Presented by the CSWE Department of Social Work Accreditation

2015 EPAS Assessment Overview

Disclaimer

Similar to accredited programs, the Commission on Accreditation (COA) and accreditation team engage in continuous quality improvement efforts. This translates to updates and enhancements to policies, procedures, and resources.

✓ Only information presented by COA and/or the accreditation team reflect official accreditation information!

✓ This presentations pertains to baccalaureate and master's level accreditation under the 2015 EPAS.

Always check the cswe.org website or contact staff for the most updated accreditation info.

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Agenda

- Overview of Accreditation and Resources
- Overview of EPAS Competency-Based Education & Assessment
- Explicit Curriculum
  - Assessment Plan & Findings
- Implicit Curriculum
  - Assessment Plan & Findings
- Q&A
  - There may be very limited time for Q&A at the end of the presentation.
  - Primary contacts may connect with your program's assigned accreditation specialist for follow-up post-presentation as needed.
  - This presentation will be available on the CSWE website to download for reference on CSWE's Accreditation Webpage.

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Accreditation as a Process

The process expands beyond quality control. Accreditation is a **developmental, reflective, and renewal process** by which program stakeholders **craft educational experiences** to prepare **competent social work practitioners**. While accreditation is reviewed at periodic intervals, programs are expected to **maintain compliance** between review cycles.

Accreditation can be an impetus for:
- Data-informed decision-making
- Innovation
- Quality improvement

Minimum Compliance Framework

- The Commission on Accreditation (COA) reviews programs though "minimum compliance" lens.
- Staff also train programs to set goals for minimum compliance requirements using the EPAS, Interpretation Guide, and other COA-sanctioned materials.
- This means that programs are welcome to go above and beyond minimum compliance or incorporate best-practices as long as the program is meeting the minimum requirements of the standard.
- Programs have the flexibility to craft excellent educational experiences that exceed the EPAS minimum requirements!
- We set the floor; you set the ceiling!

Purpose of Outcomes-Based Assessment

Assessment of student learning outcomes is an essential component of **competency-based education**. Assessment provides evidence that students have demonstrated the level of competence necessary to **enter professional practice**, which in turn shows programs are **successful in achieving their goals**.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

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Competency-Based Education

- The nine (9) Social Work Competencies are listed in the 2015 EPAS on pgs. 7-9.
- Holistic Competence - the demonstration of competence informed by four (4) dimensions:
  - Knowledge
  - Values
  - Skills
  - Cognitive and Affective Processes
- The dimensions are infused in the competency paragraph descriptions and guide the curriculum design
- The dimensions are operationalized in real or simulated practice by the behaviors (bullet points)
- *In summary: a competent social work practitioner requires knowledge, values, skills, and cognitive and affective processes.*

Review 2015 EPAS Glossary and Interpretation Guide for more information.

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Social Work Competencies

1. Demonstrate Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice

3. Advance Human Rights and Social, Economic, and Environmental Justice

4. Engage in Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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Competency Components

Competency 1: Demonstrate Ethical and Professional Behavior ← Competency Title

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: ←

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; ←

- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

All 4 Dimensions (knowledge, values, skills, cognitive and affective processes) are infused in this paragraph and shape curriculum content

Behaviors, which are observable components of competency, are demonstrated in real or simulated practice settings

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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 EPAS Handbook

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

- **Programs are required to assess both the explicit and implicit curriculum for each program option!**

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Selection of Assessment measures

- It is within the purview of the program to select:
    - two (or more) measures which assess the explicit curriculum
    - one (or more) measure(s) which assess the implicit curriculum

Note: The COA does not endorse third-party, commercial, standardized, or customized assessment measures and packages. Although the COA does not prohibit the use of these commercial packages, it is the responsibility of programs to use assessment plans with assessment measures that are compliant with the 2015 EPAS.

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2015 EPAS Assessment

Two (2) Areas

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)

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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.*

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General Overview of AS 4.0.1

- The 2015 EPAS introduces the concept of multi-dimensional assessment of the competencies.
- *This standard explores:* **How competent are students on the basis of receiving your curriculum?**
- Assessment involves the systematic gathering of data about student performance and programmatic achievement of:
  - All nine (9) social work competencies (and any added by the program)
  - At the **generalist,** and for master's programs, **specialized practice** levels
  - A minimum of two (2) measures per competency. One (1) measure must be in real or simulated practice situations.
  - Assessment must be multi-dimensional (at least two (2) dimensions per competency); *Dimensions:* Knowledge, Values, Skills, Cognitive and Affective Processes.

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Competency-Based Outcome Measures

- One measure must be in real or simulated practice (e.g., field measure)

- The measure based in real or simulated practice must incorporate the bulleted behaviors. Faculty or field personnel may score student competence at the behavior-level; or at the competency-level based on the behaviors.

- The second measure is not required to be in real or simulated practice (e.g., Exit Exam, Portfolio, Capstone Project, Seminar Assignment, Final Presentation, Competency-based Paper, Course-Embedded Measure, etc.)

- Measure(s) not based on real or simulated practice does not need to incorporate the behaviors; inclusion of the behaviors is optional.

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Multi-Dimensional Assessment

- Each of the nine (9) 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 the program.

- Programs are expected to assess competence by identifying the dimension(s) associated with each competency and measure students' performance at that level.

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Multi-Dimensional Assessment

- At least two (2) dimensions of each competency are assessed (knowledge, values, skills, cognitive and affective processes)
  - *For example:* The program may identify the field evaluation as an assessment of the dimension of **SKILLS,** and their comprehensive exam as an assessment of the dimension of **KNOWLEDGE.**
  - The program selects which dimensions are assessed, as long as there are at least two (2) per competency

- Programs are not required to assess every dimension for every competency in the assessment plan

Behaviors

- Behaviors are the bulleted points under the paragraph description for each generalist competency in the EPAS.
- They are the observable components of the competency. Competence in real or simulated practice can only be demonstrated via behavior.
- Behaviors in the 2015 EPAS are only required in assessment of competencies in real (i.e., field education settings) or simulated practice situations (defined on pg. 22 of the 2015 EPAS).
- Generalist curricula are required to assess the behaviors as written in the 2015 EPAS.
- Areas of Specialized Practice are developed by the program and integrate all the dimensions. Programs write their own competency descriptions and behaviors reflective of specialized practice competence.

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Behaviors

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

- Behaviors can be used to assess competence in two (2) ways:
  1. Each behavior related to the competency is scored individually and used in aggregate to determine a competency-level score, and therefore included in the assessment plan. **However, an individual score is <u>not</u> required for each behavior per the EPAS.**
  2. 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.

Systems Levels in Competencies 6-9

- For competencies 6-9, it is not required to assess at the systems level (i.e., individuals, families, groups, organizations, communities).

- Programs may assess the competency as a whole, inclusive of all systems levels, or assess one (1) or more systems levels.

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Generalist & Specialized Assessment Plans

- Baccalaureate programs must have a minimum of two (2) measures for each competency at the generalist level.

- Master's programs must have a minimum of two (2) measures for each competency at both the generalist and specialized levels.

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Social Work Faculty or Field Personnel Assess Competence

- Assessment can only be completed only by **program-designated faculty or field personnel**

- Student self-efficacy assessments are no longer permitted

- Non-social work faculty, staff, or community members may not assess student demonstration of social work competencies for accreditation purposes

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Placement of Data Collection Points

- It is within the purview of the program to select the placement of the data collection points.

- Programs may elect a formative or summative assessment approach.

- *Formative:* assess student development of competency during the length of the program (e.g., each semester, mid-term and final, etc.).

- *Summative:* assess student competency in the final year or semester of the program.

How to Choose an Explicit Measure

Select measures that fit the needs of your program; the explicit assessment is not limited to these examples.

Stakeholder
➤ Students

Assessor
➤ Faculty

or

➤ Field Personnel (includes field instructors)

Outcomes
➤ Consider the program's desired outcome, at the student- and program-levels. Map the assessment plan backwards centered on the desired the outcomes.

Dimensions
➤ Choose at least two (2) per competency; or one (1) unique dimension per measure:
➤ Knowledge
➤ Values
➤ Skills
➤ Cognitive & Affective Processes

Data Collection Points
➤ Formative (throughout the curricula)
➤ Summative (at the end of the curricula)
➤ Each semester
➤ Mid-point and final
➤ Final semester
➤ Concurrently with field
➤ Pre, during, or post field
➤ Capstone or integrative seminar
➤ Each course

Measure
Choose at least two (2) (one must be in real/simulated practice):
➤ Field Evaluation (real practice)
➤ Course-based simulation (simulated practice)
➤ Course-embedded measures
➤ Comprehensive end-of-year/exit exams
➤ Portfolios
➤ Capstone or senior
➤ seminar assignments (e.g., papers, presentations, etc.)
➤ Competency-based paper
➤ Etc. (this list is not exhaustive)

Course-Embedded Measures

- Course-embedded measures should <u>not</u> include items that do not directly assess the competency (i.e., APA formatting, timely submission, grammar, etc.).

- If the program elects to use course-embedded measures, clearly label on the measure which competency each **rubric line item** is capturing.

- Programs must provide specific **criteria** for the basis of competency-based assessment (e.g., behaviors, rubric line items, demonstratable components of the competencies).

- *Criteria clarifies:* What is being observed? What are students performing? What are faculty or field personnel scoring to determine student's competence?
What exactly must the student show the assessor to indicate competence?

Assessment Matrix Measure 1, Sample 1

Sample located on the [CSWE website](#)

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 measure. This is optional. See Measure 1, Sample 2 for an additional way to calculate competency scores.

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

Sample located on the

CSWE

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 (minimum scores), inclusive of all identified measures

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

- Can differ per competency

Sample located on the [*CSWE website*](#)

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.

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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 score for each 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

Sample located on the [*CSWE website*](CSWE website)

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.

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Benchmark Rationale

Respond to these questions and label them clearly:

- Why did the program choose the competency benchmarks? Why is that percentage meaningful or significant?

- Why did the program choose the outcome measure benchmarks? Why is that minimum score meaningful or significant?

Assessment Procedures

Respond to these questions and label them clearly:

- How it is determined that students' performance meets the outcome measure benchmark (minimum score)?

- How is the percentage of students achieving the competency benchmark determined, inclusive of all identified measures?

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Copies of Assessment Measures

- Programs are required to provide all assessment measures used to assess all identified competencies
- Include copies of the measures directly response to AS 4.0.1; not as appendices
- This may include but is not limited to:
  - Field measure – ensure the behaviors used to assess the competency are listed on the real/simulated practice measure as the basis for assessment
  - 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.)
  - For course-embedded measures, a copy of the assignment and a copy of the scoring rubric used to assess competency attainment must be submitted.

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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.*

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General Overview of AS 4.0.2

- Programs should assess all students and present data for all students, sampling students is not permitted.
- A matrix is very helpful in responding to this standard.
- 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 clearly.
- 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

Sample located on the
[CSWE website](#)

- 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 only
- 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.

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General Overview of AS 4.0.3

- Regularly informing the public of assessment findings is a requirement of the Council of Higher Education Accreditation (CHEA) who recognizes CSWE's COA as the accreditor for social work education.
- The CSWE website houses the required assessment outcomes form.
- **Do <u>not</u> alter the form. Simply 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 indicates how frequently it is updated.
    - This link also is provided in the program's Directory of Accredited Programs listing .
- Identify the program's constituencies, which always includes the public.
- You must provide detailed findings for each program option on the form; as well as in aggregate across all program options.

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					

Form AS 4(M)
(Master's Form)

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%
Compet... Demon... Ethica... Profes... Beha...						

Note: At the master's level, one form is completed for each program option and one form reflects the aggregate of all program options (if programs have more than one (1) program option). The aggregate form is on the next slide.

Form AS 4(M)
(program options in aggregate, if applicable)

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: Dem...						
Ethi... Professional Behavior						

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

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.

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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.
  - What is the process or mechanism employed to formally review the assessment findings and make decisions about the implications for program improvement?
  - What is the procedure used to evaluate the meaning of the findings? Faculty committee(s), faculty retreat, etc.
  - 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.

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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.

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Implicit Curriculum Assessment

- Minimally one (1) area of implicit curriculum is required to be assessed, and programs can change the area annually
- 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 element(s) of **Educational Policy 3.0:**
  - o The program's commitment to diversity
  - o Admissions policies and procedures
  - o Advisement
  - o Retention and termination policies
  - o Student participation in governance
  - o Faculty
  - o Administrative structure
  - o Resources

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Implicit Curriculum Assessment

- *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 this standard.

How to Choose an Implicit Measure

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

CSWE

Thank you for attending this customized APM session.

We wish you well on your continuous quality improvement efforts! Please be in touch with the accreditation team as needed.

Questions?

2022 EPAS Feedback Opportunities

Draft 2 released October 25, 2021

[Online survey](#) open now through December 17, 2021

Please join us at two 2022 EPAS Draft 2 Info/Feedback Sessions at APM:

Session #1: Saturday, November 6, 2021 | 1:00pm – 2:00pm

Room: Dolphin Building, 5th Level, Southern Hemisphere 5

Walt Disney World Swan and Dolphin Resort | Orlando, FL

Session #2: Saturday, November 6, 2021 | 5:00pm – 6:00pm

Room: Dolphin Building, 5th Level, Southern Hemisphere 5

Walt Disney World Swan and Dolphin Resort | Orlando, FL

CSWE

We're recruiting!
Interested in becoming a
CSWE site visitor?

Must be a full- or part-time faculty member at a CSWE-accredited program with at least three (3) years of faculty experience.

Contact Anna Holster, Associate Director of Accreditation Operations & Technology (aholster@cswe.org) to learn more.

CSWE

Are you a CSWE Site Visitor? Interested in applying for Commission on Accreditation?

Must be a full- or part-time faculty member at a CSWE-accredited program with at least five (5) years of faculty experience and have completed at least three (3) site visits.

Contact Anna Holster, Associate Director of Accreditation Operations & Technology (aholster@cswe.org) to learn more.

Q & A

Appendix A:
Additional Assessment Information

Definition of the Explicit Curriculum

The explicit curriculum constitutes the program's **formal educational structure** and includes the **courses and field education** used for each of its **program options**. Social work education is grounded in the **liberal arts**, which provide the intellectual basis for the professional curriculum and inform its design. Using a **competency-based education framework**, the explicit curriculum prepares students for **professional practice** at the baccalaureate and master's levels. Baccalaureate programs prepare students for **generalist practice**. Master's programs prepare students for generalist practice and **specialized practice**. The explicit curriculum, including field education, may include forms of **technology** as a component of the curriculum (2015 EPAS, page 11).

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Curriculum Matrix vs. Assessment Plan

The intent and purpose of the curriculum matrix (AS B2.0.3; AS M2.0.3; AS M2.1.4) is different than the assessment plan matrix.

- The curriculum matrix is snapshot featuring specific required course content strongly relating to each competency/dimension, which all students are learning in the classroom. The matrix is a map of how the program is **assuring competency content** is covered in the curriculum.

- The assessment plan details how the program is **capturing competency-based student learning outcomes**.

- These matrices do <u>not</u> need to match even if the program is using a course-embedded measure assessment model.

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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)

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