicating with Program

- Present draft site visit report to program at conclusion of visit
- Don't include anything in site visit report that wasn't presented at conclusion of visit
- Site visit report should be in your own words, not a copy-and-paste of anything program provided
 - if program provided you with any materials, do not append them to your report
 - Instruct program that it is the program's responsibility to append any materials provided you to the program's response to the site visit report

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Working with the Program's Accreditation Specialist

- Communicate with accreditation specialist upon receipt of the LOI, in advance of the visit, during the visit, before submitting the site visit report, etc., if you are unclear about anything

Submitting Site Visit Report

- Email completed site visit report to program's accreditation specialist within two weeks of visit
- Submitted report should be consistent with what was presented at site visit
 - If you find something you overlooked at exit interview, consult with accreditation specialist
- Generally easiest to finalize report right away after the visit when conversations are fresh

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SAMPLE LANGUAGE

General Question Example | AS 1.0 Program Mission and Goals

Site Visitor Findings

Program faculty, students, and staff discussed the program's mission and goals. The conversation included a discussion of their development and cohesion with the context of the university, social work program, and the region served by the social work program. The program's mission and goals reflect the values and purpose of the profession, and provide a grounding for the curriculum and learning environment. Through our discussion, it was apparent that faculty, students, and staff are familiar with the program's mission and goals. It was affirmed through our discussion that the mission and goals are relevant and reflected throughout the program. Each party felt that the mission and goals were appropriate for entry-level generalist social work students and future practitioners.

Specific Question Example | Accreditation Standard 2.2.11

***Accreditation Standard 2.2.11:** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

Letter of Instruction (LOI) Language

The program discussed how its field education program develops policies regarding field placements in an organization in which the student is also employed. However, the policy is unclear regarding how the program monitors and verifies that the student's assignments and field education supervision are not the same as those of the student's employment.

The site visitor is asked to have the program discuss how it ensures that student assignments and field education supervision are not the same as those of the student's employment.

Site Visitor Findings

Per current standard practice the program does not place field students in their employing agency, however, the program developed a policy to address such cases should they arise as an exception to their current practice. A description of that policy, extracted from the Field Manual, was provided to the site visitor. Per discussion with the field director the site visitor learned that if a student were granted a field placement at their employing agency, the requirement would be that the student's field placement role/responsibilities and field education supervision would be distinct from the student's employment. The program will provide supplemental information in its response to this report.