



COUNCIL ON SOCIAL WORK EDUCATION

2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation





Welcome, Intros, & Agenda



Mission Mat



COUNCIL ON SOCIAL WORK EDUCATION

Land Acknowledgement:

The Council on Social Work Education (CSWE) acknowledges that its office is located on ancestral lands of Indigenous Peoples throughout the continental United States, Alaska, Hawai'i, and territories. Indigenous Peoples had and continue to have extended networks of relatives that include human and nonhuman life as well as the seen and the unseen across diverse geopolitical and ecological spaces. Sacred ties to the land and water distinguish Indigenous Peoples from all other people or cultures. Despite the genocide, relocation, and removal of millions of Indigenous Peoples from those areas, ties to these networks and lands have persevered through centuries of oppression, colonization, appropriation, and other efforts to erase these cultures. CSWE's office is in Alexandria, Virginia, and we [honor the 11 state-recognized ancestral tribes](#). Our organization is committed to achieving social justice and equity for Indigenous Peoples in ways that respect their ancient cultures and sovereign rights and that address a legacy of colonization and oppression. Social work education strives to prepare tomorrow's practitioners to effect social change for all people. With humility, we recognize and respect all Indigenous Peoples and their ties to the land.

Vision:

To ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society.

Mission:

To advance excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions.

Strategic Goals:

1. [Provide leadership for the future of social work education.](#)
2. [Promote quality teaching, learning, and scholarship to prepare graduates for the future of social work practice.](#)
3. [Support the career development of students, faculty members and administrators.](#)
4. [Foster a diverse, interconnected, and inclusive community of social work educators.](#)
5. [Ensure CSWE provides exceptional value to its members and member institutions.](#)

President's Commitment:

- ☐ Visibility (expansion of reach)
- ☐ Branding (bold new areas and innovations)
- ☐ Representation (geography, communities)
- ☐ Financial Sustainability (manage and grow)

Introductions



- Name
- Program
- Role
- Favorite item you like to slather in BBQ sauce or bring to a BBQ?



Presenters



Kat Gibson Ledl, BSW, LMSW-Macro
Director of Accreditation Services
CSWE



Marilyn Gentner, LMSW
Director of Accreditation Operations
CSWE



Housekeeping

- Slide deck available for download in the conference microsite and app
- We encourage self-care during this session!
 - Stand
 - Take a break
 - Step away
 - Stretch
 - Hydrate
 - Snack

SELF CARE
MATTERS



Agenda

Time	Topic/Presenter(s)	Room
8:30– 9:00am	Arrival & Check-In	
9:00– 9:15am	Welcome and Introductions	
9:15– 10:30am	2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation <ul style="list-style-type: none"> • Marilyn Gentner, LMSW CSWE Director of Accreditation Operations • Kat Gibson-Ledl, BSW, MSW-Macro CSWE Director of Accreditation Services 	KC Convention Center, Room 2215A
10:30– 10:45am	Break	
10:45 – 12:00pm	2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation (continued)	
12:00– 1:00pm	Lunch	
1:10– 2:20pm	Guided Assessment Activity: Syllabus Review <ul style="list-style-type: none"> • Marilyn Gentner, LMSW CSWE Director of Accreditation Operations • Kat Gibson-Ledl, BSW, MSW-Macro CSWE Director of Accreditation Services 	KC Convention Center, Room 2215A

Agenda

2:20– 2:30pm	Break	
2:30– 3:30pm	Conducting assessment for both CSWE and regional accreditation. <ul style="list-style-type: none">• Jaylene K. Schaefer, PhD – Department Chair & Associate Professor Social Work, Social Work, Xavier University• Shelagh J. Larkin, PhD, MSW, LISW – Assistant Professor, Social Work, Xavier University• Dennis D. Long, MSW, Ph.D. – Professor, Xavier University	KC Convention Center, Room 2215A
3:40– 4:40pm	Making a Case for Simulation: A Worthy Investment in Social Work Education Assessment (1 CE) <ul style="list-style-type: none">• Brittany Lynch, DSW, LCSW, RYT Assistant Professor, MSW Program Director Department of Social Work and Marriage and Family Therapy Iona University	KC Convention Center, Room 2215A
4:40– 5:00pm	Evaluation and Closing	

CSWE Context: Two Pillars



COUNCIL ON SOCIAL WORK EDUCATION

Accreditor

- Board of Accreditation
 - Confers accreditation decisions
- Reaffirmation Site Visitors
- Fellowship Review Committee
- Staff (Department of Social Work Accreditation)
- Focus on **compliance** with EPAS

Education Association

- Board of Directors
 - Governs CSWE
- Commissions and Councils
- National Nominating Committee
- CSWE membership
- Fellowships
- Centers & Initiatives
- Focus on **best practices** and resources for EPAS and SW education

Training Objectives

1

Understand compliance requirements for each of the **3 types** of assessments in the 2022 EPAS: **1) competency-based student learning outcomes**, **2) ADEI implicit curriculum effort(s)**, and **3) program outcomes**.

2

Plan a competency-based student learning outcomes **assessment plan** that fits the **context** of your program.

3

Identify an **Anti-Racism, Diversity, Equity, and Inclusion (ADEI) implicit curriculum effort** to assess.

4

Organize a **program outcomes** assessment – a new requirement to the 2022 EPAS.

5

Explore the **relationship between curriculum and assessment** via a continuous quality improvement lens, empowering programs to routinely reflect on strengths and areas of growth.



Intention Setting

- Take a moment to reflect on:

What is the ultimate goal I came to
accomplish today?

The takeaway I need to feel
successful?

Write it down or hold it in your mind as you learn today.





Accreditation Overview



Purpose of Accreditation

Accreditation is an **elective peer-review** system for **recognizing** educational institutions and professional programs affiliated with those institutions as having a level of **performance, integrity, and quality** that entitles them to the **confidence** of the educational community and the **public** they serve.

The purposes of accreditation are:

Quality assurance

Academic improvement

Professional preparation

Public accountability

Accreditation Scope

The CSWE Board of Accreditation (BOA) recognizes social work education programs in the United States (U.S.), district, and its territories.

BOA accredits:

- Baccalaureate and Master's Social Work Programs
- Practice Doctorate Programs (currently piloting)
- Post-master's Social Work Fellowship Programs



Minimum Compliance

- Considered the quality threshold.
- Meet minimum requirements using the EPAS, Interpretation Guide, and other BOA-sanctioned materials.
- Flexibility to craft excellent educational experiences that exceed the minimum requirements.
- CSWE-BOA sets the floor via the EPAS; programs set the ceiling!



The Key Players

Volunteer BOA members

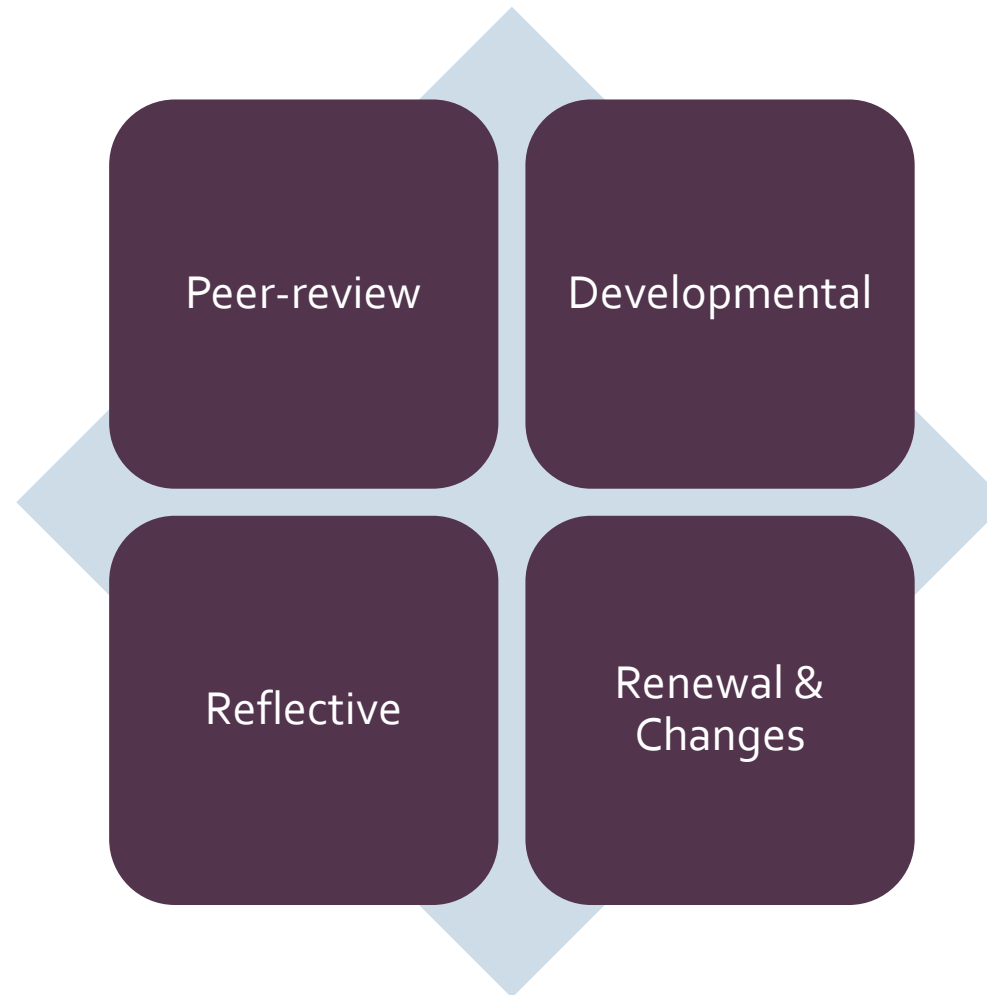
Volunteer visitors

Department of Social Work Accreditation (DOSWA) staff

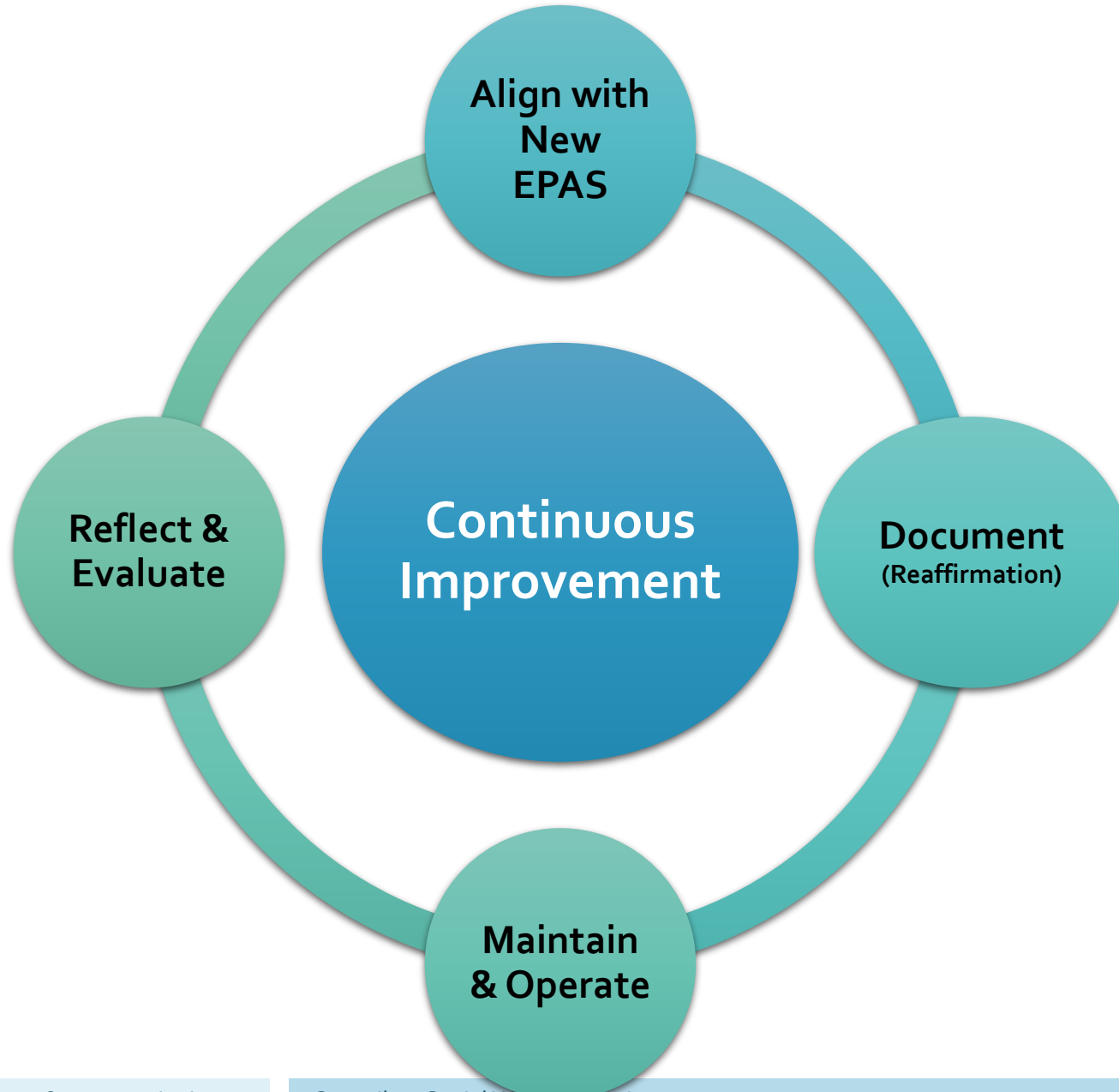
Baccalaureate and master's social work programs



Accreditation Process



Continuous Quality Improvement Lens



Accreditation can be an impetus for:

- Data-informed decision-making
- Innovation
- Quality improvement

Accreditation is not a one-time event.

Continuous Quality Improvement Lens

"Assessment is an integral component of competency-based education and continuous programmatic improvement."
– page 36, [2022 EPAS](#)



Accreditation as a Team Effort

- Team-based approaches
- Encourage all program stakeholders to participate:
 - Administrators
 - Full-time and part-time faculty
 - Staff
 - Students
 - Field instructors
 - Board members
 - Other relevant program stakeholders



Questions? Thoughts? Ideas? Concerns?

Let us know!



Marilyn Gentner, LMSW
Director of Accreditation Operations

mgentner@cswe.org

Kat Gibson-Ledl, LMSW-Macro, BSW
Director of Accreditation Services

kgibson@cswe.org



Accreditation Resources & Services



2022 EPAS Accreditation Toolkit

www.cswe.org/2022EPAS toolkit

- Copy of EPAS
- Official Companion: Interpretation Guide
- Required Templates & Forms
- Sample Completed Forms
- Fee Info
- FAQs
- **& More!**



2022 EPAS Accreditation Toolkit

www.cswe.org/2022EPASIG



COUNCIL ON SOCIAL WORK EDUCATION

**Board of Accreditation
Department of Social Work Accreditation**

2022 EPAS | INTERPRETATION GUIDE

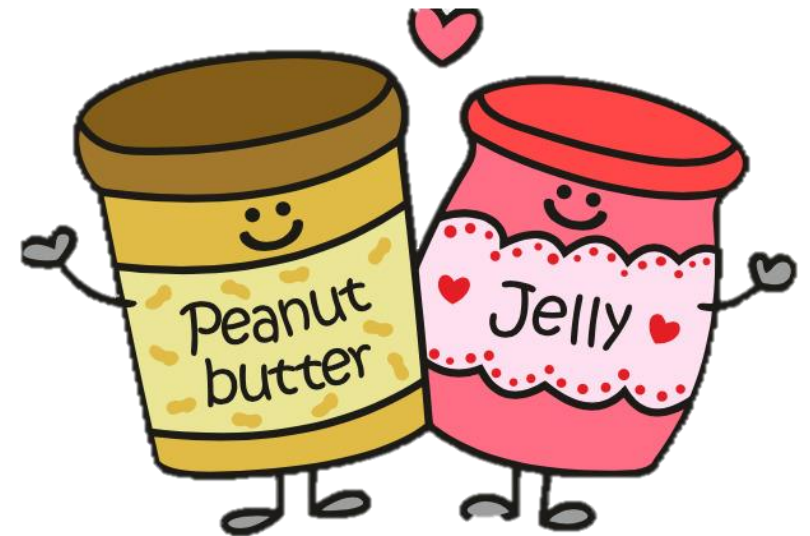
for Baccalaureate and Master's Social Work Programs

version 1.2024

This official companion document to the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) provides programs with information for navigating the accreditation process and understanding the [Board of Accreditation's \(BOA\)](#) intent and interpretation of the EPAS. 4/.1/

As baccalaureate and master's social work education programs continue [2022 EPAS](#) implementation, the BOA and the Department of Social Work Accreditation (DOSWA) publish resources, conduct [training](#), and offer year-round [consultative services](#) to support accreditation efforts.

EPAS + IG = Best Friends



2022 EPAS Interpretation Guide

COMPLIANCE STATEMENTS	BOARD OF ACCREDITATION (BOA) INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
<ul style="list-style-type: none">• Compliance statements are criteria used by the BOA to evaluate the program's written narrative for compliance with the accreditation standard.	<ul style="list-style-type: none">• Interpretations further clarify the BOA's required expectations for programs to meet each accreditation standard.• This column also provides guidance for developing clear and concise narratives to demonstrate compliance in accreditation documents.	<ul style="list-style-type: none">• Definitions of uncommon words within each standard are linked to the glossary in this column.• Tips are optional guidance to further strengthen the program's compliance with the accreditation standard and enhance written compliance narratives in accreditation documents.



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IG Example

Accreditation Standard 4.1.5: The program does not grant social work course credit for life experience or previous work experience.

COMPLIANCE STATEMENT	BOA INTERPRETATIONS & WRITING CHECKLIST	DEFINITIONS & TIPS
a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.	<ul style="list-style-type: none"> • Copy/paste the relevant written policy explicitly stating that the social work program does not grant social work course credit for: <ul style="list-style-type: none"> ○ Life experience ○ Previous work experience • Cite the location of the written policy, including: <ul style="list-style-type: none"> ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) 	<ul style="list-style-type: none"> • Definition: <ul style="list-style-type: none"> ○ Articulation ○ Course Credit • Examples of how this policy is articulated: <ul style="list-style-type: none"> ○ Prospective student materials ○ Admission packet ○ Syllabi ○ Learning management system ○ Orientation ○ Advising sessions ○ Webinars/online modules ○ Newsletters or other communications ○ Websites • If applicable, describe how this information is actively articulated to students and field personnel beyond written materials (e.g., orientation). • Use subheadings to clearly address each component of the standard. <p>Candidate Programs / AS 4.1.5 is reviewed for:</p> <ul style="list-style-type: none"> • Approval at Benchmark 1 • Compliance at Benchmark 3 
b. The program describes how this policy is articulated.	<ul style="list-style-type: none"> • Explain how stakeholders are actively informed. • Cite the location of the written articulation, including: <ul style="list-style-type: none"> ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites ○ Page numbers (if applicable) 	
c. The program addresses all program options.	<ul style="list-style-type: none"> • Explicitly address each program option. 	

Accreditation Policy Handbook

www.cswe.org/accreditationpolicies



COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)

Department of Social Work Accreditation (DOSWA)

ACCREDITATION POLICY HANDBOOK

for Baccalaureate and Master's Social Work Program Accreditation

version 1.2024

Accreditation policies are subject to change. Periodic updates to this handbook are effective immediately. When updates occur, program primary contacts are notified, and the handbook is posted publicly. Visit the accreditation webpages at www.cswe.org to ensure use of the current version of this handbook.

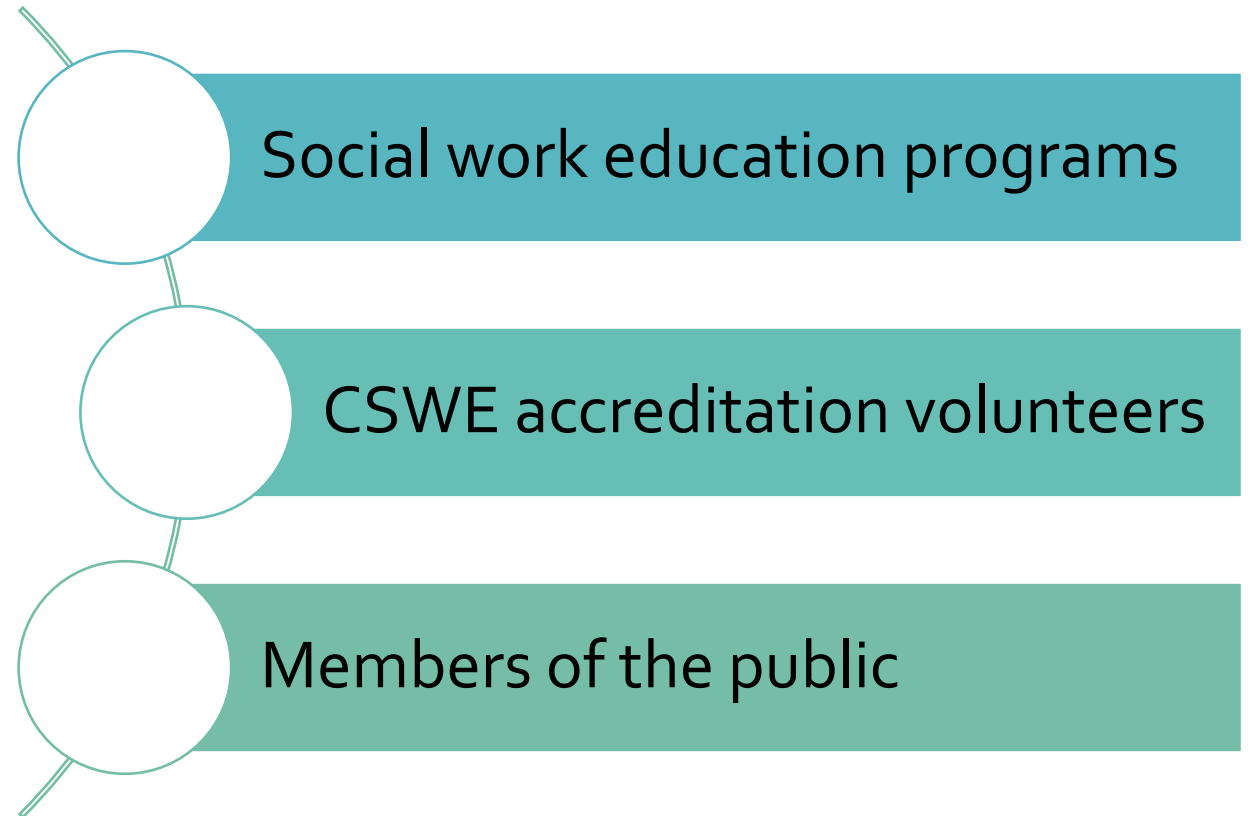
Table of Contents



Accreditation Services

www.cswe.org/accreditationservices

CSWE accreditation staff provide services, resources, education and training, and/or general information to the following stakeholder groups:



Accreditation Services

Consultations

Trainings

Year-round

**Professional
Conferences**

**Resources &
Communication**



Reaffirmation Training

www.cswe.org/accreditationtraining

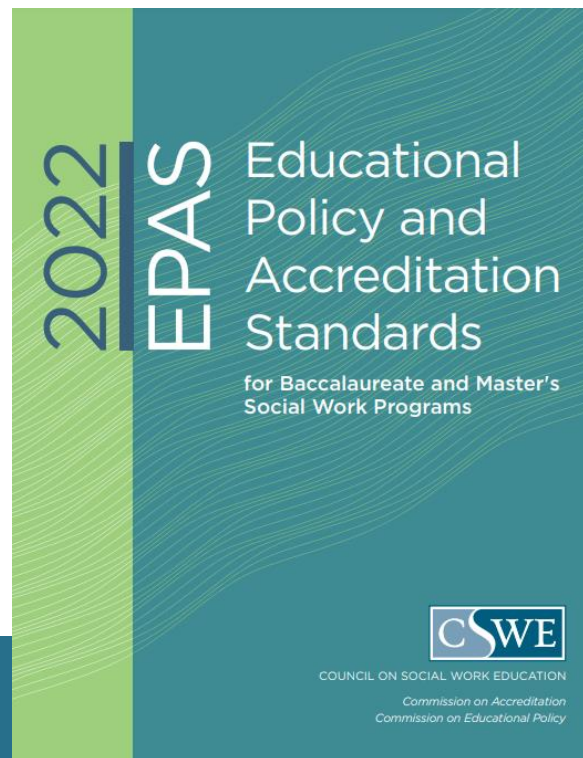
- Designed for CSWE-accredited baccalaureate and master's social work education programs
- This hybrid training model consists of two components:

Self-paced online
learning modules via
the CSWE Learning
Academy

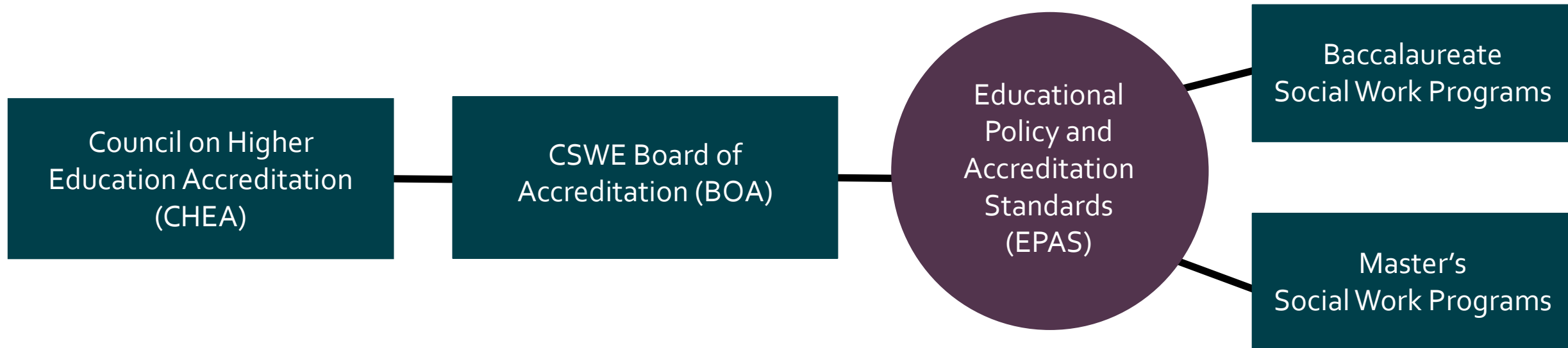
Live drop-in
question and
answer (Q&A)
sessions via Zoom



2022 EPAS Overview



Social Work Education Accreditation



Structure of the EPAS



2022 EPAS Educational Policies

Educational Policy
1.0: Program
Mission and Goals

Educational Policy
2.0: ADEI

Educational Policy
3.0: Explicit
Curriculum

Educational Policy
3.1: Generalist
Practice

Educational Policy
M3.2: Specialized
Practice

Educational Policy
3.3: Signature
Pedagogy: Field
Education

Educational Policy
4.0: Implicit
Curriculum

Educational Policy
4.1: Student
Development

Educational Policy
4.2: Faculty

Educational Policy
4.3: Administrative
and Governance
Structure

Educational Policy
4.4: Resources

Educational Policy
5.0: Assessment



Anatomy of an Accreditation Standard

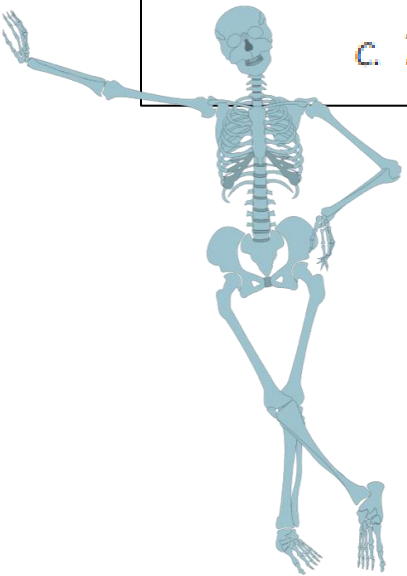
4.1.5

The program does not grant social work course credit for life experience or previous work experience.

- a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*
- b. The program describes how this policy is articulated.*
- c. The program addresses all program options.*

Standard

Compliance Statements

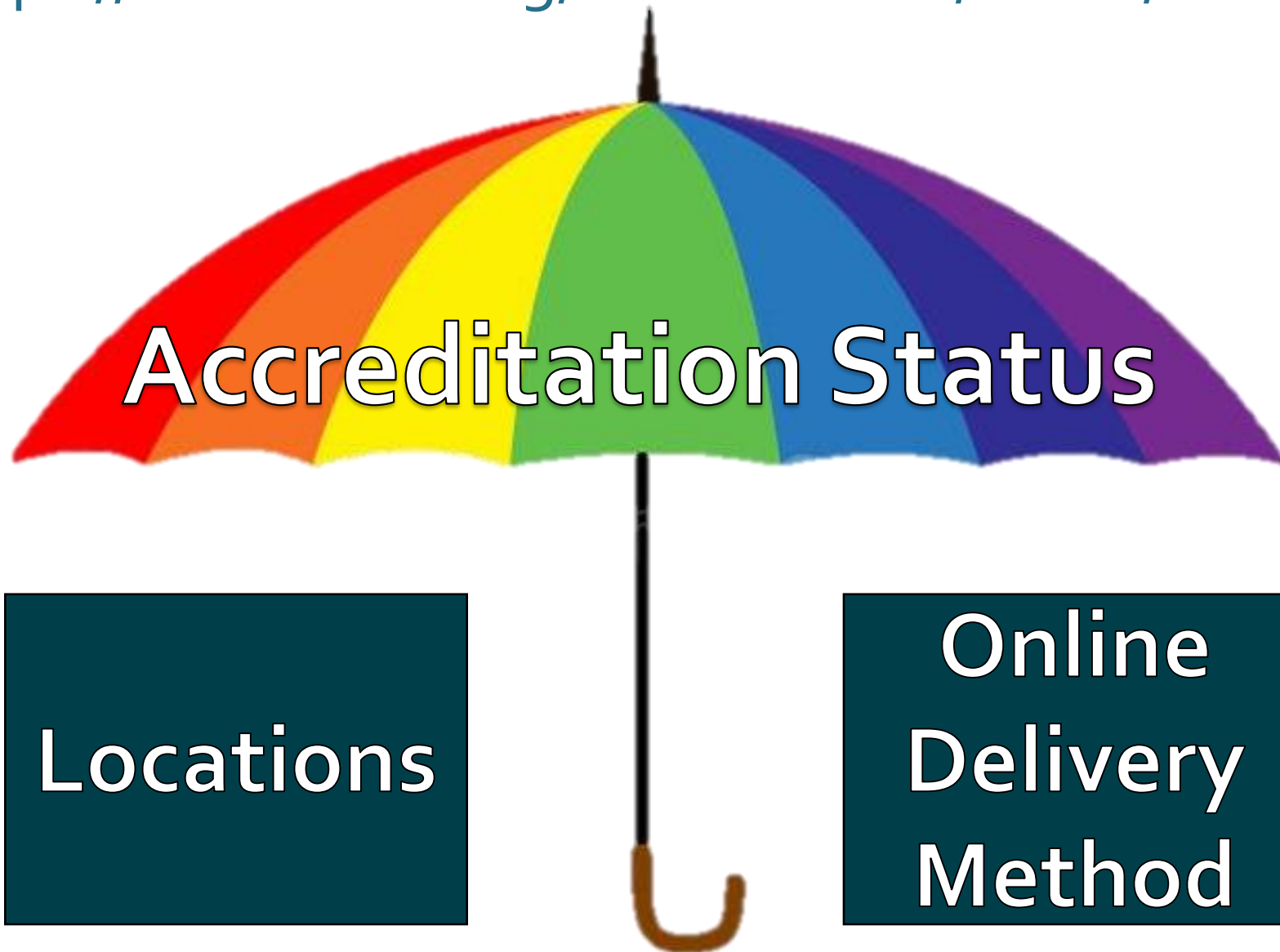


3 components to demonstrate full compliance for AS 4.1.5:

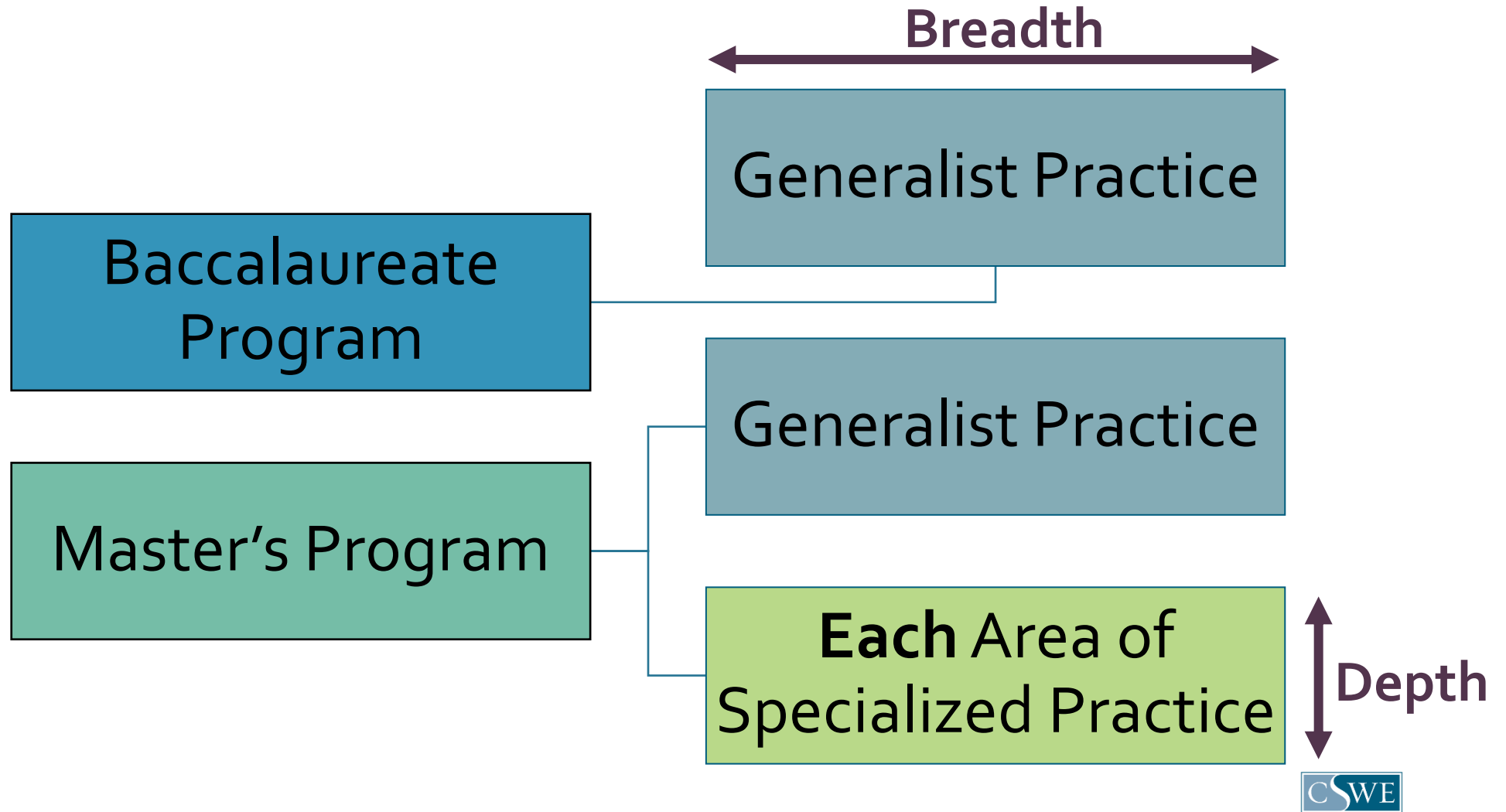
1. Written policy
2. How policy is articulated/shared
3. Similarities/differences for comply across all program options

Program Options

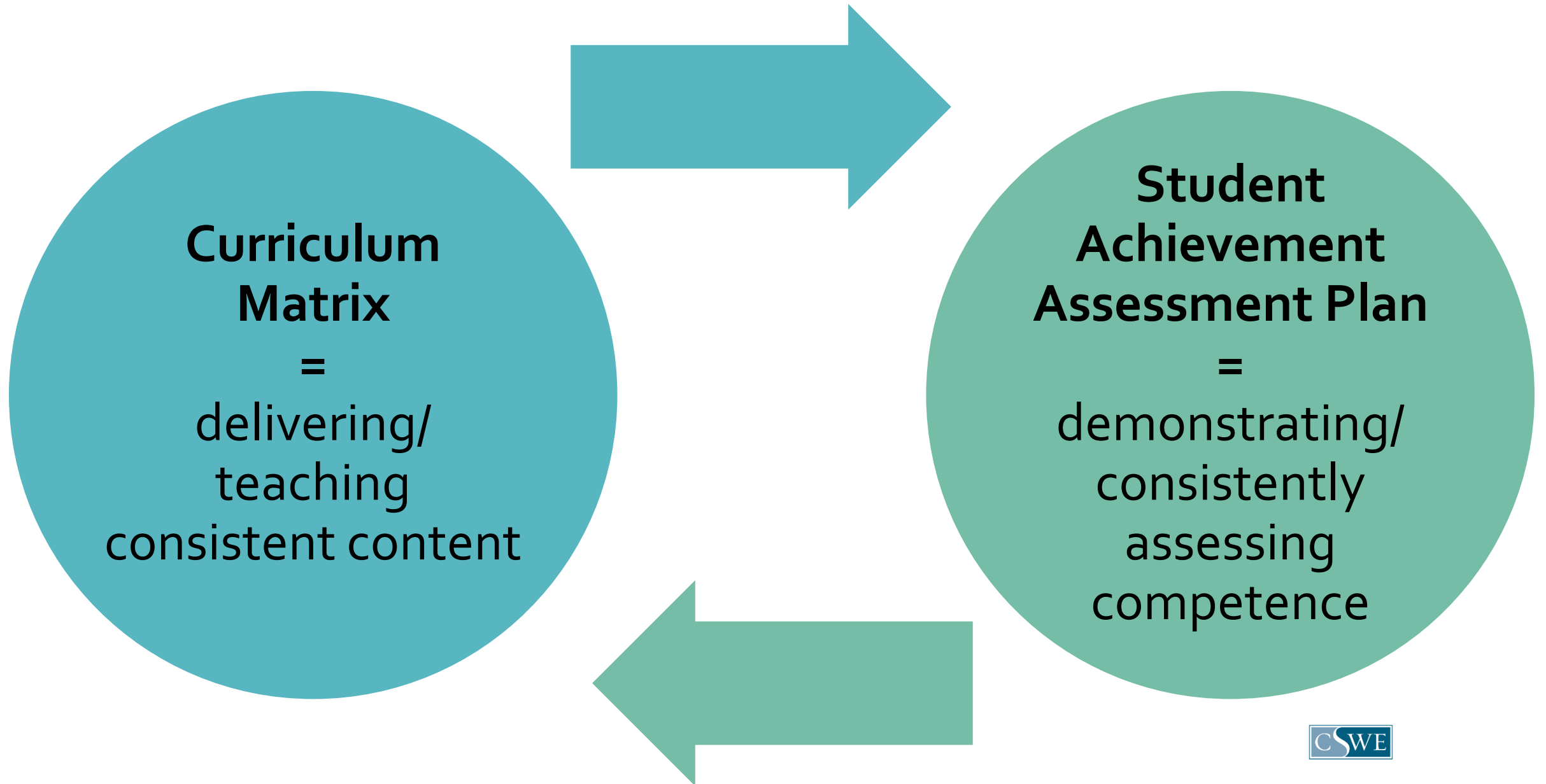
<https://www.cswe.org/accreditation/about/directory>



Generalist and Specialized Practice Curricula & Assessment Plan



Curriculum vs. Assessment Plan



Additional Competencies

- Programs may elect to add additional competencies and corresponding behaviors at either:
 - Generalist level
 - Specialized level
- If added, competencies must be taught in the curriculum and assessed

Examples of Added Competencies

Afrocentric Perspective	Global Social Work	Respect of Indigenous Culture/ Decolonized Practice	Urban Environments
Appalachian Culture	Ignatian Ideals	Rural Social Work	Faith/Spiritual Integration
Bio-psychosocial-cultural-spiritual Approach	Interdisciplinary Practice	Self-care	Leadership/ Administration
Community Engagement/ Service Learning	Judeo/Christian Perspective	Technology	Trauma-informed Practice

Questions? Thoughts? Ideas? Concerns?

Let us know!



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Director of Accreditation Services

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Assessment Plan: Student Achievement

Accreditation Standard 5.o.1(a)



Student Achievement of the Competencies

Accreditation Standard 5.0.1(a): *The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master's social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.*



Components of the Plan

The plan must include:

Descriptions of instruments

Explanation of implementation

Details of when each competency is assessed

Identification of assessor of each competency

Explanation of expected level of student achievement

Copies of each instrument

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Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		% inclusive of all instruments
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		



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Field Evaluation			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		



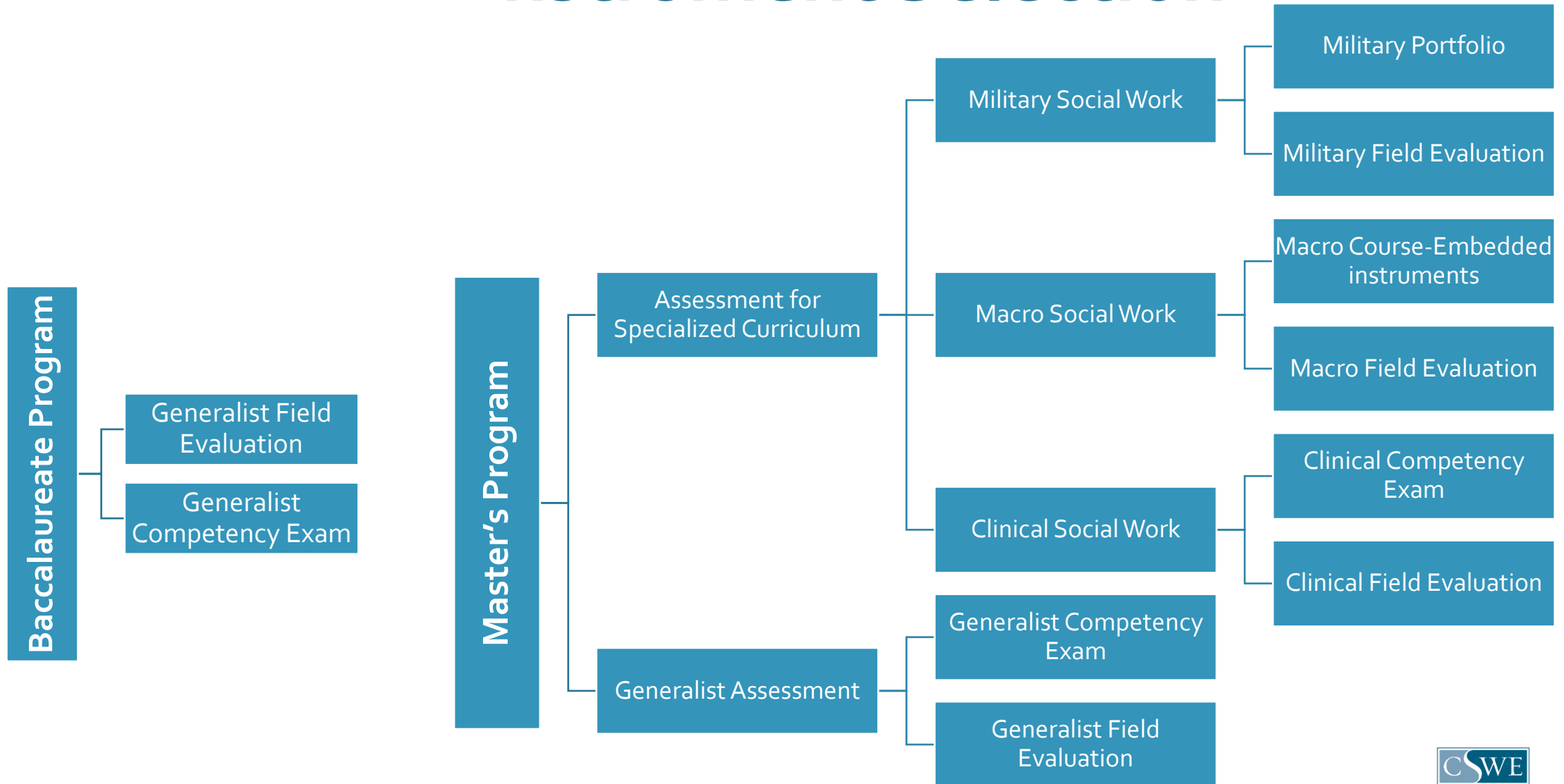
Considerations for Instruments

- Programs have autonomy to select two (2) instruments per competency:
 - One (1) instrument to assess student competency via real or simulated demonstration of student achievement in field education.
 - One (1) instrument to assess student competency demonstration elsewhere the program chooses.

Considerations for Instruments

- What exactly must the student demonstrate or show the assessor to indicate competence?
 - What must be observed by the assessor?
- What earns a high score, middle score, or low score?

Instrument Selection



Considerations for Instruments

- Title Options for Competencies 6-9:
 - For each competency:
 - Select 1, 2, 3, 4, or all 5 system levels
 - Ensure the title and list of identified system levels within the table match.

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			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		% inclusive of all instruments
Field Evaluation	Field Education Instrument	At the end of generalist practice field practicum	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input checked="" type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	4 out of 5	



Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level		
Field Evaluation	Field Education Instrument	At the end of generalist practice field practicum	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input checked="" type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4.	90 % inclusive of all instruments



Components of the Plan

The plan must include:

- i. Descriptions of instruments;
- ii. Explanation of implementation;
- iii. Details of when each competency is assessed;
- iv. Identification of assessor of each competency;
- v. *Explanation of expected level of student achievement; and***
- vi. *Copies of each instrument.***

Components of the Plan

The plan must include:

- i. Descriptions of instruments;
- ii. Explanation of implementation;
- iii. Details of when each competency is assessed;
- iv. Identification of assessor of each competency;
- v. *Explanation of expected level of student achievement; and***
- vi. *Copies of each instrument.*

Components of the Plan

The plan must include:

- i. Descriptions of instruments;
- ii. Explanation of implementation;
- iii. Details of when each competency is assessed;
- iv. Identification of assessor of each competency;
- v. *Explanation of expected level of student achievement; and*
- vi. *Copies of each instrument.***

Components of the Plan

The plan must include:

Descriptions of instruments

Explanation of implementation

Details of when each competency is assessed

Identification of assessor of each competency

Explanation of expected level of student achievement

Copies of each instrument

Example of an instrument:

Field Evaluation

Evaluated in the field setting

SWK 123: Generalist Field Practicum
At the end of generalist practice field practicum

Field Personnel

90% of students must score a minimum of 4 out of 5
for each competency

A copy of the learning agreement with the line item for
competency 1 highlighted & a copy of the grading rubric

Example Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
Field Evaluation/ Learning Agreement	Field Instrument	SWK 123: Generalist Field Practicum At the end of generalist practice field practicum	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program Faculty <input checked="" type="checkbox"/> Field Personnel	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4.	90% inclusive of all instruments

Example Form AS 5.0.1(a)

Instrument Name	How Each Instrument is Implemented	When Students are Assessed	Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?	Student Assessment Completed By:	Level of Assessment	Instrument: Expected Level of Achievement	Competency 1: Expected Level of Achievement
Social Work Ethics and Values Oral Presentation	Presentation	SWK 200: Social Work Ethics and Professional Values At the end of the 1st term of the generalist practice curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Program Faculty <input type="checkbox"/> Field Personnel	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4.	90% inclusive of all instruments



Program Options

- **Compliance Statement c.** The program addresses all program options.
- ***Program Option:*** A location or delivery method where, a majority, 51% or more, of the social work curriculum is delivered.

Forms & Templates

- Reaffirmation: [Required Self-Study Template](#)
- Candidacy: [Required Benchmark 1 Template](#)
- [Form AS 5.0.1\(a\): Student Achievement Assessment Plan](#)
- [Sample Form AS 5.0.1\(a\)](#)

Questions? Thoughts? Ideas? Concerns?

Let us know!



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Assessment Plan: Student Achievement

Accreditation Standard 5.o.1(b)



Student Achievement of the Competencies

Accreditation Standard 5.0.1(b): *The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.*

Components of the Plan

- **Compliance Statement a:** The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).
- **Compliance Statement b:** The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.
- **Compliance Statement c.** The program provides its outcomes in relation to its expected level of student achievement for each competency

Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level			Instrument 1: Instrument 2:		<hr/> Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level			Total Calculation:			



Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level			Instrument 1:			
				Instrument 2:			
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level			Total Calculation:		<hr/> Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No

Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level			Instrument 1:			
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level			Instrument 2:			
				Total Calculation:		<hr/> Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No



Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4		Instrument 1: Instrument 2:		Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4		Total Calculation:			

Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4	82%	Instrument 1: Instrument 2: Total Calculation:		Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4	90%				



Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4	82%	Instrument 1: 82% Instrument 2: 90%		Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4	90%	Total Calculation: $82\% + 90\% = 172$; $172 / 2 = 86\%$			

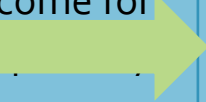
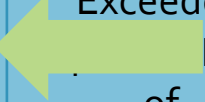




Form AS 5.0.1(b)

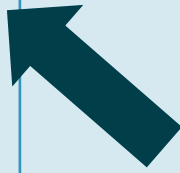

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instrument	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4	82%	Instrument 1: 82% Instrument 2: 90%	86%	Inclusive of all instruments	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4	90%	Total Calculation: $82\% + 90\% = 172$; $172 / 2 = 86\%$			




Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency 	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Level of Achievement? 
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4	82%	Instrument 1: 82% Instrument 2: 90%	86%	90%	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4	90%	Total Calculation: $82\% + 90\% = 172; 172 / 2 = 86\%$			



Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4	82%	Instrument 1: 82% Instrument 2: 90%	86%	90% Inclusive of all instruments	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4	90%	Total Calculation: $82\% + 90\% = 172$; $172 / 2 = 86\%$			

Example Form AS 5.0.1(b)

Instrument Name	Level of Assessment	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency #: Actual Calculation Inclusive of all Instruments	Competency #: Actual Outcome for Competency	Competency #: Expected Level of Achievement for Competency	Competency #: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	<input checked="" type="checkbox"/> Students are assessed at the behavior level <input type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4	82%	Instrument 1: 82% Instrument 2: 90%	86%	90% Inclusive of all instruments	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Social Work Ethics and Values Oral Presentation	<input type="checkbox"/> Students are assessed at the behavior level <input checked="" type="checkbox"/> Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 2, 3, and 4	90%	Total Calculation: $82\% + 90\% = 172$; $172 / 2 = 86\%$			



Program Options

- **Compliance Statement d:** The program provides outcomes for each program option and in aggregate.

***Program Option:** A location or delivery method where, a majority, 51% or more, of the curriculum is delivered.*

Forms & Templates

- Reaffirmation: [Required Self-Study Template](#)
- Candidacy: [Required Benchmark 1 Template](#)
- [Form AS 5.0.1\(b\): Student Achievement Assessment Plan](#)
- [Sample Form AS 5.0.1\(b\)](#)

Questions? Thoughts? Ideas? Concerns?

Let us know!



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Assessment Plan: Student Achievement

Accreditation Standard 5.0.1(c)



Student Achievement of the Competencies

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.*

Reviewing the Process

- **Compliance Statement a:** The program describes the process used 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).

Optional Guiding Prompts

- What process or mechanism is employed to formally review the assessment plan and outcomes, and make data-informed decisions to continuously improve the program?
- How do decision-makers determine the meaning of the data and the implications of the findings?
- How are decisions made to modify the program based on the data?
- How are decisions made to renew effective elements of the program?
- How is the program using data to make enhancements to the curriculum and improve competency-based student learning outcomes?

Program Changes

- **Compliance Statement b:** The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.

Program Changes

- Discuss two (2) or more aspects of the explicit curriculum that required further development and were changed to improve competency-based student learning outcomes.

Example of Program Change

- Example of verbiage for a specific change:

"This [change] in this [course] is intended to improve [competency #] as only [%] of students attained competency compared to the [%] expected level of achievement as desired."

Questions? Thoughts? Ideas? Concerns?

Let us know!



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Assessment Plan: Student Achievement

Accreditation Standard 5.0.1(d)



Student Achievement of the Competencies

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.*

This is the **ONLY** Accreditation Standard that is routinely reported on an interim basis by the program to CSWE-BOA between accreditation reviews!



Form AS 5.0.1(d)

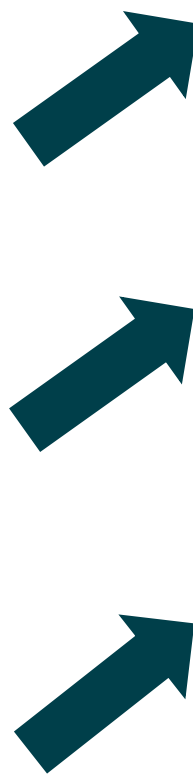
Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1:		
	Instrument 2:		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1:		
	Instrument 2:		



Form AS 5.0.1(d)

Generalist Practice: Summary of Plan



Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1:		
	Instrument 2:		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1:		
	Instrument 2:		

Form AS 5.0.1(d)

Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1: Field Evaluation / Learning Agreement		
	Instrument 2: Social Work Ethics and Values Oral Presentation		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1: Field Evaluation / Learning Agreement		
	Instrument 2: Environmental Justice Case Study		



Form AS 5.0.1(d)

Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	
	Instrument 2: Social Work Ethics and Values Oral Presentation	4 of 5 points on each rubric line item	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	
	Instrument 2: Environmental Justice Case Study	4 of 5 points on each rubric line item	

Form AS 5.0.1(d)

Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	90%
	Instrument 2: Social Work Ethics and Values Oral Presentation	4 of 5 points on each rubric line item	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	90%
	Instrument 2: Environmental Justice Case Study	4 of 5 points on each rubric line item	



Example Form AS 5.0.1(d)


Generalist Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	90%
	Instrument 2: Social Work Ethics and Values Oral Presentation	4 of 5 points on each rubric line item	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1: Field Evaluation / Learning Agreement	4 of 5 points on each criterion	90%
	Instrument 2: Environmental Justice Case Study	4 of 5 points on each rubric line item	








Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Data Collected: May 2024					
Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = (Number of Students)	Program Option 1 Outcomes: Program Option Name n = (Number of Students)	Program Option 2 Outcomes: Program Option Name n = (Number of Students)	Program Option 3 Outcomes: Program Option Name n = (Number of Students)
Competency 1: Demonstrate Ethical and Professional Behavior					
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					




Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = (Number of Students)	Program Option 1 Outcomes: Program Option Name n = (Number of Students)	Program Option 2 Outcomes: Program Option Name n = (Number of Students)	Program Option 3 Outcomes: Program Option Name n = (Number of Students)
Competency 1: Demonstrate Ethical and Professional Behavior					
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					





Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = 75	Program Option 1 Outcomes: Alexandria, VA n = 50	Program Option 2 Outcomes: Online n = 25
Competency 1: Demonstrate Ethical and Professional Behavior				
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice				

Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = 75	Program Option 1 Outcomes: Alexandria, VA n = 50	Program Option 2 Outcomes: Online n = 25
Competency 1: Demonstrate Ethical and Professional Behavior	90%	86%	82.5%	89.5%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice				

Example Form AS 5.0.1(d)

Generalist Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n= 75	Program Option 1 Outcomes: Alexandria, VA n = 50	Program Option 2 Outcomes: Online n = 25
Competency 1: Demonstrate Ethical and Professional Behavior	90%	86%	82.5%	89.5%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	90%	95%	95%	95%

Form AS M5.0.1(d)


Specialized Practice: Summary of Plan

Competency	Instrument	Instrument: Expected Level of Achievement for Instrument	Competency: Expected Level of Achievement for Competency
Competency 1: Demonstrate Ethical and Professional Behavior	Instrument 1:		
	Instrument 2:		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Instrument 1:		
	Instrument 2:		



Form AS M5.0.1(d)

Specialized Practice: Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = (Number of Students)	Program Option 1 Outcomes: Program Option Name n = (Number of Students)	Program Option 2 Outcomes: Program Option Name n = (Number of Students)	Program Option 3 Outcomes: Program Option Name n = (Number of Students)
Competency 1: Demonstrate Ethical and Professional Behavior					
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					

Hyperlink for Public Access

- **Compliance Statement b:** The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.

Requirements of the Public Outcomes Posting

1. The hyperlink provided cannot lead directly to a file; it must lead to the webpage where the public can access the file. Submitting a file link does not provide evidence that the form is readily accessible on the program's website.
 - **Example:** A link to a pdf or any other type of file.
2. BOA and accreditation staff must be able to easily verify the public-facing location where the form is posted and will not search websites for the form.
 - **Place in a prominent area on your webpage!**
3. The form posted on the program's website must exactly match the form submitted in the accreditation document.
4. In between reviews, email any new links to accreditation@cswe.org.



Forms & Templates

- Reaffirmation: [Required Self-Study Template](#)
- Candidacy: [Required Benchmark 1 Template](#)
- Baccalaureate: [Form AS B5.0.1\(d\): Student Achievement Assessment Plan](#)
- Baccalaureate: [Sample Form AS B5.0.1\(d\)](#)
- Master's: [Form AS M5.0.1\(d\): Student Achievement Assessment Plan](#)
- Master's: [Sample Form AS M5.0.1\(d\)](#)

Questions? Thoughts? Ideas? Concerns?

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Assessment Plan: Implicit Curriculum

Accreditation Standard 5.0.2(a)



ADEI Assessment: Implicit Curriculum

Accreditation Standard 5.0.2(a): *The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.*

ADEI Assessment: Implicit Curriculum

- **Compliance Statement a:** The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.

Examples ADEI Efforts

- Structured ADEI dialogue / discourse (e.g., townhalls, community conversations)
- Faculty trainings and professional development opportunities
- Extracurricular programs and events
- Conferences and speaker series
- ADEI-focused culture / climate initiatives
- Student organization projects
- Social movement organizing
- Scholarship / fellowship programs
- Grants or funding sources
- Community partnerships
- Student, faculty, and staff recruitment and retention policies
- Community garden, food pantry, clothing and/or toiletry closet for students and their families
- Social identity affinity groups
- Symbols and aesthetics in the learning environment
- Mentorship and advising programs
- ADEI committees
- Celebrations in honor of awareness or cultural days or months



ADEI Assessment: Implicit Curriculum

- **Compliance Statement b:** The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.

ADEI Assessment Plan: Key Elements

- **Example: Effort from As 2.0.2 – Social Work Safe Space**
- ADEI area(s)
- Instrument
- Assessment/data collection timing
- Stakeholder group(s)
- Program personnel

ADEI Assessment Plan: Key Elements

- **Effort from As 2.0.2 – Social Work Safe Space**
- **ADEI area(s) - Inclusion**
- Instrument
- Assessment/data collection timing
- Stakeholder group(s)
- Program personnel

ADEI Assessment Plan: Key Elements

- Effort from As 2.0.2 – Social Work Safe Space
- ADEI area(s) - **Inclusion**
- Instrument – **Survey**
- Assessment/data collection timing
- Stakeholder group(s)
- Program personnel

ADEI Assessment Plan: Key Elements

- Effort from As 2.0.2 – Social Work Safe Space
- ADEI area(s) - Inclusion
- Instrument – Survey
- Assessment/data collection timing – End of Each Academic Year
- Stakeholder group(s)
- Program personnel



ADEI Assessment Plan: Key Elements

- **Effort from As 2.0.2 – Social Work Safe Space**
- ADEI area(s) - **Inclusion**
- Instrument – **Survey**
- Assessment/data collection timing – **End of Each Academic Year**
- **Stakeholder group(s) – Students**
- Program personnel



ADEI Assessment Plan: Key Elements

- Effort from As 2.0.2 – Social Work Safe Space
- ADEI area(s) - Inclusion
- Instrument – Survey
- Assessment/data collection timing – End of Each Academic Year
- Stakeholder group(s) – Students
- Program personnel - Program Director



ADEI Assessment Plan: Data Collection

- **Compliance Statement c:** The program explains its data collection procedures.

Example:

- Data was collected in Spring 2024.
- An optional paper survey was distributed to all students in their field seminar.
- Data from the survey was compiled and entered into Qualtrics software to determine whether the Social Work Safe Space was a place that students felt included.



ADEI Assessment Plan: Data Collection

- **Compliance Statement d:** The program provides copies of all instruments used to assess ADEI efforts.
- **An optional paper survey is included in the narrative.**

Questions? Thoughts? Ideas? Concerns?

Let us know!



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Assessment Outcomes: Implicit Curriculum

Accreditation Standard 5.o.2(b)



ADEI Assessment: Implicit Curriculum

Accreditation Standard 5.0.2(b): *The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.*

ADEI Assessment: Present Outcomes

- **Compliance Statement a:** The program presents its ADEI assessment outcomes from the most recent year.

ADEI Assessment: Discuss Processes

- **Compliance Statement b:** The program describes the processes used to formally review its ADEI assessment plan as presented in *Accreditation Standard 5.0.2(a)*.

ADEI Assessment: Review Process

- **Compliance Statement c:** The program describes the processes used to formally review its ADEI assessment outcomes.

ADEI Assessment: Implemented Changes

- **Compliance Statement d:** The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in ***Accreditation Standard 5.0.2(a)***, with clear links to the data.

Questions? Thoughts? Ideas? Concerns?

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Assessment Plan: Program Outcomes

Accreditation Standard 5.0.3



Program Outcomes

Accreditation Standard 5.0.3: *The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, licensing exam pass rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.*

Program Outcomes

1. Graduation Rates

AND

2. One of the following:
 - Employment rates
 - Higher education acceptance rates
 - Time to program completion

Graduation Rates

Benchmark	Collection Period: (MM/YY – MM/YY)	Collection Period: (MM/YY – MM/YY)	Collection Period: (MM/YY – MM/YY)
Insert Benchmark	Insert Rate	Insert Rate	Insert Rate

Example Graduation Rates

Alexandria, VA Outcomes

Benchmark	Collection Period: (08/22 – 05/23)	Collection Period: (08/23 – 05/24)	Collection Period: (08/24 – 05/25)
70% of students will graduate from the program each academic year.	80%	90%	70%

Second Outcome

Benchmark	Collection Period: (MM/YY – MM/YY)	Collection Period: (MM/YY – MM/YY)	Collection Period: (MM/YY – MM/YY)
Insert Benchmark	Insert Rate	Insert Rate	Insert Rate

Example Employment Rates

Alexandria, VA Outcomes

Benchmark	Collection Period: (08/22 – 05/23)	Collection Period: (08/23 – 05/24)	Collection Period: (08/24 – 05/25)
85% of students will be employed within one year of graduation.	90%	90%	85%

Example Time to Program Completion

Alexandria, VA Outcomes

Benchmark	Collection Period: (08/22 – 05/23)	Collection Period: (08/23 – 05/24)	Collection Period: (08/24 – 05/25)
80% of students will complete the program within four years.	78%	83%	85%

Example Higher Education Acceptance

Alexandria, VA Outcomes

Benchmark	Collection Period: (08/22 – 05/23)	Collection Period: (08/23 – 05/24)	Collection Period: (08/24 – 05/25)
40% of graduates will be accepted into higher education programs, including master's and doctoral programs of any discipline within 1-year of graduation.	25%	35%	38%



Program Outcomes

- **Compliance Statement d:** The program provides the benchmark rationale for its graduation rates and identified program outcome(s).

Program Outcomes

- **Compliance Statement e:** The program explains how it calculates its graduation rates and identified program outcome(s).

Program Outcomes

1. Graduation Rates

AND

2. One of the following:
 - Employment rates
 - Higher education acceptance rates
 - Time to program completion

Program Outcomes

1. Graduation Rates

AND

2. One of the following:
 - **Employment rates**
 - Higher education acceptance rates
 - Time to program completion

Program Outcomes

1. Graduation Rates

AND

2. One of the following:
 - Employment rates
 - **Higher education acceptance rates**
 - Time to program completion

Program Outcomes

1. Graduation Rates

AND

2. One of the following:
 - Employment rates
 - Higher education acceptance rates
 - **Time to program completion**

Program Outcomes

1. Graduation Rates

AND

2. One of the following:
 - Employment rates
 - Higher education acceptance rates
 - **Time to program completion**

Program Outcomes

- **Compliance Statement f:** The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.

Program Outcomes

- **Compliance Statement h:** The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).

Forms & Templates

- Reaffirmation: [Required Self-Study Template](#)
- Candidacy: [Required Benchmark 1 Template](#)
- [Form 5.0.3 - Program Outcomes Assessment](#)
- [Sample Form 5.0.3](#)

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Reflection

- Take a moment to reflect back on:

What is the ultimate goal I came to accomplish today?

The takeaway I need to feel successful?

Has your goal been met yet? If not, please connect with the facilitators to learn how we can best assist.



Table Talk Activity #1

- Chat about your program's assessment instruments
- Utilize the provided assessment plan template to map your current or dream assessment plan for Competency 2 and Competency 6
 - Generalist Plan BSW and MSW programs
 - Specialized Plan for MSW programs



Table Talk Activity #2

- Use the list of ADEI implicit curriculum efforts in your folder
- Reflect on your program's offerings
- Discuss possible efforts to assess
- Chat about the best method for gathering info about that effort



Accreditation Consultations

Stop by the Accreditation Table outside Room 2205 on the 2nd Floor 10-4pm Friday and Saturday to book an in-person consultation with an accreditation specialist to ask further questions about your plan!



Thank you!



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