2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation

CSWE

COUNCIL ON SOCIAL WORK EDUCATION

EDUCATE

ADVOCATE

COLLABORATE

Welcome from Dr. Megan Fujita, CSWE Vice President of Education

Thank you to our sponsor!

Wi-fi Info

- Internet name: CAC2025
- Password: Florida-Atlantic

CSWE

Welcome, Intros, & Agenda

ADVOCATE

COLLABORATE

CSWE

Presenters

Kat Gibson Ledl, BSW, LMSW-Macro

Director of Accreditation Services

CSWE

Caitlin Rothwell, PhD
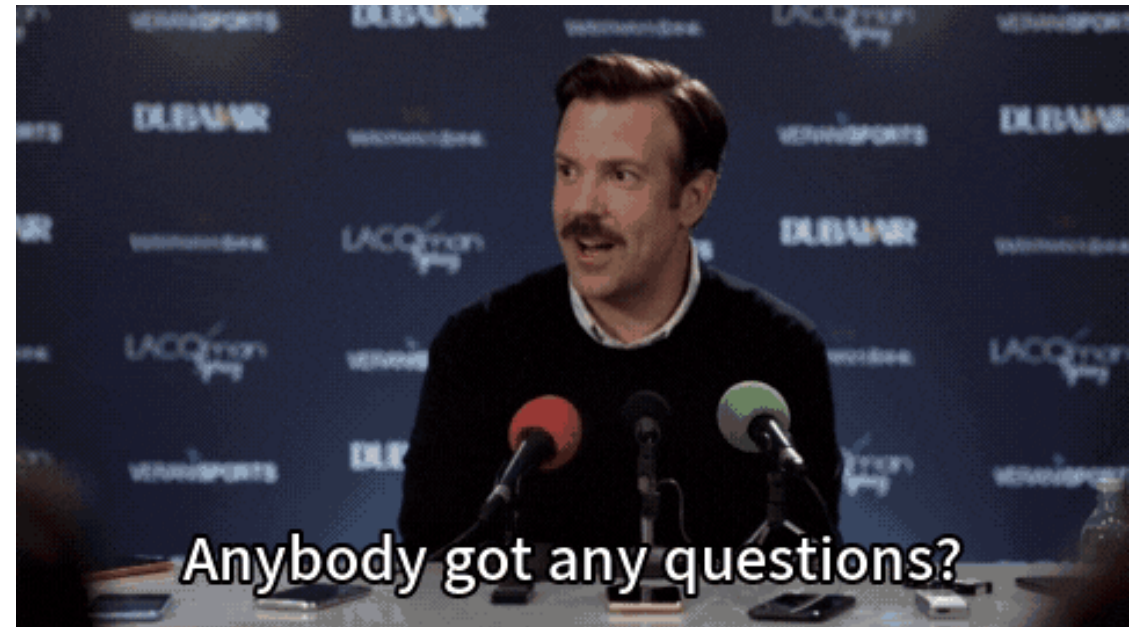
Accreditation Specialist

CSWE

Housekeeping

- Slide deck available for download in the conference microsite and app

- Ready your phones or laptops for engagement!

- We encourage self-care during this session!
  - Stand
  - Take a break
  - Step away
  - Stretch
  - Hydrate
  - Snack

SELF CARE MATTERS

SELF-CARE

CSWE

Ask Us Your Questions!

Anybody got any questions?

https://forms.office.com/r/GQf8x8dNtk?origin=lprLink

Get Your Answers!

- Overview & Competency Assessment Plan
  AS 5.0.1(a)
  - **Q&A**

- Competency Data
  AS 5.0.1(b-d)
  - **Q&A**

- ADEI Implicit Curriculum Assessment Plan & Data
  AS 5.0.2(a-b)
  - **Q&A**

- Program Outcomes Assessment Plan & Data
  AS 5.0.3
  - **Q&A**

CSWE

Learning 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.

Morning Agenda

Time	Topic/Presenter(s)
8:30 am to 9:00 am	**Welcome and Introductions**
9:00 am to 10:30 am	**2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation** *Presenter:* Kat Gibson-Ledl, BSW, LMSW-Macro – Director of Accreditation Services, Council on Social Work Education *Presenter:* Caitlin Rothwell, Ph.D. – Accreditation Specialist, Council on Social Work Education
10:30 am to 10:45 am	**Break**
10:45 am to 12:00 pm	*CONTINUED:* **2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation**
12:00 pm to 1:00 pm	**Lunch**

Afternoon Agenda

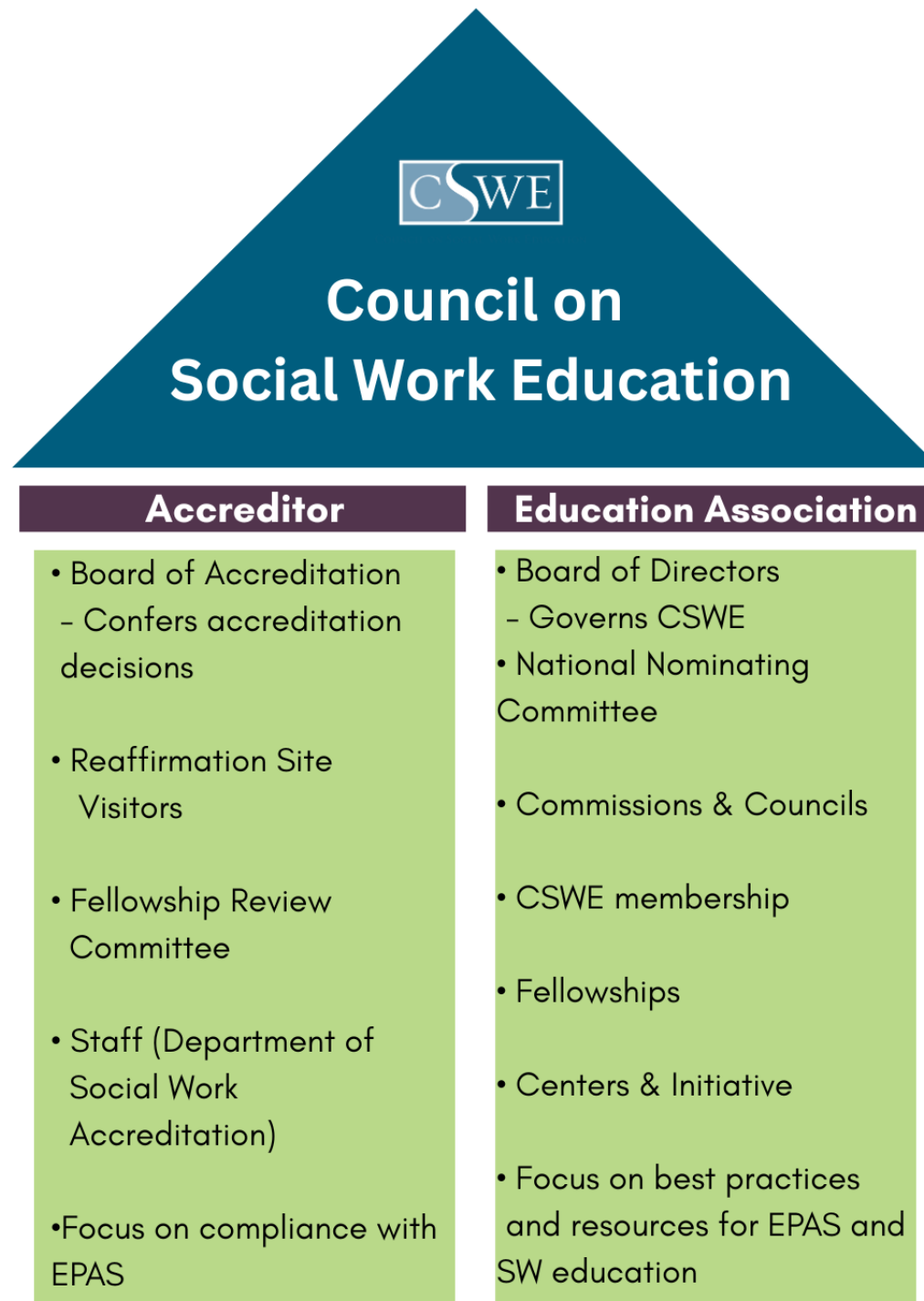| Time	Topic/Presenter(s)
12:00 pm to 1:00 pm	**Lunch**
1:00 pm to 2:00 pm	**Interactive/Applied Activity** Please bring rubrics, assessment instruments, or tools for our activity and/or to share with colleagues.
2:00 pm to 3:00 pm	**Evidence-informed Implementation Approaches to Inclusive Curriculum Development and Assessment** *Presenter:* Virginia C. Strand, DSW – Research Professor, School of Social Work, University of North Carolina-Chapel Hill *Presenter:* Sarah E. (Betsy) E. Bledsoe, PhD, MPhil, MSW – Associate Professor, Co-Director, Principal Investigator, School of Social Work, National Initiative for Trauma Education and Workforce Development, UNC School of Social Work
3:00 pm to 3:15 pm	**Break**
3:15 pm to 4:15 pm	*CONTINUED:* **Evidence-informed Implementation Approaches to Inclusive Curriculum Development and Assessment**
4:15 pm to 4:30 pm	**Next Steps, Evaluations, & Closing Remarks**

2025 Assessment Institute Pre-Institute Questionnaire

Accreditation Overview

CSWE Context: Two Pillars

Council on Social Work Education

Accreditor	Education Association
• Board of Accreditation – Confers accreditation decisions	• Board of Directors – Governs CSWE
• Reaffirmation Site Visitors	• National Nominating Committee
• Fellowship Review Committee	• Commissions & Councils
• Staff (Department of Social Work Accreditation)	• CSWE membership
	• Fellowships
	• Centers & Initiative
•Focus on compliance with EPAS	• Focus on best practices and resources for EPAS and SW education

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](#)

- [Post-master's Social Work Fellowship Programs](#)

Minimum Compliance

- Considered the quality threshold.

- Meet minimum requirements using the national standards, 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 standards; programs set the ceiling!

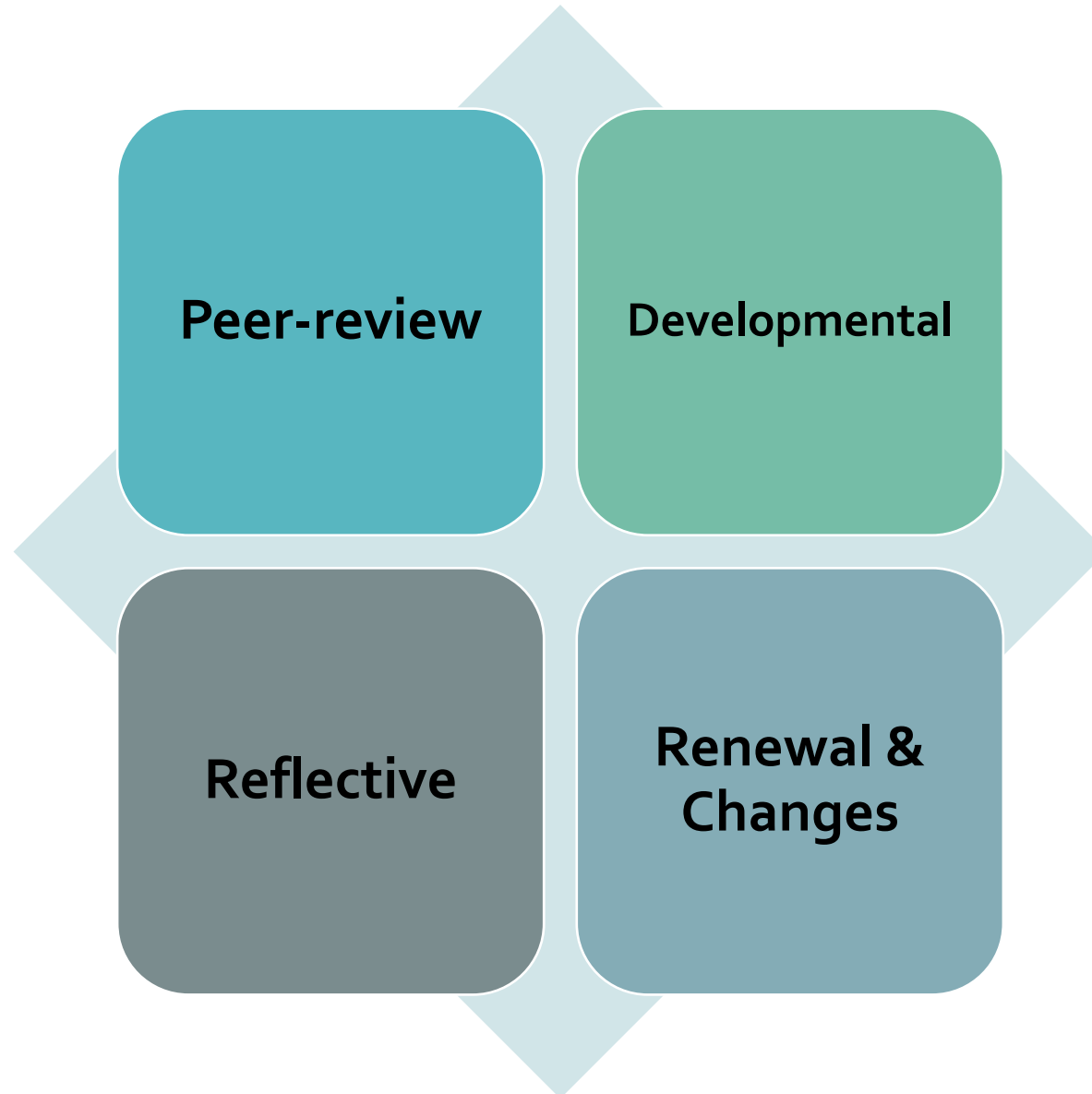*The sky is the limit!*

The Key Players

Volunteer BOA members

Volunteer visitors

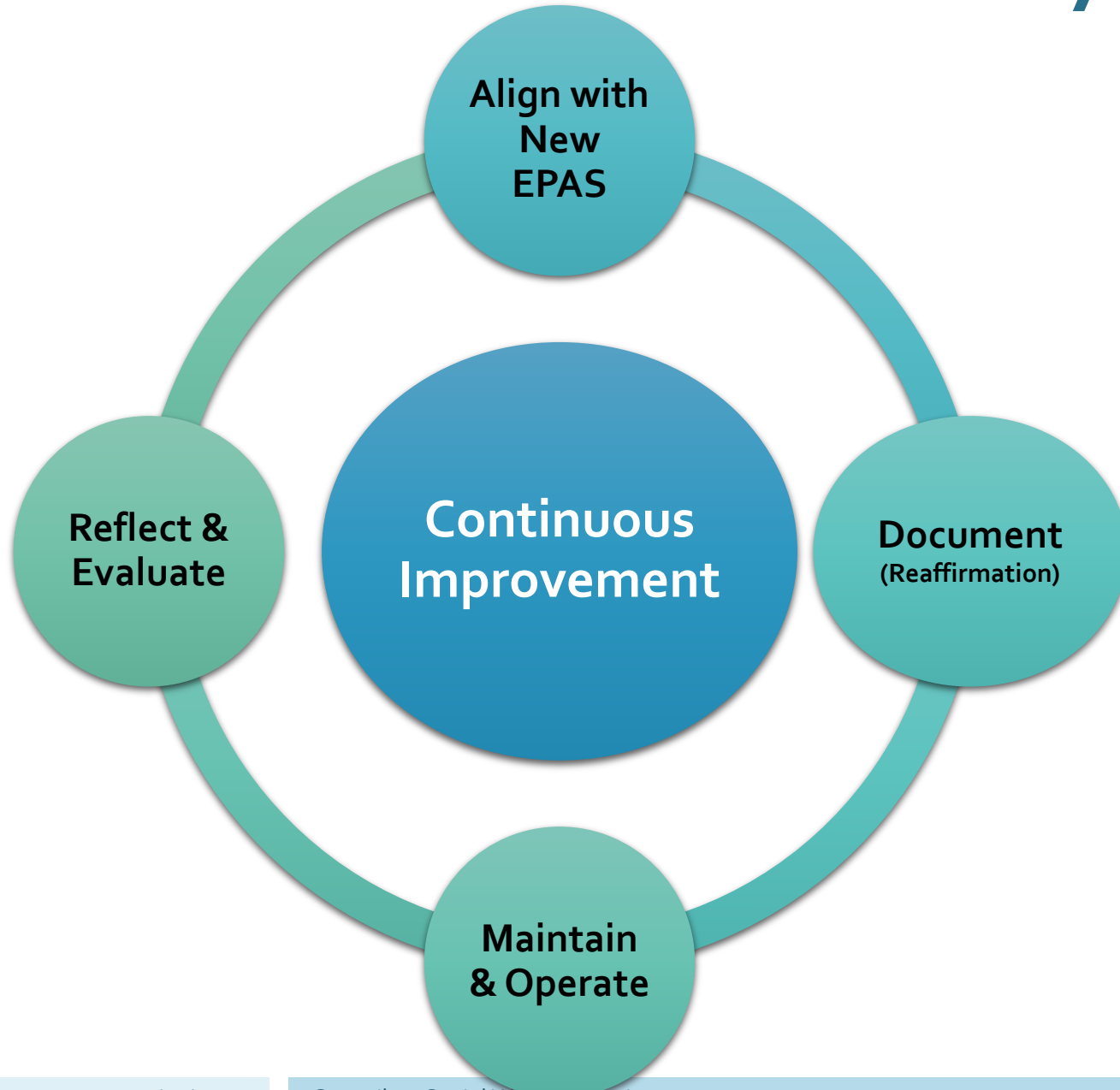**Department of Social Work Accreditation (DOSWA) staff**

Baccalaureate, master's, & practice doctorate social work programs

Accreditation Process

Peer-review

Developmental

Reflective

Renewal & Changes

CSWE

Continuous Quality Improvement Lens

Align with New EPAS

Reflect & Evaluate

Continuous Improvement

Document (Reaffirmation)

Maintain & Operate

Accreditation can be an impetus for:

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

Accreditation is <u>not</u> a one-time event.

CSWE

Continuous Quality Improvement Lens

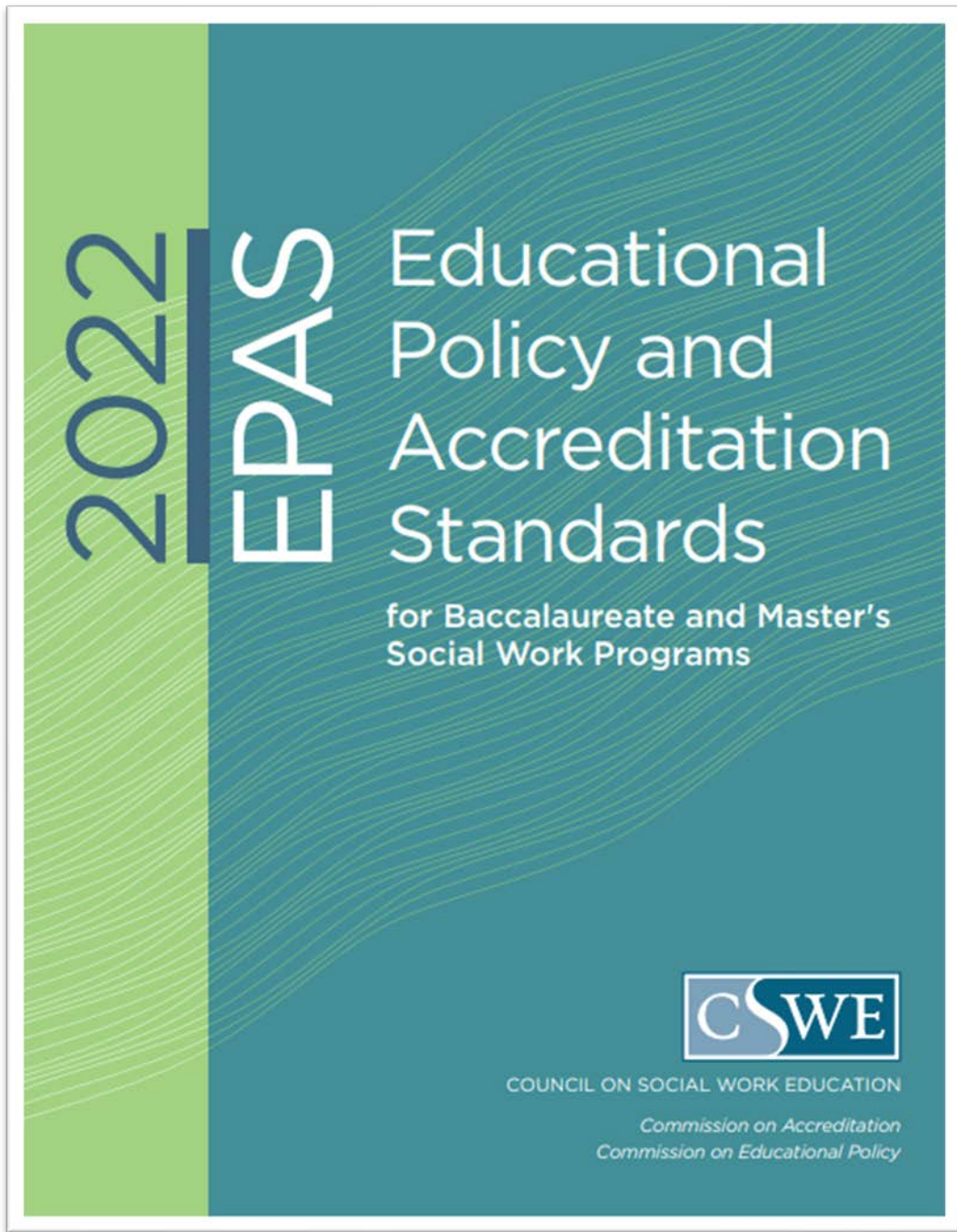"Assessment is an integral component of competency-based education and continuous programmatic improvement."
– page 36, 2022 EPAS

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

Structure of the EPAS

Educational Policy

Accreditation Standard

Compliance Statements

Interpretation Guide Example
www.cswe.org/2022EPAS

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.	• Copy/paste the relevant written policy explicitly stating that the social work program does not grant social work course credit for:
	   ○ Life experience
	   ○ Previous work experience
	• Cite the location of the written policy, including:
	   ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	   ○ Page numbers (if applicable)
		• **Definition:**
		   ○ Articulation
		   ○ Course Credit
		• Examples of how this policy is articulated:
		   ○ Prospective student materials
		   ○ Admission packet
		   ○ Syllabi
		   ○ Learning management system
		   ○ Orientation
		   ○ Advising sessions
		   ○ Webinars/online modules
		   ○ Newsletters or other communications
		   ○ Websites

b. The program describes how this policy is articulated.	• Explain how stakeholders are actively informed.
	• Cite the location of the written articulation, including:
	   ○ Name of documents, manuals, handbooks, syllabi, platforms, and/or websites
	   ○ Page numbers (if applicable)
		• 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.

c. The program addresses all program options.	• Explicitly address each program option.	**Candidate Programs** / *AS 4.1.5 is reviewed for:* • Approval at Benchmark 1 • Compliance at Benchmark 3

Accreditation Policy Handbook
www.cswe.org/accreditationpolicies

CSWE
COUNCIL ON SOCIAL WORK EDUCATION

Board of Accreditation (BOA)
Department of Social Work Accreditation (DOSWA)

ACCREDITATION POLICY HANDBOOK
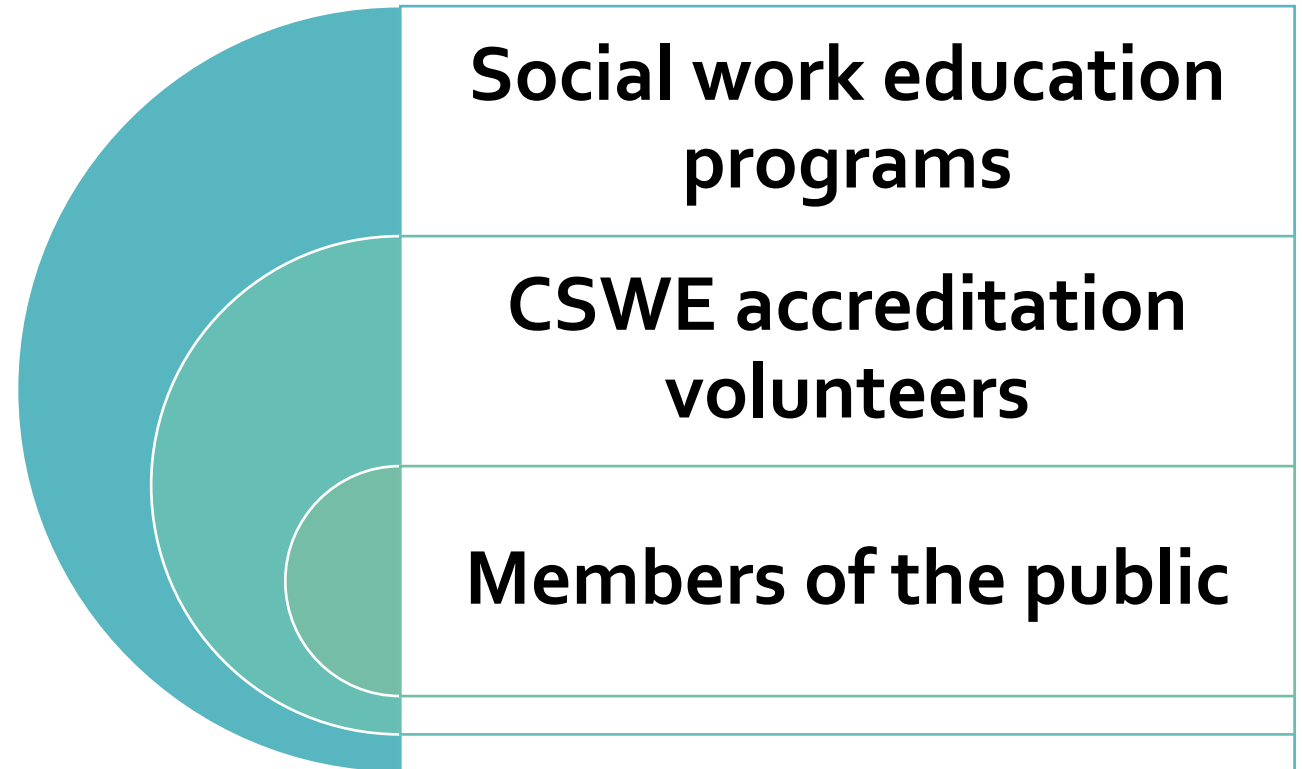*for Baccalaureate and Master's Social Work Program Accreditation*
version 1.2024

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:

Social work education programs

CSWE accreditation volunteers

Members of the public

CSWE

Accreditation Services

Consultations

Trainings

Year-round

Professional Conferences

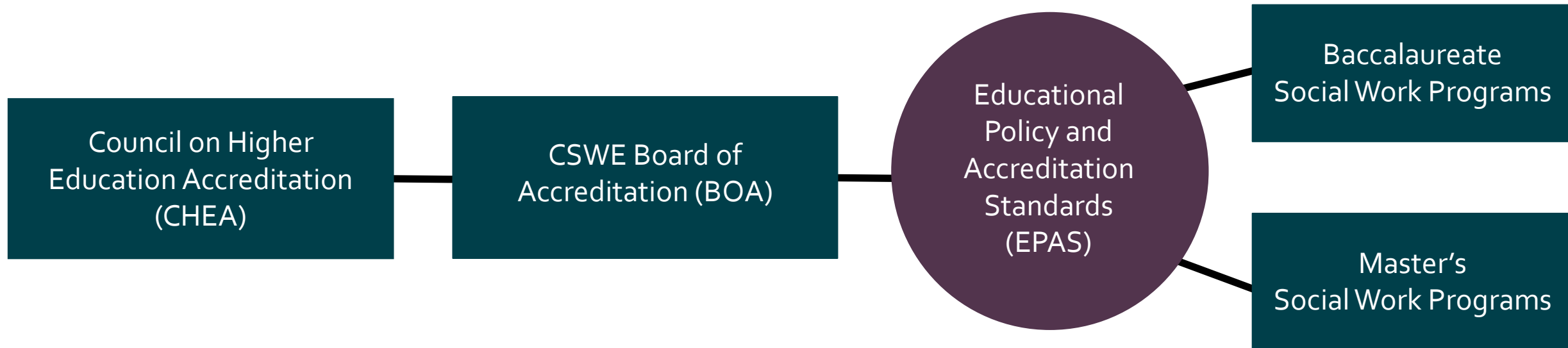Resources & Communication

Trainings
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

REGISTER NOW!

Social Work Education Accreditation

Council on Higher Education Accreditation (CHEA)

CSWE Board of Accreditation (BOA)

Educational Policy and Accreditation Standards (EPAS)

Baccalaureate Social Work Programs

Master's Social Work Programs

CSWE

2022 EPAS Educational Policies

1.0: Program Mission and Goals	2.0: ADEI	3.0: Explicit Curriculum	3.1: Generalist Practice
M3.2: Specialized Practice	3.3: Signature Pedagogy: Field Education	4.0: Implicit Curriculum	4.1: Student Development
4.2: Faculty	4.3: Administrative and Governance Structure	4.4: Resources	5.0: Assessment

CSWE

Anatomy of an Accreditation Standard

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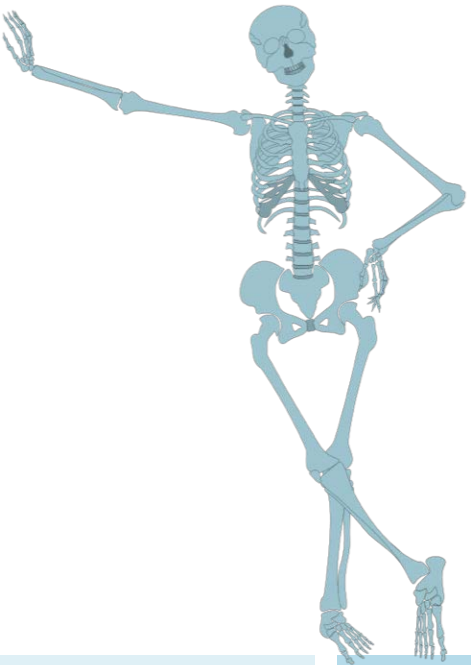
— **Standard**

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.

— **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 complying across all program options

CSWE

Overview of Assessment

ADVOCATE

COLLABORATE

CSWE

Types of Assessment

Assessment of student competence

AS 5.0.1(a-d)

Related to the effectiveness of your curriculum and content identified in your matrices in AS 3.1.2 & AS M3.2.4

Can be used to justify higher faculty-to-student ratio (AS B/M 4.2.3)

Assessment of ADEI in the implicit curriculum

AS 5.0.2(a-b)

Choose one or more examples of ADEI effort(s) in the implicit curriculum in AS 2.0.2

Assessment of program outcomes

AS 5.0.3

Bright line quantitative indicators

Can be used to justify higher faculty-to-student ratio (AS B/M 4.2.3)

CSWE

AS 5.0.1(a): Assessment of Competencies

First Instrument

- **Field assessment** (real or simulated practice)

Second Instrument

- **Portfolio, project, or paper (**e.g., in capstone or seminar)
- **Course-embedded assignments (**e.g., within required courses)
- **Comprehensive exam (**e.g., mock licensure prep)
- **Simulation**
- **Other**

CSWE

AS 5.0.1(a): Field Instrument

- Must occur in field education

- Can be a real **or** simulated practice observation

- **Generalist practice:** Must include the competency title and behaviors as written in the EPAS

- **Specialized practice:** Must include the competency title and behaviors as customized by your program

    - *Concerned about DEI legislation and field documents? Review section 24 of CSWE's* <u>*ADEI Resources webpage*</u>

- **Important!** <u>Cannot</u> include a N/A or No Opportunity score; students <u>must</u> have opportunities to have their competence evaluated in practice

CSWE

AS 5.0.1(a): Second Instrument

1. Portfolio, project, or paper (e.g., in capstone or seminar)

Include:

(a) assignment instructions for students,

(b) link each competency to a specific portion of the assignment, and

(c) scoring rubric criteria/line items for each competency relevant to that portion of the assignment.

2. Course-embedded assignments (e.g., within required courses)

Include:

(a) assignment instructions for students,

(b) link each competency to a specific portion of the assignment, and

(c) scoring rubric criteria/line items for each competency relevant to that portion of the assignment.

3. Comprehensive exam (e.g., mock licensure prep)

Include:

(a) copy of test and/or bank of questions,

(b) answers to each exam question, and

(c) which question(s) is/are linked to which competency to ensure each student's competency scores can be calculated.

CSWE

AS 5.0.1(a): Second Instrument

4. Simulation

Include:

(a) assignment instructions for students,

(b) link each competency to a specific portion of the assignment, and

(c) scoring rubric criteria/line items for each competency relevant to that portion of the assignment.

(d) **or** behavior-based scoring rubric with line items per competency .

5. Other

Include:
Instrument with competency-based criteria.

CSWE

Course-embedded Instruments

- Competency score ≠ grade on assignment*

Unless all portions of the assignment and scoring rubric are solely related to assessment of a single competency

- **Important!** For competency-assessment, students cannot be scored on non-competency criteria (e.g., timeliness of submission, formatting, APA citations, grammar, etc.)

CSWE

AS 5.0.1(a-d) Progression

Change

AS 5.0.1(a):
plan to collect and analyze data

AS 5.0.1(b):
most recent **data** set

AS 5.0.1(c):
changes made from data
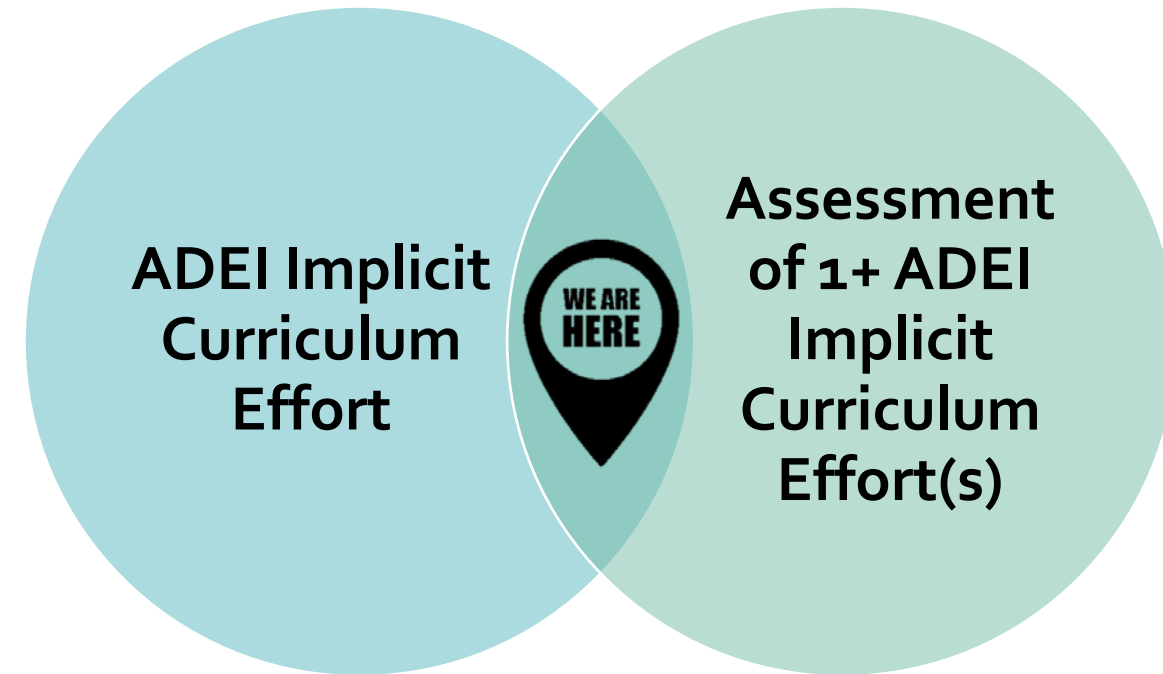
AS 5.0.1(d):
Summary data for public

Continuous Quality Improvement

CSWE

AS 5.0.2(a-b): ADEI in the Implicit Curriculum

- Must be linked to an example from **AS 2.0.2**

- One or more efforts, focused on any ADEI element

- Data can be collected from any stakeholders (e.g., students, faculty, alumni, field liaisons)

- Can be qualitative, quantitative, or mixed methods

- Data collected by the university can be used *if* it is still program specific

ADEI Implicit Curriculum Effort

WE ARE HERE

Assessment of 1+ ADEI Implicit Curriculum Effort(s)
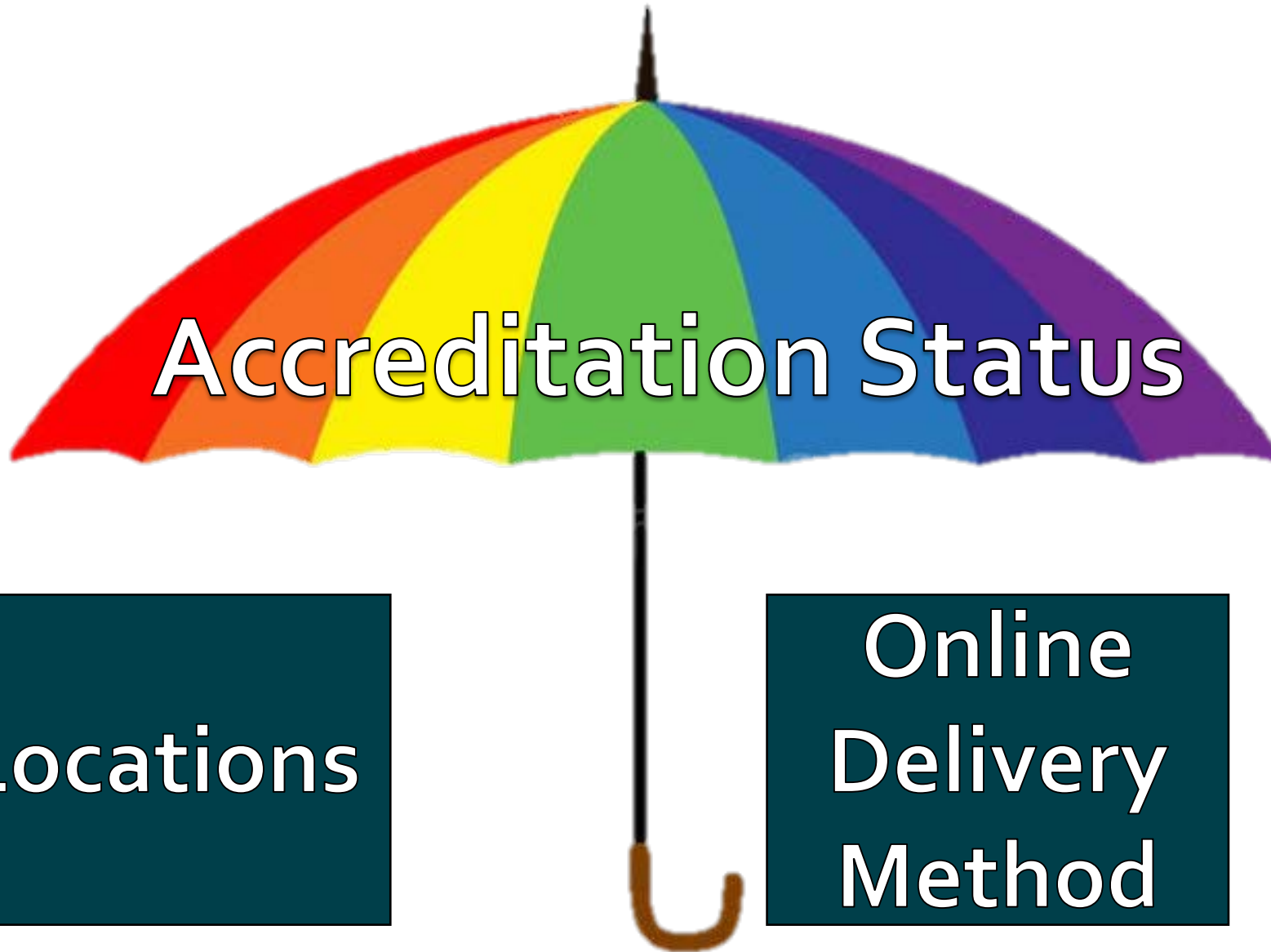
CSWE

AS 5.0.3: Program Outcomes

First Outcome

- Graduation rate

Second Outcome

- Time to program completion,
- Higher education acceptance rate, or
- Employment rate

CSWE

Program Options

Accreditation Status

Locations

Online Delivery Method

Important!
For data analysis, delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.
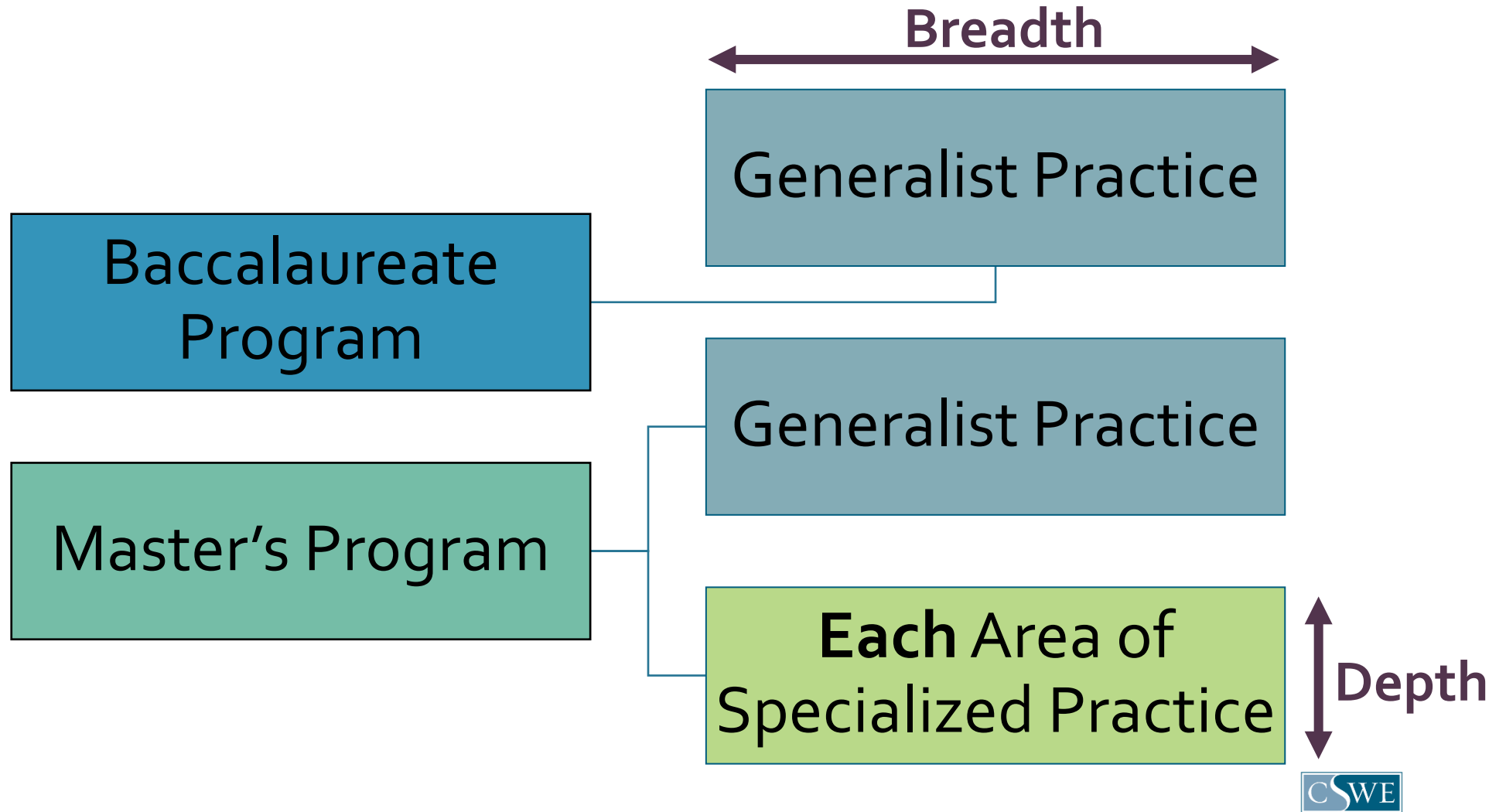
CSWE

ADVOCATE

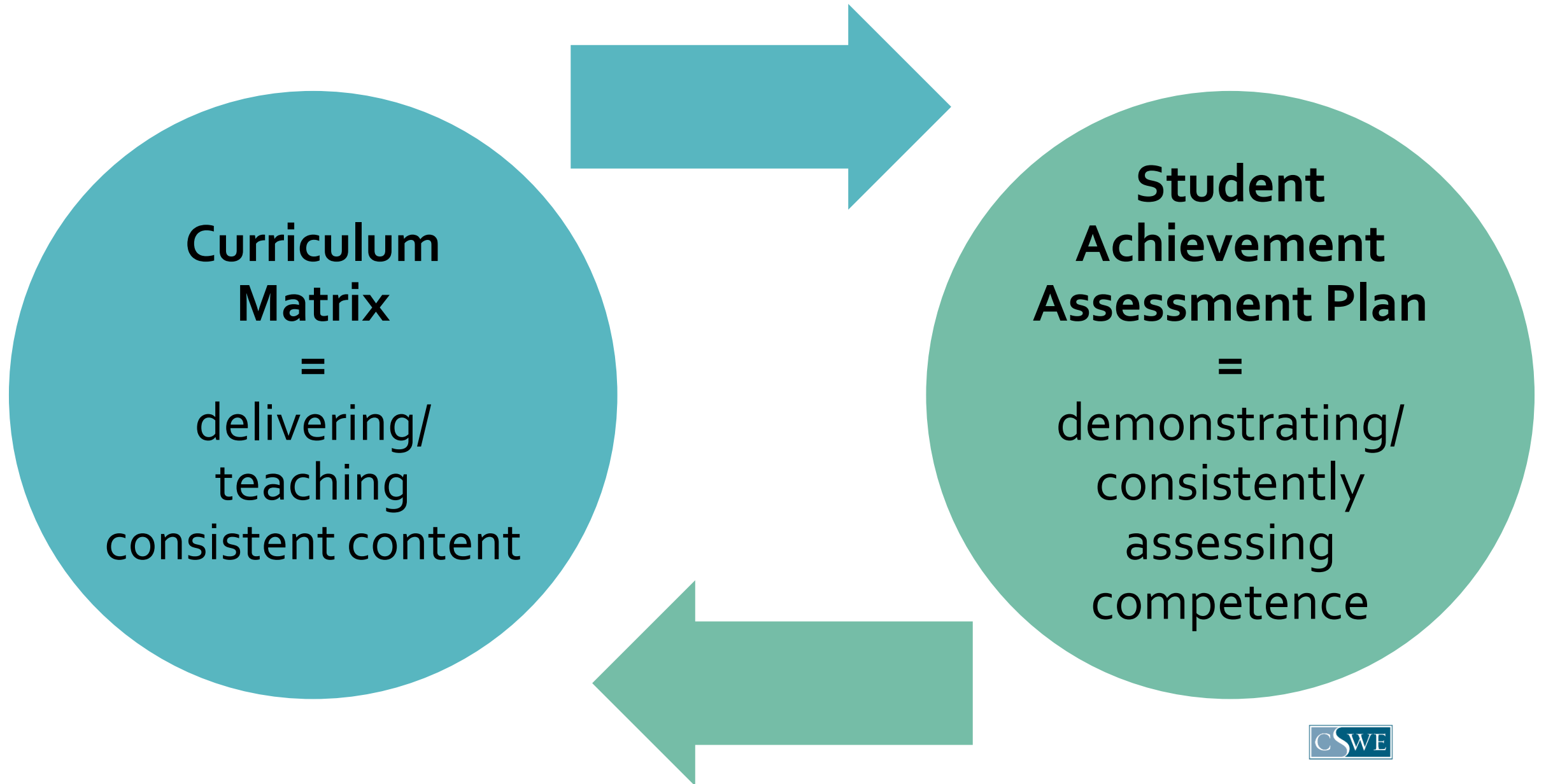# Accreditation Standard 5.0.1(a)

The Plan

COLLABORATE

CSWE

Generalist and Specialized Practice Curricula & Assessment Plan

Breadth

Baccalaureate Program

Generalist Practice

Master's Program

Generalist Practice

Each Area of Specialized Practice

Depth

CSWE

Curriculum vs. Assessment Plan

Curriculum Matrix

=

delivering/ teaching consistent content

Student Achievement Assessment Plan

=

demonstrating/ consistently assessing competence

CSWE

Additional Competencies

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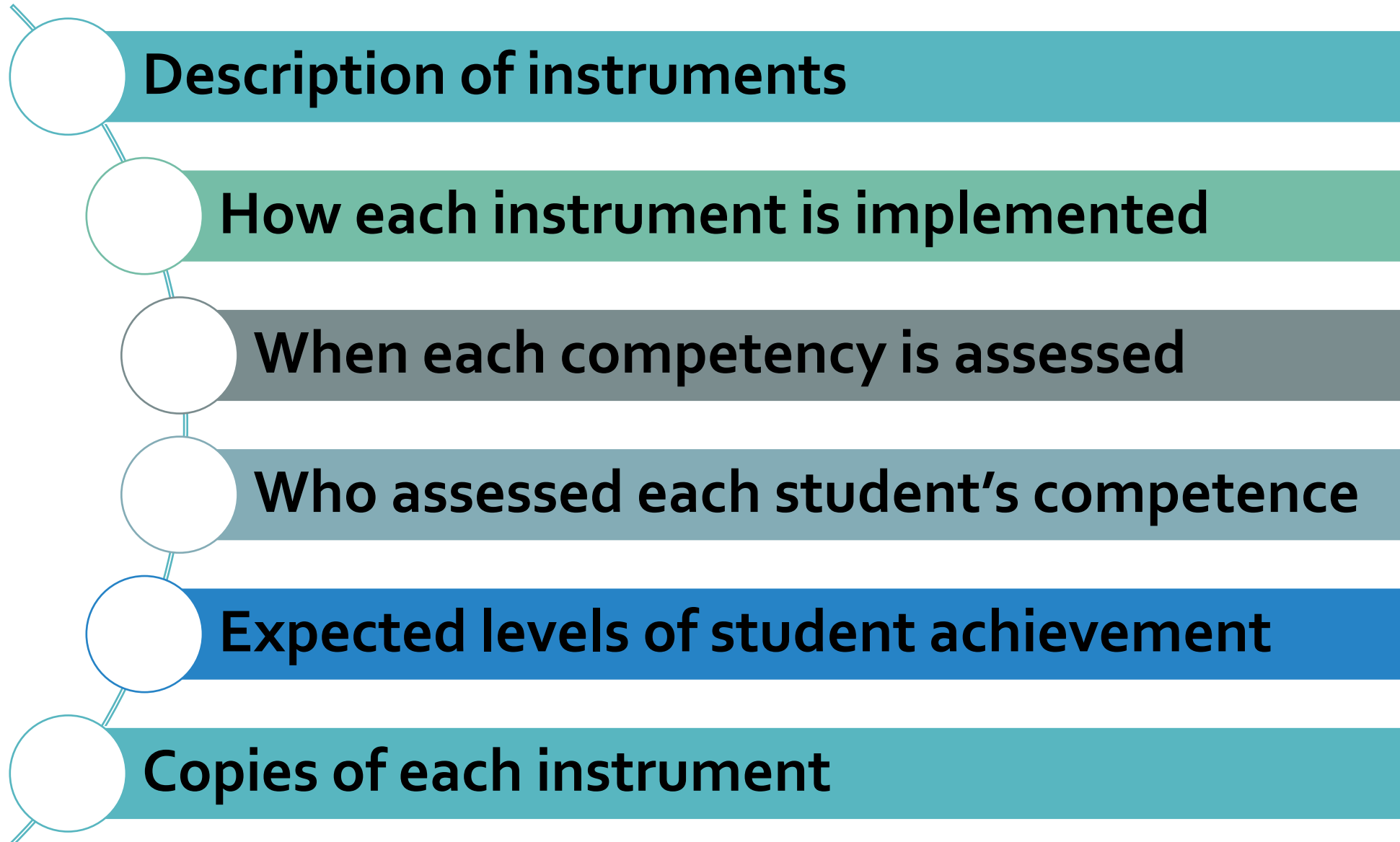
CSWE

Examples of Added Competencies

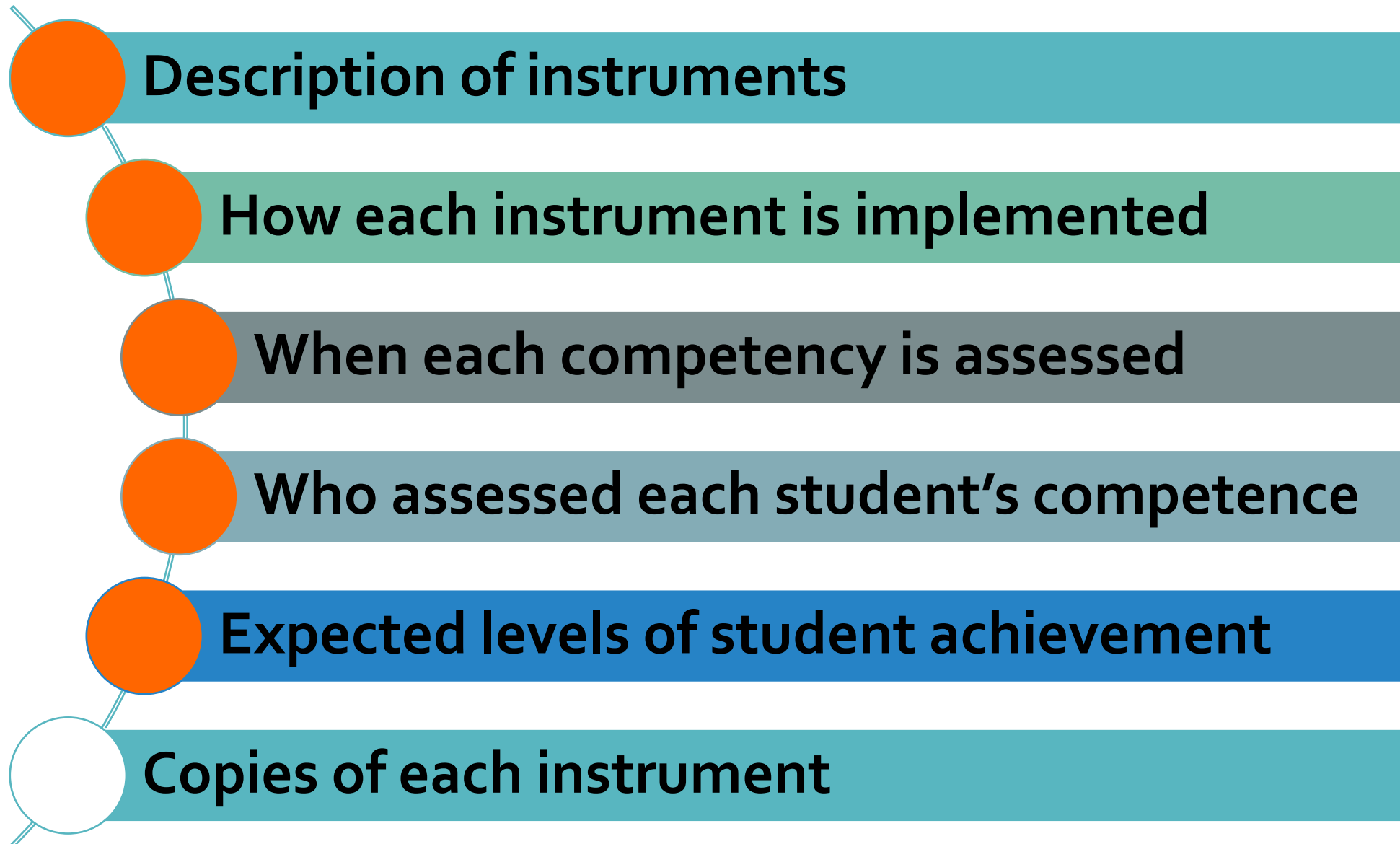|			
Afrocentric Perspective	Global Social Work	Respect of Indigenous Culture/ Decolonized Practice	Urban Environments
Appalachian Culture	Ignatian Ideals	Rural Social Work	Faith/Spiritual Integration
Bio-psychosocial- cultural-spiritual Approach	Interdisciplinary Practice	Self-care	Leadership/ Administration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

Assessment Plan

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**.

CSWE

Assessment plan must include:

- Description of instruments
- How each instrument is implemented
- When each competency is assessed
- Who assessed each student's competence
- Expected levels of student achievement
- Copies of each instrument

Assessment plan must include:

- Description of instruments
- How each instrument is implemented
- When each competency is assessed
- Who assessed each student's competence
- Expected levels of student achievement
- Copies of each instrument

Generalist Practice | Student Achievement Assessment Plan

Competency 1: Demonstrate Ethical and Professional Behavior

Note: For master's programs, additional separate assessment plans for each area of specialization

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	☒ Yes ☐ No	☐ Program Faculty ☒ Field Personnel	☒ Students are assessed at the behavior level ☐ 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
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	☐ Yes ☒ No	☒ Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☒ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on rubric line items 2, 3, and 4.	

Specialized Practice | Student Achievement Assessment Plan

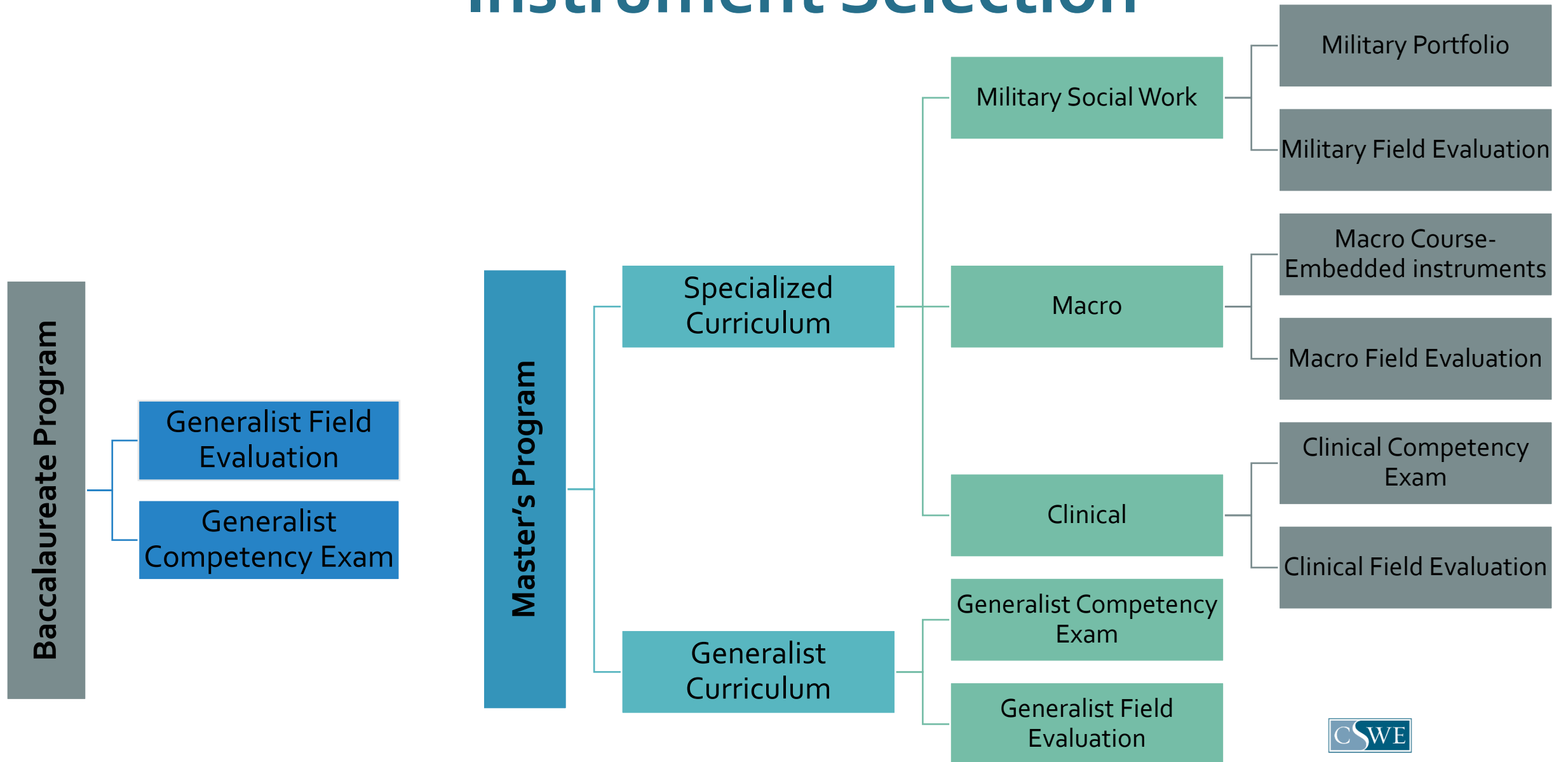## Area of Specialized Practice: Clinical Social Work Practice

Competency 1: Demonstrate Ethical and Professional Behavior

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 523: Specialized Field Practicum At the end of specialized practice field practicum	☒ Yes ☐ No	☐ Program Faculty ☒ Field Personnel	☐ Students are assessed at the behavior level ☒ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1 and 2.	90% inclusive of all instruments
Capstone Portfolio	Portfolio & Presentation	SWK 610: Capstone Integrative Seminar At the end of the final term of the specialized practice curriculum	☐ Yes ☒ No	☒Program Faculty ☐ Field Personnel	☐ Students are assessed at the behavior level ☒ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on rubric line items 1, 2, 3, and 4.	

Two (or More) Instruments

- Programs have autonomy to select **two or more 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.

CSWE

Instrument Selection

Who assesses student achievement?

- **Only faculty or field personnel** can assess student competence for *accreditation purposes*.

- Alternative field instructor, per AS B/M3.3.6, must assess or be jointly involved in the assessment of student competence.

- **Important!** Student self-assessment of their own competence is <u>not</u> permitted for *accreditation purposes*.

CSWE

Behavior-level or Competency-level Data

- Programs choose which level of data are collected:

  - **Behavior-level:** Assess each behavior and collect behavior-level scores/data. Then, aggregate into a competency-level score; or

  - **Competency-level:** Assess competencies based on the behaviors or competency-based criteria and collect competency-level scores/data only.

  - <u>Cannot</u> include "Not Applicable (N/A)" or "No Opportunity (N/O)" categories on the rating scale.

CSWE

Expected Level of Achievement

- Programs have autonomy to establish their expected levels of achievement (i.e., benchmarks) and calculation methods.

- Course grades <u>cannot</u> be identified as the expected level of achievement.

- Expected level of achievement may differ by instrument and by competency

Expected Level of Achievement

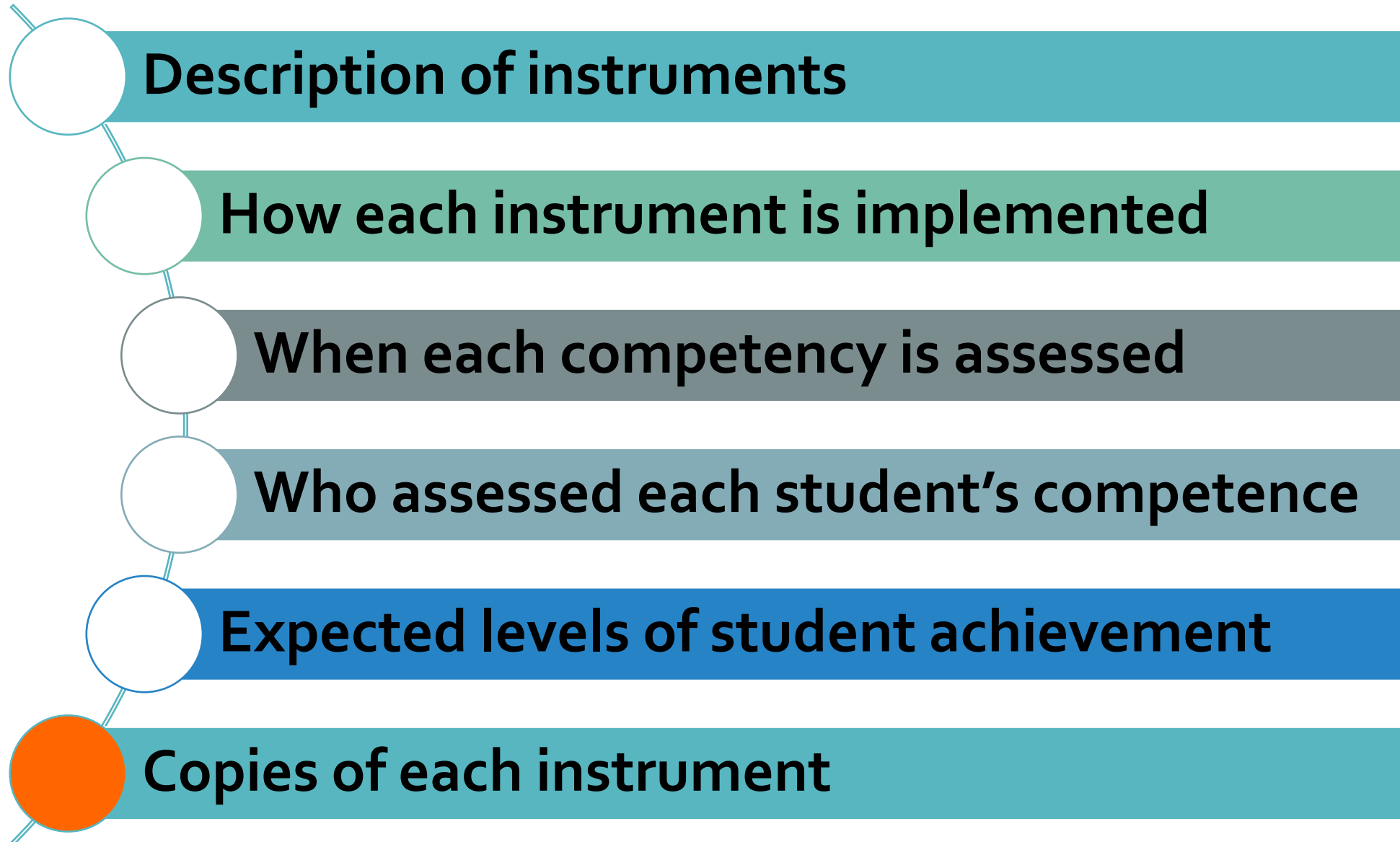**Example of different benchmarks per instrument:**

- 4 out of 5 on the field evaluation
- 8 out of 10 questions correct on the exam

Example of different benchmarks per competency:

- 90% for competencies 1-3 and 6-9
- 85% for competencies 4 & 5
  - Comp 4: Engage in Practice-Informed Research and Research-Informed Practice
  - Comp 5: Engage in Policy Practice

CSWE

Assessment plan must include:

- Description of instruments
- How each instrument is implemented
- When each competency is assessed
- Who assessed each student's competence
- Expected levels of student achievement
- Copies of each instrument

Field Instruments

- Must occur in field education

- Can be a real **or** simulated practice observation

- **Generalist practice:** Must include the competency title and behaviors as written in the EPAS

- **Specialized practice:** Must include the competency title and behaviors as customized by your program

- Students can be scored by behavior, or by competency based on holistic observation of the student's competence

- **Important!** Cannot include a N/A or No Opportunity score; students must have opportunities to have their competence evaluated in practice

- A field learning agreement may serve also as the scoring rubric

CSWE

Summative Assignment

1. **Portfolio, project, or paper** (e.g., in capstone or seminar)

Include:

(a) assignment instructions for students,

(b) link each competency to a specific portion of the assignment, and

(c) scoring rubric criteria/line items for each competency relevant to that portion of the assignment.

CSWE

Portfolio Instruments

- **Provide a copy of the assignment for the overall portfolio**, <u>not</u> the individual assignments, evidence, or artifacts that comprise the portfolio.

  - Individual assignments, evidence, or artifacts may be *consistent or different* across all students.

  - Students may compile their own portfolio artifacts; similar to how a student may select their own topic for paper or assignment.

  - Alternatively, the program may require students input specific artifacts into the portfolio.

  - Link each competency to a section of the portfolio.

CSWE

Portfolio Instruments

- Provide a **copy of the scoring rubric**.

  - **Definition:** a table, chart, or scoring sheet explaining to the students how they will be scored on each competency-based criterion demonstrated by completing the assignment components.

  - Do <u>not</u> include items that do not directly assess the competency (e.g., timeliness of submission, formatting, APA citations, grammar).

  - On the rubric, label each line item indicating the competency assessed via that line item.

CSWE

Formative Assignments

2. **Course-embedded assignments** (e.g., within required courses)

Include:

(a) assignment instructions for students,

(b) link each competency to a specific portion of the assignment, and

(c) scoring rubric criteria/line items for each competency relevant to that portion of the assignment.

CSWE

Course-embedded Instruments

- Provide a **copy of the assignment**.

  - **Definition:** the written instructions given to students to complete the assignment.

  - Typically located in a syllabus or separate document explaining the purpose, parameters, components, and requirements of the assignment.

  - One assignment can assess multiple competencies <u>but</u> must include separate criteria for *each competency.*

    - *In other words*…one criterion/rubric line item <u>cannot</u> assess multiple competencies.

CSWE

Course-embedded Instruments

- Provide a **copy of the scoring rubric**.

  - **Definition:** a table, chart, or scoring sheet explaining to the students how they will be scored on each competency-based criterion demonstrated by completing the assignment components.

  - Do <u>not</u> include items that do not directly assess the competency (e.g., timeliness of submission, formatting, APA citations, grammar).

  - On the rubric, label each line item indicating the competency assessed via that line item.

Knowledge Exams

3. **Comprehensive exam** (e.g., mock licensure prep)

Include:

(a) copy of test and/or bank of questions,

(b) answers to each exam question, and

(c) which question(s) is/are linked to which competency to ensure each student's competency scores can be calculated.

CSWE

Exam Instruments

- Provide a **copy of test/exam**.

  - Link each competency to specific test/exam question(s)

- Provide a **copy of the answer key**.

CSWE

Simulations in Class or Field

4. Simulation

Include:

(a) assignment instructions for students,

(b) link each competency to a specific portion of the assignment, and

(c) scoring rubric criteria/line items for each competency relevant to that portion of the assignment.

(d) **or** behavior-based scoring rubric with line items per competency.

CSWE

Program Options

- Program may use same or different assessment plans for each program option.

CSWE

Assessment Plan Templates & Sample

- **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)

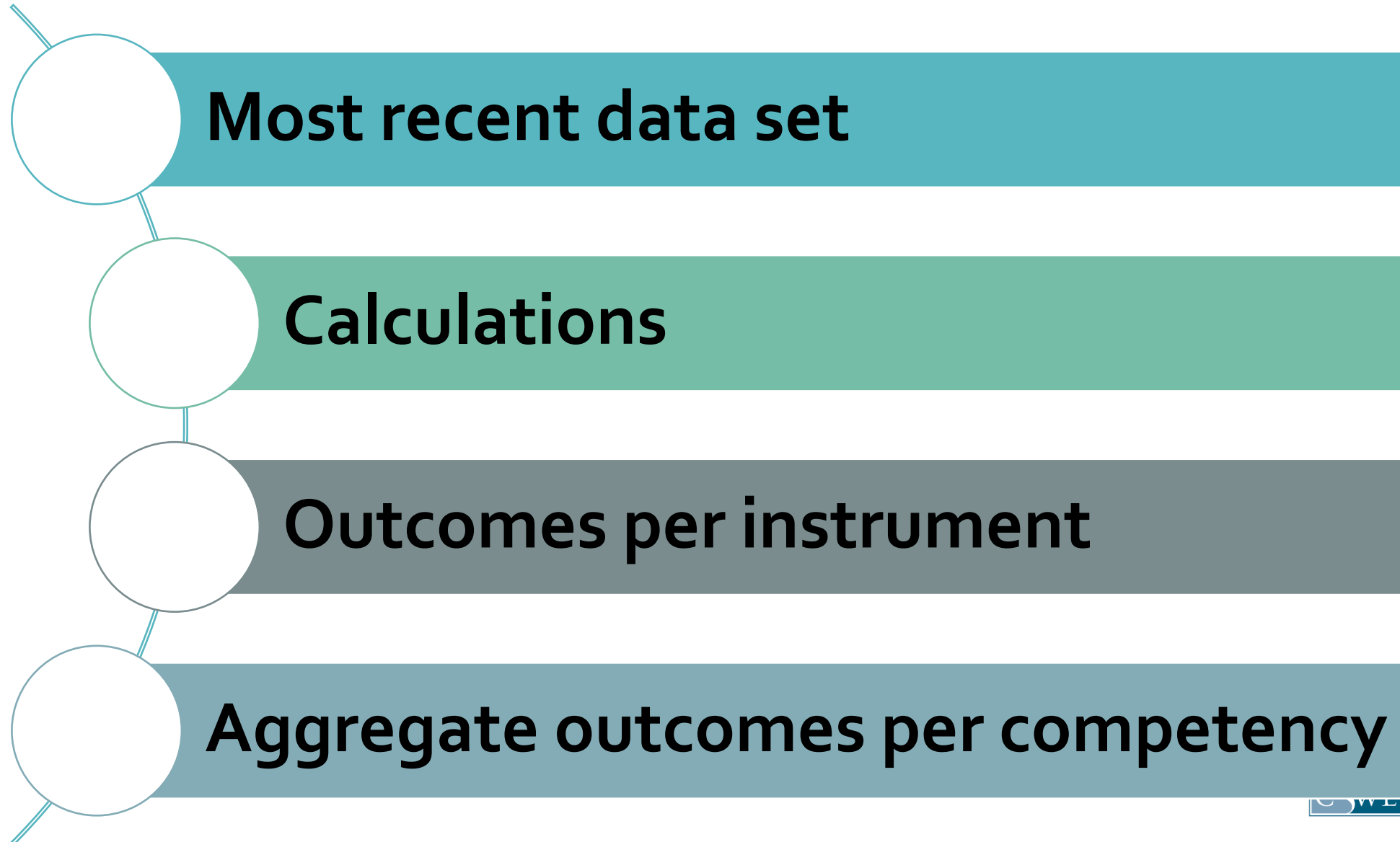# Accreditation Standard 5.0.1(b)

The Data

Summary Data

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.*

CSWE

Data must include:

Most recent data set

Calculations

Outcomes per instrument

Aggregate outcomes per competency

Generalist Practice | Student Achievement Assessment Outcomes

Sample for Multiple Program Options

Program Option Name: Alexandria, VA

Competency 1: Demonstrate Ethical and Professional Behavior

Instrument Name	Level of Assessment:	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency 1: Actual Outcome Calculation Inclusive of All Instruments	Competency 1: Actual Outcome for Competency	Competency 1: Expected Level of Achievement for Competency	Competency 1: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	☒ Students are assessed at the behavior level ☐ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1, 2, 3, and 4.	85%	Instrument 1: 85% Instrument 2: 80%	82.5%	90% inclusive of all instruments	☐ Yes ☒ No
Social Work Ethics and Values Oral Presentation	☐ Students are assessed at the behavior level ☒ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on rubric line items 2, 3, and 4.	80%	Total Calculation: 85% + 80% =165; 165÷2 = 82.5%			

Specialized Practice | Student Achievement Assessment Outcomes

Area of Specialized Practice: Clinical Social Work Practice

Sample for One Program Option

Program Option Name: Alexandria, VA

Competency 1: Demonstrate Ethical and Professional Behavior

Instrument Name	Level of Assessment:	Instrument: Expected Level of Achievement for Each Instrument	Instrument: Actual Outcome for Each Instrument	Competency 1: Actual Outcome Calculation Inclusive of All Instruments	Competency 1: Actual Outcome for Competency	Competency 1: Expected Level of Achievement for Competency	Competency 1: Met or Exceeded Expected Level of Achievement?
Field Evaluation/ Learning Agreement	☐ Students are assessed at the behavior level ☒ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on criteria 1 and 2.	90%	Instrument 1: 90% Instrument 2: 80%	85%	90% inclusive of all instruments	☐ Yes ☒ No
Capstone Portfolio	☐ Students are assessed at the behavior level ☒ Students are assessed at the competency level	Students must score a minimum of 4 of 5 points on rubric line items 1, 2, 3, and 4.	80%	Total Calculation: 90% + 80% = 170; 170÷2 = 85%			

CSWE

Data Stewardship

- Include most recent data set
  - Current or recent academic year, 1-year, or two data points
  - The terms/semesters included are informed by:
    - when data is collected
    - when accreditation document is due

- Sampling is <u>not</u> permitted
  - You may include or exclude data for students that dropped a class or did not complete an assessment due to extenuating circumstances, such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education

- Programs are <u>not</u> required to meet their expected levels of achievement
  - **UNLESS** program exceeds its faculty-to-student ratio in AS B/M4.2.3

Program Options

- Provide outcomes for each program option and in aggregate.

- **Important!** Delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.

CSWE

Assessment Data Templates & Sample

- **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)

CSWE

ADVOCATE

Accreditation Standard 5.0.1(c)

Data-informed Changes

COLLABORATE

Data-informed Changes

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***.*

Data Review Process

- Describe the process used to formally review your assessment plan and student learning outcomes.

- **Examples:**

Program admin meetings

Faculty committees

Discuss at faculty retreats

Sharing with student groups for feedback

Community of field advisory board reflections

CSWE

Optional 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?

CSWE

Data-informed Changes/Improvements

- Describe specific changes made to the explicit curriculum based

- Include data only from instruments identified in the assessment plan

- Clear links to the data; cite your source/data!

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

Example Program Change Language

"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."

CSWE

Example of Program Change

"The program made a modification to a policy assignment in Social Work 305: Social Policy Advocacy, requiring students to contact a state or federal representative to advocate for a social policy and complete a policy brief, after the data revealed that only 82% of students met the competency expected levels of achievement (85%)."

CSWE

Program Options

- Provides changes for each program option and/or inclusive of all program options.

CSWE

Accreditation Standard 5.0.1(d)

Public Reporting

ADVOCATE

COLLABORATE

CSWE

Public Reporting of Competency Data

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.*

Important! This is the *only* accreditation standard that is routinely reported to CSWE-BOA between accreditation reviews.

Step 1: Complete Public Reporting Form

- Submit ***Form AS B5.0.1(d)*** or ***Form AS M5.0.1(d)*** to report the assessment plan and most recent assessment summary outcomes.

CSWE

2022 EPAS
Accreditation Standard AS M5.0.1(d) | Sample
Form AS M5.0.1(d) | Public Reporting of Assessment Outcomes

This sample form was developed by CSWE's Department of Social Work Accreditation to model a completed form. Programs input their own content.

Alexandria College MSW Program

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	

CSWE

Generalist Practice | Summary of Outcomes

Assessment Data Collected on: 12/22

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%

CSWE

Specialized Practice | Summary of Plan

Area of Specialized Practice: Clinical Social Work Practice

Competency	Instrument	Instrument: Expected Level of Achievement	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: Capstone Portfolio	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: Capstone Portfolio	4 of 5 points on each rubric line item	

Specialized Practice | Summary of Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n = (88)	Program Option 1 Outcomes: Alexandria, VA n = (88)
Competency 1: Demonstrate Ethical and Professional Behavior	90%	85%	85%
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	90%	90%	90%

Step 2: Hyperlink for Public Access

- Provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.

Abilene Christian University – Baccalaureate

Program Level: Baccalaureate

🌐 https://acu.edu/academics/health-behavioral-sciences/social-work/

✉ socialwork@acu.edu

📞 325-674-2072

Primary Contact: Rachel Slaymaker, EdD, LMSW

Program Director: Stephanie Hamm, Ph.D., MSW

Field Director: Katelin East, LMSW

State/Territory: TX

Online Program Option: Yes

Accreditation Status: Accredited

Initial Accreditation Date: 1982

All Locations: Abilene, TX (1982-present); Online (2025-present)

Degree Awarded: Bachelor of Science in Social Work, BSSW (1982-present)

Plan of Study: Full-Time, Part-Time

Certification: Non-Profit Management

Latest Accreditation Review: October 2022

Next Accreditation Review: October 2029

Program Outcomes Report: Report

Posting Requirements

1. <u>Cannot</u> lead directly to a file (e.g., www.example.edu/csweform.pdf) ❌

   - A file link does <u>not</u> evidence the form is readily accessible on the website.

2. Must lead a webpage where the public can access the file.

3. BOA and accreditation staff must be able to easily verify the public-facing location where the form is posted and will <u>not</u> search websites for the form.

   - **Place in a prominent area on your webpage!**

4. The form posted on the program's website must exactly match the form submitted in the accreditation document.

5. In between reviews, email any new hyperlinks to accreditation@cswe.org.

Program Options

- Provide outcomes for each program option and in aggregate.

- **Important!** Delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.

CSWE

Public Posting of Assessment Data Templates & Sample

- **Reaffirmation:** Required Self-Study Template

- **Candidacy:** Required Benchmark 1 Template

- **Baccalaureate:**
  - Form AS B5.0.1(d): Student Achievement Assessment Plan
  - Sample Form AS B5.0.1(d)

- **Master's:**
  - Form AS M5.0.1(d): Student Achievement Assessment Plan
  - Sample Form AS M5.0.1(d)

Accreditation Standard 5.0.2(a)

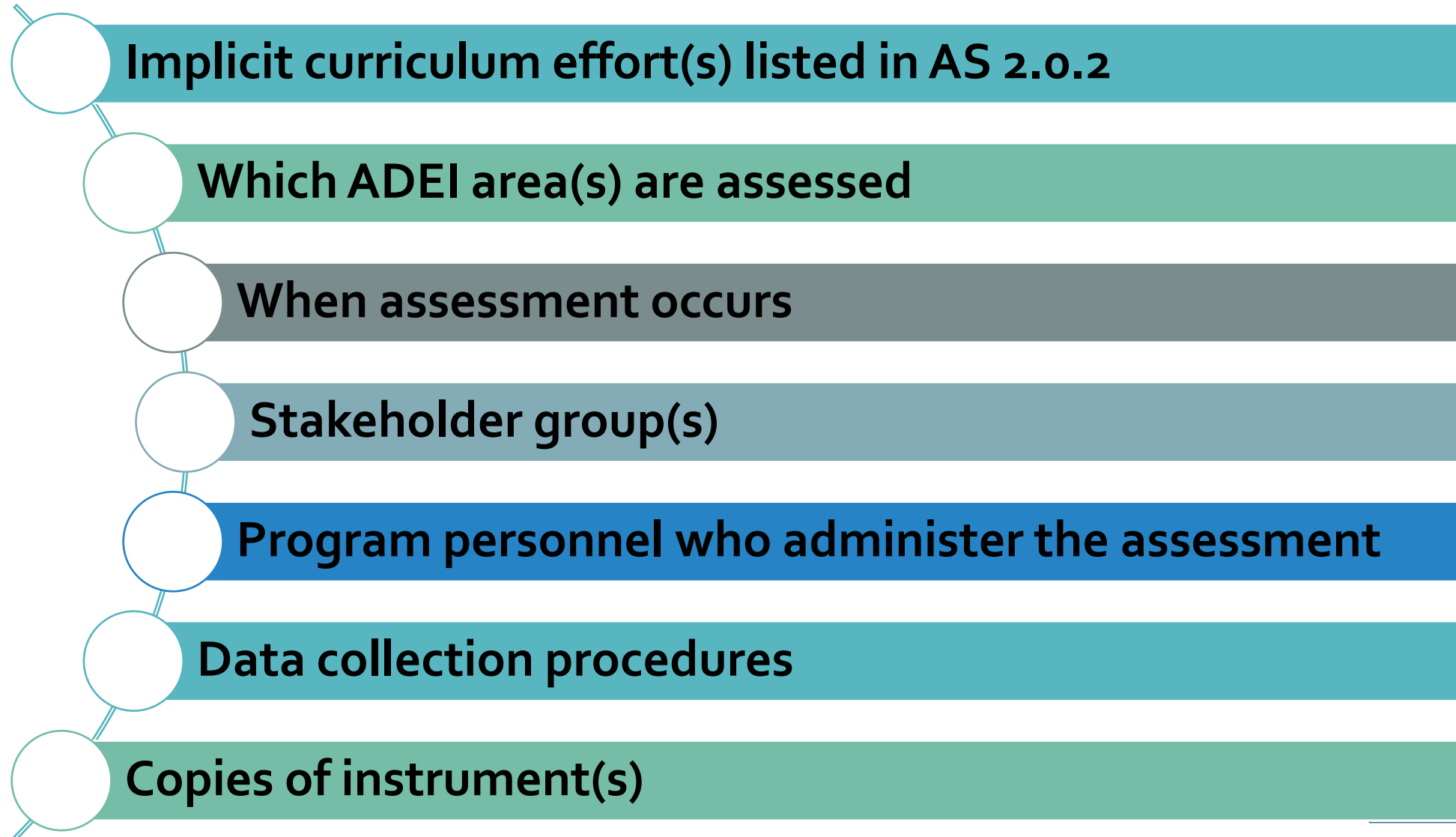ADEI Implicit Curriculum
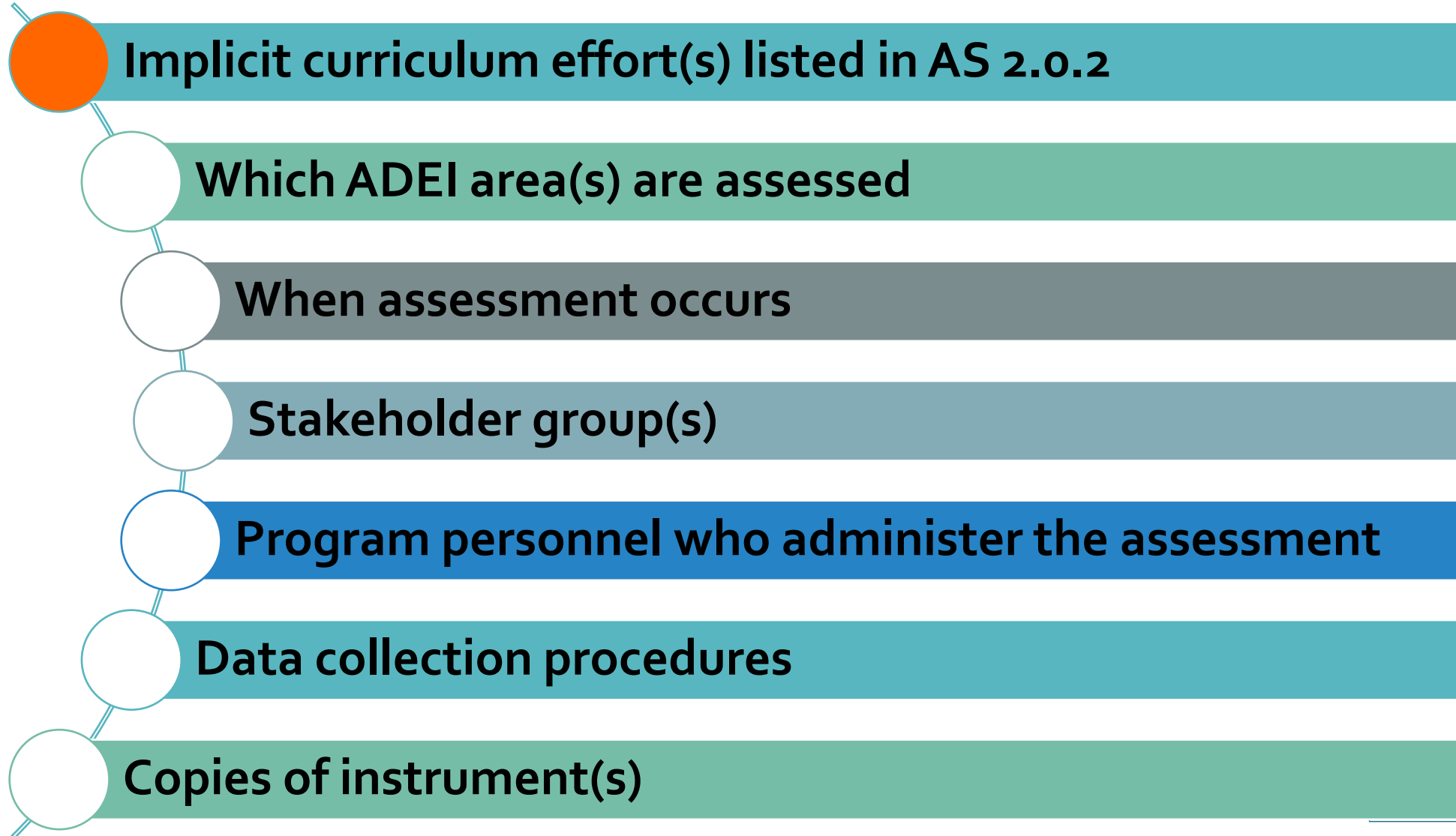Assessment Plan

ADVOCATE

COLLABORATE

CSWE

ADEI Implicit Curriculum Assessment Plan

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**.*

CSWE

Assessment plan must include:

- Implicit curriculum effort(s) listed in AS 2.0.2
- Which ADEI area(s) are assessed
- When assessment occurs
- Stakeholder group(s)
- Program personnel who administer the assessment
- Data collection procedures
- Copies of instrument(s)

Assessment plan must include:

- Implicit curriculum effort(s) listed in AS 2.0.2
- Which ADEI area(s) are assessed
- When assessment occurs
- Stakeholder group(s)
- Program personnel who administer the assessment
- Data collection procedures
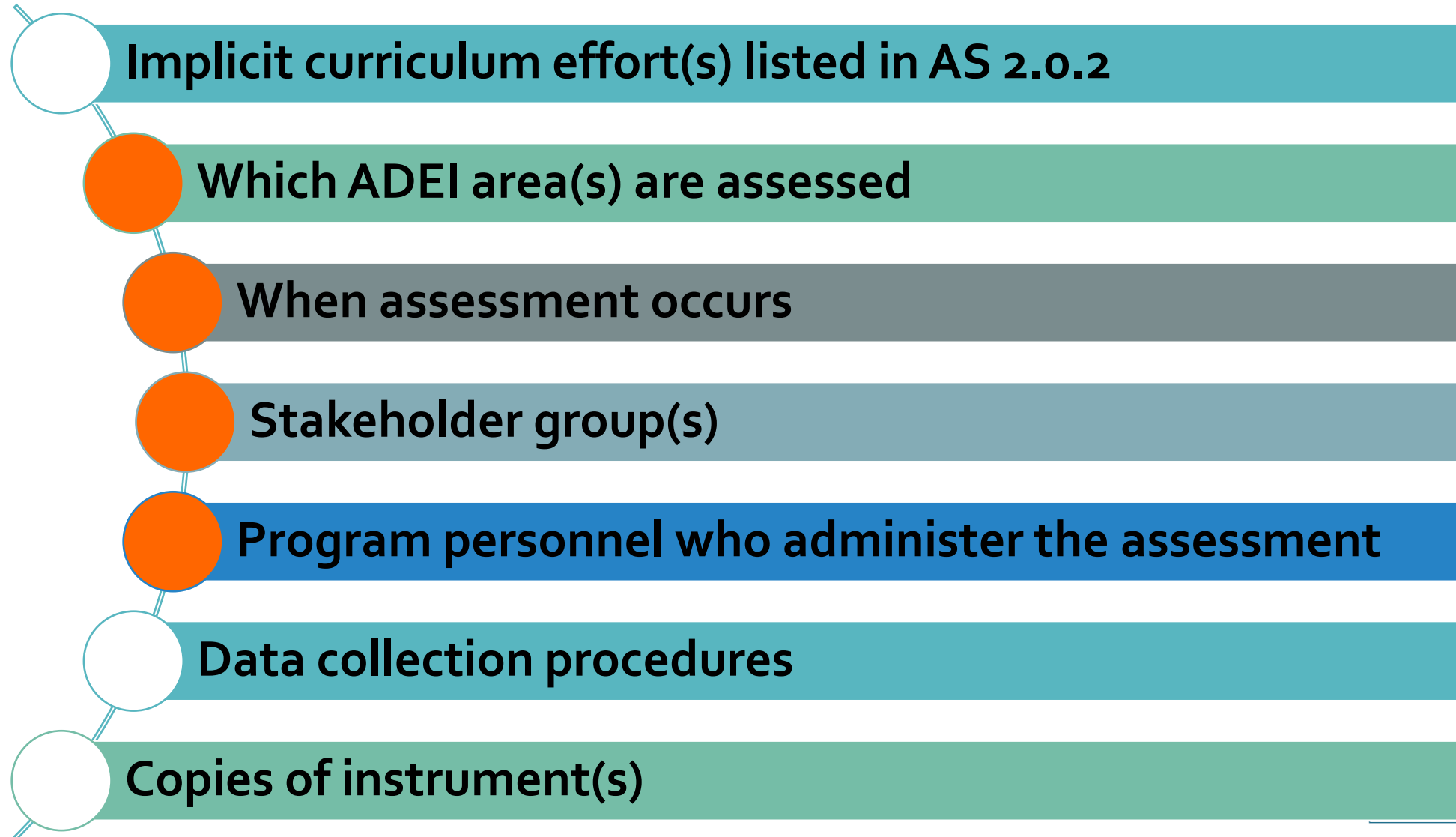- Copies of instrument(s)

Step 1: Select an Effort from AS 2.0.2

- Identify at least one ADEI effort related to the implicit curriculum reported in *Accreditation Standard 2.0.2*.

- **Important!** If you are assessing the program's climate/culture broadly (e.g., exit survey), the instrument must still explicitly connect to at least one specific effort discussed in AS 2.0.2 (e.g., culturally-informed advising and mentorship.)

CSWE

Example ADEI Efforts

- Structured ADEI dialogue (e.g., townhalls, community convos)
- Faculty trainings and professional development
- Extracurricular programs and events
- Conferences and speaker series
- 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
- Awareness or cultural days/months celebrations

Assessment plan must include:

- Implicit curriculum effort(s) listed in AS 2.0.2
- Which ADEI area(s) are assessed
- When assessment occurs
- Stakeholder group(s)
- Program personnel who administer the assessment
- Data collection procedures
- Copies of instrument(s)

Step 2: Make an Assessment Plan

- Explain your assessment plan for the identified ADEI effort(s), including stakeholders involved.

Assessment Plan Requirements

Example Effort from As 2.0.2 –
Low-Sensory Lounge & Respite Room

1. ADEI area(s)

2. Instrument(s)

3. Assessment/data collection timing (i.e., when)

4. Stakeholder group(s)

5. Program personnel administering the assessment

CSWE

Assessment Plan Requirements

Example Effort from As 2.0.2 –
Low-Sensory Lounge & Respite Room

1. ADEI area(s) – **Inclusion**

2. Instrument(s)

3. Assessment/data collection timing (i.e., when)

4. Stakeholder group(s)

5. Program personnel administering the assessment

Assessment Plan Requirements

Example Effort from As 2.0.2 –
Low-Sensory Lounge & Respite Room

1. ADEI area(s) – **Inclusion**

2. Instrument(s) – **Focus Group**

3. Assessment/data collection timing (i.e., when)

4. Stakeholder group(s)

5. Program personnel administering the assessment

CSWE

Assessment Plan Requirements

Example Effort from As 2.0.2 –
Low-Sensory Lounge & Respite Room

1. ADEI area(s) – **Inclusion**

2. Instrument(s) – **Focus Group**

3. Assessment/data collection timing (i.e., when) – **End of Each Academic Year**

4. Stakeholder group(s)

5. Program personnel administering the assessment

CSWE

Assessment Plan Requirements

Example Effort from As 2.0.2 –
Low-Sensory Lounge & Respite Room

1. ADEI area(s) – **Inclusion**

2. Instrument(s) – **Focus Group**

3. Assessment/data collection timing (i.e., when) – **End of Each Academic Year**

4. Stakeholder group(s) – **Students, Staff, & Faculty**

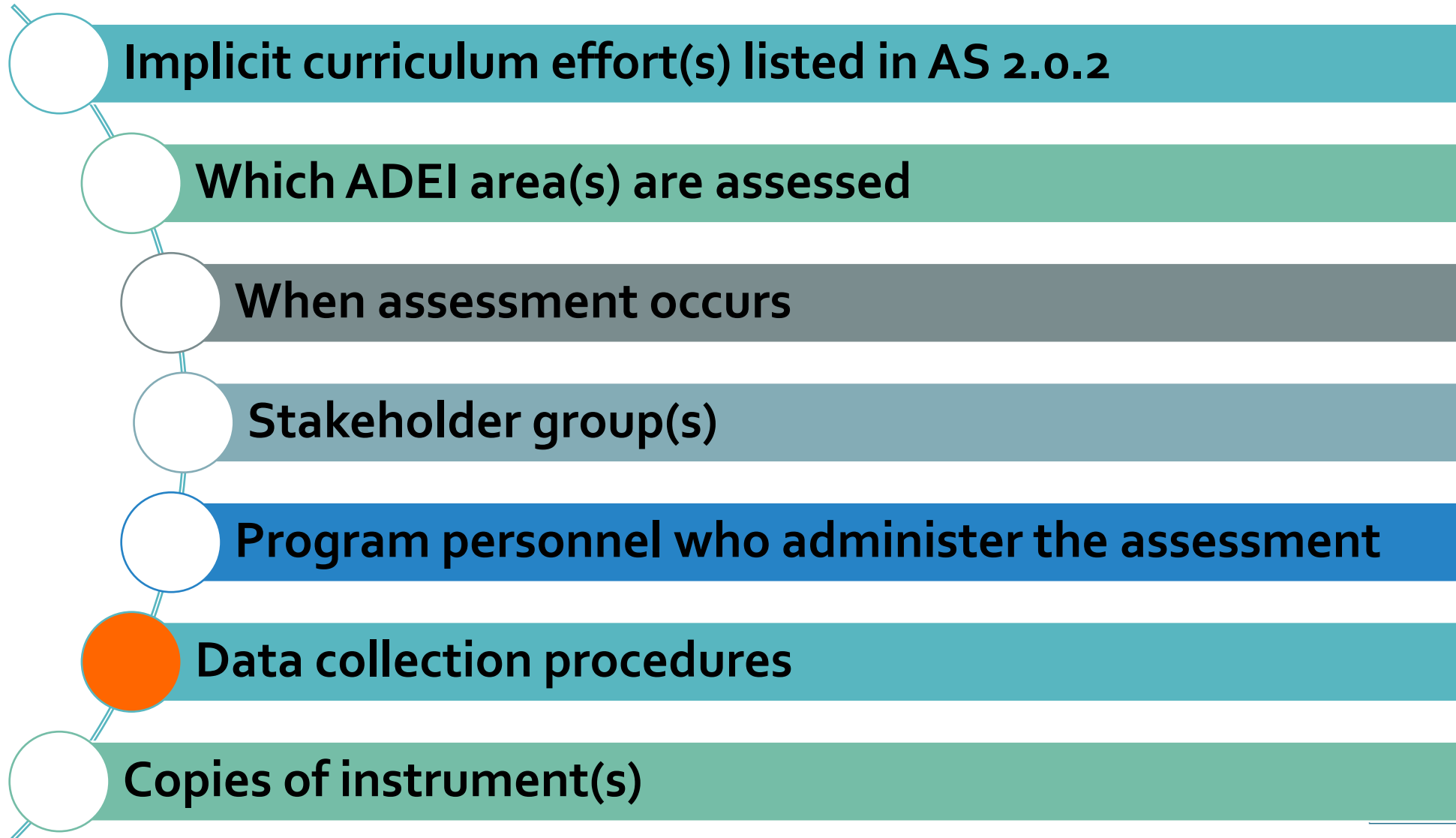5. Program personnel administering the assessment

Assessment Plan Requirements

Example Effort from As 2.0.2 –
Low-Sensory Lounge & Respite Room

1. ADEI area(s) – **Inclusion**

2. Instrument(s) – **Focus Group**

3. Assessment/data collection timing (i.e., when) – **End of Each Academic Year**

4. Stakeholder group(s) – **Students, Staff, & Faculty**

5. Program personnel administering the assessment – **Program Director**

Assessment plan must include:

- Implicit curriculum effort(s) listed in AS 2.0.2
- Which ADEI area(s) are assessed
- When assessment occurs
- Stakeholder group(s)
- Program personnel who administer the assessment
- Data collection procedures
- Copies of instrument(s)

Step 3: Data Collection Procedures

- Explain your data collection procedures.

Data Collection Procedures

Example:

- Data is collected each spring term, last collected in Spring 2025.

- A optional focus group was facilitated with students, staff, and faculty over lunch.

- Data from the focus group was complied and reviewed for themes to determine whether the Low-Sensory Lounge & Respite Room was a place that stakeholders felt included, supported, and accessible.

Assessment plan must include:

- Implicit curriculum effort(s) listed in AS 2.0.2
- Which ADEI area(s) are assessed
- When assessment occurs
- Stakeholder group(s)
- Program personnel who administer the assessment
- Data collection procedures
- Copies of instrument(s)

Step 4: Include Copies of All Instruments

- Provide copies of all instruments used to assess ADEI efforts.

Example:

Copy of focus group questions asked about the Low-Sensory Lounge & Respite Room.

CSWE

Program Options

- Programs may elect to use the same or different assessment plans per each program option.
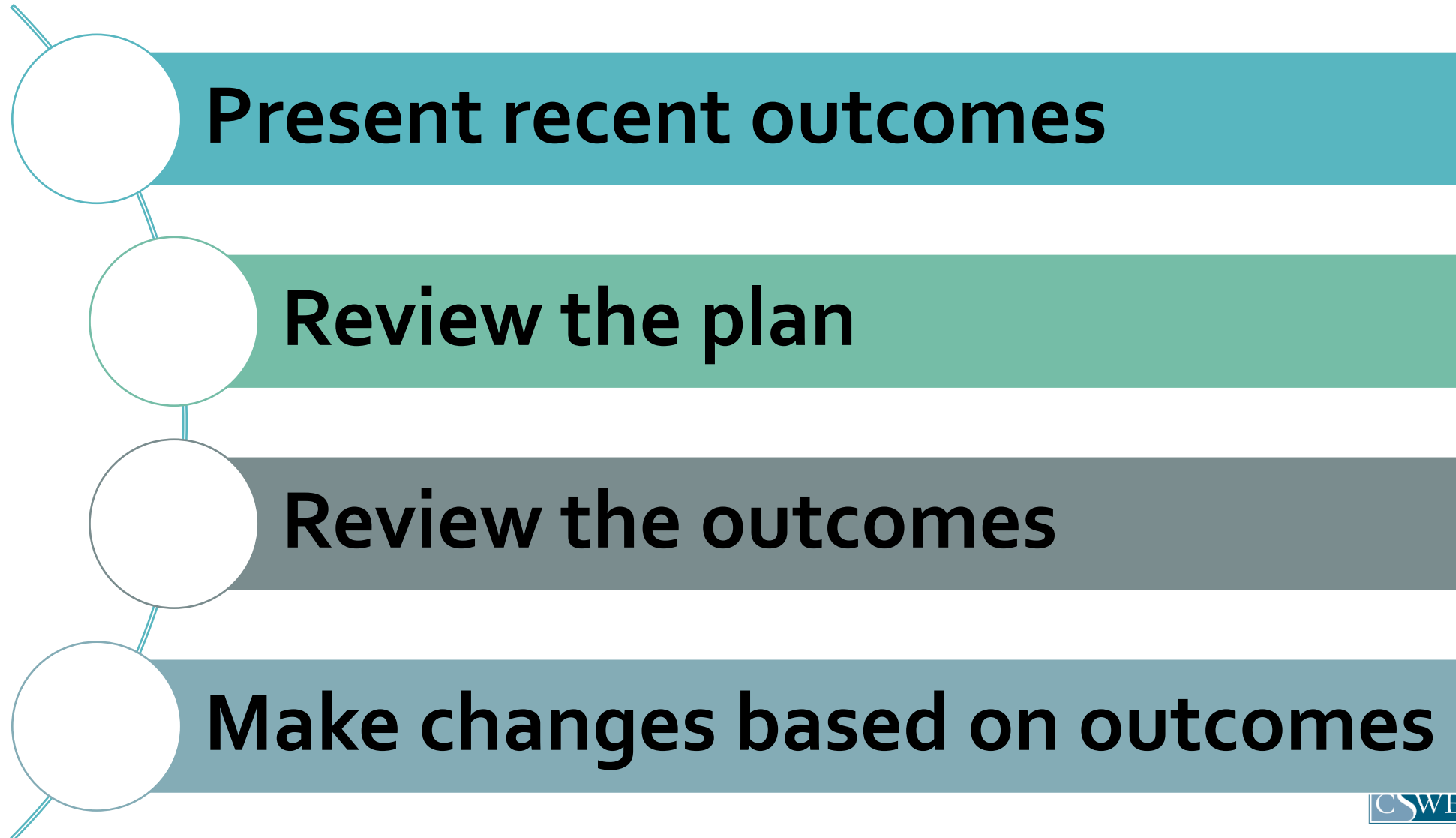
CSWE

Accreditation Standard 5.0.2(b)

ADEI Implicit Curriculum
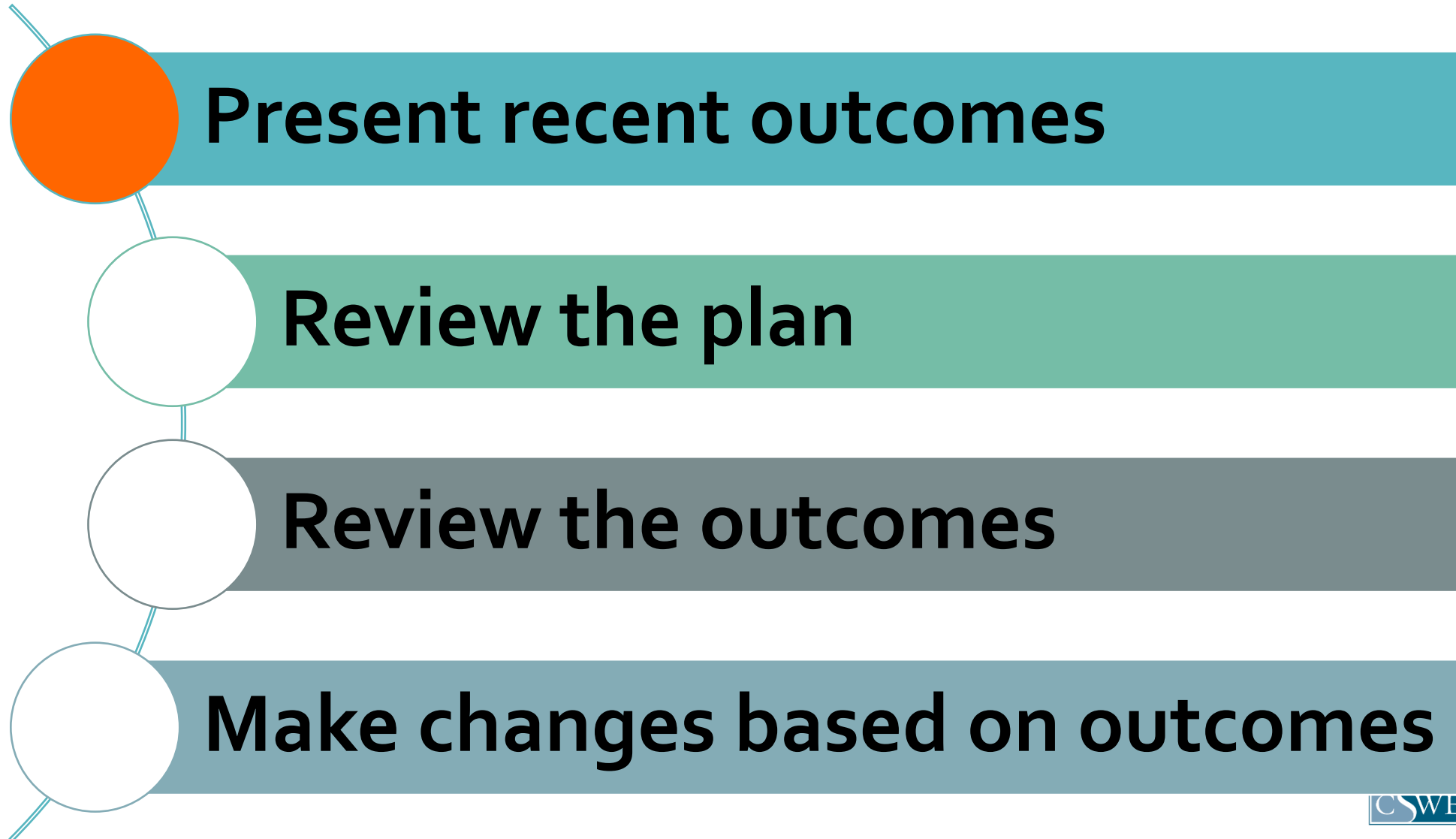Assessment Data

ADVOCATE

COLLABORATE

CSWE

ADEI Implicit Curriculum Assessment Data

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**.
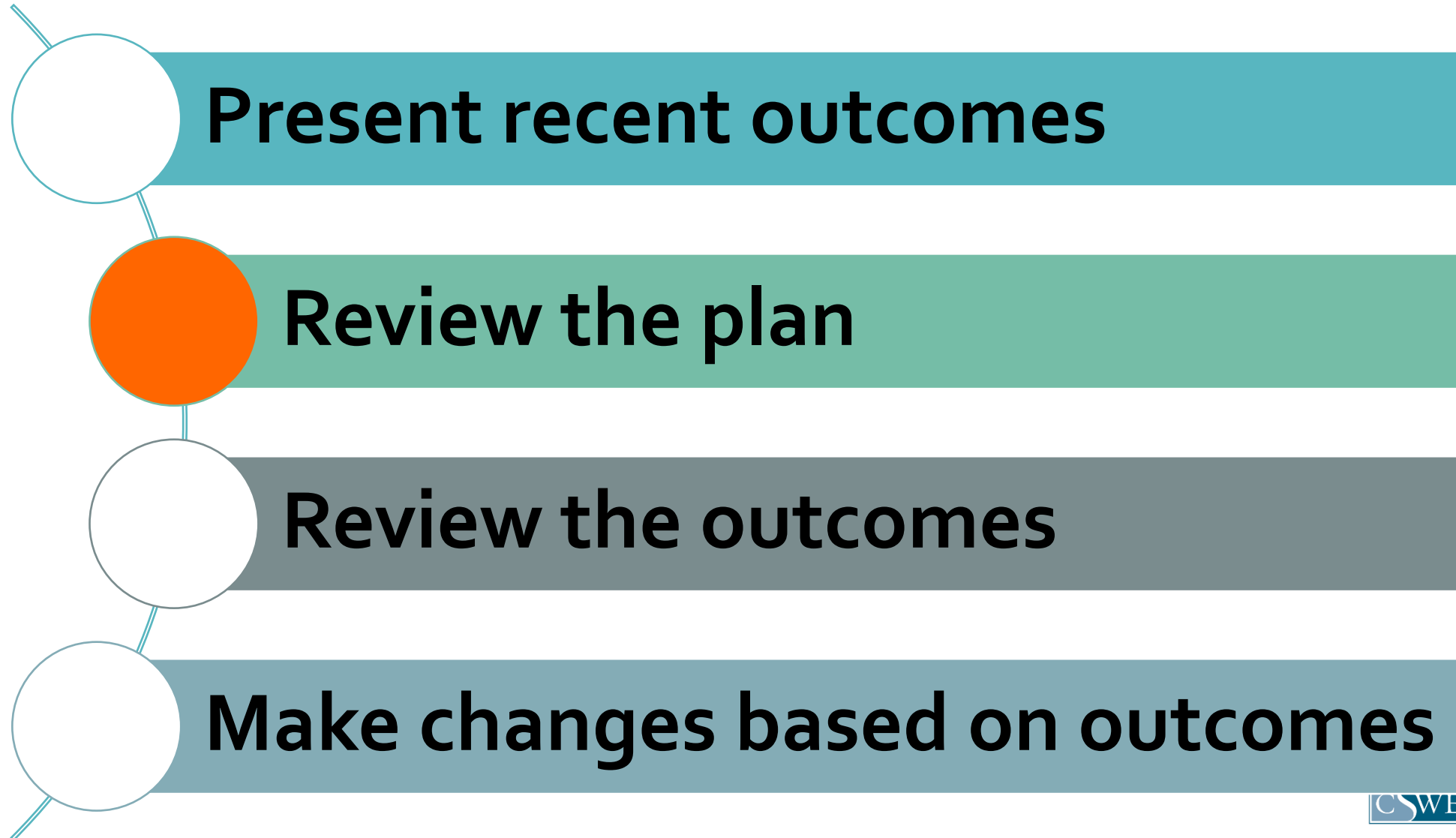
Data must include:

- Present recent outcomes
- Review the plan
- Review the outcomes
- Make changes based on outcomes

CSWE

Data must include:

Present recent outcomes

Review the plan

Review the outcomes

Make changes based on outcomes

Step 1: Present Recent Outcomes

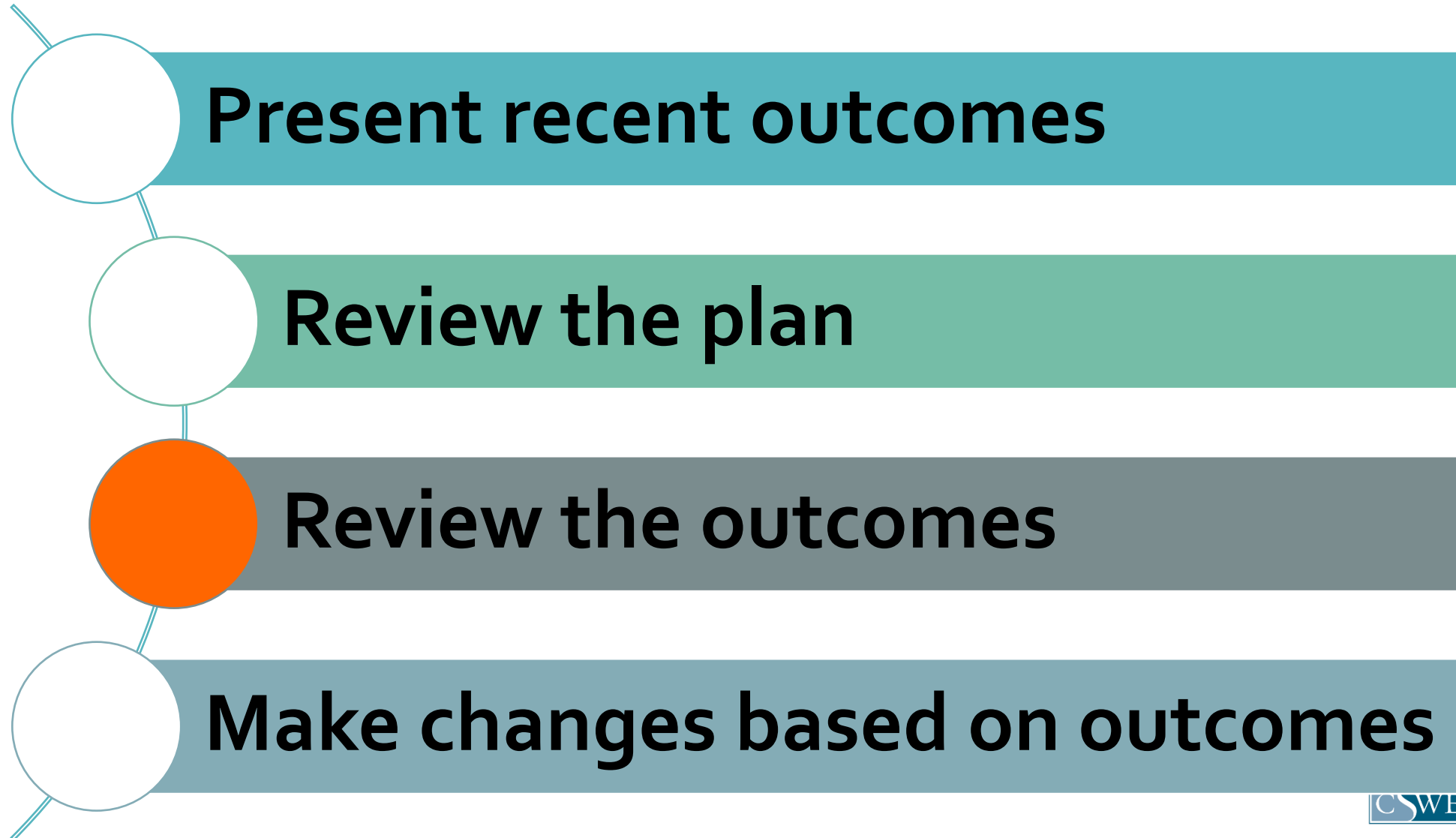- Presents ADEI assessment outcomes from the most recent year.

Data must include:

Present recent outcomes

Review the plan

Review the outcomes

Make changes based on outcomes

CSWE

Step 2: Review the Plan

- Describe the processes used to formally review the ADEI assessment plan as presented in *Accreditation Standard 5.0.2(a)*.

Optional Prompts

- What **process or mechanism** is employed to formally review the ADEI assessment plan and make decisions about retaining, modifying, or changing the plan?

- Which **decision-makers** are involved in crafting and reviewing the ADEI assessment plan?

- How are decisions made to **sustain or update** the program's ADEI assessment plan?

- How is the ADEI assessment plan **evaluated routinely**?

CSWE

Data must include:

Present recent outcomes

Review the plan

Review the outcomes

Make changes based on outcomes
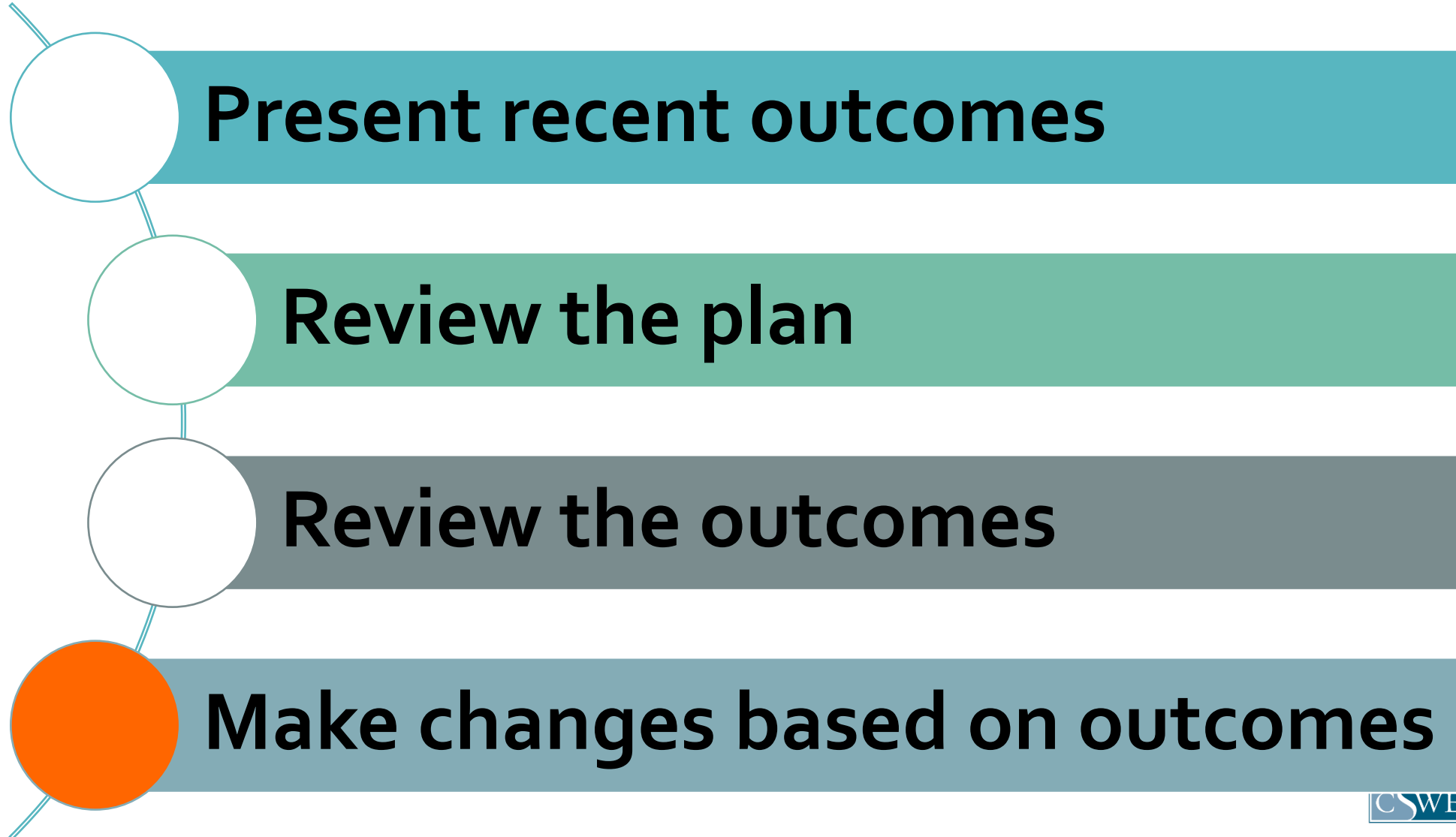
CSWE

Step 3: Review the Outcomes

- Describe the processes used to formally review the ADEI assessment outcomes.

Optional Prompts

- What **process or mechanism** is employed to formally review the ADEI assessment outcomes and make **data-informed decisions** to continuously improve the program?

- How do decision-makers determine the **meaning of the data** and **implications of the findings**?

- How are decisions made to **modify the program** based on the data?

- *Examples include review of data and decision making via:* program administrators, faculty committee(s), discuss at faculty retreats, sharing with student governance groups for feedback, community or field advisory boards reflections, etc.

- How is the program **using data to make changes** to the **implicit curriculum**?

Data must include:

Present recent outcomes

Review the plan

Review the outcomes

Make changes based on outcomes

Step 4: Make Changes Based on Outcomes

- Describe 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.

CSWE

Examples

- Training enhancements

- New extracurricular offerings

- Resource enhancements

- Policy and procedure changes

- New events, conferences, speaker series, initiatives, or student organization projects

- Investment in culture/climate work

- Adjustments to strategic planning goals

- New scholarship programs

- New community partnerships

- Establish partnerships in institution-wide events/initiatives

- Social work program representation on institution-wide committees

- Website or publication revisions

- Expansion of ADEI implicit curriculum assessment plans

- Enhancements for accessibility

- Admissions recruitment expansions/adaptations

- Review examples of specific and continuous implicit curriculum ADEI efforts under AS 2.0.2

Program Options

- Provide outcomes for each program option and in aggregate.

- **Important!** Delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.
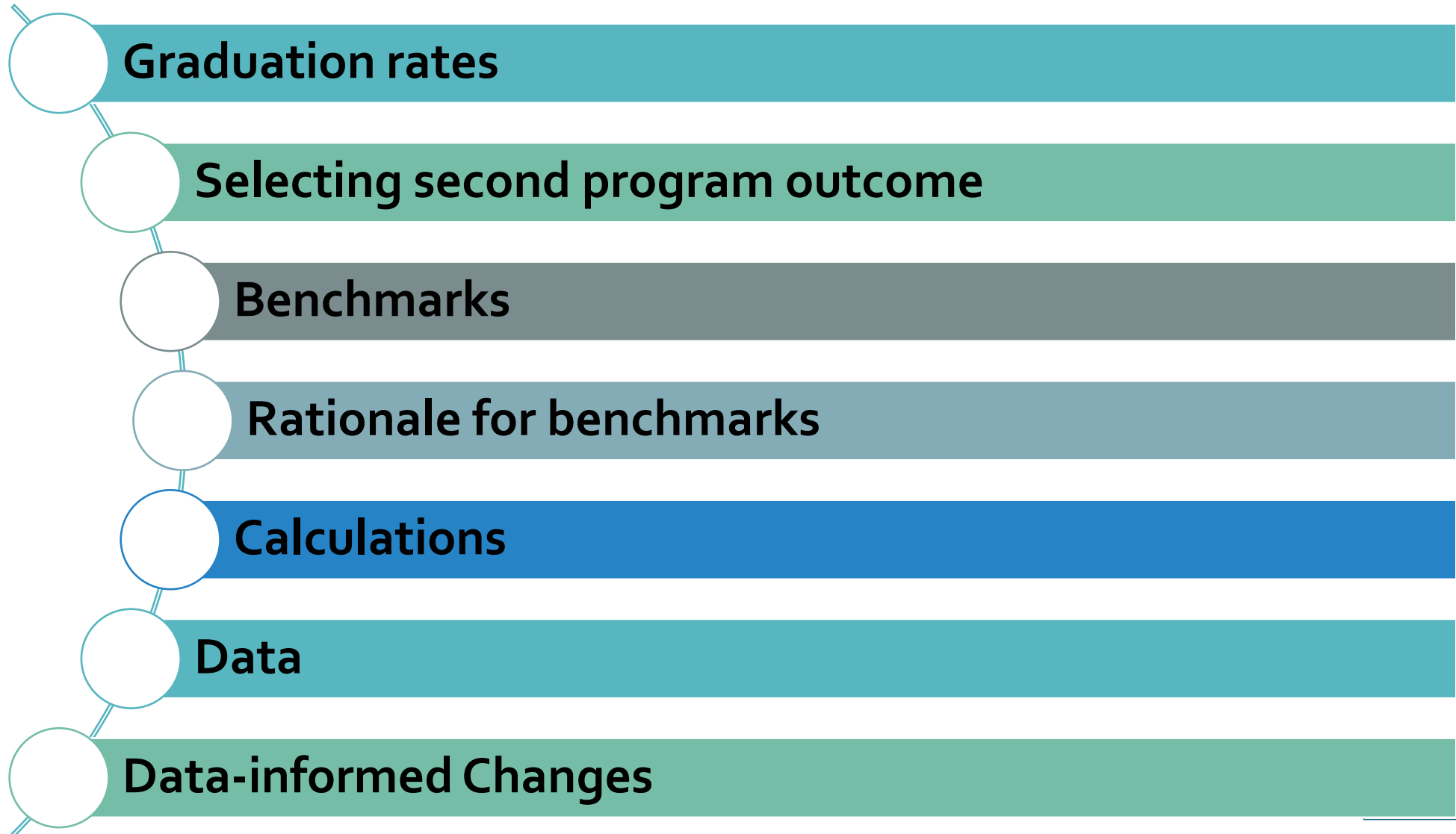
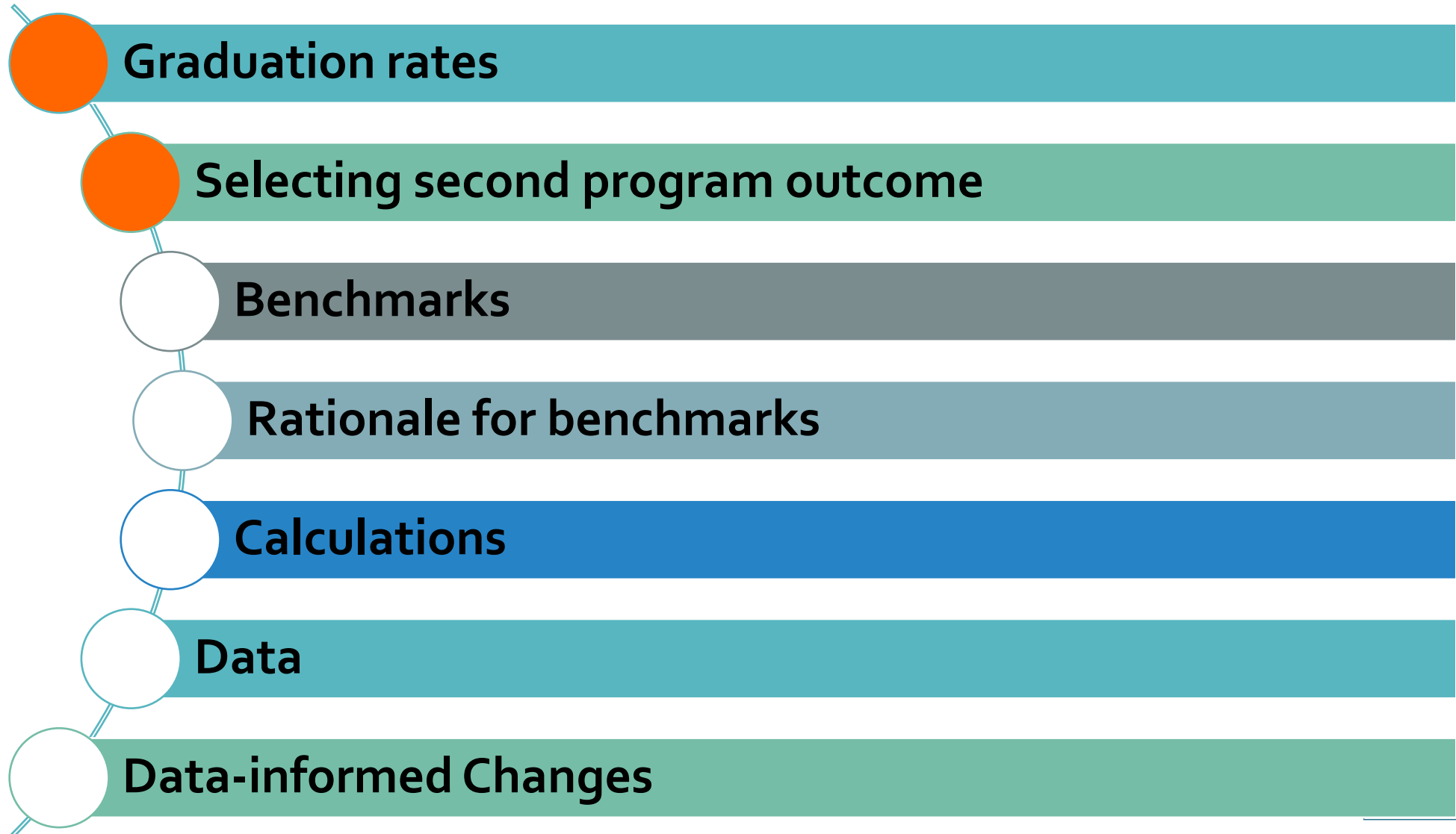# Accreditation Standard 5.0.3

Program Outcomes

ADVOCATE

COLLABORATE

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, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are **determined by the program**.*

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
- Calculations
- Data
- Data-informed Changes

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
- Calculations
- Data
- Data-informed Changes
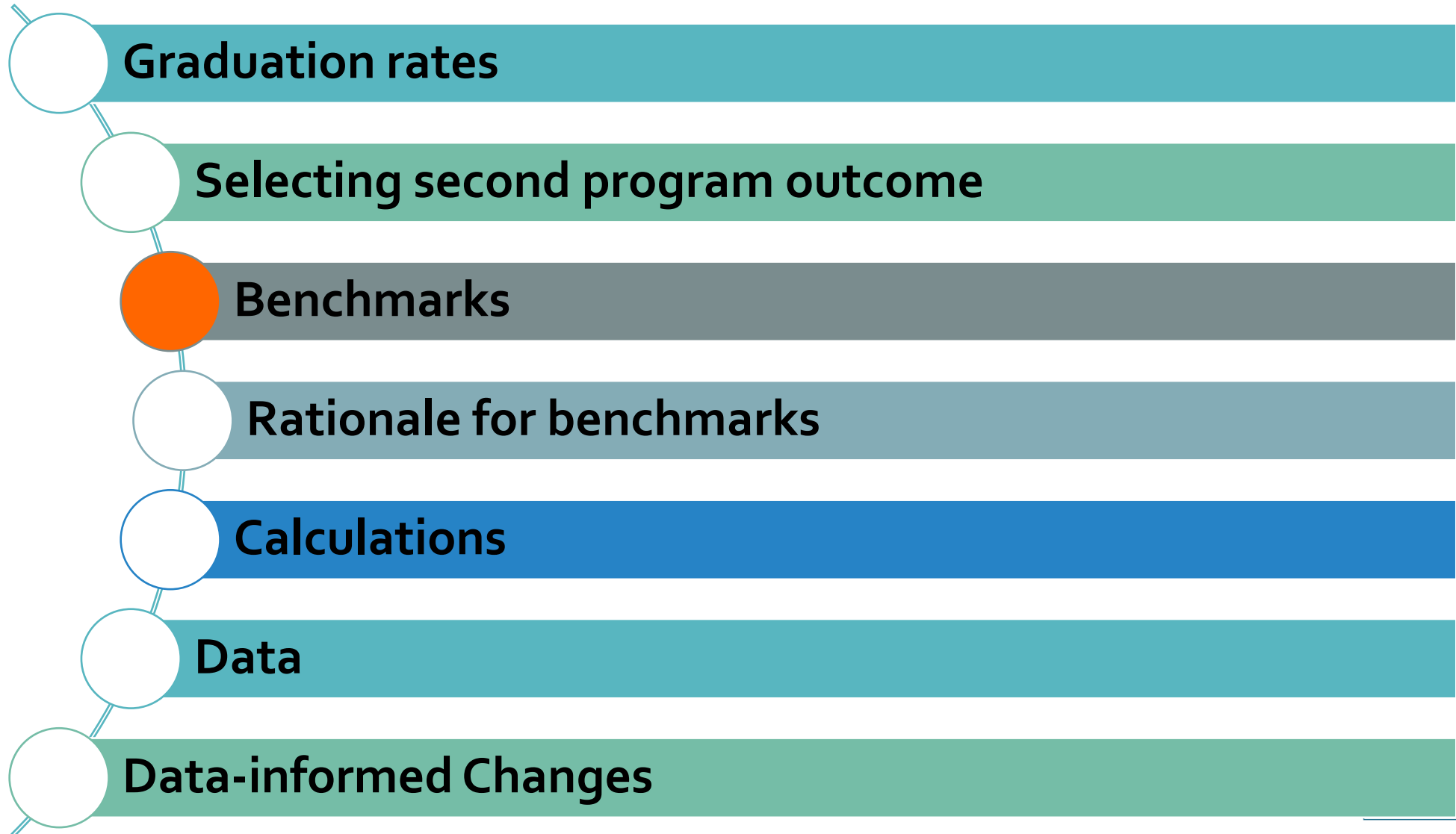
Step 1: Choose Your Outcomes

First Outcome

- Graduation rate

Second Outcome

- Time to program completion;
- Higher education acceptance rate; **or**
- Employment rate

CSWE

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
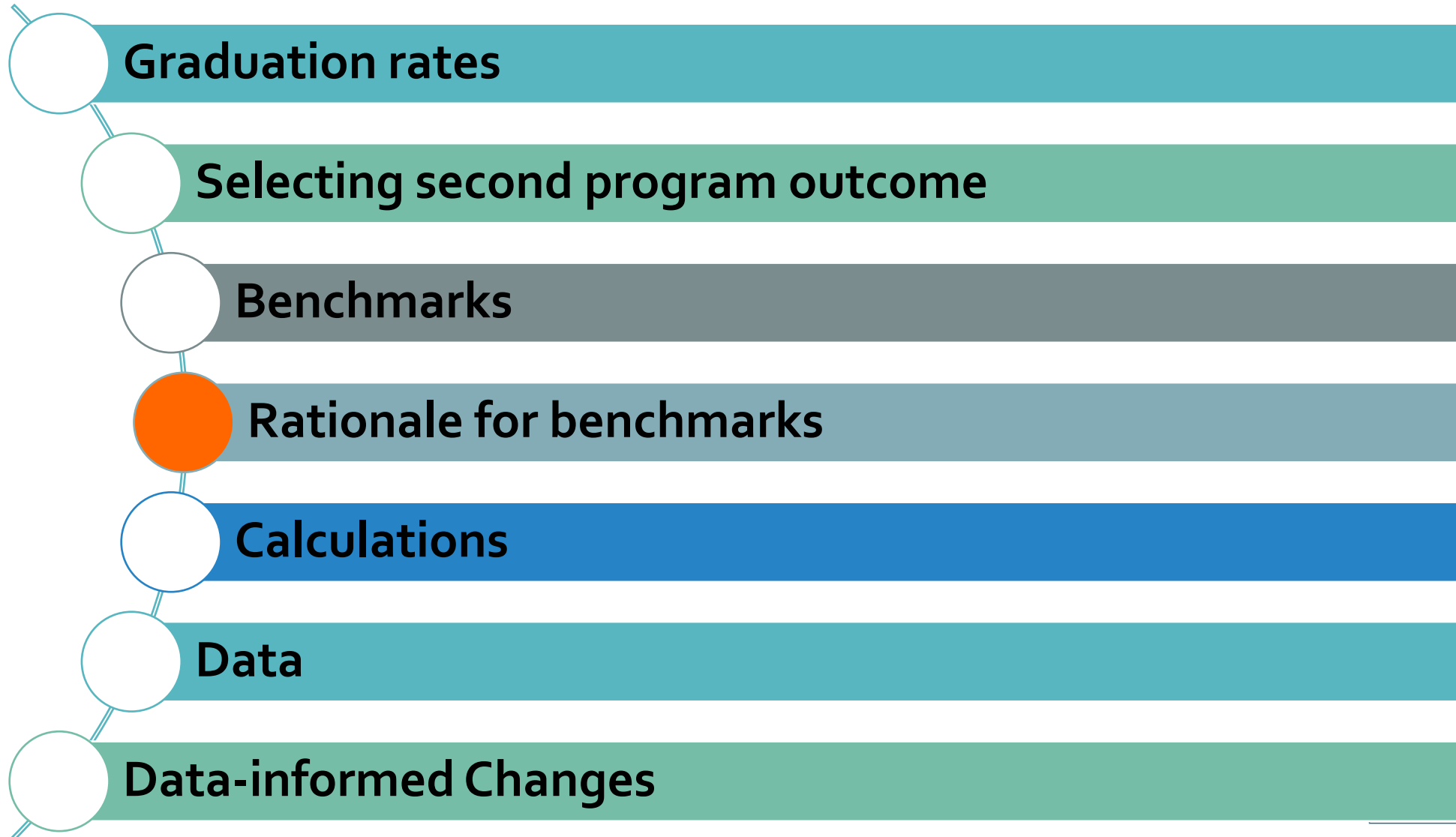- Calculations
- Data
- Data-informed Changes

Step 2: Set Your Benchmarks

- Provide the program-determined benchmark for your graduation rates and second program outcome(s).

- Programs have autonomy to set their benchmarks consistent with the program's mission and context.

  - Programs are <u>not</u> required to meet their benchmarks.

  - Programs may choose a *different* benchmark per program option.

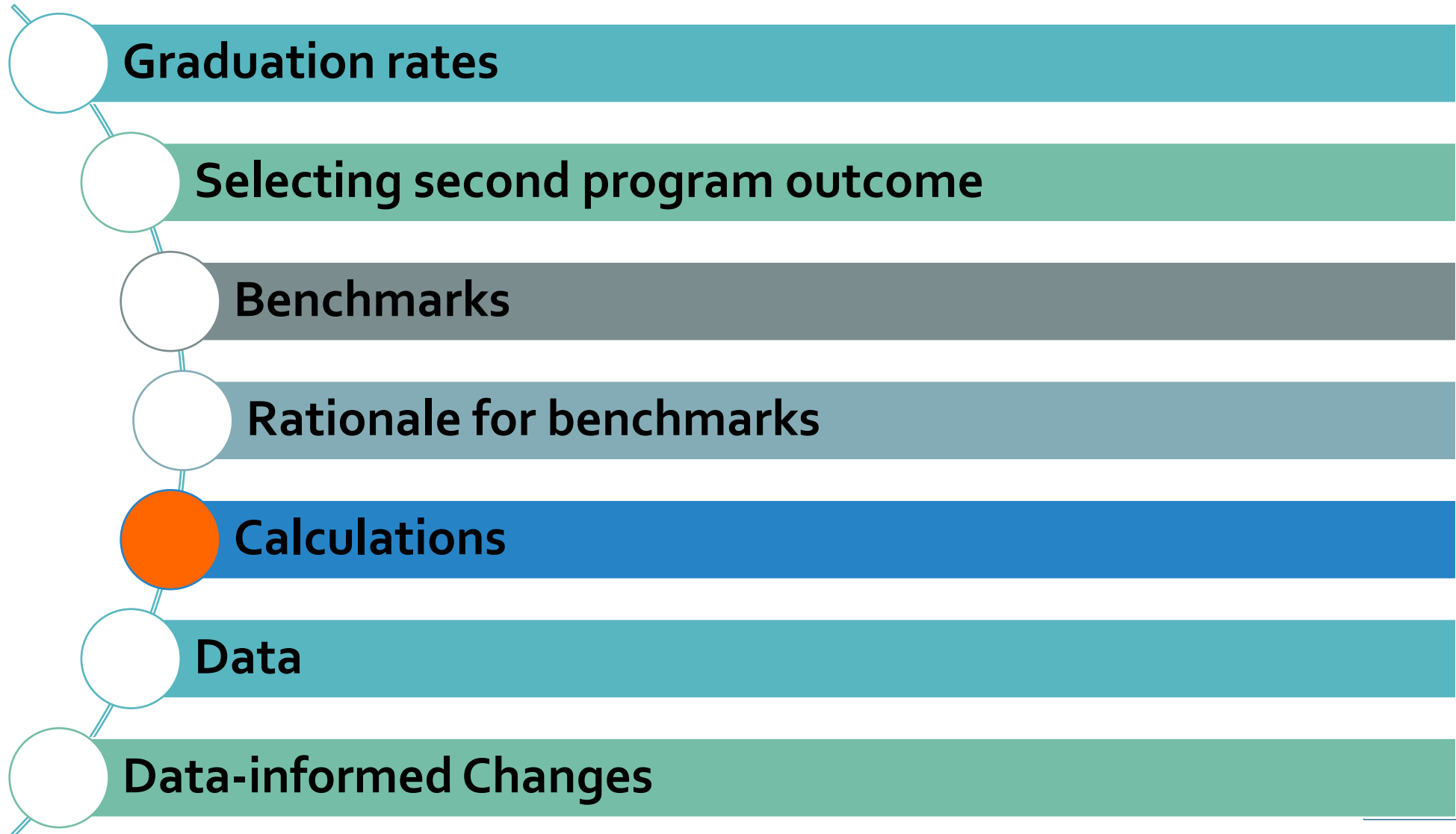 - Programs may choose *different* benchmarks for full-time students and part-time students.

CSWE

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
- Calculations
- Data
- Data-informed Changes

Step 3: Know Your Benchmark Rationale

- Provide the benchmark rationale for your graduation rates and second program outcome(s).

- If benchmarks differ by program option, provide a rationale for each program outcome for each program option.

CSWE

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
- Calculations
- Data
- Data-informed Changes

Step 4: Calculations

- Explains how graduation rates and the second program outcome(s) are calculated.

- Programs have autonomy to determine their formula.

CSWE

Step 4: Calculation | Definitions & Parameters

- **Graduation rate:** Percentage of students who graduate from the program per academic year from those that were anticipated to graduate.
  - Programs define academic year.
  - Sampling <u>not</u> permitted.
  - Programs have autonomy to determine the student-level data that comprises final outcomes. Must note any exclusions in the calculation explanation.

- **Employment rate:** Percentage of graduates who are employed within the program's identified timeframe.
  - Sampling is permitted.
  - Explicitly state timeframe.
  - Graduates do <u>not</u> need to be employed in the social work field.
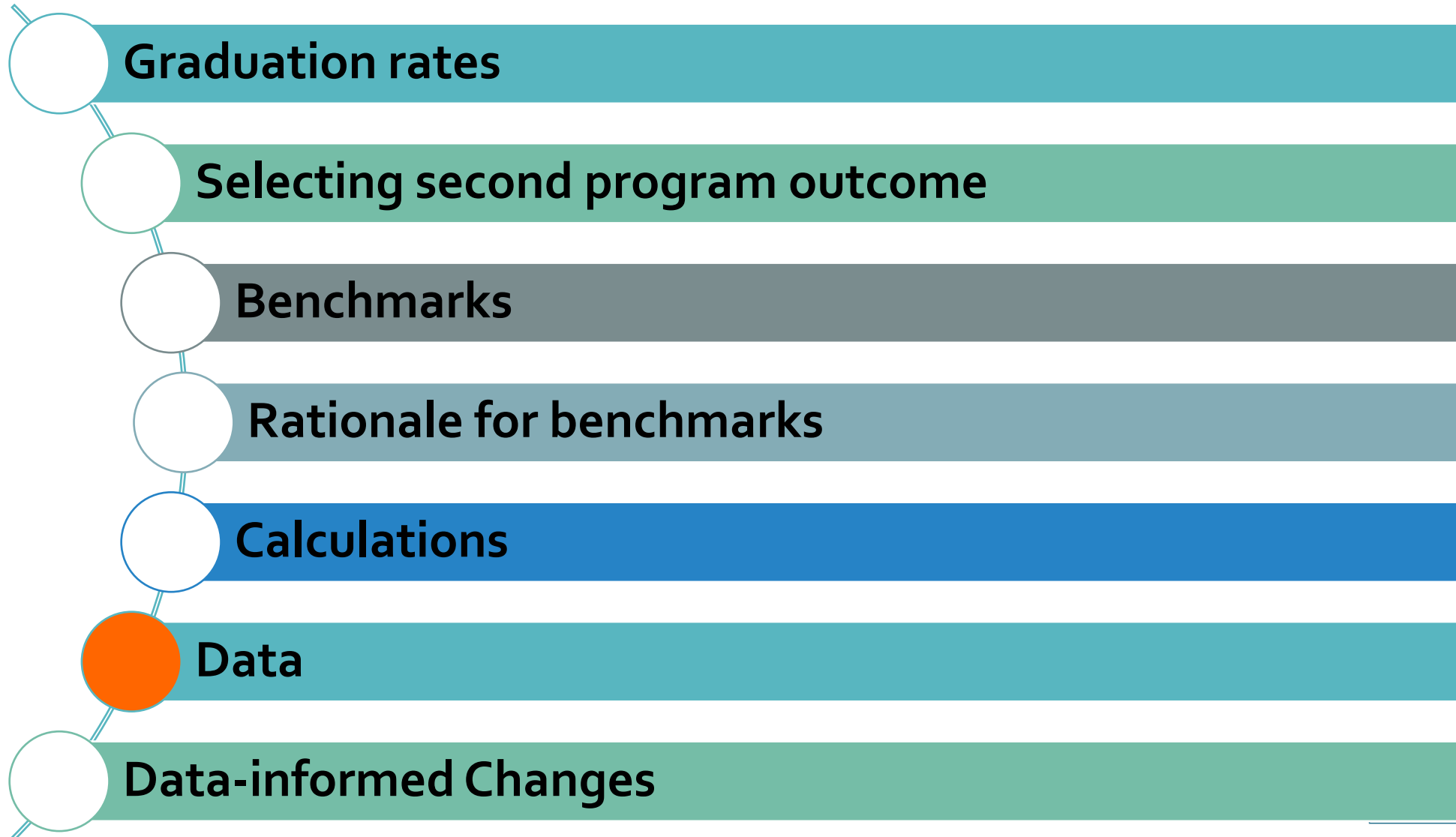
Step 4: Calculation | Definitions & Parameters

- **Higher education acceptance rate:** Percentage of graduates who are accepted into higher education programs, including master's and doctoral programs of any discipline, within the program's identified timeframe.
  - Sampling is permitted.
  - Explicitly state timeframe.

- **Time to program completion:** Percentage of students who completed the program within the program's identified time period(s).
  - Sampling is <u>not</u> permitted.
  - Explicitly state timeframe.
  - Programs have autonomy to determine the student-level data that comprises final outcomes. Must note any exclusions in the calculation explanation.

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
- Calculations
- Data
- Data-informed Changes

Step 5: Present 3-years of Data

- Provide a minimum of the three most recent years of available graduation rates and the second program outcome(s) and present the data.

Step 5: Data Presentation Parameters

- Annual collection period determined by the program/consistent with their mission and context.

- At minimum **accredited programs** provide:
  - Two (2) years of data if submitting an accreditation document in 2025 or 2026.
  - Three (3) years of data if submitting an accreditation document in 2027 and beyond.

- At minimum **candidate programs** provide one (1) year of data.
  - *For programs under review for an Initial Accreditation decision:* If the program documents they will graduate their first cohort of students within 1-year, the program may be granted initial accreditation with a progress report

CSWE

Graduation Rates

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 graduate from program option 1 each academic year.	80%	90%	70%

Online Outcomes

Benchmark	Collection Period (08/22-05/23)	Collection Period (08/23-05/24)	Collection Period (08/24-05/25)
80% of students will graduate from program option 2 each academic year.	85%	95%	80%

Aggregate Outcomes
Inclusive of All Program Options

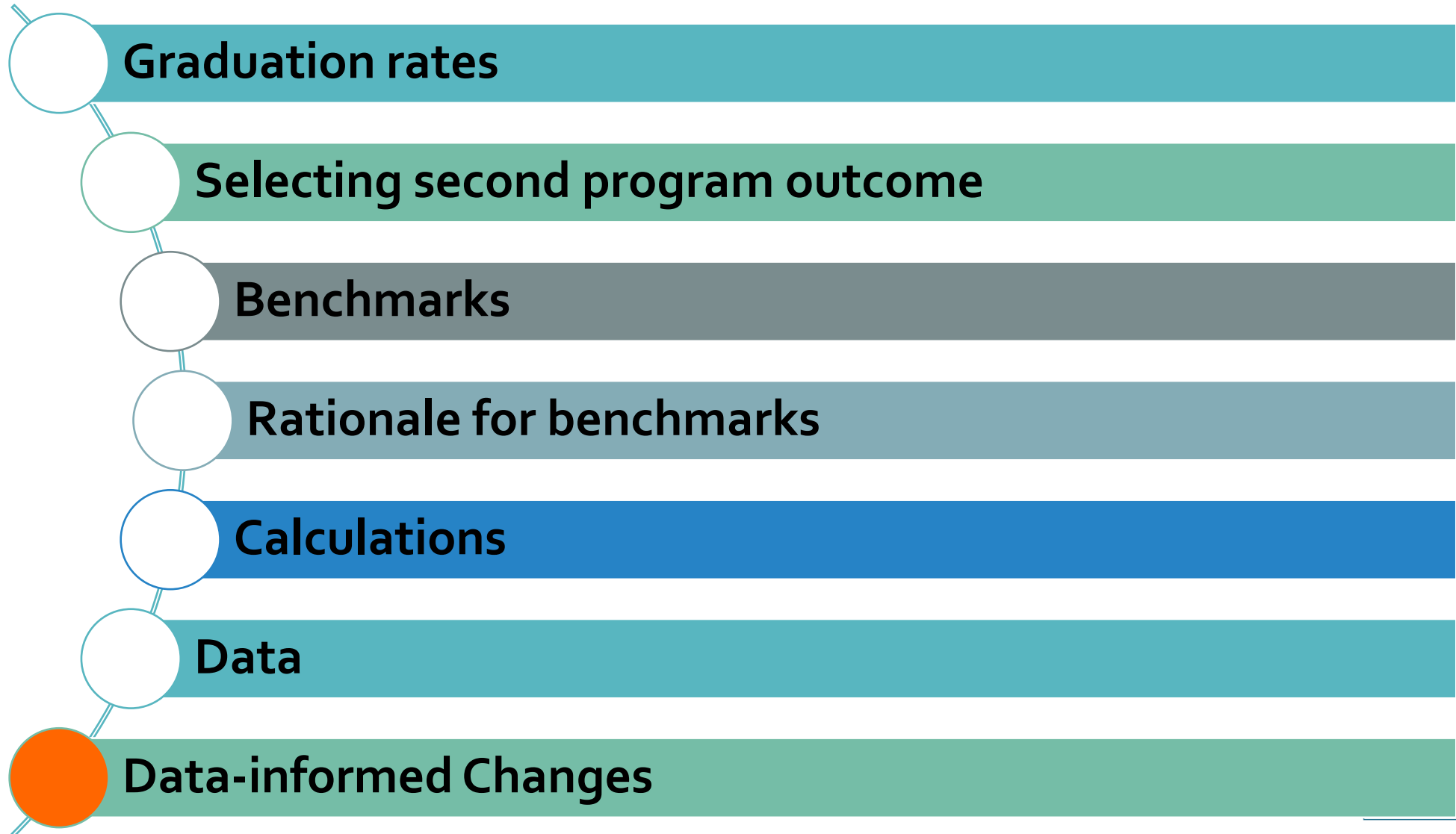| Benchmark	Collection Period (08/22-05/23)	Collection Period (08/23-05/24)	Collection Period (08/24-05/25)
80% of students will graduate from the program each academic year.	82.5%	92.5%	75%

Second Outcome

Higher Education Acceptance Rates

Alexandria, VA Outcomes

Benchmark	Collection Period (08/22-05/23)	Collection Period (08/23-05/24)	Collection Period (08/24-05/25)
25% of graduates will be accepted into higher education programs, including master's and doctoral programs of any discipline, within 1-year of graduation.	30%	20%	10%

Assessment plan & data must include:

- Graduation rates
- Selecting second program outcome
- Benchmarks
- Rationale for benchmarks
- Calculations
- Data
- Data-informed Changes

Step 6: Make Data-informed Changes

- Explain how these data are used for continuous program improvement and decision making for improving graduation rates and the second program outcome(s).

CSWE

Program Options

- Provide outcomes for each program option and in aggregate.

- **Important!** Delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.

CSWE

Program Outcomes
Templates & Sample

- **Reaffirmation:** Required Self-Study Template

- **Candidacy:** Required Benchmark 1 Template

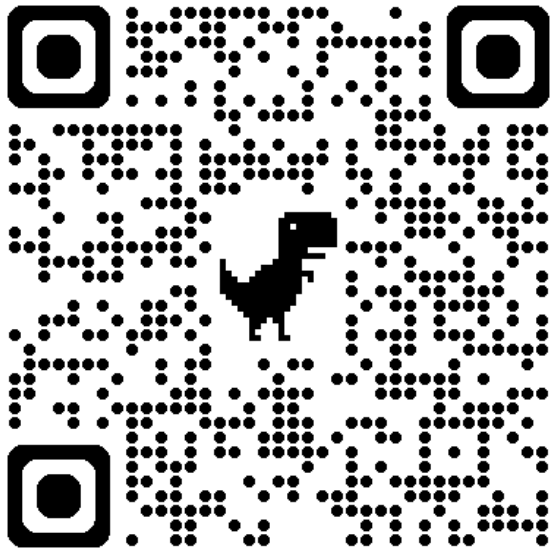- Form 5.0.3 - Program Outcomes Assessment

- Sample Form 5.0.3

CSWE

2025 Assessment Institute Post-Institute Questionnaire

Thank You to Our Sponsor!

on a mission to empower researchers, industry experts and business leaders to simplify data complexity, find insights and get clarity.

Competency Assessment Instrument Showcase

This is your opportunity to network, share, and discuss your assessment instruments, lessons learned, and best-practices with 100+ social work educators.

Competency Assessment Instrument Showcase

Supplies needed:

- Example competency rubrics
- Example assessment instruments or tools

- Load on your computer; or
- Bring hard copies in advance
  (as directed in the "Know Before You Go" email)

CSWE

Competency Assessment Instrument Showcase

Choose your adventure!

Competency Assessment Instrument Showcase

Join the table(s) of your choice:
1. Field Evaluations
2. Simulated Practice Instruments
3. Course-Embedded Instruments (e.g., Key or Signature Assignments)
4. End-of-Year Exams & Comprehensive Exit Exams
5. Capstone & Seminar Assignments (e.g., Papers, Presentations)
6. Portfolios

Competency Assessment Instrument Showcase

Directions:

- Use the table prompts to guide your dialogue. Or free flow!

- Vote with your feet! Curious about multiple assessment instruments? Visit as many tables as you wish.

- Report out any salient learning moments or questions.

CSWE