

General Questions Bank for Site Visitors

Council on Social Work Accreditation

Department of Social Work Accreditation

All site visitors for reaffirmation are required to engage in broad conversations with program stakeholders regarding three accreditation standards: 1.0 Mission and Goals, 3.0 Diversity, and 4.0 Assessment.

Program stakeholders include the institution president/chancellor (or designee), program administrators, faculty, students, staff, field personnel, alumni, advisory boards, and other groups the program convenes during the visit. Refer to the site visit training materials, housed on the CSWE Learning Academy, to assist in preparing for a positive and accurate visit experience.

Engaging the program in general discussion allows program's the opportunity to highlight its strengths, paints the program's unique context, and discuss any areas for enhancement related to these three areas.

Note: *This is an optional tool developed by the DOSWA to assist site visitors in their information gathering efforts. These questions are not required. Feel free to use any or none of these questions. Site visitors are encouraged to craft their own general questions according to the unique context of the program after reviewing the program's self-study and COA-issued Letter of Instruction (LOI).*

Accreditation Standard 1.0: Mission and Goals

General Question Examples

For Institution Administrators:

1. How does social work fit into the institutional mission?
2. What is the social work program's significance to the overall institutional mission?
3. How does the program contribute to the overall institution mission?
4. What is the institution's vision for the program?
5. What is the program's impact on campus/at the institution?
6. How does the program's mission and goals relate to the level of practice it prepares students' for?

For Advisory Board/Field Instructors:

7. How does the program's mission reflect some aspects of its context - both institutional and geographical?
8. Provide examples of how the mission is implemented in the curriculum and program operations.
9. Are you aware of the mission? If so, can you articulate it?

For Faculty:

10. What informed the program to select the curricular and operational emphasis reflected in the mission?
11. How does the program mission comport with the institution's mission?

12. How does the mission reflect some aspects of its context - both institutional and geographical?
13. Are you familiar with the purpose and values of the social work perspective? Do you feel your program's mission and goals reflect consistency with the purpose and values?
14. Provide examples of how the mission is implemented in the curriculum and program operations.
15. Are you aware of the mission? If so, can you articulate it?
16. How have faculty been involved in the creation and maintenance of the mission?
17. How have faculty been involved in the creation and maintenance of the goals?
18. Are you familiar with the program goals? What steps has the program done to achieve these goals? Do you feel the program has been successful in achieving its goals or taking steps toward achievement?

For Students:

19. Are you aware of the mission? If so, can you articulate it?
20. Do they see the mission reflected in the curriculum and operation of the program?
21. What are the central perspectives espoused by the program?
22. Are you familiar with the purpose and values of the social work perspective? Do you feel your program's mission and goals reflect consistency with the purpose and values?
23. In what ways have you learned about the mission statement?
24. Are you familiar with the program goals? What steps has the program done to achieve these goals? Do you feel the program has been successful in achieving its goals or taking steps toward achievement?

For Any/All:

25. Are you stakeholders aware of the program's mission and goals?
26. Are stakeholders able to recall/articulate the program's mission and goals?
27. Where/when are your stakeholders reminded of the program's mission and goals?
28. How does your mission connect to the larger institutional mission?
29. What is the context of your program? How are the program's mission and context linked?
30. What aspects does the program context make necessary in terms of the curriculum design?
31. What was the process for adopting these contextual foci?
32. How does your mission show up in your curriculum?
33. Give an example of how you are operationalizing the program's mission.
34. Give an example of how you are operationalizing the program's goals.
35. How does the program's unique context impact the program's mission and goals?
36. How do social work values influence the program's mission and goals?
37. How does the social work profession's purpose influence the program's mission and goals?

38. How often does the program engage in review and renewal of the program's mission and goals?
39. What are the strengths of the program's mission?
40. Does the program wish to make any enhancements or changes to the program's mission? If yes, what are the changes and why?

Accreditation Standard 3.0: Diversity

General Question Examples

For Administrators:

1. Do you want the social work program to grow? What resources will help make expanded reach a reality?
2. What steps has your institution taken to ensure policies and procedures that support and affirm individuals of diverse identities?
3. What resources are available on your campus to support individuals of diverse identities? Are these available to social work students? How are they made aware of these resources?
4. How does your institution view diversity? How diverse is your population of faculty, staff, and students, and along what dimensions of diversity?
5. How do you support a diverse faculty, staff, and student population?
6. 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?
7. What services and/or support do you provide to ensure all students and faculty feel supported?
8. Does your student population feel represented by the faculty population?

For Advisory Board/Field Instructors:

9. What are the strengths and challenges of social work students?

For Faculty:

10. Provide specific examples of how the program creates an inclusive environment respectful of diversity, difference, and equity.
11. Provide specific examples of planned future improvements with respect to diversity, equity, and inclusion.
12. Provide examples of how a student might experience affirmation for diversity in this environment.
13. What does the program or you as faculty members do to create a more diverse and inclusive environment?
14. What types of diversity do you see within your programs? Are there any types of diversity you feel aren't represented or aren't supported? Is there anything you would recommend your program do to further support those populations?

For Students:

15. How do you experience affirmation of diversity and difference in this setting?
16. How do you learn of diversity resources and supports?
17. From your perspective, what does the program or the faculty do to support diversity?
18. How are diverse identities supported and valued?
19. How well prepared are you to practice in a diverse context?
20. How does the environment contribute to a sense of diversity and inclusion?
21. Is there anything you would like changed in your program?
22. Describe the grievance and appeal process.
23. What types of diversity do you see within your programs? Are there any types of diversity you feel aren't represented or aren't supported? Is there anything you would recommend your program do to further support those populations?
24. What types of diversity do you feel you, or other students, bring to the program?

For Any/All:

25. How is diversity reflected in the social work program's learning environment?
26. What challenges and strengths do you observe from students with respect to diversity?
27. Give an example of one social work initiative, event, or activity that exemplifies the program's commitment to diversity, equity, and/or inclusion.
28. Give an example of one social work initiative, event, or activity that highlights intersectionality.
29. Give an example of one social work initiative, event, or activity that highlights cultural humility.
30. What process exists for ongoing discussion about diversity, equity, and inclusion?
31. How is the institution or program provide resources to supportive diversity-centered efforts?
32. How does the program prepare students to address diversity in practice?
33. How does the selection of field education settings and their clientele reflect the diversity unique to the program's location/context?
34. Does the program have any signature or annual events that are diversity-centered? If yes, describe the events.
35. What efforts does the program have on the horizon to strengthen its implicit curriculum focus on diversity?
36. What efforts, beyond the course and field content, are being made to craft a supportive learning environment?
37. How do program operations model an affirming learning environment?
38. What are the strengths of the program's diversity efforts?
39. Does the program wish to make any enhancements or changes to the program's diversity efforts? If yes, what are the changes and why?
40. How are changes made to further enhance diversity efforts?

Accreditation Standard 4.0: Assessment

General Question Examples

For Administrators:

1. Are you aware of the department assessment needs?

2. Does the program's assessment plan fit within the assessment needs of the institution?
3. What support does your institution provide to its program to ensure it is able to meet its assessment benchmarks?

For Faculty:

4. How does your program assess demonstration of competence? What outcome measures are being used?
5. What dimensions of competence are you assessing?
6. How were benchmarks determined? What is the rationale for the benchmarks set by your program?
7. If you have more than one program option, have you seen any differences in your assessment outcomes between different program options?
8. What outcome measures are working well for your program? Are there any changes you would recommend to your assessment plan or collection of findings?
9. How does your program review assessment outcomes to determine whether and what changes to make? Do you feel this process is working well?
10. How does your program assess its implicit curriculum? What outcome measures are being used?

For Advisory Board/Field Instructors:

11. How are you informed about assessment outcomes?

For Students

12. What do you know about your program assessing student competencies?
13. How does your program assess demonstration of competence? Do you feel the measures used accurately capture competence of the student population?
14. Are there any changes you would recommend making to your assessment plan?
15. How does your program assess its implicit curriculum? What outcome measures are being used?
16. What changes have you seen to your program based on the review of assessment outcomes?

For Any/All:

17. Describe the program's culture of assessment.
18. Briefly describe the assessment process.
19. How does the program assess student competence?
20. How are you engaged in the assessment process?
21. Which dimensions of the holistic competencies does the program assess? Why?
22. How does the program prepare faculty and field personnel to assess student competency consistently?
23. How does the program assess the implicit curriculum (learning environment beyond the classroom/field)?
24. How is data used to inform the curriculum design and program operations?
25. Describe a few data-based changes the program has made recently.
26. How often does the program engage in review and renewal of the program's benchmarks?

27. What is the program's approach when individual or groups of students are not meeting the benchmark?
28. What are the strengths of the program's assessment strategies?
29. Does the program wish to make any enhancements or changes to the program's assessment plan? If yes, what are the changes and why?