



COUNCIL ON SOCIAL WORK EDUCATION

**Board of Accreditation (BOA)**  
**Department of Social Work Accreditation (DOSWA)**  
*Baccalaureate and Master’s Social Work Program Accreditation*

**2022 EPAS**  
**Site Visit Report | Sample**

*This sample was developed by CSWE’s Department of Social Work Accreditation to model a site visit report. Volunteers input their own content and general questions from the [General Questions Bank](#).*

**Site Visit Report**

<b>Program Visited:</b>	<b>Barbara Roberts University</b>
<b>Program State, District, or Territory:</b>	<b>WI</b>
<b>Program Level:</b>	<input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Master’s
<b>Visitor Name:</b>	<b>Ken Carson, LMSW</b>
<b>Visit Date:</b>	<b>03/09/2024</b>
<b>Visit Type:</b>	<input checked="" type="checkbox"/> In-Person <input type="checkbox"/> Virtual

**Site Visitor Findings | General Standards**

**1.0 Program Mission**

**Question:** How does the social work program fit into the institutional mission?

**Stakeholder:** President

**Findings Based on Discussion and Objective Observation:** In meeting with the president, the president shared how the social work program fits within the overarching mission and goals of the university. The university’s mission focuses on service and aligns with social work values and competencies. The president discussed how they see the program as an area of growth for the institution, but also recognize

the challenges with expanding the program, and their hope is such that expansion is done in a thoughtful way.

**Question:** How have faculty been involved in the creation and maintenance of the mission?

**Stakeholder:** Faculty

**Findings Based on Discussion and Objective Observation:** In meeting with the program faculty, they explained that the program's mission and subsequent design were intentionally created by the faculty to meet the needs of the population it serves, primarily the Native American community. The faculty reported that they see a clear linkage to the overarching mission of the university and how the program fits into the larger context of the program. The faculty reported they recently reviewed and added to their mission as a part of the self-study process and revisit the mission to determine if changes need to be made every 8 years for reaffirmation.

## 2.0 Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

**Question:** What steps has your institution taken to ensure representation of faculty, staff, and students along a variety of dimensions, such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, among other elements of diversity?

**Stakeholder:** President

**Findings Based on Discussion and Objective Observation:** The president highlighted a diverse student population, including a large percentage of Native American population. The president mentioned that that school has excellent economic diversity. The president also mentioned that the university is seeking to become a Native American-Serving Non-Tribal Institution.

**Questions:**

- Do you see yourself represented by the faculty population?
- Do you have a sense of belonging within in the program?
- Has the program prepared you to practice through an anti-racist and anti-oppressive lens?

**Stakeholder:** Students

**Findings Based on Discussion and Objective Observation:** When interviewing the students, one mentioned that as a Native American, it was comforting to see people who looked like them on faculty and in positions of leadership. Another student commented that the faculty make them feel supported in a way that allows them to be themselves. Many students echoed the comment of feeling supported. Students also reiterated that everything that they are taught is through anti-racist and anti-oppressive lens.

**Question:** How do you integrate anti-racism, diversity, equity, and inclusion (A DEI) approaches across the curriculum?

**Stakeholder:** Faculty

**Findings Based on Discussion and Objective Observation:** In the faculty meeting, it was mentioned that the program has taken a position to ensure that a majority of required readings are by indigenous authors. Most faculty are also working in the community, so they reported their curriculum is shaped by and taught through a practice lens, which brings in a diverse perspective, representative of the community and its needs.

### 3.0 Explicit Curriculum

**Question:** How is the explicit curriculum informed by the program context and stakeholders?

**Stakeholders:** Program Director, Faculty, Field Instructors

**Findings Based on Discussion and Objective Observation:** All stakeholders were asked the same question in different meetings, and all responded similarly. All stakeholders agreed that the program has strong ties to the community and often solicits field instructors and faculty input through annual meetings. They also reported that the program solicits feedback from alumni through alumni events and surveys. Lastly, the program has a community advisory board, which helps inform the explicit curriculum.

### 4.0 Implicit Curriculum

**Question:** Do you have ample opportunities to participate and provide input into the development and delivery of the implicit curriculum?

**Stakeholder:** Students

**Findings Based on Discussion and Objective Observation:** Students reported that they do have some opportunity to provide feedback to the program director on the implicit curriculum, however, it is informal. Students reported they are looking for a more formal venue to share ideas with the program and suggested a town hall.

### 5.0 Assessment

**Question:** How does the institution support the program's assessment requirements?

**Stakeholder:** President

**Findings Based on Discussion and Objective Observation:** The president reported they were aware of the programmatic assessment requirements and acknowledged that social work has a role within the overarching university assessment and mission.

**Question:** How are you engaged in the assessment process?

**Stakeholder:** Students

**Findings Based on Discussion and Objective Observation:** Students noted that they are aware of the assessment process and that every syllabus explains where competencies are taught and where they are assessed within each course. Students also noted that they have a representative on the coursework committee.

**Question:** What are the strengths of the program’s assessment strategies?

**Stakeholder:** Faculty

**Findings Based on Discussion and Objective Observation:** The faculty emphasized that students have the opportunity to provide feedback through a survey of the explicit curriculum. The results are then summarized and presented to the faculty. After reviewing the data, faculty reflect on information and act when necessary and/or needed.

## Site Visitor Findings | Specific Standards

### Letter of Instruction (LOI)

*Accreditation Standard 3.3.1: The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.*

The program identified linkages between competencies, the skills dimension, and observable behaviors. However, the program did not clearly illustrate how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings by providing examples.

The site visitor is asked to discuss with the program examples of how its field education program provides generalist opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings.

### Site Visitor Findings

The following information was provided by the program as examples of how its field education program provides generalist opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities in field settings. The program stated that there is a loop back to seminars and supervision, which helps to ensure that the areas are addressed.

#### Individuals

Students complete a process recording for an individual’s case management session.

#### Families

Students learn about an individual’s relationship to their family and their role and discuss the factors that may impact a family dynamic.

#### Groups

Students may run a life skills group for individuals experiencing homelessness.

#### Organizations

Students examine and identify agency practices or policies that lack justice.

#### Communities

Students participate in a Lobby Day where they discuss with their elected officials, the issues impacting the population they are working with.

### **Letter of Instruction (LOI)**

*Accreditation Standard M3.3.6: The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.*

The program reported that they ensure that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work. However, the program did not clearly describe its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

The site visitor is asked to discuss with the program its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

### **Site Visitor Findings**

The program stated that students are all placed with a field instructor who holds a master's degree in social work from a CSWE-accredited program and has at least 2 years post-master's social work practice experience. The program reported that in a situation when a person does not meet the criteria and the agency does not have a person who meets the criteria, the program asks their advisory board, alumni, or a faculty member who meets the criteria to provide field supervision.

### **Letter of Instruction (LOI)**

*Accreditation Standard 4.1.6: The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.*

The program described its academic and professional advising policies and procedures. However, it was unclear if professional advising is provided by social work program faculty, staff, or both.

The site visitor is asked to clarify with the program whether professional advising is provided by social work program faculty, staff, or both.

### **Site Visitor Findings**

The program reported that professional advising occurs at the program level. Students are assigned a social work professor (faculty member) to serve as an advisor. This person ensures that the student is on track to complete their coursework and to support their professional development and transition into their career.

### **Letter of Instruction (LOI)**

*Accreditation Standard M4.2.1: The master's social work program identifies no fewer than four full-time faculty with a fulltime appointment in social work, whose principal assignment is to the*

*master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

The program submitted a *Form AS 4.2.1 - Faculty Summary Form* and uniform *Faculty Data Forms*. However, there was one discrepancy between the *Faculty Summary Form* and the *Faculty Data Forms*. A *Faculty Data Form* was provided for a faculty member, yet they were not listed on the *Faculty Summary Form*.

The site visitor is asked to review with the program an updated program *Form AS 4.2.1 - Faculty Summary Form* inclusive of all full- and part-time social work faculty members and corresponding *Faculty Data Forms*.

### **Site Visitor Findings**

The program provided the site visitor with the Faculty Summary Form which was reviewed. The site visitor verifies that all full- and part-time social work faculty members were included, the extra faculty data form was an error. The program will provide the correct Faculty Summary Form and corresponding Faculty Data Forms in the program's response.

### **Letter of Instruction (LOI)**

*Accreditation Standard 5.0.1(c): The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.*

The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies. The program described why some competency benchmarks were not met. However, the program did not discuss specific data-informed changes it has made in the program based on the competency-based assessment outcomes with clear links to the data.

The site visitor is asked to discuss with the program, specific data-informed changes it has made in the program based on the competency-based assessment outcomes with clear links to the data.

### **Site Visitor Findings**

The assessment coordinator and program director discussed that because the program did not meet the set benchmark for competency, the MSW faculty worked together to review the signature assignment associated with the assessment result. The program reported that for competency 4, the lectures, readings, and assignments in SWK505 were adapted in an effort to improve outcomes next year related to research-informed practice and practice-informed research.

### **Letter of Instruction (LOI)**

*Accreditation Standard 5.0.1(d): The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.*

The program used *Form AS 4(M)* to report its most recent assessment outcomes for each program option to constituents and the public. However, the website link provided directed reviewers to a PDF file. Therefore, it could not be verified that the program reports its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every two years).

The site visitor is asked to review with the program an active website hyperlink to the webpage where *Form AS 4(M)* is located to verify that the program reports its most recent assessment outcomes for each program option to constituents and the public on its website.

### Site Visitor Findings

The program furnished the hyperlink to publicly posted competency-based student learning outcomes data. The site visitor verified the hyperlinks and that the associated data was available. The program will provide the updated hyperlink in the program’s response to the visit report.

## Site Visit Schedule

**Barbara Roberts University (Master’s Social Work Program)**  
**March 9, 2023**  
**Visitor: Ken Carson, LMSW**

### CSWE Site Visit | Schedule (\*All times = ET)

<i>March 8, 2023</i>	
<i>Time:</i>	<i>Activity:</i>
	Travel Details
<b>4:00pm</b>	<ul style="list-style-type: none"> <li>• Flight DL4015</li> </ul>
<b>4:30pm</b>	<ul style="list-style-type: none"> <li>• Rideshare to Hotel</li> </ul>
<b>5:00pm</b>	<ul style="list-style-type: none"> <li>• Hotel Arrival: Hotel Name</li> <li>• Meal at the hotel</li> </ul>
<b>6:00pm</b>	Program Welcome to Site Visitor
<i>March 9, 2023</i>	
<i>Time:</i>	<i>Activity:</i>
<b>8:00am</b>	Meal at the hotel
<b>8:45-9:00 am</b>	Program director meets site visitor at the hotel lobby and escorts the site visitor to campus and reviews the visit schedule
<b>9:00-9:30am</b>	Initial brief meeting with the program director <i>Location: Kit Hall, Room 505</i>
<b>9:30-10 am</b>	Program director escorts site visitor to meeting with institution’s president/chancellor (or designee) Meeting with the President

	<p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>• President Allan</li> </ul> <p><i>Location: President's Office</i></p> <p><i>Content:</i></p> <ul style="list-style-type: none"> <li>• Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process</li> <li>• Site visitor answers any questions the institution's president/chancellor (or designee) may have about the visit</li> <li>• Site visitor asks general questions regarding the role and place of the program within the institution's system</li> </ul>
<b>10:00-10:15am</b>	<p>Break</p> <p>Program director escorts site visitor to Dept. of Social Work</p> <p><i>Location: Kit Hall, Room 505</i></p>
<b>10:15-11:15am</b>	<p>Meeting with Field Education</p> <p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>• Field Director</li> <li>• Field Instructors</li> <li>• Field Liaisons</li> </ul> <p><i>Location: Kit Hall, Room 505</i></p> <p><i>Content:</i></p> <ul style="list-style-type: none"> <li>• Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process</li> <li>• Site visitor answers any questions stakeholders may have about the visit</li> <li>• Site visitor asks general questions to understand the field educators' experience within the program</li> <li>• Site visitor asks applicable specific questions from the <i>Letter of Instruction (LOI)</i>: <ul style="list-style-type: none"> <li>○ <i>AS 3.3.1</i></li> <li>○ <i>AS M3.3.6</i></li> </ul> </li> </ul>
<b>11:15-11:25am</b>	<p>Break</p> <p>Program Director escorts the site visitor to the meeting with students.</p>
<b>11:25-am - 12:15pm</b>	<p>Meeting with Students:</p> <p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>• 25 Students</li> </ul> <p><i>Location: Kit Hall, Room 505</i></p> <p><i>Content:</i></p> <ul style="list-style-type: none"> <li>• Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process</li> <li>• Site visitor answers any questions stakeholders may have about the visit</li> <li>• Site visitor asks general questions to understand the students' experience within the program</li> </ul>



	Program Director escorts the site visitor to Lunch
<b>12:20-1:30pm</b>	Lunch
<b>1:30-2:20pm</b>	<p>Meeting with Program Administrators:</p> <p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>• Program Director</li> <li>• Primary Contact</li> <li>• Field Director</li> <li>• Assessment Coordinator</li> </ul> <p><i>Location: Kit Hall, Room 505</i></p> <p><i>Content:</i></p> <ul style="list-style-type: none"> <li>• Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process</li> <li>• Site visitor answers any questions the program administrators may have about the visit</li> <li>• Site visitor asks general questions to understand program administrators' experience within the program</li> <li>• Site visitor asks applicable specific questions from the <i>Letter of Instruction (LOI)</i>: <ul style="list-style-type: none"> <li>○ <i>AS 4.1.6</i></li> <li>○ <i>AS M4.2.1</i></li> <li>○ <i>AS 5.0.1(c)</i></li> <li>○ <i>AS 5.0.1(d)</i></li> </ul> </li> </ul>
<b>2:20-2:45pm</b>	Break
<b>2:45 -3:45pm</b>	<p>Meeting with Program Faculty:</p> <p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>• MSW Program Faculty</li> </ul> <p><i>Location: Kit Hall, Room 505</i></p> <p><i>Content:</i></p> <ul style="list-style-type: none"> <li>• Site visitor introduces role, function, scope, and procedures for the visit, and explains the accreditation process</li> <li>• Site visitor answers any questions stakeholders may have about the visit</li> <li>• Site visitor asks general questions to understand the faculty's experience within the program</li> </ul>
<b>3:45-4:15pm</b>	Break
<b>4:15-5:15pm</b>	<p>Exit meeting</p> <p><i>Participants:</i></p> <ul style="list-style-type: none"> <li>• Program Director</li> <li>• Primary Contact</li> </ul> <p><i>Location: Kit Hall, Room 505</i></p>

*Content:*

- Site visitor verbally summarizes areas discussed that will be included in the site visit report regarding:
  - General questions:
    - Stakeholder experiences
    - Factual observations
  - Specific questions raised by the CSWE-BOA
- Site visitor answers any questions stakeholders may have about the visit and allows the program to correct any inaccuracies.
- Site visitor explains the next steps in the accreditation process

*March 10, 2023*

***Time: Activity:***

- |      |  |
|------|--|
| 10am | Travel Details <ul style="list-style-type: none"><li>• Hotel Checkout 10am</li><li>• Rideshare to Airport</li><li>• Flight DL4015:1:30pm</li><li>• Meal at airport</li></ul> |
|------|--|