CSWE

Council on Social Work Education

2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation



Land Acknowledgement

CSWE acknowledges that its office is located on ancestral lands of Indigenous Peoples throughout the continental United States, Alaska, Hawaii, and territories. This is true of the cities where CSWE events occur and the areas where council staff and volunteers reside. 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.

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.

Learn more: cswe.org/about-cswe

Welcome from Dr. Collina Cooke, CSWE Executive Director of Accreditation



Dr. Collina D. Cooke,
PhD, LCSW-C
Executive Director of Accreditation

Thank you to our sponsor!

LUMIVERO



#CSWE25

CSWE 71ST ANNUAL CONFERENCE | DENVER, CO

Your Facilitator



Kat Gibson Ledl, BSW, LMSW-Macro

Director of Accreditation Services

CSWE



Welcome, Intros, & Agenda



Wi-fi Info

- Internet name: CSWE26
- Password: UHMANOA

Housekeeping

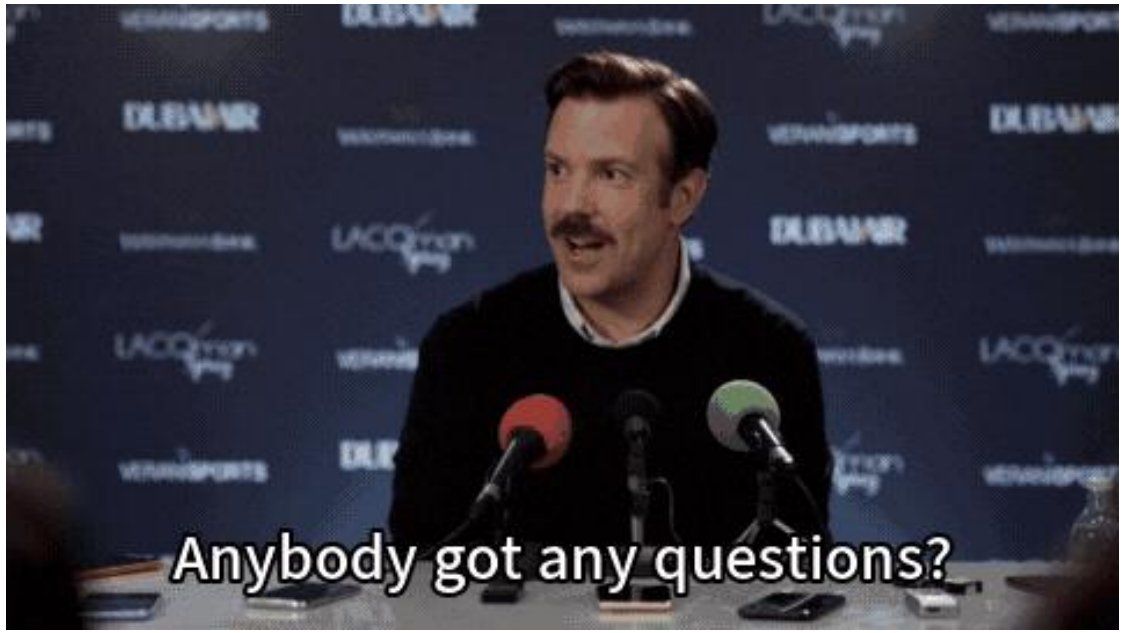
- Slide deck available for download in the conference microsite and app
- Ready your phones or laptops for engagement!
- We encourage self-care during this session!
  - Stand
  - Take a break
  - Step away
  - Stretch
  - Hydrate
  - Snack





Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/GQf8x8dNtk

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**

Learning Objectives

1. Understand **compliance requirements** for each of the 3 types of assessments: 1) competency-based student learning outcomes, 2) ADEI implicit curriculum effort(s), and 3) program outcomes.
2. Develop a competency-based student learning outcomes assessment **plan** that reflects the context of your program.
4. Organize a **program outcomes** assessment that meets the new requirement for the 2022 EPAS.
5. Explore the relationship between curriculum and assessment and how programs can use data to identify strengths, areas for growth, and opportunities for **continuous improvement.**

Assessment

Choose your adventure -- for the good of the profession and the people and planetary life we serve!



Morning Agenda

TIME	TOPIC & PRESENTER
8:30 AM	**Welcome and Introductions**
9:00 AM	**2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation** Kat Gibson-Ledl, BSW, LMSW-Macro Director of Accreditation Services, Council on Social Work Education
10:30 AM	**Break**
10:45 AM	**(Continued)** **2022 EPAS Assessment Essentials: Compliance as a Compass to Accreditation** Kat Gibson-Ledl, BSW, LMSW-Macro Director of Accreditation Services, Council on Social Work Education
12:00 PM	**Lunch**

Afternoon Agenda

TIME	TOPIC & PRESENTER
1:00 PM	**Measuring EPAS Competencies Through Learning Management System Data: A Scalable Approach** Kassaw Merie, PhD, MSW Assistant Teaching Professor, Arizona State University Natasha Mendoza, PhD, MSW Associate Professor, Arizona State University
2:00 PM	**Reaching the STARS: Optimizing EPAS-Aligned Assessment with University Performance Indicators in Nuventive** Jacquelyn McMillan, PhD, LCSW Assistant Professor, Florida A&M University Loris mcCorvey, MSW, LCSW Visiting Assistant Professor, Florida A&M University Shatoria Murray, MSW, LCSW Visiting Assistant Professor, Florida A&M University
3:00 PM	**Break**

Afternoon Agenda

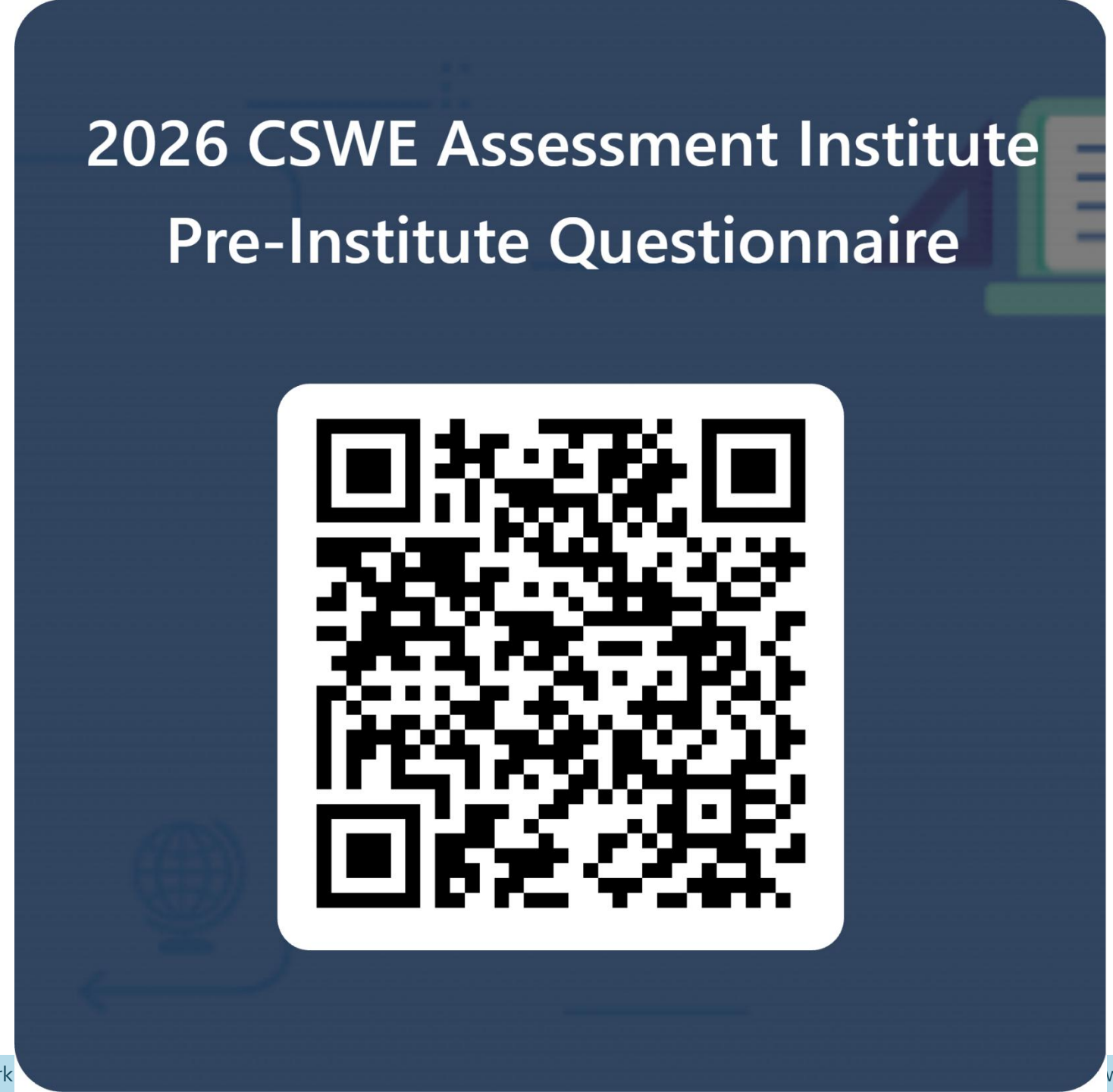
TIME	TOPIC & PRESENTER
3:15 PM	**Cultivating Professionalism: Formative Assessment in Social Work Education Through Continuous Quality Improvement** Mercedes C. Ray, LCSW Program Director/Assistant Professor, Southern Arkansas University Cortney Sherman, MSW Assistant Professor, Southern Arkansas University Catiya Welch, LCSW Assistant Professor / Field Director, Southern Arkansas University
4:15 PM	**Next Steps, Evaluations, & Closing Remarks**

2022 EPAS Focus

- 2022 EPAS applies to baccalaureate and master's programs **only**
- Practice doctorate assessment requirements will not be addressed in this session – not to fear we have tailored trainings and services for DSW programs!



[2026 CSWE Assessment Institute Pre-Institute Questionnaire – Fill out form]





Accreditation Overview



CSWE Context: Two Pillars



Accreditor

- **Board of Accreditation (BOA)**
  - Confers accreditation decisions
- Accreditation Volunteers
  - Site Visitors
  - Fellowship Review Committee
  - Post-BOA Candidacy Visitors
  - Practice Doctorate Review Committee
- Staff (Department of Social Work Accreditation – DOSWA)

*Focus on **compliance** with the accreditation standards*

Education Association

- **Board of Directors**
  - Governs CSWE
- National Nominating Committee
- Commissions & Councils
- Membership
- Centers & Initiatives

*Focus on **best practices** and **resources** for social work 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

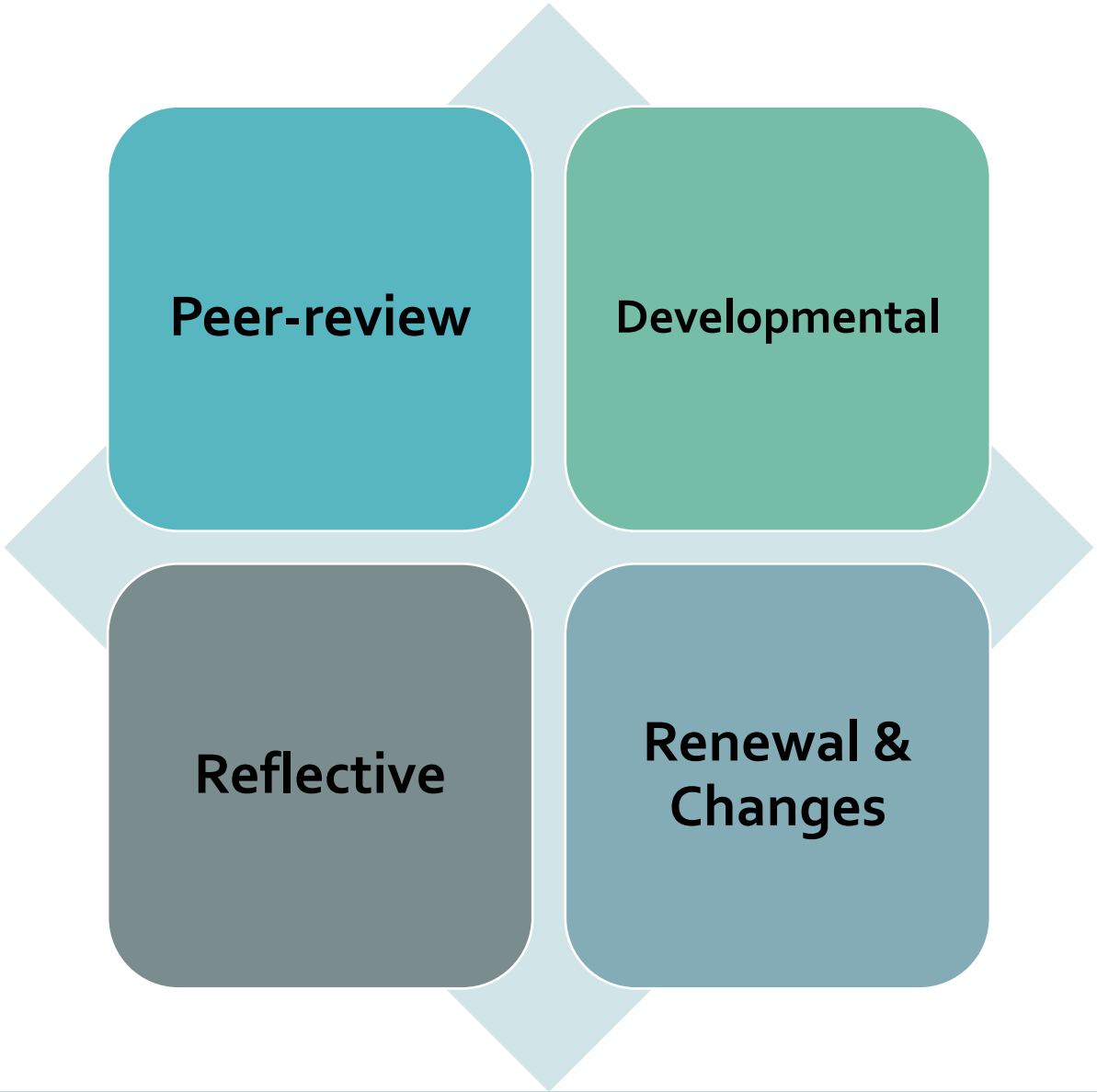
- Considered the quality threshold.
- Meet requirements using the national standards and Interpretation Guide.
- Flexibility to craft excellent educational experiences that exceed the requirements.
- CSWE-BOA sets the floor via the standards; programs set the ceiling!

The sky is the limit!

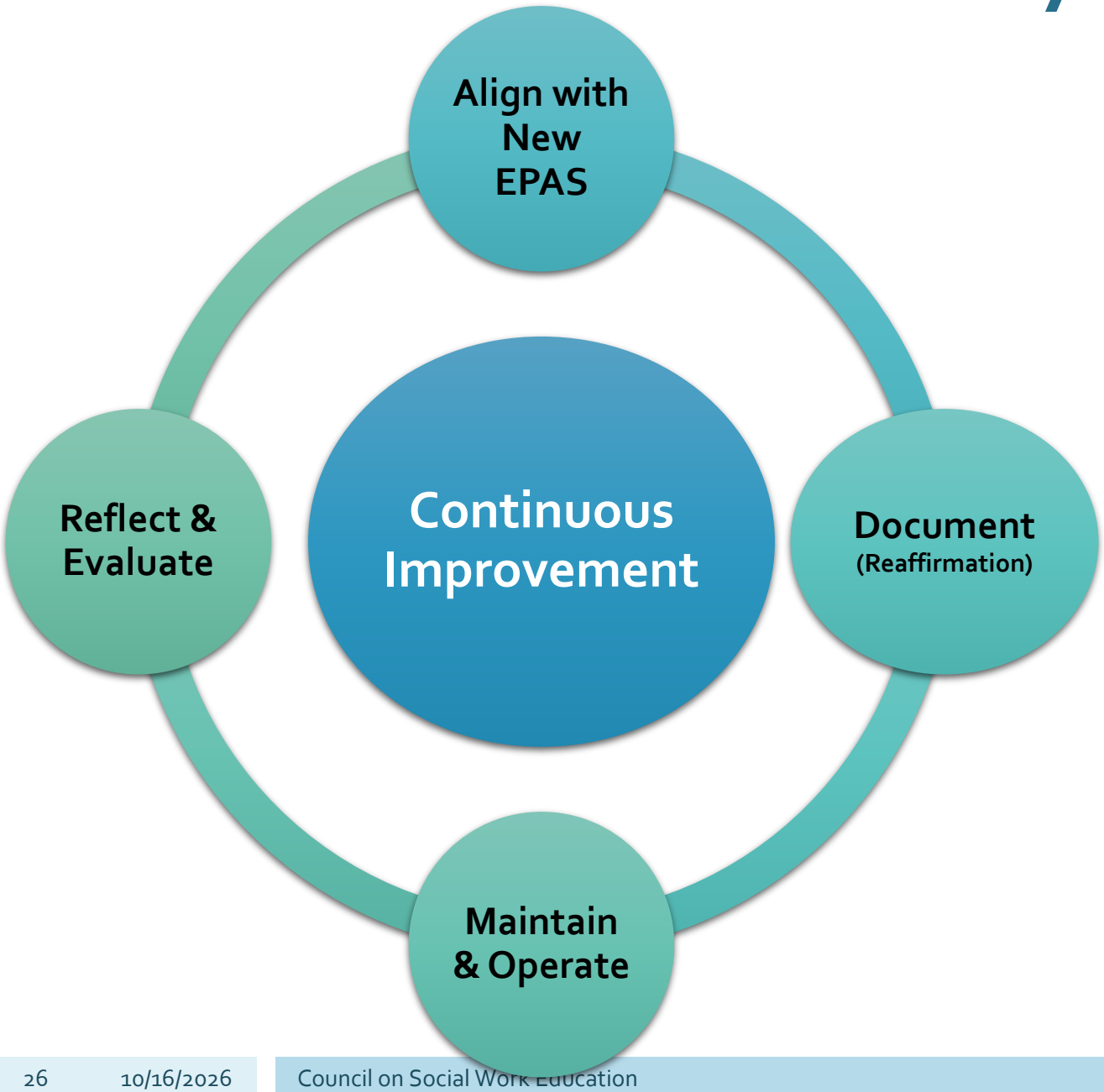
The Key Players

- Volunteer BOA members
- Volunteer visitors
- Department of Social Work Accreditation (DOSWA) staff
- Baccalaureate, master's, & practice doctorate social work programs

Accreditation Process



Continuous Quality Improvement Lens



Accreditation can be an impetus for:

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

Accreditation is <u>not</u> 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

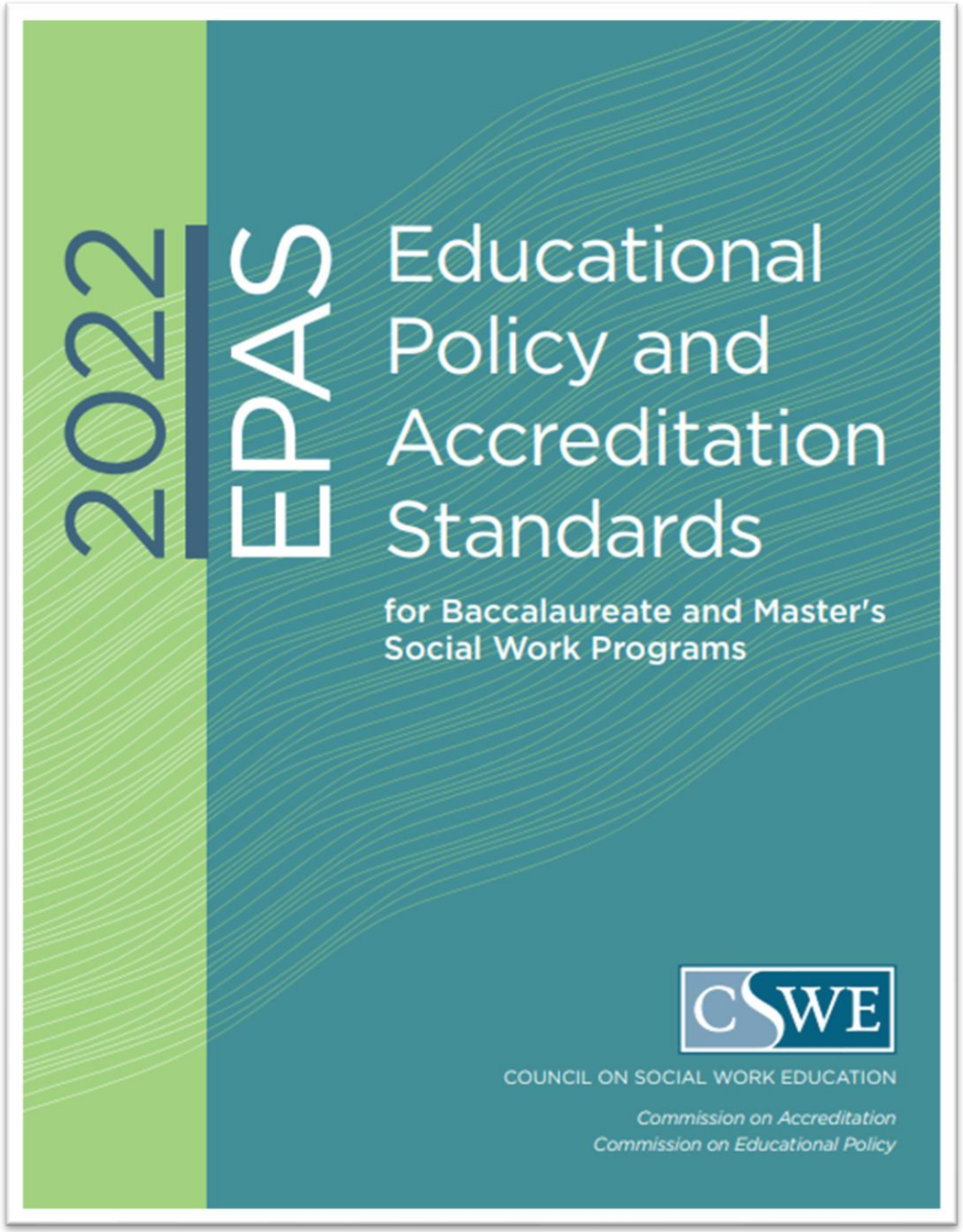


Accreditation as a Team Effort

- 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





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
		• 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.
		Candidate Programs
			AS 4.1.5 is reviewed for:
			• Approval at Benchmark 1
			• Compliance at Benchmark 3

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)	

c. The program addresses all program options.	• Explicitly address each program option.	

Accreditation Policy Handbook

www.cswe.org/policies



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

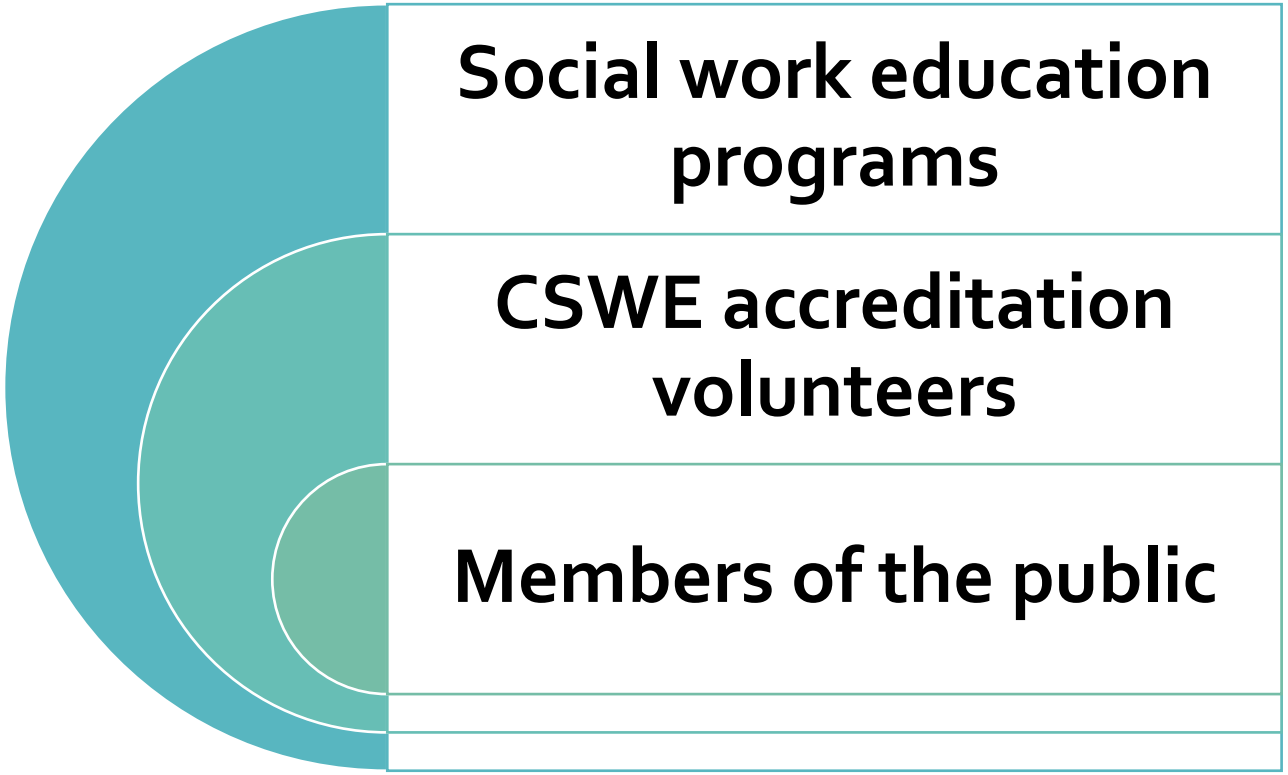
Accreditation policies are subject to change. Periodic updates to this handbook are effective immediately. When updates occur, program primary contacts are notified, and the handbook is posted publicly. Visit the accreditation webpages at www.cswe.org to ensure use of the current version of this handbook.

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





Trainings

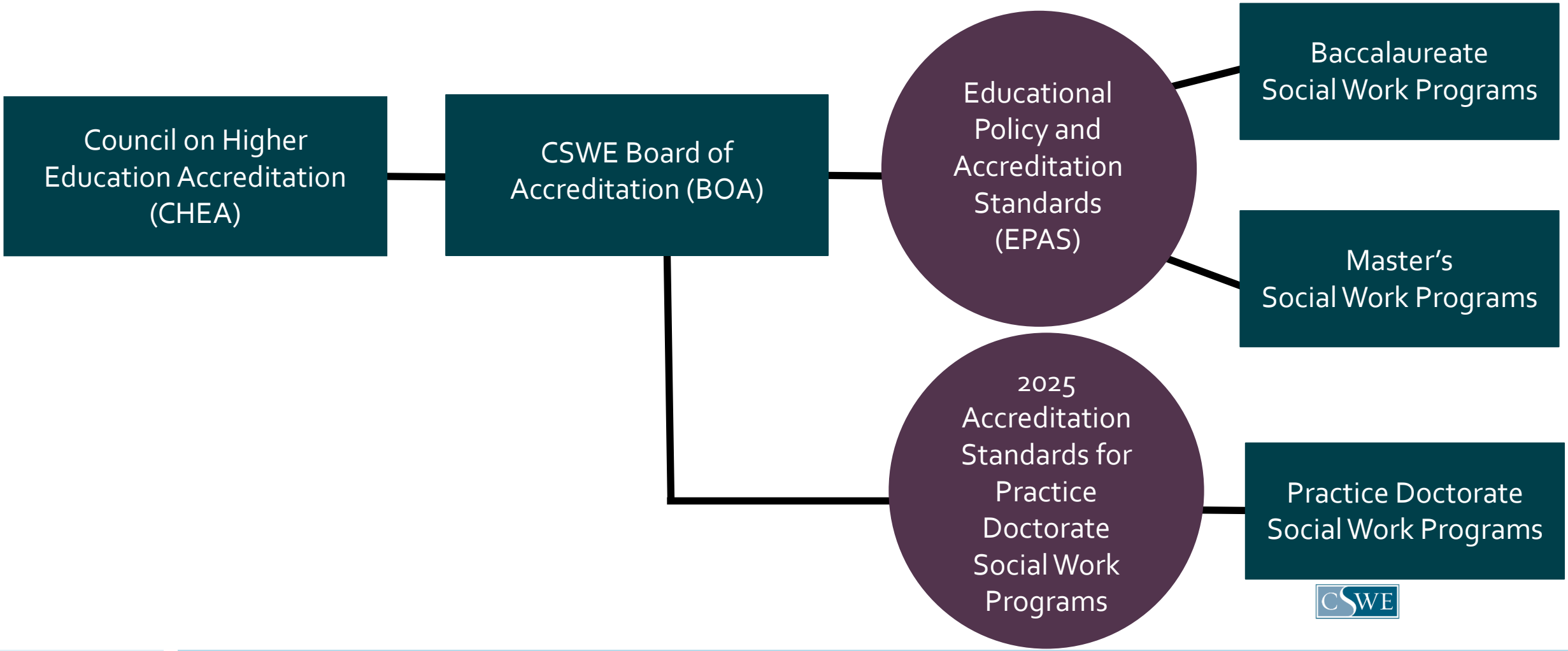
www.cswe.org/training

- 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

Social Work Education Accreditation



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

Anatomy of an Accreditation Standard

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

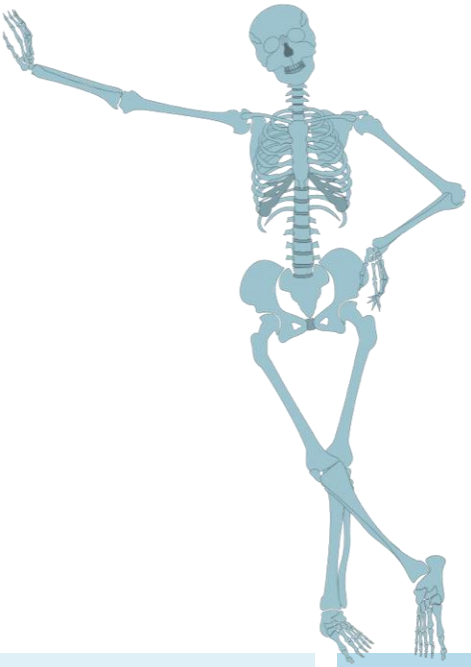
a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.

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 complying across all program options

CSWE



Overview of Assessment



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)

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**

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

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) score each rubric line item/criterion per competency linked 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) score each rubric line item/criterion per competency linked 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 and data is not conflated.

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) score each rubric line item/criterion per competency linked to that portion of the assignment.
(d) **or** behavior-based scoring rubric with line items per each competency.

5. Other

Include:
Instrument with competency-based criteria.

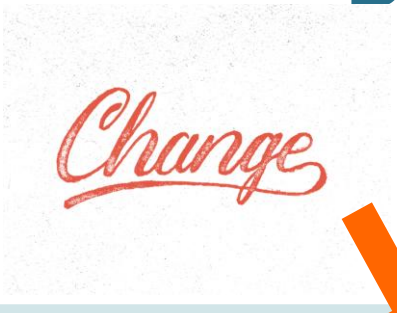
Course-embedded Instruments

- 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.)

AS 5.0.1(a-d) Progression



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

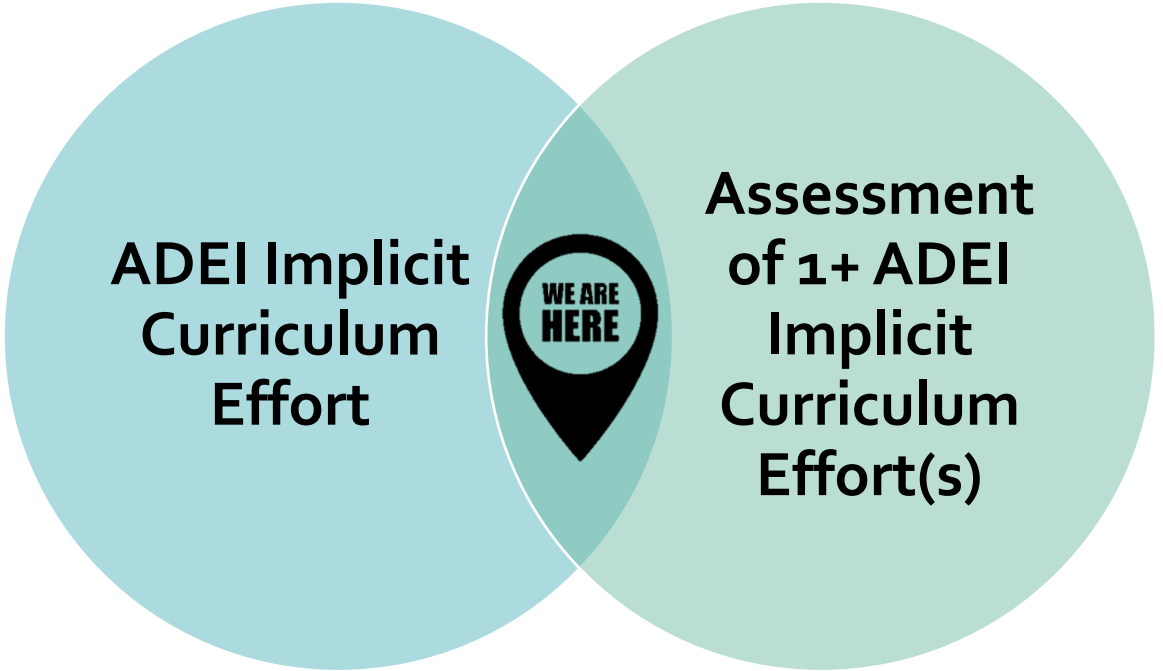
AS 5.0.1(d): **summary data** for public

Continuous Quality Improvement



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



AS 5.0.3: Program Outcomes

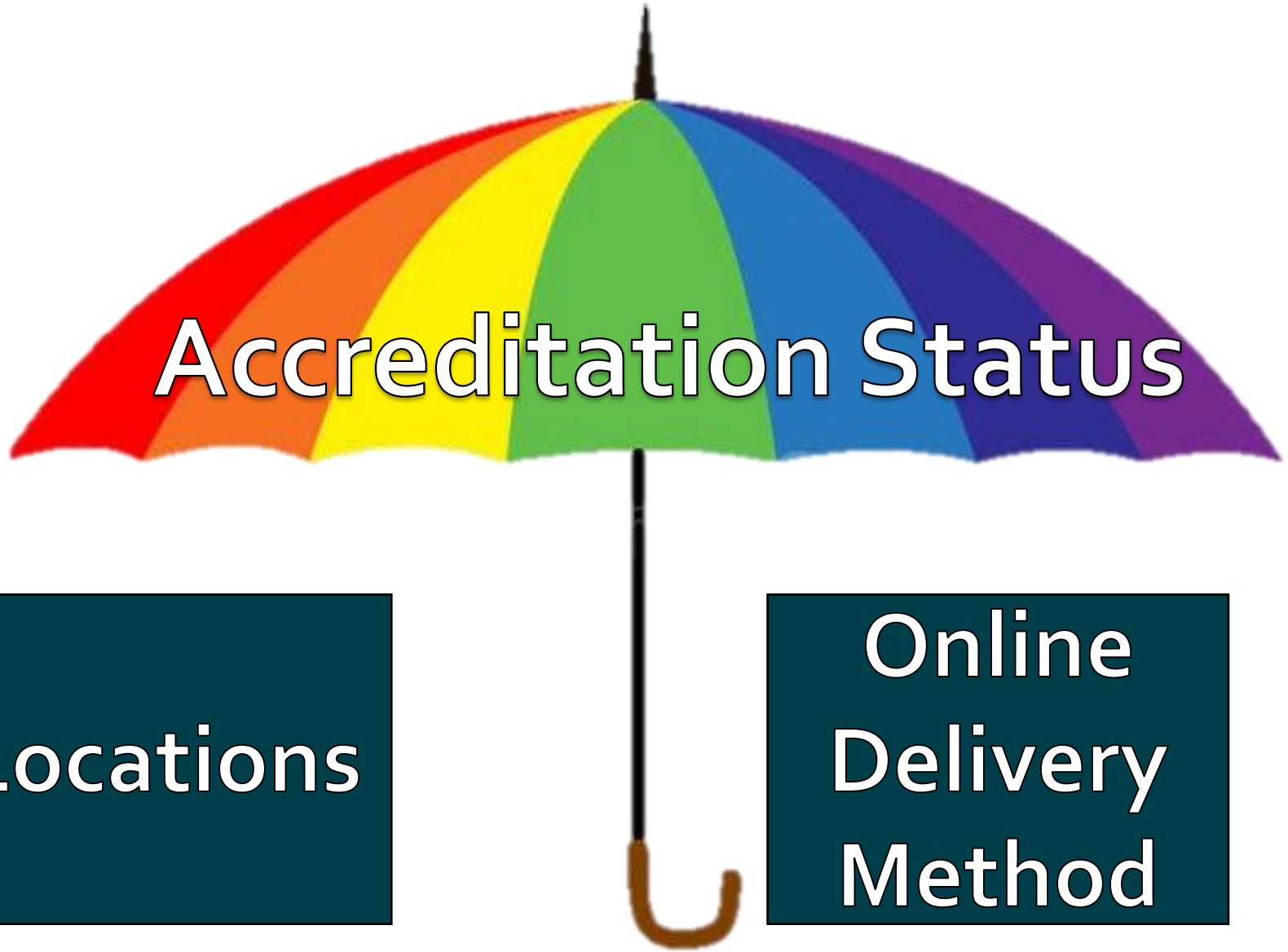
First Outcome

- Graduation rate

Second Outcome

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

Program Options



Important!

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

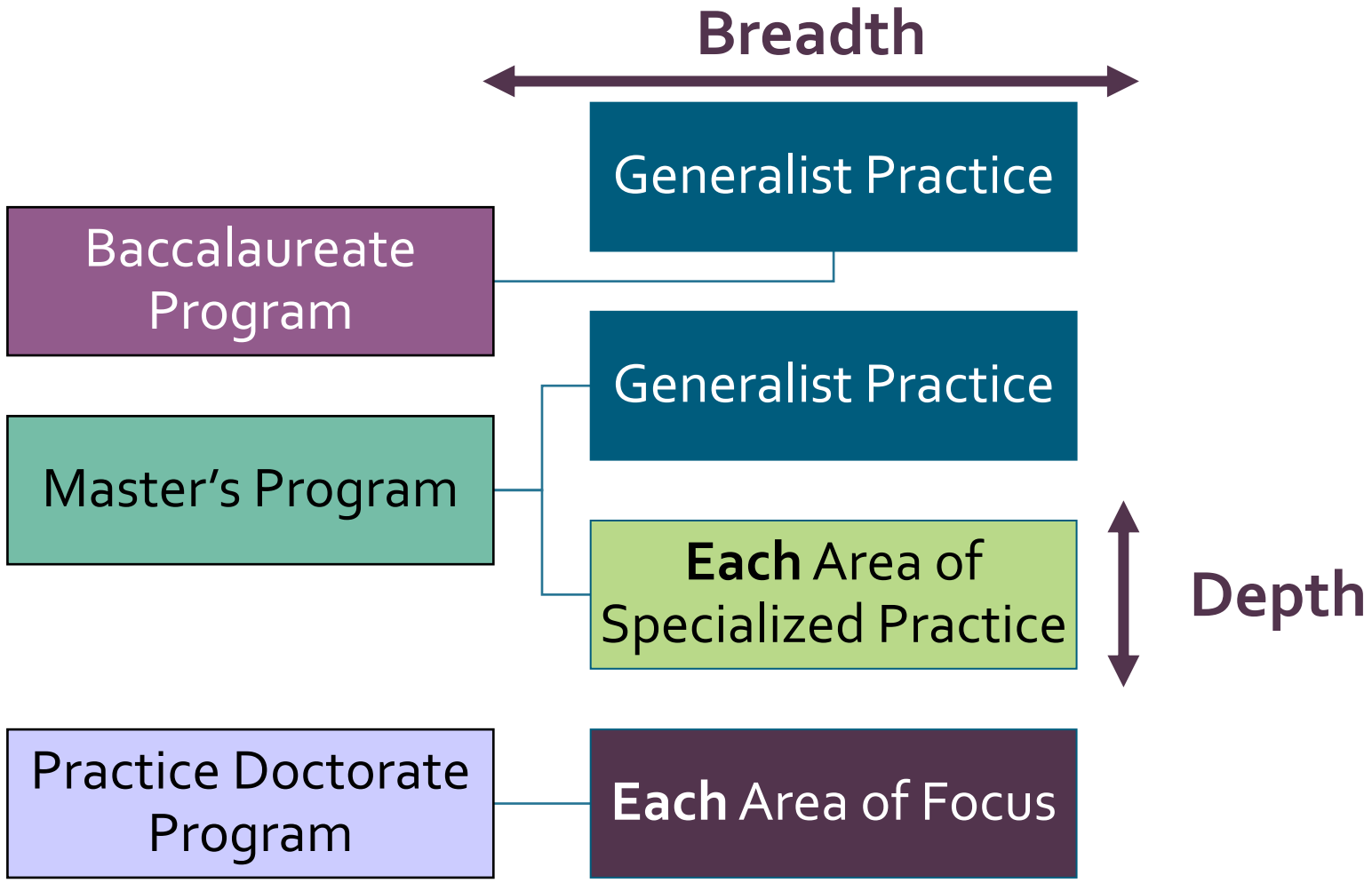


Accreditation Standard 5.0.1(a)

The Plan

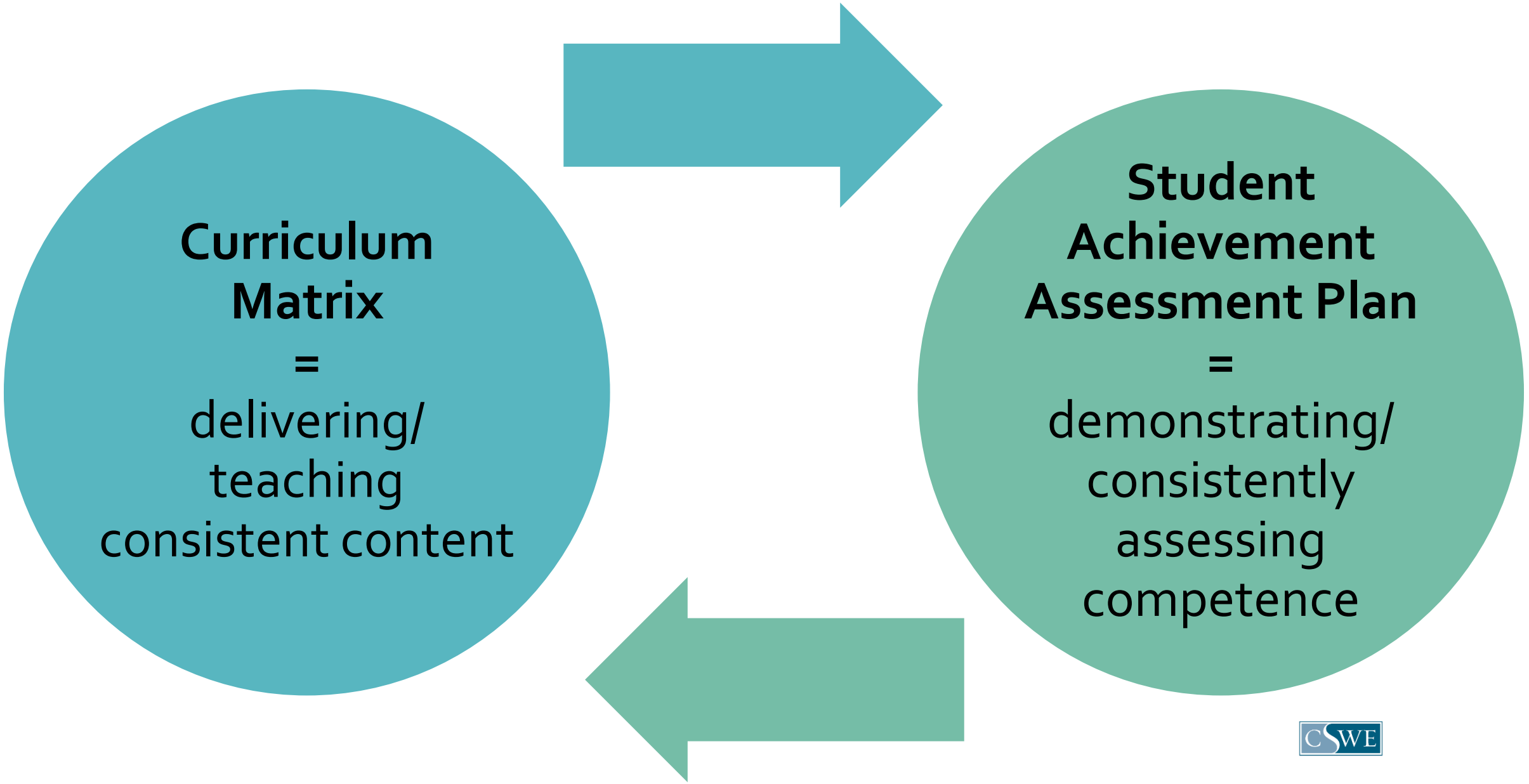


Levels of Educational Prep



Steward, Lead, Advance

Curriculum vs. Assessment Plan



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.

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

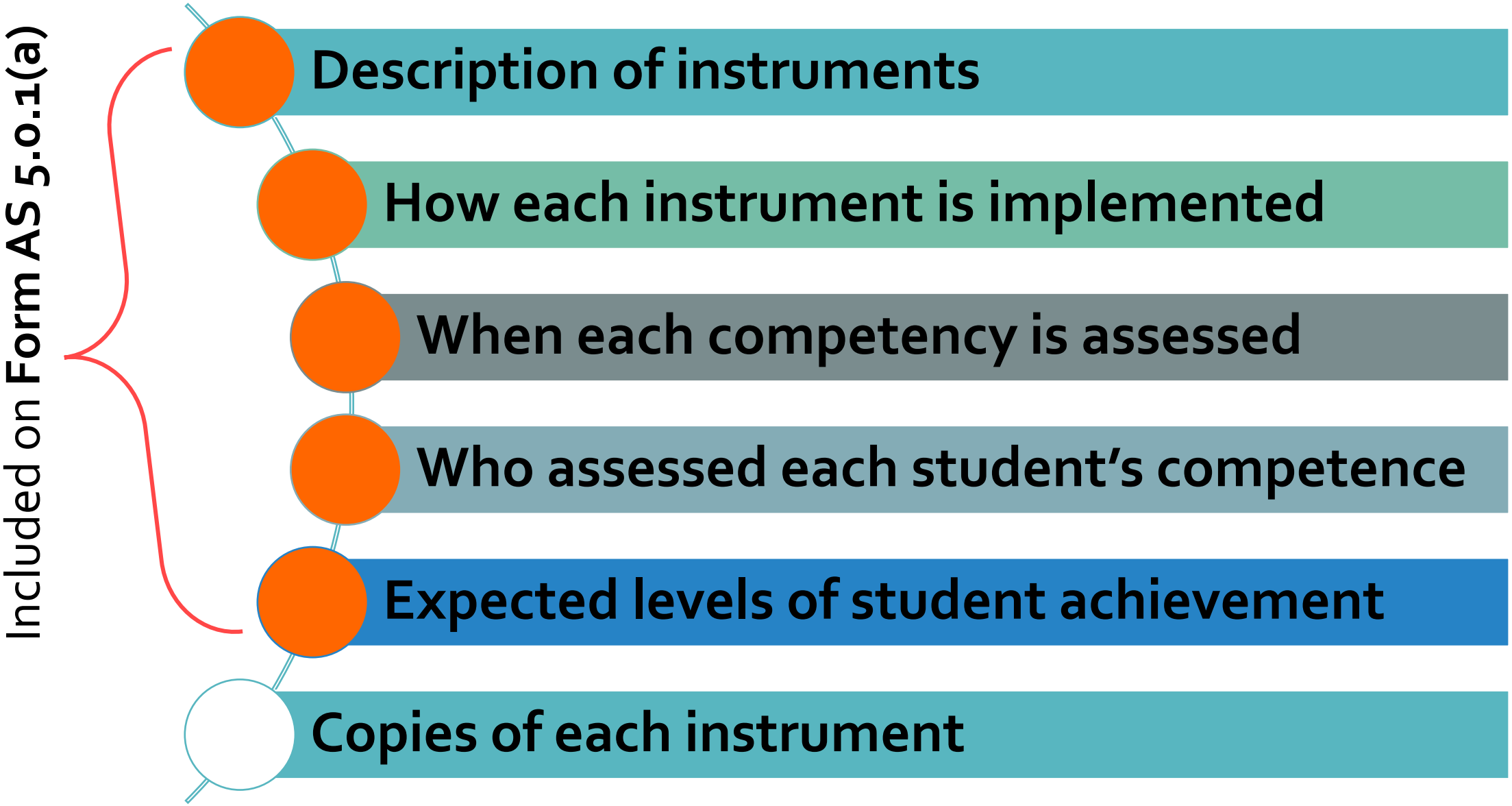
Assessment Plan

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****.*

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:



Form AS 5.0.1(a)

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

Generalist Practice | Student Achievement Assessment Plan

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 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

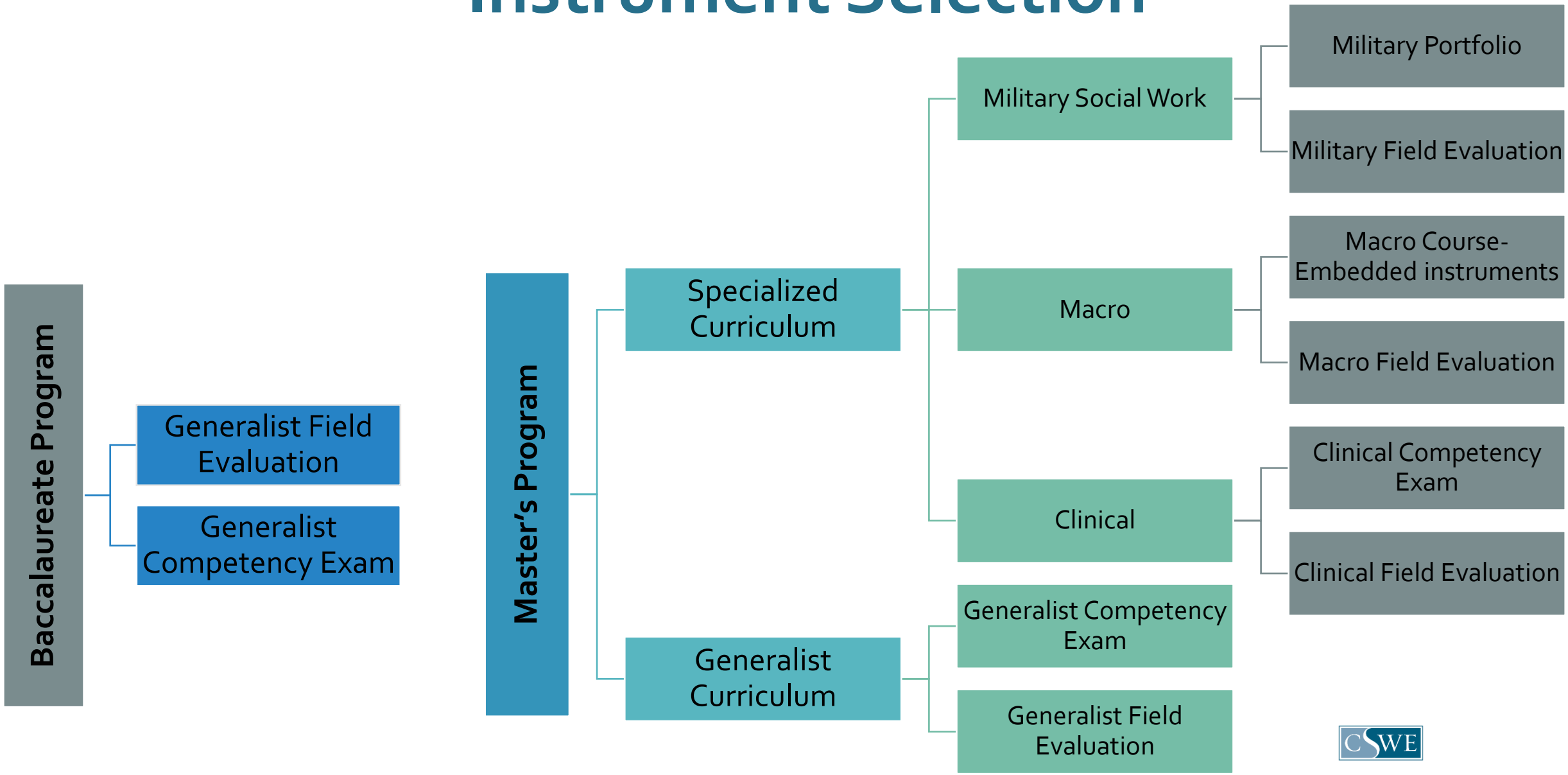
Instrument Name	**How Each Instrument is Implemented**	**When Students are Assessed**	**Instrument Assesses Student Competence in Real or Simulated Practice in Field Education?**	**Student Assessment Completed By**	**Level of Assessment**	**Instrument:** Expected Level of Achievement	**Competency 1:** 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.

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 not permitted for *accreditation purposes*.

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

Expected Level of Achievement

- Programs have autonomy to establish their expected levels of achievement (i.e., benchmarks) and calculation methods.
- Course grades cannot 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
- Score of competent or mastery
- Score of pass or high pass

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

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

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) score each rubric line item/criterion per competency linked to that portion of the assignment.

Portfolio Instruments

- Provide a **copy of the assignment for the overall portfolio**, not the individual assignments, evidence, or artifacts that comprise the portfolio.
  - Individual assignments, evidence, or artifacts may be *consistent or different* across all students.
  - **Option 1:** Students may compile their own portfolio artifacts; similar to how a student may select their own topic for paper or assignment.
  - **Option 2:** The program may require students input specific artifacts into the portfolio.
  - Link each competency to a section of the portfolio.

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 not 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.

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) score each rubric line item/criterion per competency linked to that portion of the assignment.

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 but must include separate criteria for *each competency.*
    - *In other words*…one criterion/rubric line item cannot assess multiple competencies.

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 not 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 and data is not conflated.

Exam Instruments

- Provide a **copy of test/exam**.
  - Link each competency to specific test/exam question(s)
- Provide a **copy of the answer key**.

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) score each rubric line item/criterion per competency linked to that portion of the assignment.

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

Program Options

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

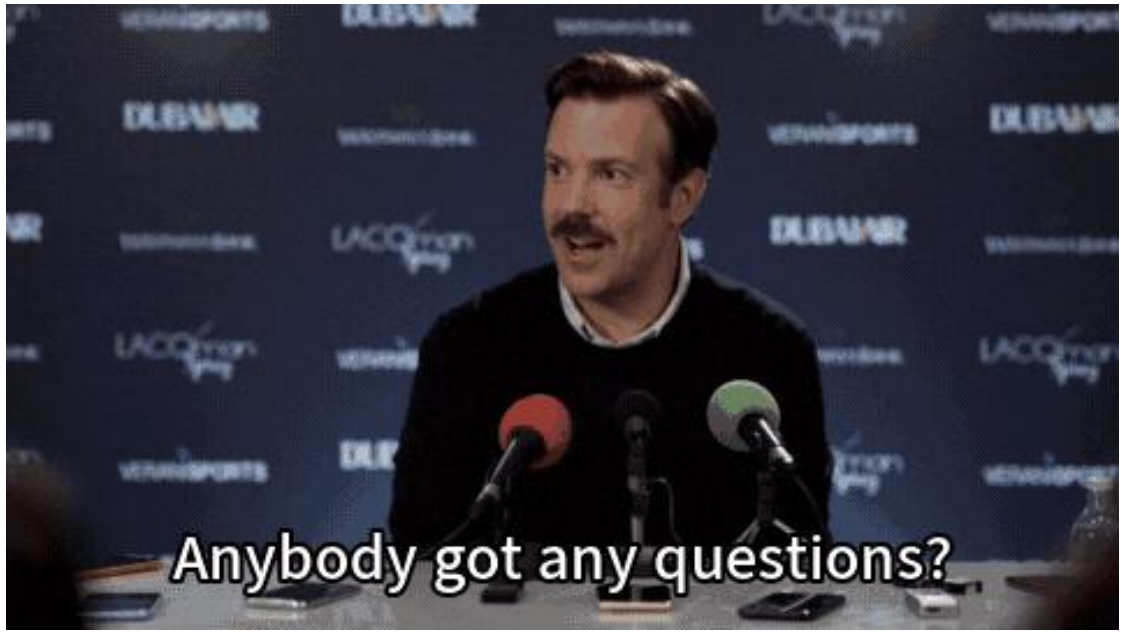
Assessment Plan Templates & Sample

- **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)



Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/GQf8x8dNtk



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.*

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% Total Calculation: 85% + 80% =165; 165÷2 = 82.5%	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%				

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% Total Calculation: 90% + 80% = 170; 170÷2 = 85%	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%				

Data Stewardship

- Include most recent data set
  - **Examples:** 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 not 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 not 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.

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)





Accreditation Standard 5.0.1(c)

Data-informed Changes



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

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?

Data-informed Changes/Improvements

- Describe specific changes made to the explicit curriculum
- Include data only from instruments identified in the assessment plan
  - Do not discuss other data sources or instruments not used for accreditation purposes
- Clear links to the data; cite your 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."

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%)."

Program Options

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



Accreditation Standard 5.0.1(d)

Public Reporting



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.

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	

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%

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

Timeframe of Student Competency Assessment: 09/24 - 4/25
Date Publicly Posted on Program's Website: 05/25

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%

Alternative Assessment Forms

You have options:

- **#1:** Continue posting the required **2015 EPAS** or **2022 EPAS** data reporting form as-is; or
- **#2:** Post the alternative data reporting form, which identifies competencies by numbers *only* and removes the competency titles.

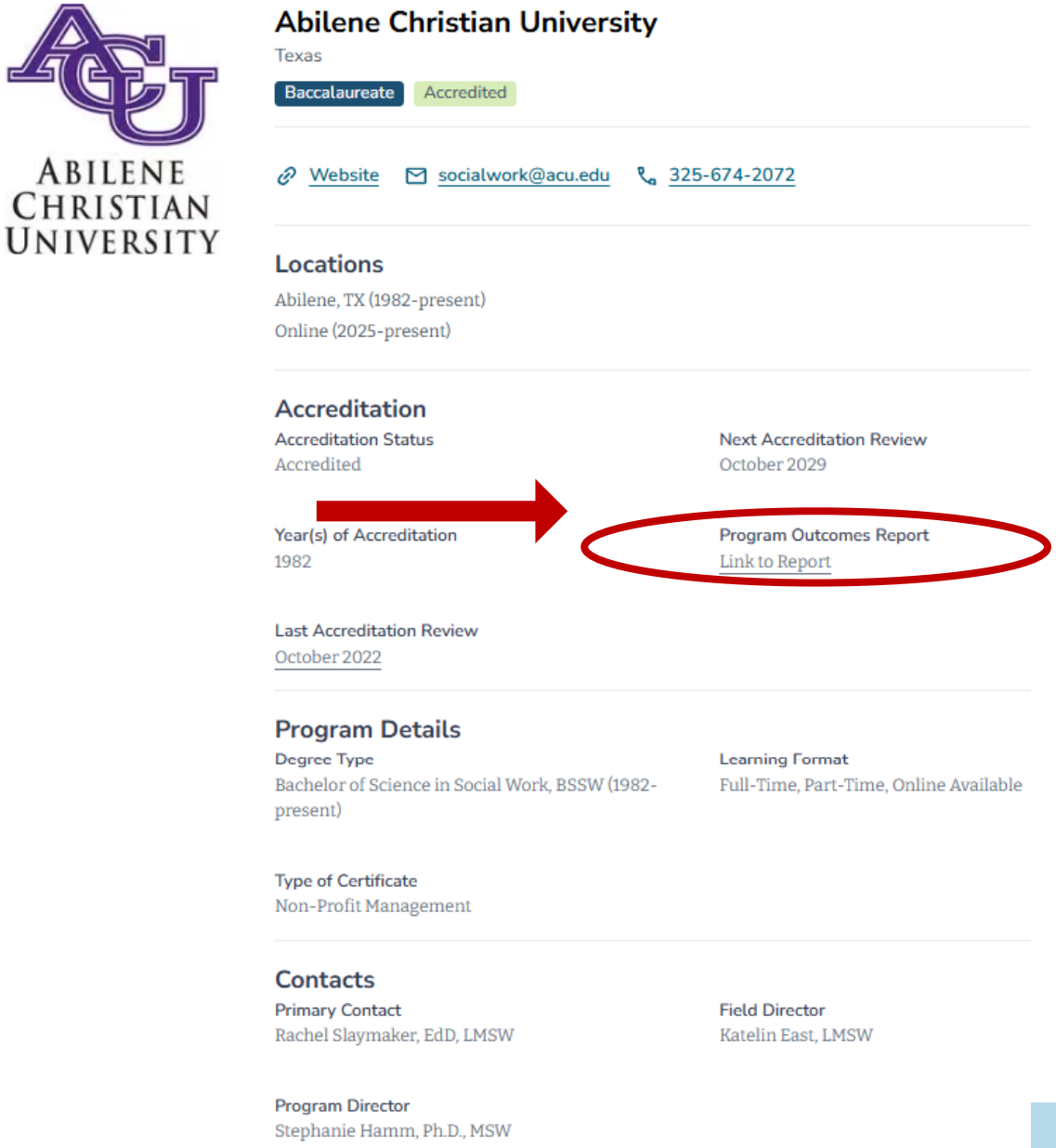
Example

Assessment Data Collected on: MM/YY

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				*[Delete this help text before submission: Add or delete program option columns as needed]*	*[Delete this help text before submission: Add or delete program option columns as needed]*
Competency 2					

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

Abilene Christian University

Texas

Baccalaureate | Accredited

Website | socialwork@acu.edu | 325-674-2072

Locations

Abilene, TX (1982-present)

Online (2025-present)

Accreditation

Accreditation Status
Accredited

Next Accreditation Review
October 2029

Year(s) of Accreditation
1982

Program Outcomes Report
Link to Report

Last Accreditation Review
October 2022

Program Details

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

Learning Format
Full-Time, Part-Time, Online Available

Type of Certificate
Non-Profit Management

Contacts

Primary Contact
Rachel Slaymaker, EdD, LMSW

Field Director
Katelin East, LMSW

Program Director
Stephanie Hamm, Ph.D., MSW

Posting Requirements

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



   - A file link does not 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 not 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.

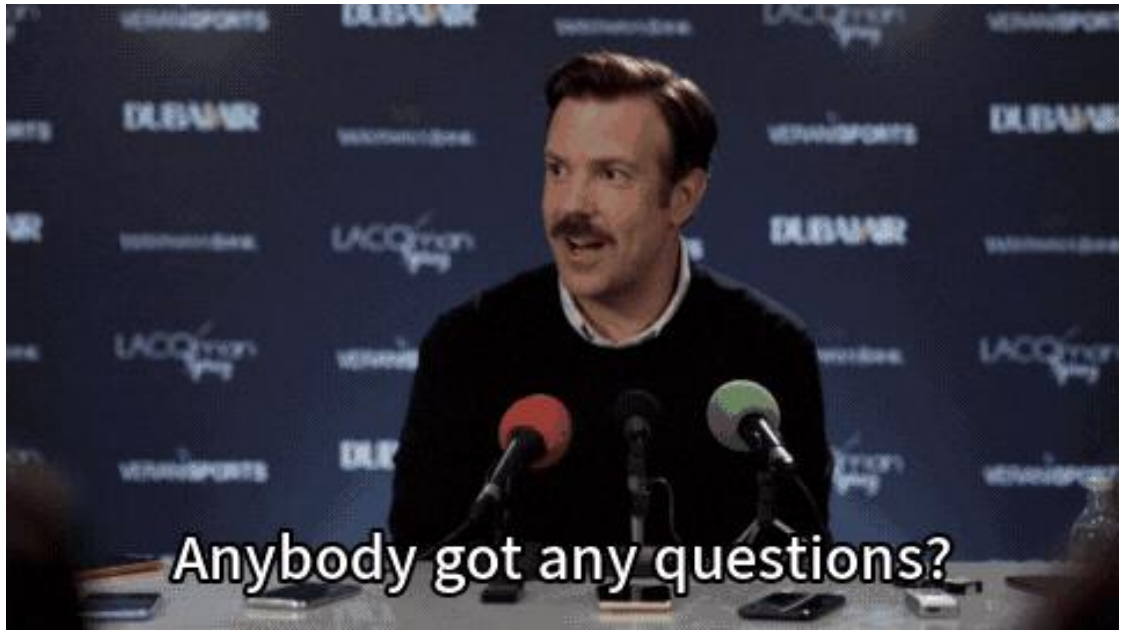
Public Posting of Assessment Data Templates & Sample



- **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)

Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/GQf8x8dNtk



Accreditation Standard 5.0.2(a)

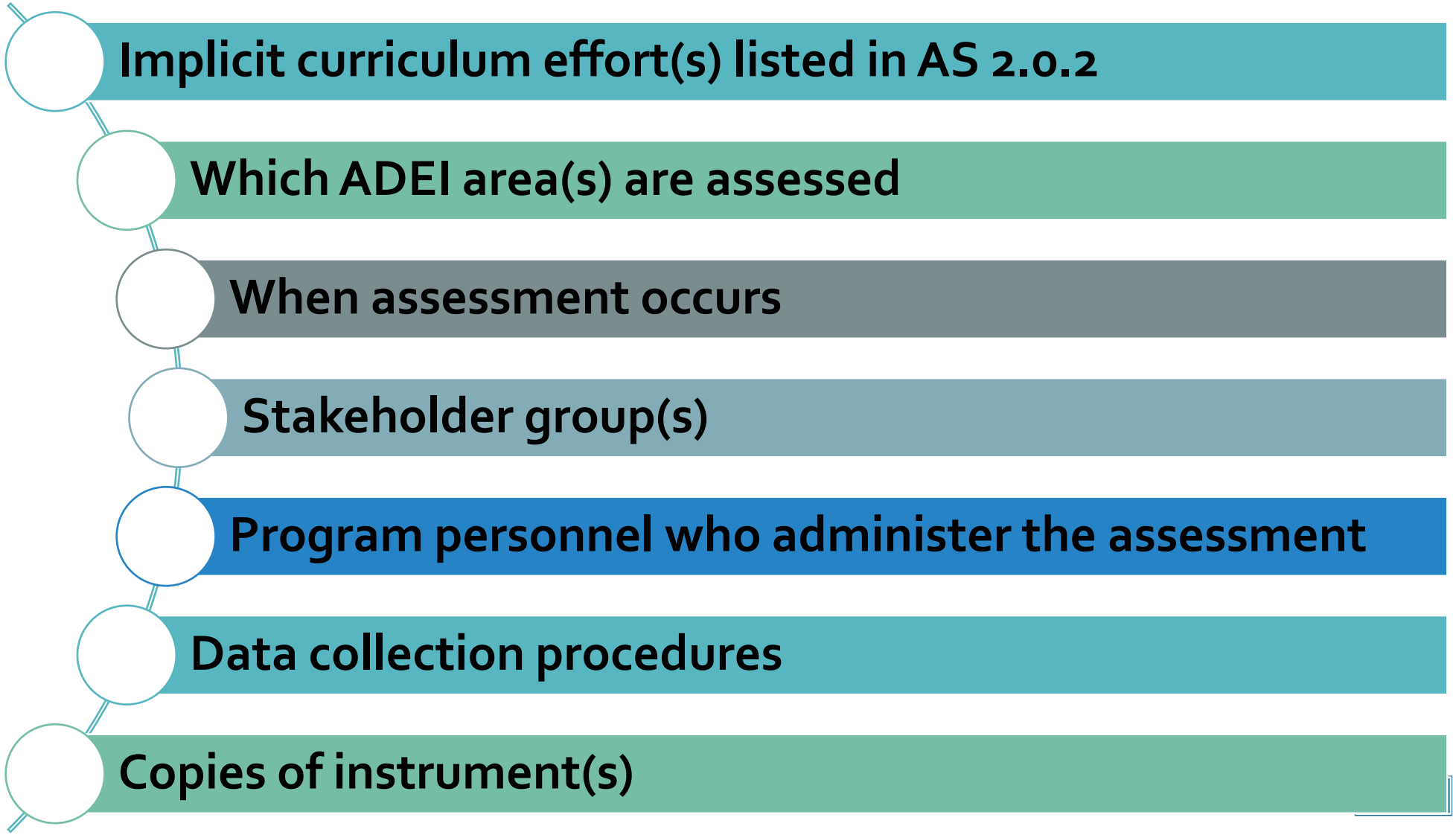
ADEI Implicit Curriculum Assessment Plan



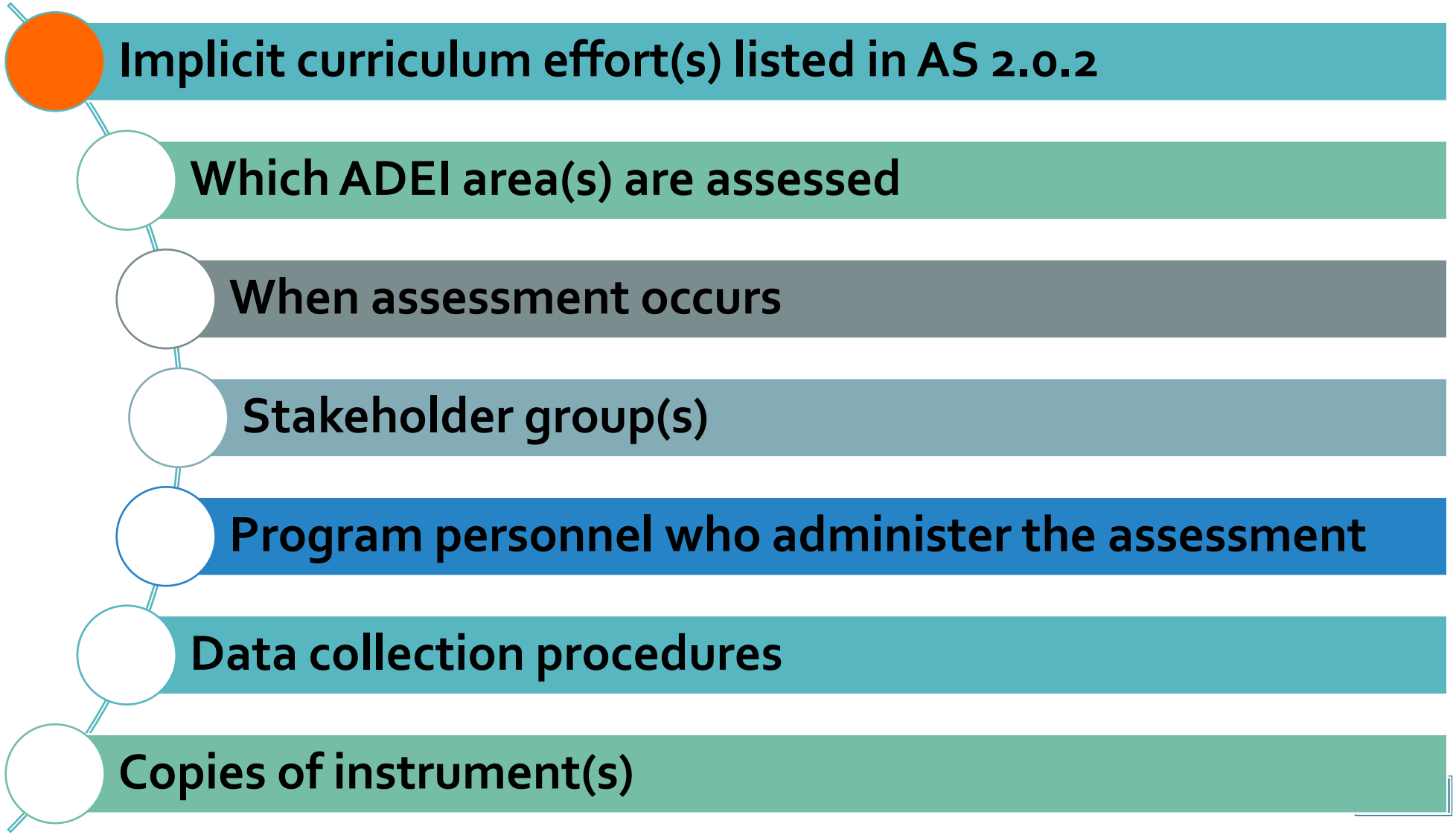
ADEI Implicit Curriculum Assessment Plan

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****.*

Assessment plan must include:



Assessment plan must include:



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***.

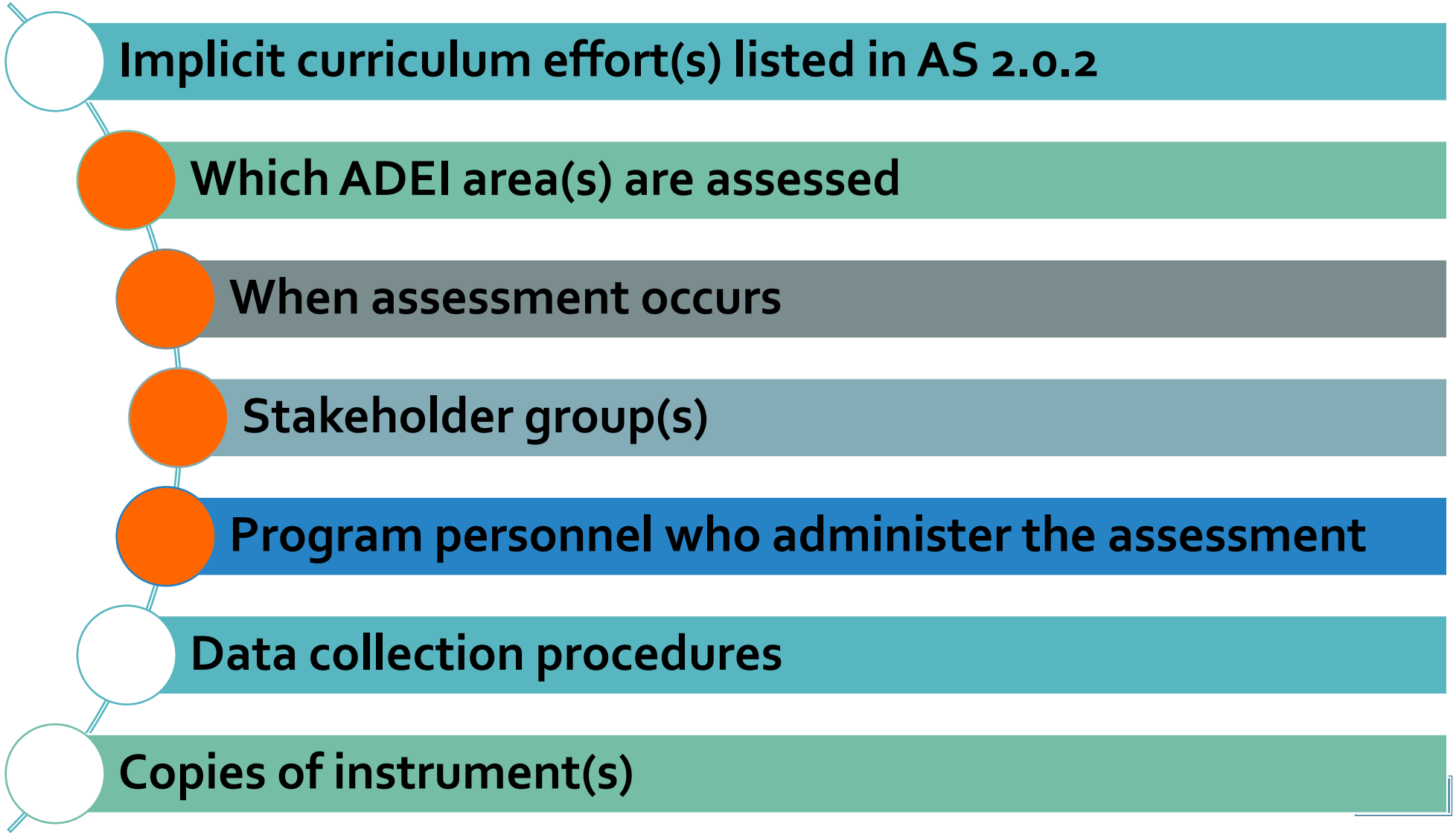
2026 Updated Interpretation

- AS 5.0.2(a-b) (2022 EPAS)
- AS D5.0.2(a-b) (2025 PDAS)
- **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.
- **Change:** A **general/global assessment** of the program's **culture/climate** and/or **stakeholder experiences** is permitted as long as the assessment:
  - Is identified as an ADEI implicit curriculum effort reported in response to AS 2.0.2; and
  - The questions/items on the instrument relate to ADEI efforts within the broader learning environment (i.e., beyond the explicit curriculum, class, field, competencies).

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

Assessment plan must include:



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

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

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

Assessment Plan Requirements

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

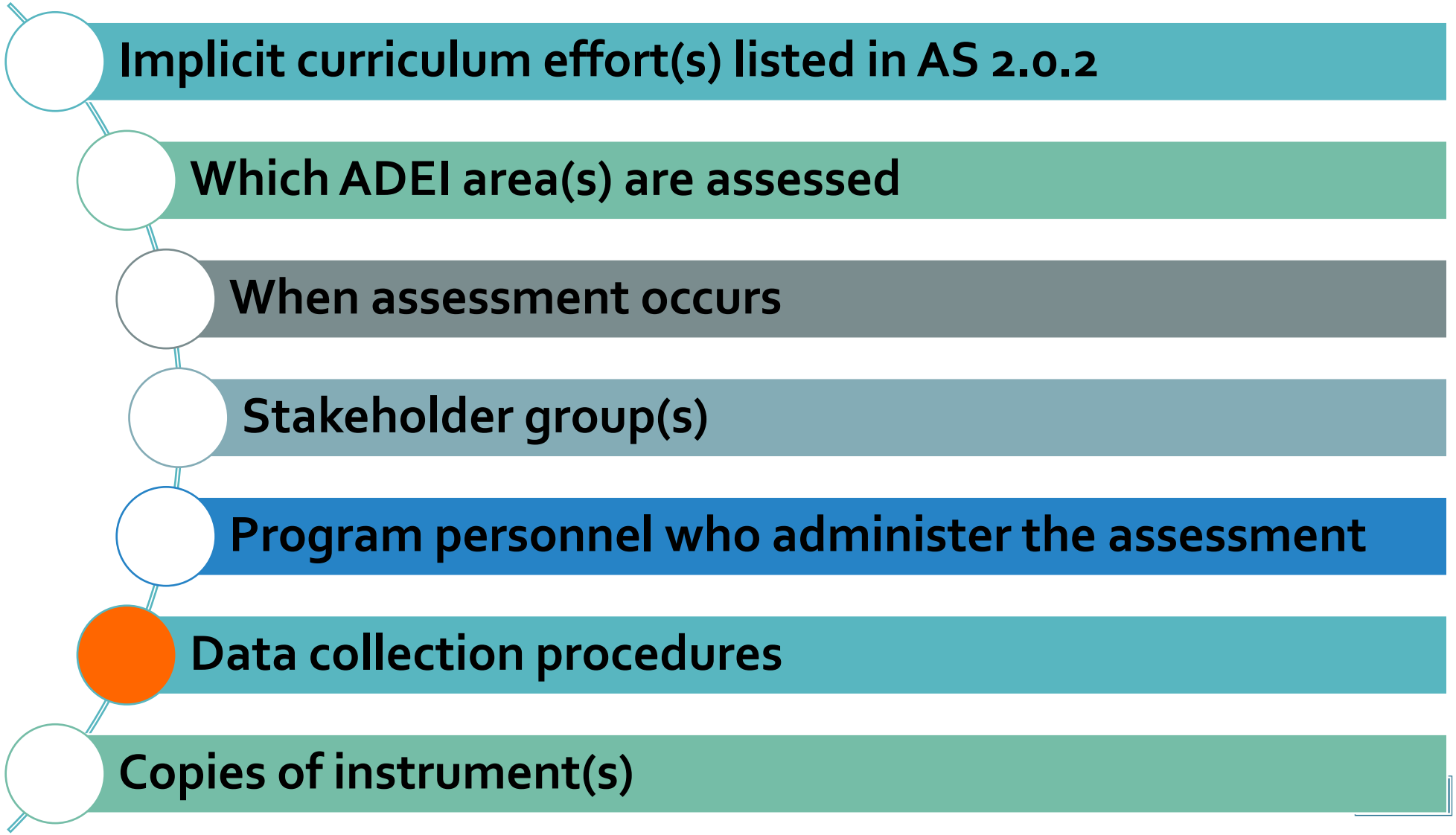
1. ADEI area(s) – **Inclusion**
2. Instrument(s) – **Focus Group**
3. Assessment/data collection timing (i.e., when) – **End of Each Academic Year**
4. Stakeholder group(s) – **Students, Staff, & Faculty**
5. Program personnel administering the assessment

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:



Step 3: Data Collection Procedures

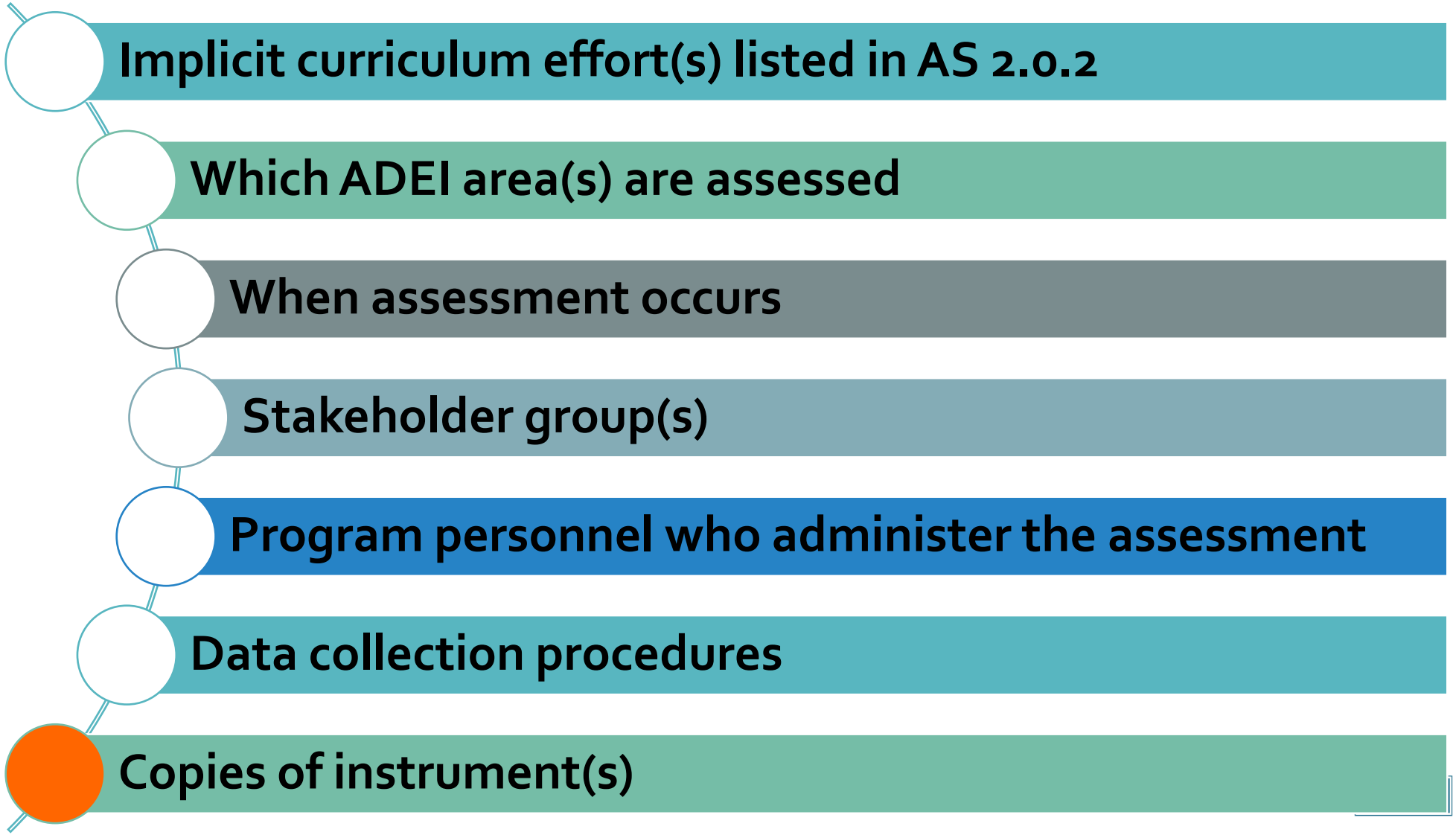
- Explain your data collection procedures.

Data Collection Procedures

Example:

- Data is collected each spring term, last collected in Spring 2026.
- An 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:



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.

Program Options

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



Accreditation Standard 5.0.2(b)

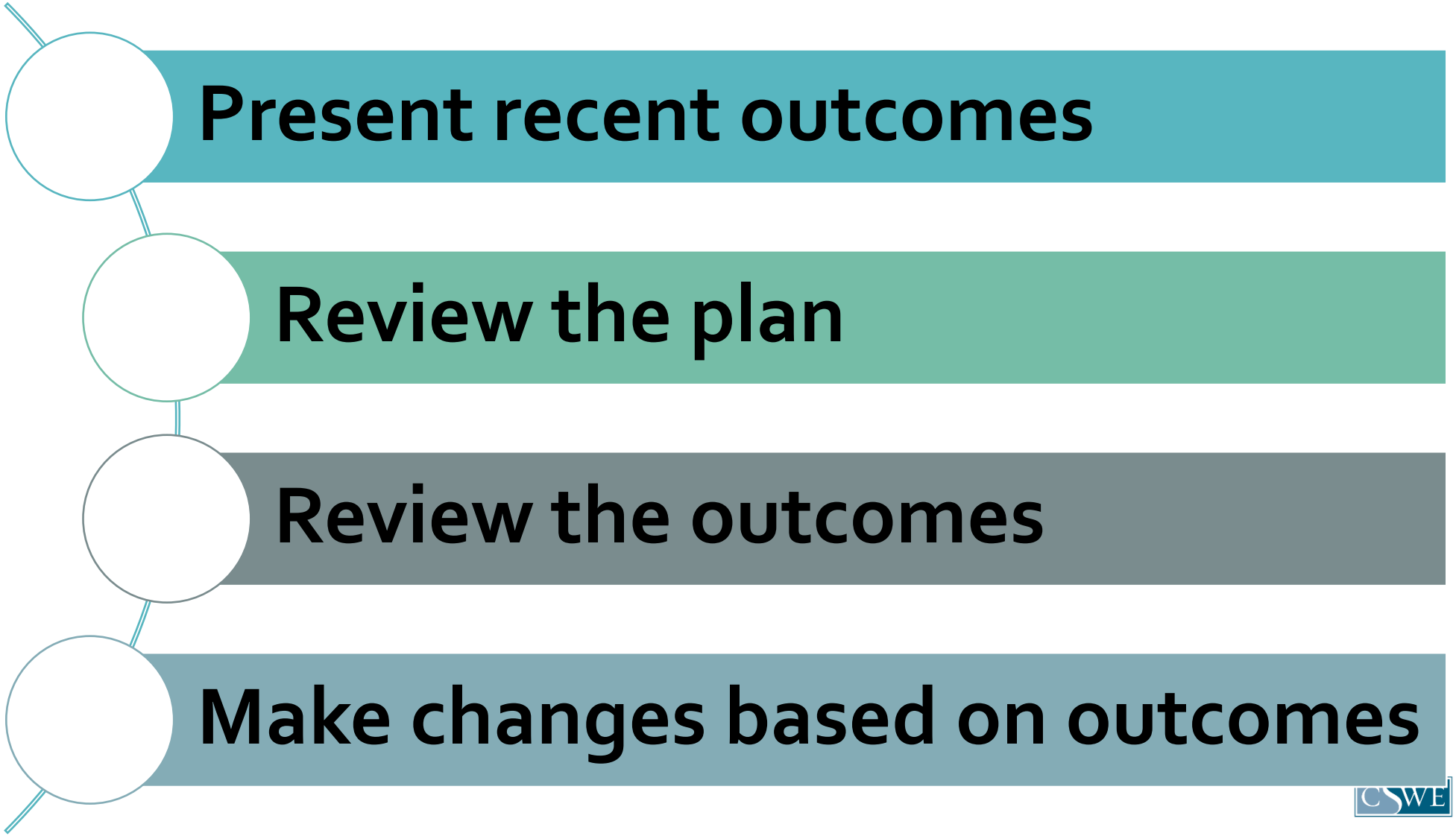
ADEI Implicit Curriculum Assessment Data



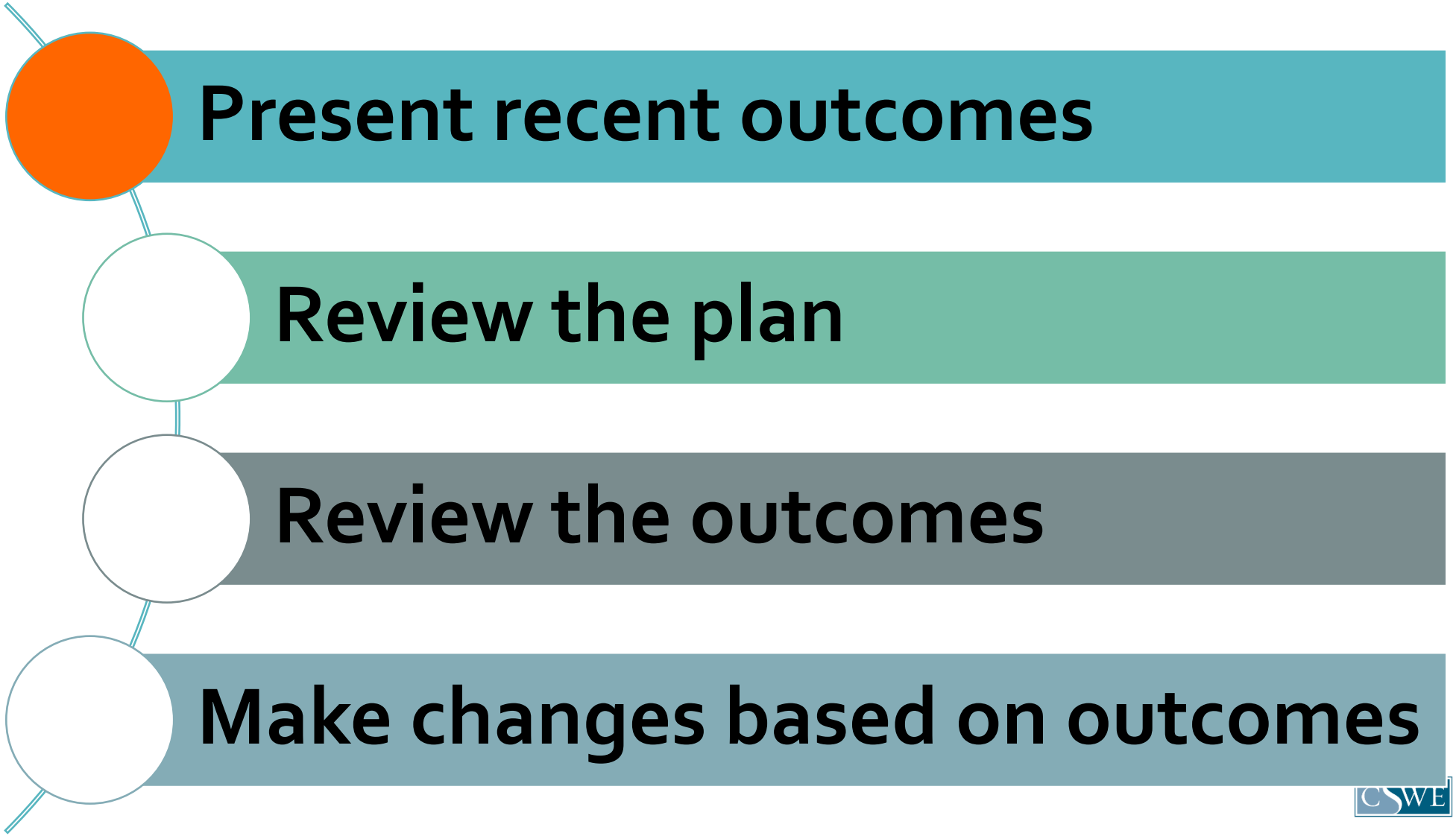
ADEI Implicit Curriculum Assessment Data

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:



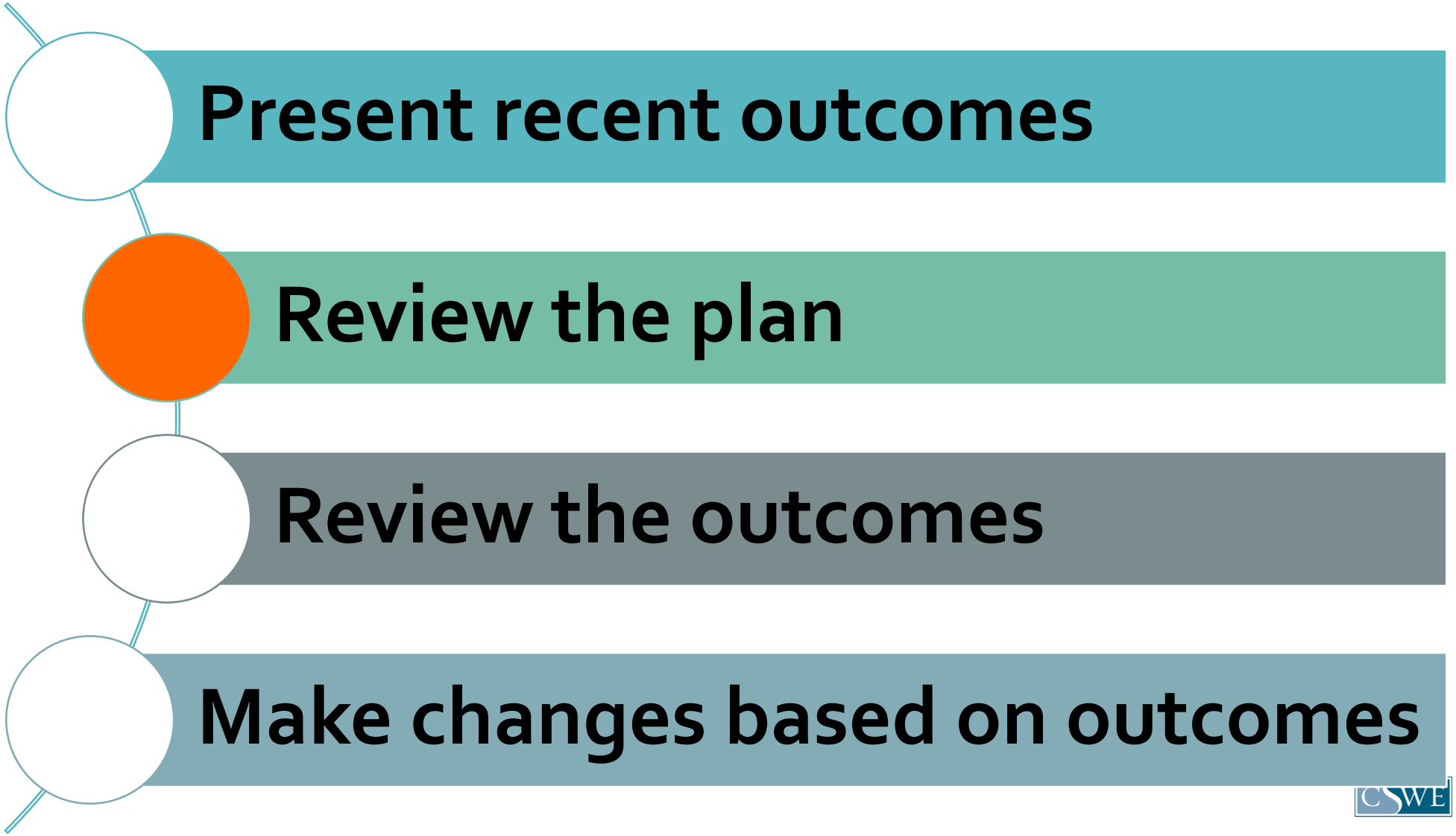
Data must include:



Step 1: Present Recent Outcomes

- Presents ADEI assessment outcomes from the most recent year.

Data must include:



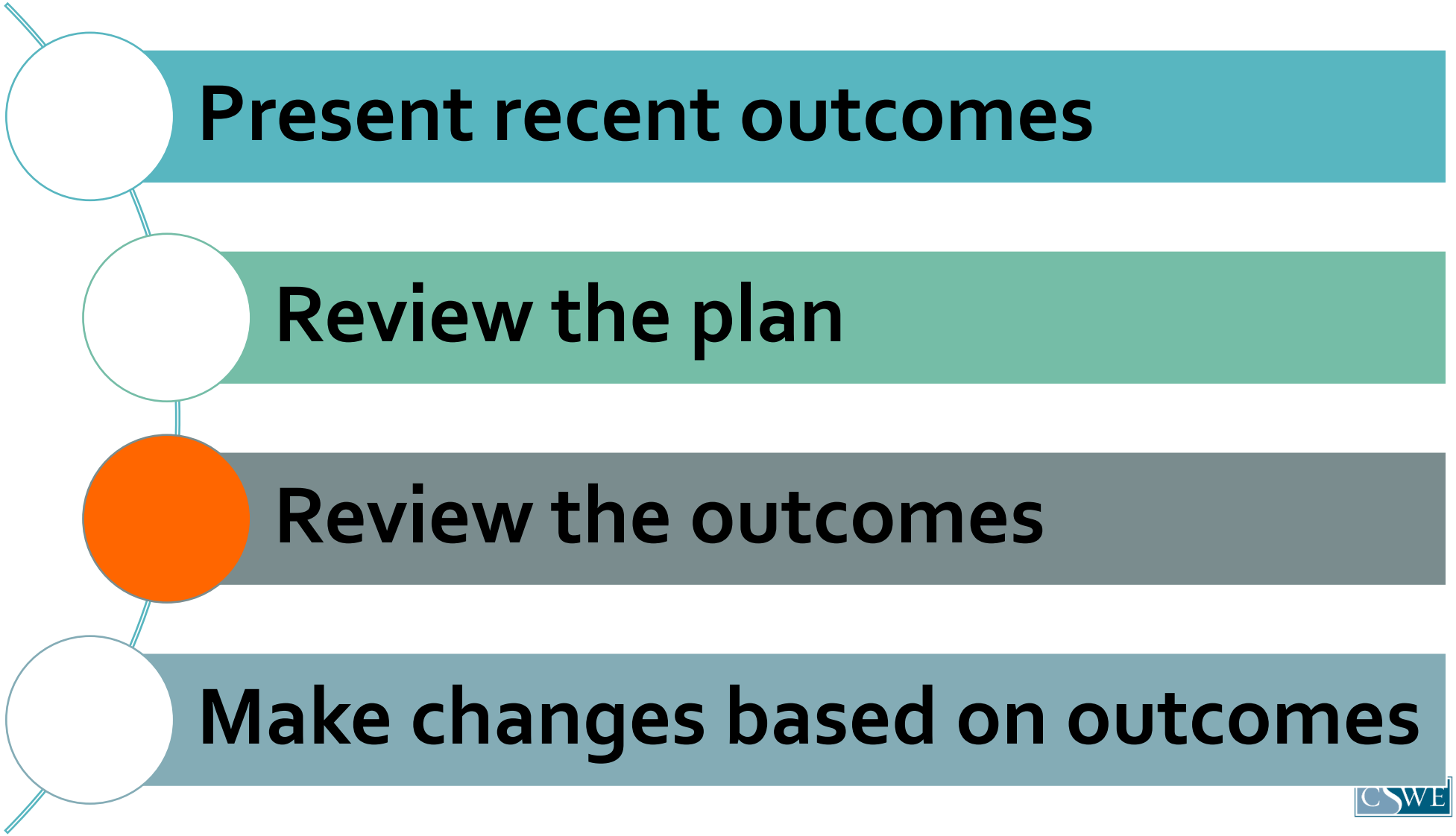
Step 2: Review the Plan

- 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**?

Data must include:



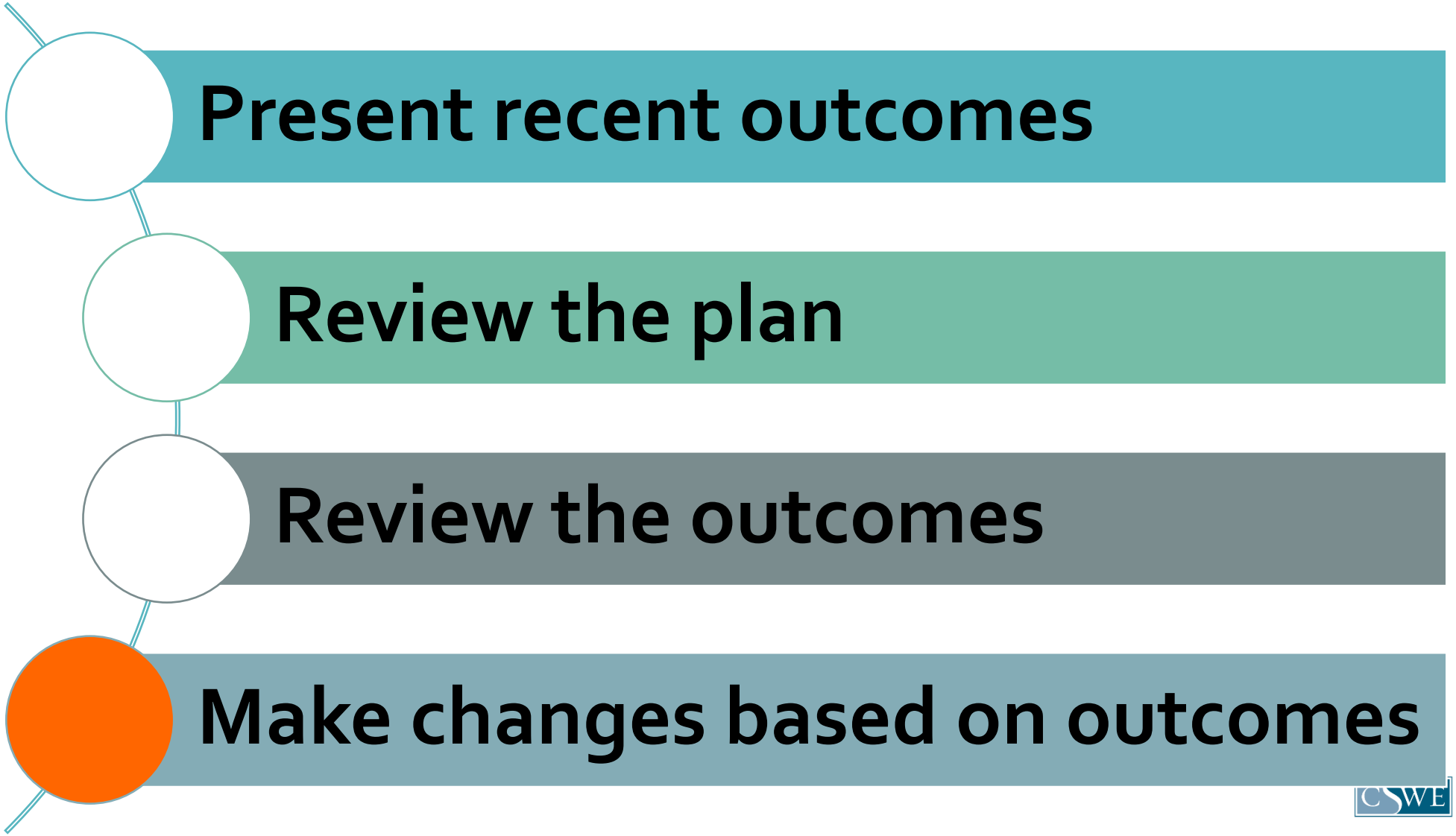
Step 3: Review the Outcomes

- 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:



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.

Examples

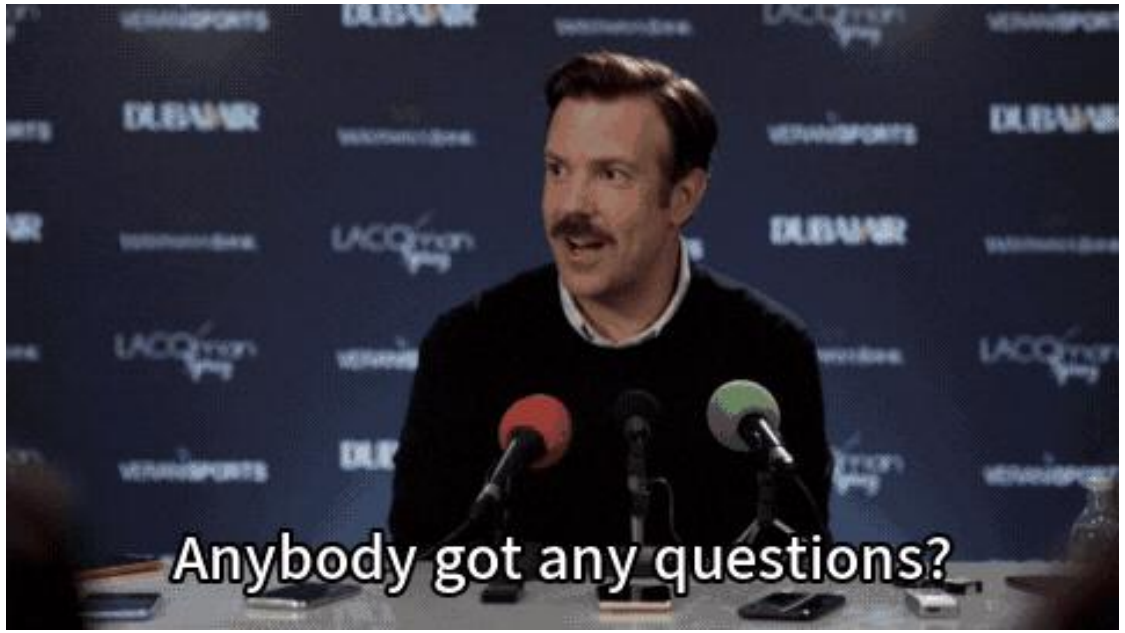
- Training enhancements
- New extracurricular offerings
- Resource enhancements
- Policy and procedure changes
- New events, conferences, speaker series, initiatives, or student organization projects
- Investment in culture/climate work
- Adjustments to strategic planning goals
- New scholarship programs
- 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 receive a majority (51% or more) of the social work curriculum.

Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/GQf8x8dNtk



Accreditation Standard 5.0.3

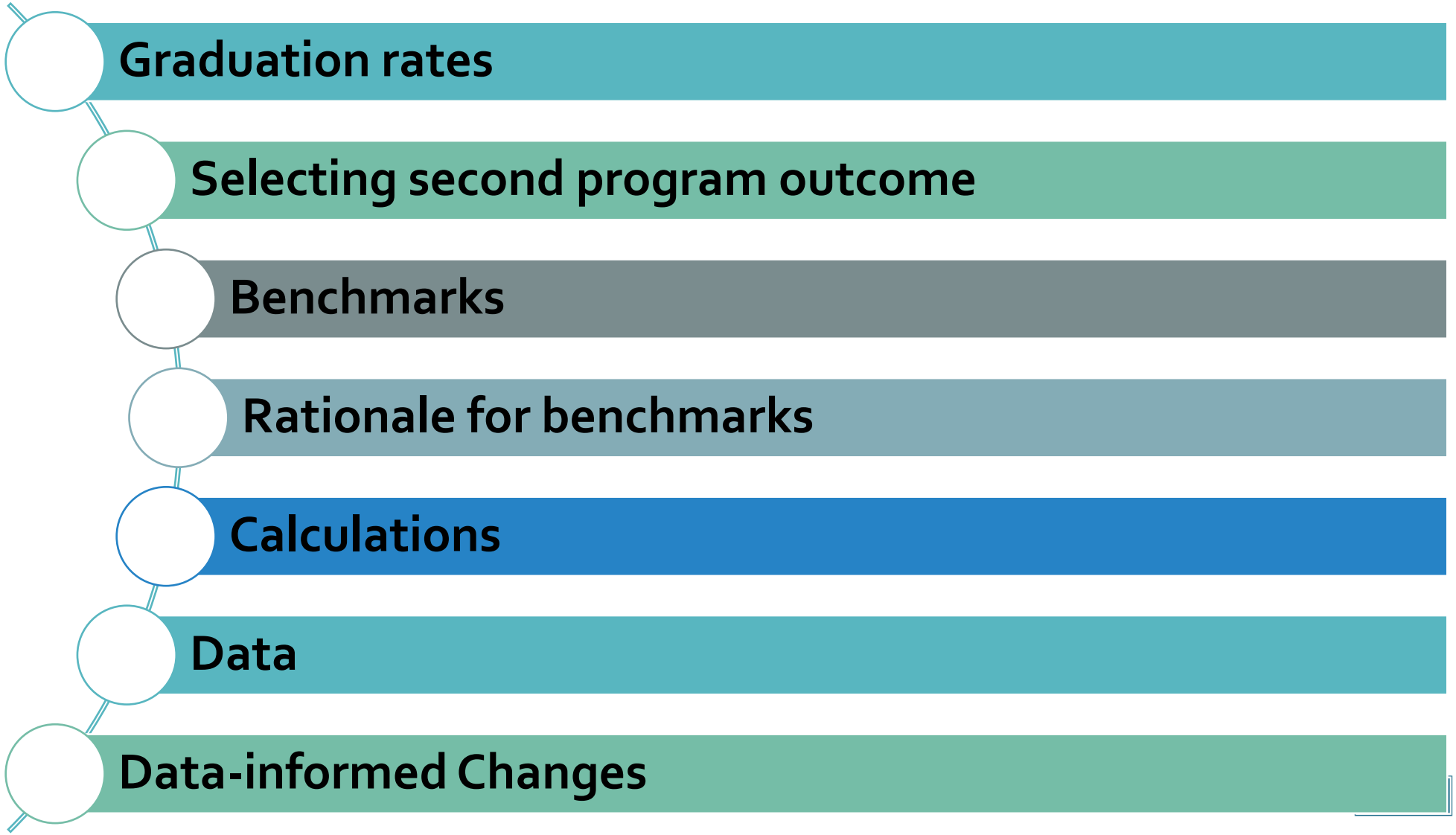
Program Outcomes



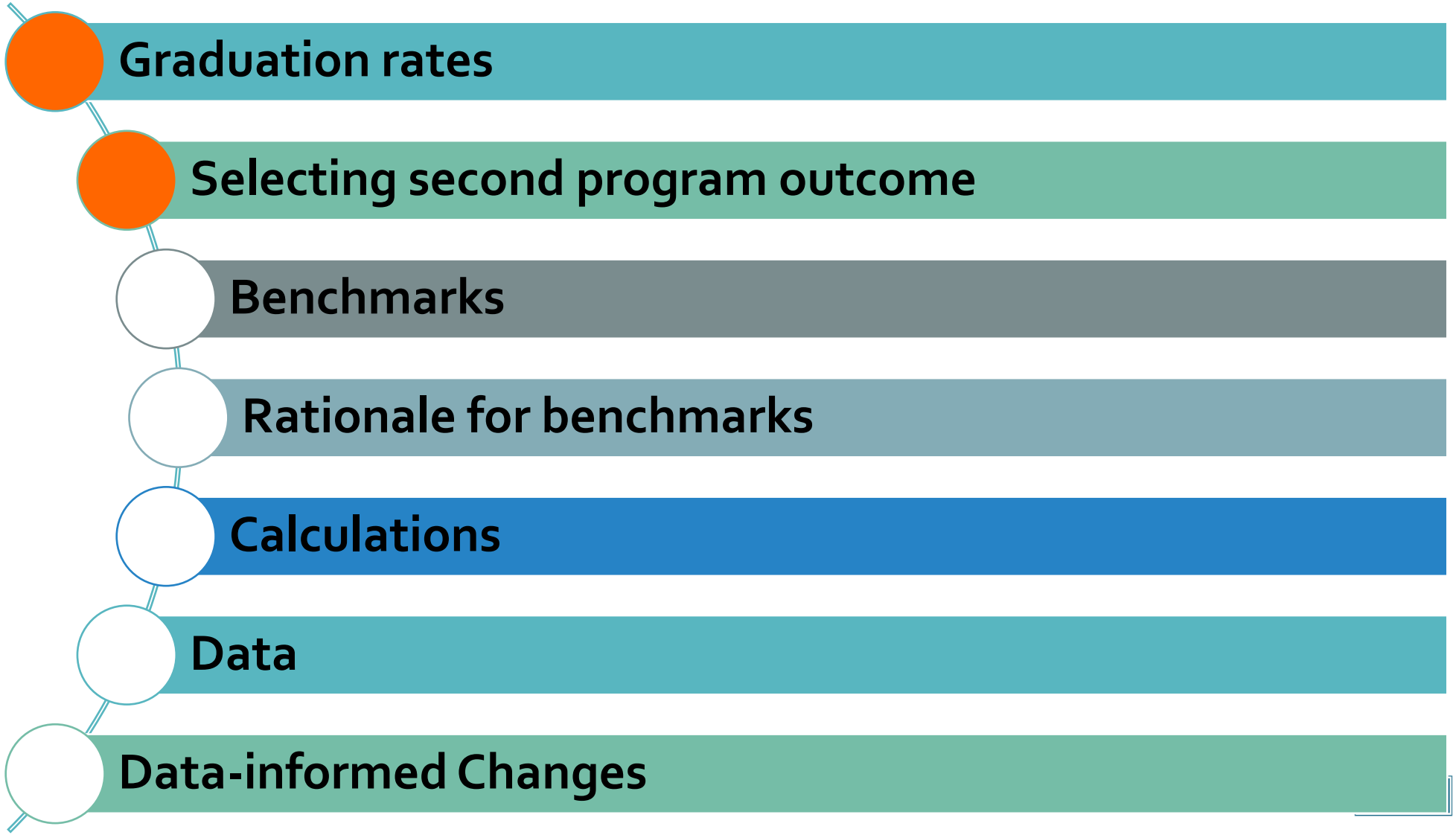
Program Outcomes

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:



Assessment plan & data must include:



Step 1: Choose Your Outcomes

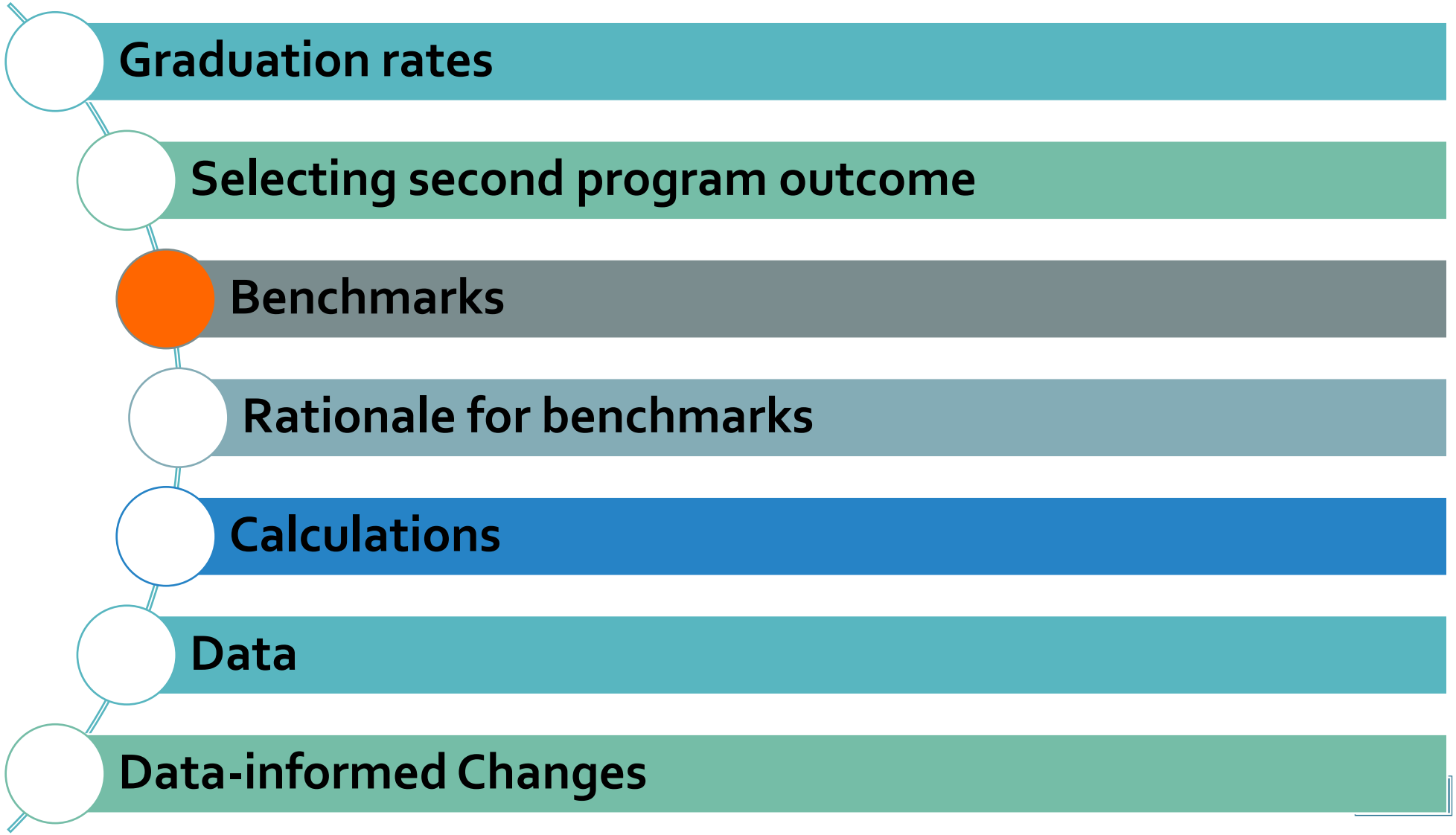
First Outcome (required)

- Graduation rate

Second Outcome (your choice of 3)

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

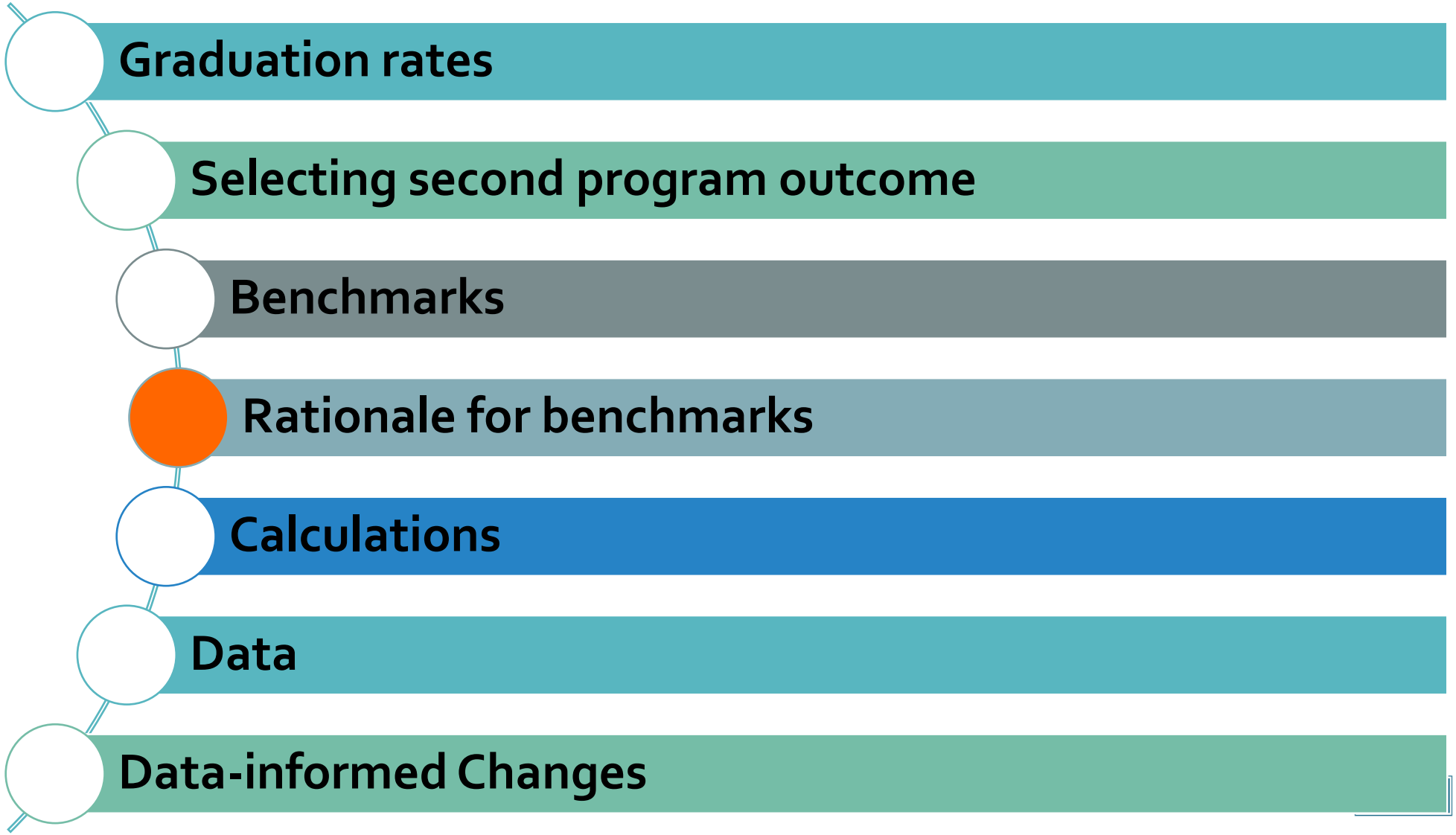
Assessment plan & data must include:



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 not required to meet their benchmarks
    - **UNLESS** program exceeds its faculty-to-student ratio in AS B/M4.2.3
  - Programs may choose a *different* benchmark per program option.
  - Programs may choose *different* benchmarks for full-time students and part-time students (i.e., plan of study).

Assessment plan & data must include:

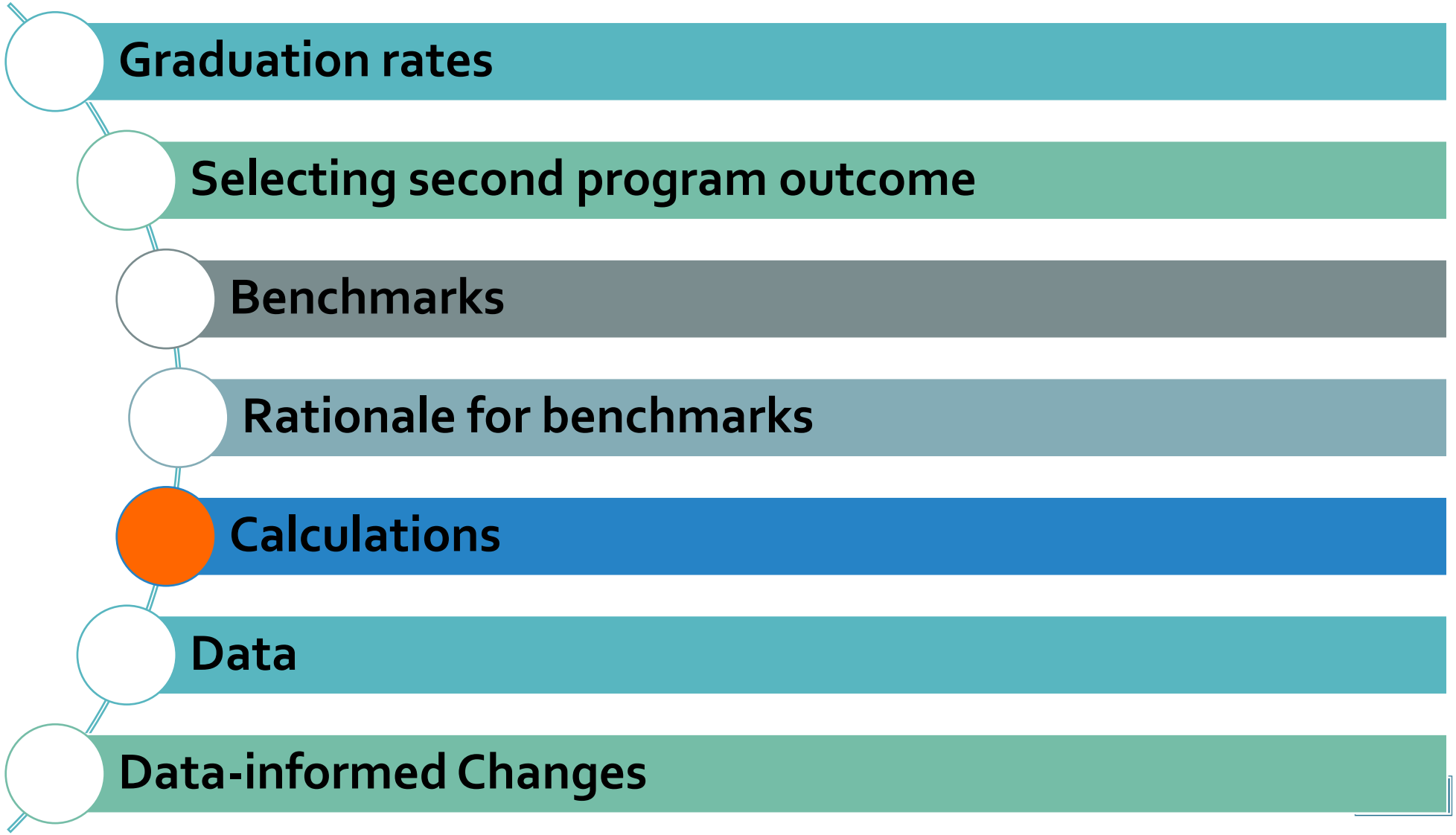


Step 3: Know Your Benchmark Rationale

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

- If benchmarks differ by plan of study or program option, provide a rationale for each program outcome for each program option.

Assessment plan & data must include:



Step 4: Calculations

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

- Programs have autonomy to determine their formula.

Step 4: Calculation | Definitions & Parameters

- **Graduation rate (required):** The percentage of students who graduate from the cohort per academic year compared to the number of students who entered in the original cohort.
  - Programs define academic year.
  - Sampling not permitted.
  - Programs have autonomy to determine the student-level data that comprises final outcomes. Must note any exclusions in the calculation explanation.

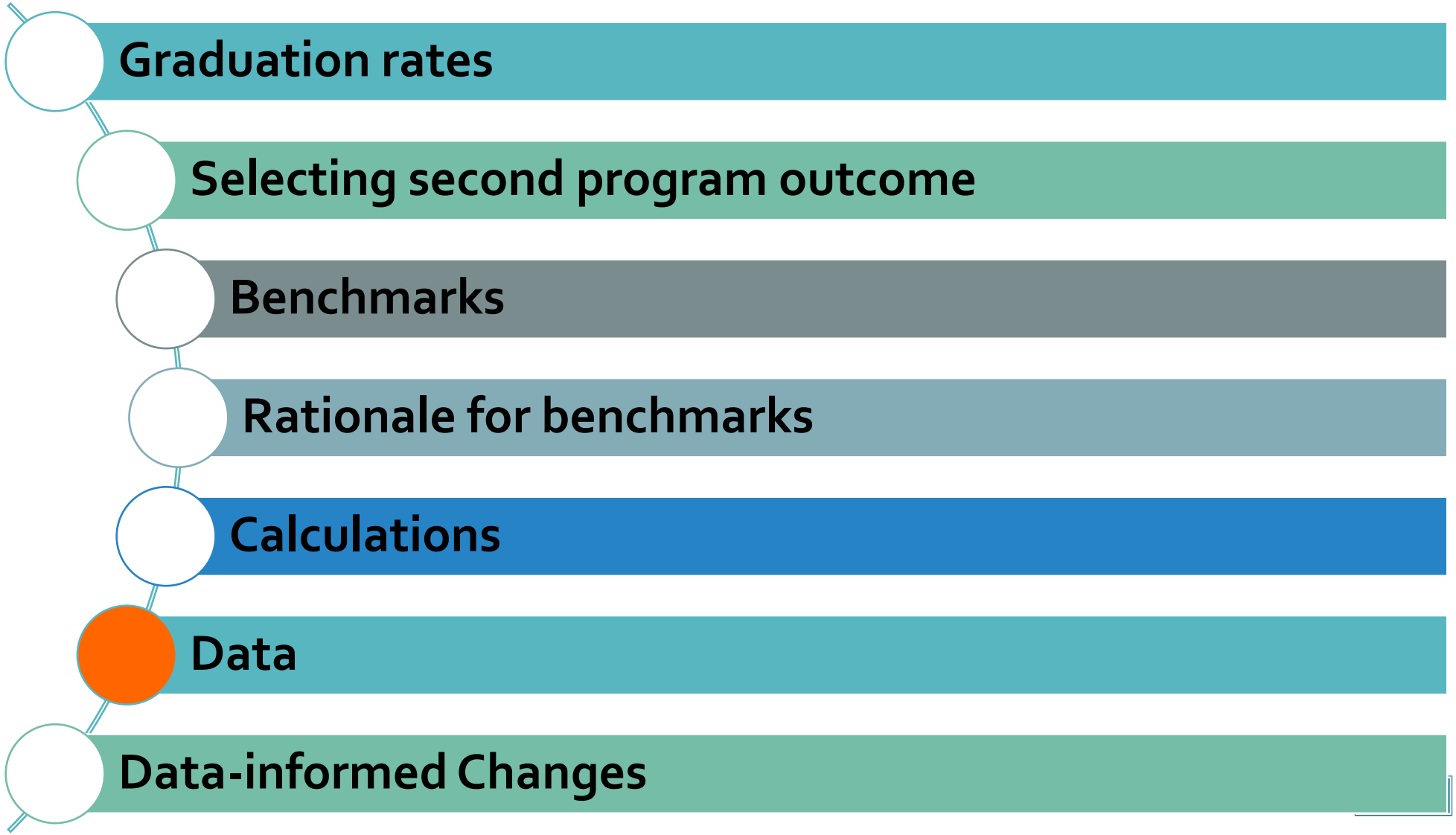
- **Employment rate:** Percentage of graduates who are employed within the program's identified timeframe.
  - Sampling is permitted.
  - Explicitly state timeframe.
  - Graduates do not need to be employed in the social work field.

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 not 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:



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

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%

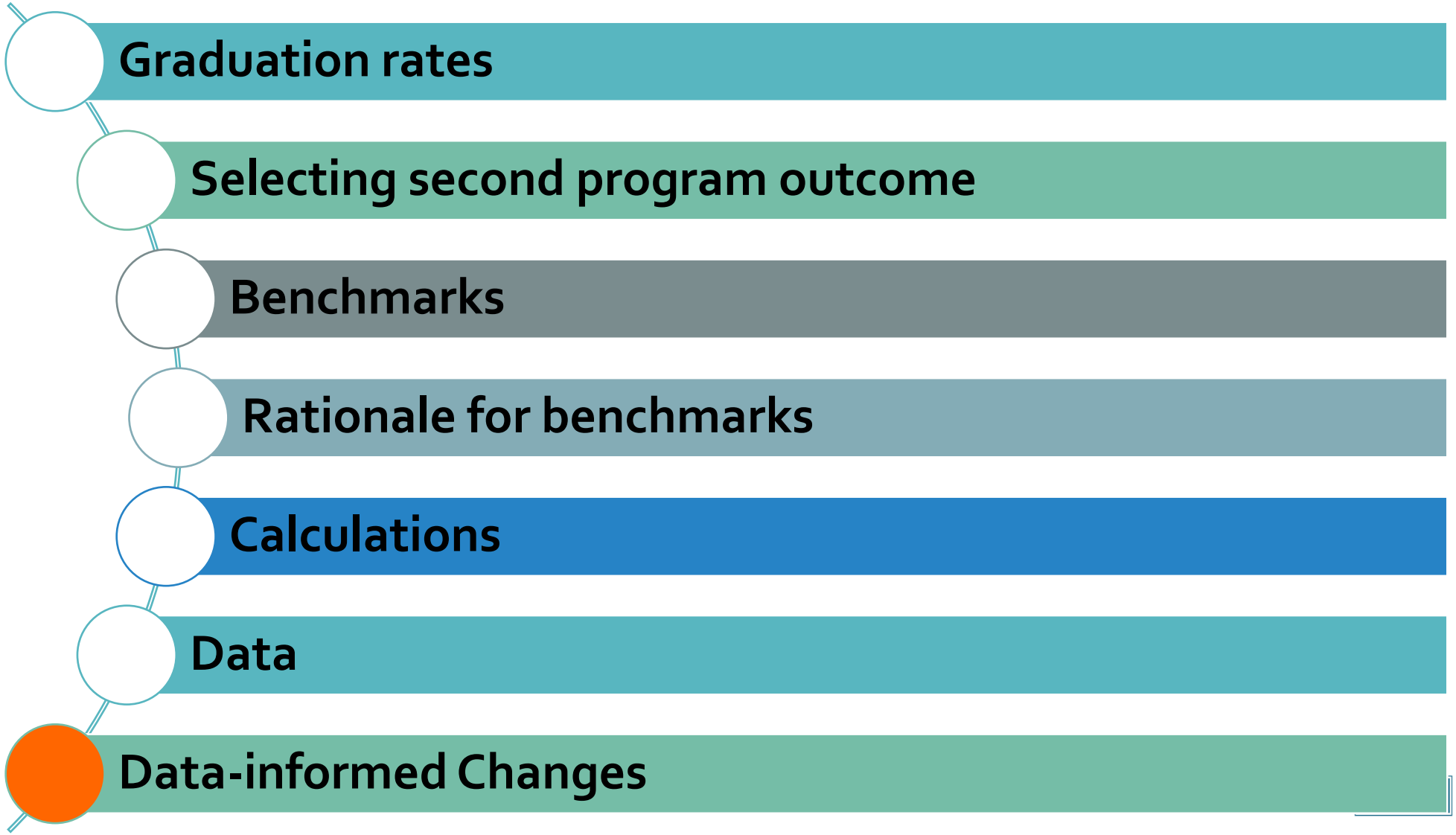
Second Outcome

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:



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).

Program Options

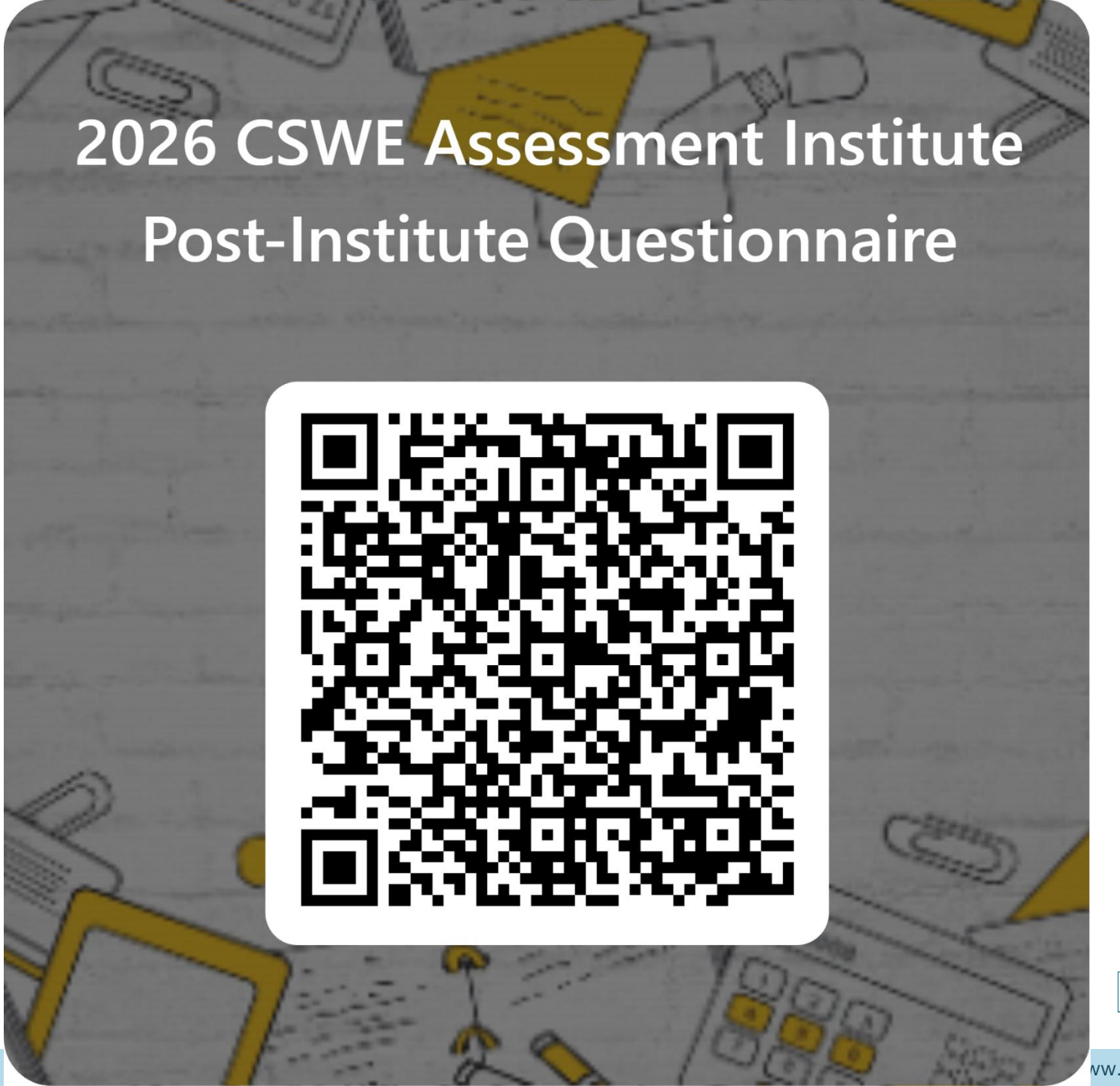
- Provide outcomes for each program option and in aggregate.
- **Important!** Delineate students by program option where they are receiving a majority (51% or more) of the social work curriculum.

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

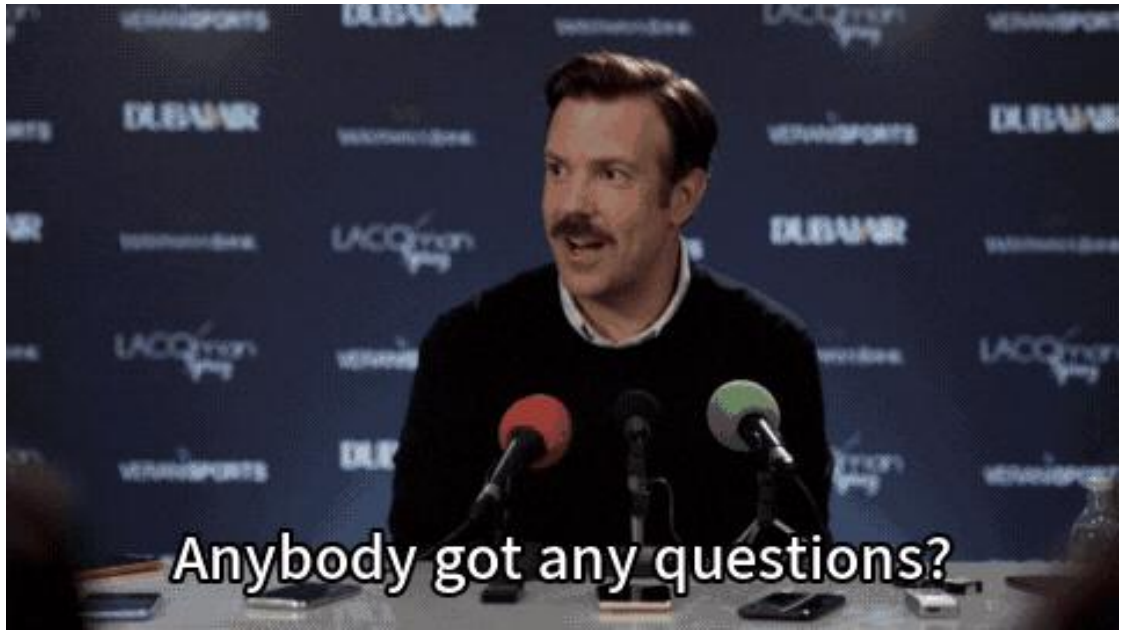


2026 CSWE Assessment Institute Post-Institute Questionnaire – Fill out form



Ask Us Your Questions!

SCAN ME



https://forms.cloud.microsoft/r/GQf8x8dNtk

Come Meet Your CSWE Accreditation Specialist!



- 1-hour small group consultations
- Walk-ins welcome!
- Visit the accreditation table in the:
  - Atlanta Marriott Marquis
  - Lobby Level
  - Outside room L503

Accreditation Updates Webinar

Tuesday, November 10, 2026, 1:00-2:00pm EST

SCAN ME

- "Office hours" with accreditation leadership
- Timely updates on interpretations, policies, resources, training, services, volunteer perks, and *so much more*!
- Q&A
- Questions welcome via the **registration form**

Join us!

Webinar will not be recorded due to interactive nature.

CSWE

Accreditation @ Annual Conference

Thursday, 10/22

- Pre-conference Assessment Institute

Friday, 10/23

- Consultations
- Presentations
- Volunteer Recruitment Session

Saturday, 10/24

- Consultations
- Presentations
- Volunteer Reception *(invite only)*

What role can YOU play in the development of the next EPAS?

- Volunteer for COEP or BOA *(site visit experience required)*
- Provide feedback on the next 2029 EPAS as an individual or group/organization
- Continue posing questions and providing ideas about implementation of the current EPAS
- Stay tuned for draft 2029 EPAS session at Annual Conference each Fall 2026-2029!

2029

SCAN ME

Ready to Volunteer?



- Applications open: April 1-30
- Complete the relevant interest form:
  - Site Visitor Interest Form
  - BOA Interest Form
  - Fellowship Review Committee Interest Form

Thank You to Our Sponsor!

LUMI7ERO

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