



COUNCIL ON SOCIAL WORK EDUCATION

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

2015 EPAS

General Questions Bank for Site Visitors

for Baccalaureate and Master's Social Work Programs

All site visitors reviewing programs using the 2015 EPAS for reaffirmation ask programs general questions to understand stakeholder experiences and gather information related to three (3) accreditation standards (AS 1.0 Program Mission and Goals, AS 3.0 Diversity, AS 4.0 Assessment) on behalf of the BOA. Site visitors select questions from this General Questions Bank. For each general question, visitors include the question(s) asked, the stakeholder(s) asked, and their findings based on the discussion at the visit and any objective observations in the site visit report. Site visitors must discuss general questions related to the three (3) accreditation standards over the course of the visit, yet each visitor decides the question(s) from this General Questions Bank deemed appropriate to collect the information from program stakeholders.

This bank was developed by the Department of Social Work Accreditation (DOSWA) and the Board of Accreditation (BOA). Site visitors are encouraged to choose the general questions according to the unique context of the program after reviewing the program's self-study and BOA-issued Letter of Instruction (LOI).

Accreditation Standards:

- 1.0 Program Mission and Goals
- 3.0 Diversity
- 4.0 Assessment

Program Stakeholders:

- With whom the visitors will meet:
 - President/chancellor (or designee)
 - Primary Contact
 - Program Director (if different than primary contact)
 - Field Education Director
 - Faculty
 - Students
- Optional stakeholder meetings:
 - Field Instructors
 - Community Advisory Board (if applicable)
 - Deans or other program administrators
 - Other stakeholders specific to the program's context

Accreditation Standard 1.0: Program Mission and Goals

For Institutional Administrators:

- How does the social work program fit into the institutional mission?
- How does the social work program contribute to the overall institution mission?
- What is the institution's vision for the program?
- What is the social work program's impact at the institution?

For Faculty:

- How have faculty been involved in the creation and maintenance of the mission and/or goals?
- How are the mission and/or goals reflected in the curriculum and operation of the program?
- How are you operationalizing the program's mission and/or goals?
- How often does the program engage in review and renewal of the program's mission and/or goals?
- Is the program making any enhancements or changes to the program's mission and/or goals? If yes, what are the changes and why?
- What are the strengths of the program's mission and/or goals?

For Students:

- How is the mission and/or goals reflected in the curriculum and operation of the program?
- Do you think the program's mission and/or goals reflects consistency with social work purpose and values?
- What are the strengths of the program's mission and/or goals?

For Advisory Board/Field Instructors (if applicable):

- How have you assisted the program is carrying out its mission and/or goals?
- What are the strengths of the program's mission and/or goals?

Accreditation Standard 3.0: Diversity

For Institutional Administrators:

- How does the institution support the program's diversity efforts?
- What steps has your institution taken to ensure representation of faculty, staff, and students along a variety of dimensions, such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, among other elements of diversity?
- What services and/or support do you provide to ensure all students and faculty feel included?

For Faculty:

- How does the program approach the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students?
- How do you integrate diversity across the explicit and implicit curriculum?
- Do you have any suggestions on how the program could model/teach/support diversity and inclusion within the program?
- How do you model commitment to cultural humility?

For Students:

- Do you see yourself represented by the faculty population?
- How does the program integrate diversity across the explicit and implicit curriculum?
- How do faculty and administrators model a commitment to cultural humility?
- How do faculty and administrators foster a supportive and inclusive learning environment?
- How does the program address the vast range of student learning needs and reduce barriers while optimizing accessibility and equity?
- Has the program prepared you to practice with diverse clients and constituencies?
- Do you have a sense of belonging within in the program?
- Do you have any suggestions on how the program could model/teach/support diversity and inclusion within the program?

For Field Instructors (if applicable):

- What are the strengths and challenges of the program's social work students?

Accreditation Standard 4.0: Assessment

For Institutional Administrators:

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

For Faculty:

- How does the program prepare faculty to assess student competency consistently?
- Do you feel prepared to assess student competency?
- Describe a data-based change(s) the program has made recently.
- What are the strengths of the program's assessment strategies?
- What are your suggestions for improving the program's assessment outcomes?

For Students

- How are you engaged in the assessment process?
- What do you know about your program is assessing student competencies?
- Are there any changes you would recommend making to the program's assessment plan?
- What changes have you seen to your program based on the review of assessment outcomes?

- What are the strengths of the program's assessment strategies?

For Advisory Board (if applicable):

- How are you informed of assessment outcomes?
- What are the strengths of the program's assessment strategies?

For Field Instructors (if applicable):

- How are you involved in assessment of students?
- How does the program prepare field personnel to assess student competency consistently?
- How are you informed of assessment outcomes?
- What are the strengths of the program's assessment strategies?