Assessment of Student Learning Outcomes

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Agenda

• Overview of Outcomes-Based Assessment and Competency-Based Education
• Key Developments from 2008 to 2015 EPAS
• Explicit Curriculum Assessment and its Components
• Explicit Curriculum Findings
• Implicit Curriculum Plan and Findings
• Resources
• Staff Information
• Questions
Purpose of Outcomes-Based Assessment

Assessment of student-learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.
Competency-based Education

- **Holistic Competence** | The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

- **Dimensions** | Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

  The dimensions are: *Knowledge, Values, Skills, and Cognitive & Affective Processes*
Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency Components

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.
<table>
<thead>
<tr>
<th>2008 EPAS</th>
<th>2015 EPAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus was on the assessment of practice behaviors of every competency and every measure</td>
<td>The focus is on assessment of the 9 competencies, using the behaviors to inform the competency assessment in real/simulated practice settings</td>
</tr>
<tr>
<td>Student self-efficacy measures were permitted</td>
<td>Assessment of competence is only done by program designated faculty or field personnel</td>
</tr>
<tr>
<td>Data was permitted in aggregate for all program options, and not separated by program option</td>
<td>Data is required for each program option, separately and then aggregated; programs may choose to utilize the same or different assessment plans for each program option</td>
</tr>
<tr>
<td>Three (3) Dimensions knowledge, values, skills</td>
<td>Multi-Dimensional Assessment – programs must assess at least two (2) dimensions per competency</td>
</tr>
<tr>
<td>Assessment was of the Explicit Curriculum only</td>
<td>Assessment of the Implicit Curriculum is part of the assessment plan</td>
</tr>
<tr>
<td>Concentration</td>
<td>Area of Specialized Practice</td>
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<tr>
<td>Practice Behavior</td>
<td>Behavior</td>
</tr>
<tr>
<td>Foundation</td>
<td>Generalist</td>
</tr>
<tr>
<td>Advanced</td>
<td>Specialized</td>
</tr>
</tbody>
</table>
Definition of the Explicit Curriculum

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.
Explicit Curriculum Assessment
Accreditation Standard 4.0.1

The program presents its plan for ongoing assessment of student outcomes for all identified competencies in
the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of
practice (master’s social work programs). Assessment of competence is done by program designated faculty or
field personnel. The plan includes:

• A description of the assessment procedures that detail when, where, and how each competency is
  assessed for each program option.

• At least two measures assess each competency. One of the assessment measures is based on
demonstration of the competency in real or simulated practice situations.

• An explanation of how the assessment plan measures multiple dimensions of each competency, as
described in EP 4.0.

• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is
determined that students’ performance meets the benchmark.

• An explanation of how the program determines the percentage of students achieving the benchmark.

• Copies of all assessment measures used to assess all identified competencies.
Explicit Curriculum Assessment

• The 2015 EPAS requires programs to engage in explicit curriculum assessment. Competence is perceived as holistic, therefore assessment must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies.

• Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and if applicable, specialized levels of practice.

• When writing the self-study, a matrix and sub-headings for the narrative can be very helpful.
# Sample Assessment Matrix

**Sample Section of Response to AS 4.0.1**

**Dimension Measure in Real or Simulated Practice Experience**

(A performance measure that represents an observable component of the competency and integrates the dimensions of the competency.)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Benchmark</th>
<th>Measures</th>
<th>Behavior</th>
<th>Dimension(s)</th>
<th>Assessment Procedures</th>
<th>Outcome Measure Benchmark</th>
<th>Assessment Procedures: Competency</th>
</tr>
</thead>
</table>
| Competency 2: Engage Diversity and Difference in Practice | 90% | Measure 1: Field Instrument | - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instrument item #6)  
- present themselves as learners and engage clients and constituencies as experts of their own experiences (field instrument item #7)  
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instrument item #8) | Knowledge; C/A Processes | For Measure 1: Aggregate student scores on questions 6, 7, 8.  
For Measure 1: Students must score a minimum of 4 out of 5 points. | Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency benchmark (see Appendix E). |
### Sample Assessment Matrix Cont’d.

<table>
<thead>
<tr>
<th>Competency Benchmark</th>
<th>Measures</th>
<th>Description</th>
<th>Dimension(s)</th>
<th>Assessment procedures</th>
<th>Outcome Measure Benchmark</th>
<th>Assessment Procedures: Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>90%</td>
<td>Measure 2: Exercise on Privilege (Course-embedded measure)</td>
<td>The Exercise on Privilege assignment asks students to apply an understanding of diversity in practice through managing the influence of their personal biases and experiences on work with clients.</td>
<td>Knowledge; Values; C/A Processes</td>
<td>For Measure 2: Aggregate student scores on rubric items 9-15 (Rubric provided on pp. XX-XX)*</td>
<td>For Measure 2: Students must score a minimum of 8 out of 10 on rubric items (9-15). Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark (see Appendix E).</td>
</tr>
<tr>
<td>SW550: Diversity in Social Work Practice</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If rubrics are used they should be provided.
Multi-Dimensional Assessment

• Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

• Programs are expected to assess competence by identifying the dimension(s) associated with each competency and measure students’ performance at that level.

• Assessment must involve at least two (2) dimensions including skills, knowledge, values, and cognitive/affective processes
  • E.g. First measure assesses skills, second measure assesses knowledge

• Programs are not required to assess every dimension for every competency in the assessment plan.
Competency-Based Outcome Measures

• It is within the purview of the program to select the two (or more) measures that fulfill the requirements of the 2015 EPAS. **COA does not endorse any 3rd party, commercial, standardized, or customized instruments. Nor does COA prohibit their use, as long as the measures fulfill the requirements of the 2015 EPAS.**

• At a minimum:
  - One measure must be in real or simulated practice (e.g. field instrument)
    - The measure based on real or simulated practice must incorporate the bulleted behaviors directly or indirectly.
  - The second measure is not required to be in real or simulated practice (e.g. Exit Exam; Portfolio; Capstone Project; Final Presentation; Course-Embedded Measure; etc.)
    - The measure(s) not based on real or simulated practice does not need to incorporate the bulleted behaviors (although this is are permitted)
Each competency is assessed at least twice. Programs can also add additional competencies. For competencies 6-9, programs need not assess every systems level.

At the baccalaureate level, programs must have a minimum of two (2) measures for each competency at the generalist level.

At the master’s level, programs must have a minimum of two (2) measures for each competency at the generalist level and a minimum of two (2) measures for each competency for each area of specialized practice.

Separate assessment plans are submitted for generalist practice and for each area of specialized practice.
Assessment of Student Competence

• Assessment is to be completed by program-designated faculty or field personnel
• Student self-efficacy assessments are no longer permitted in the 2015 EPAS
• It is helpful to be very clear in the self-study narrative who is assessing student competence
Competency Benchmark

- Refers to the minimum percentage of students the program expects to meet the outcome-measure benchmark (inclusive of all identified measures)
- The percentage is within the program’s purview, and are oftentimes aspirational, yet realistic
- May be different or the same for each competency

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<td>Knowledge: Values; C/A Processes</td>
<td>For Measure 2: Aggregate student scores on rubric items 9-15 (Rubric provided on pp. XX-XX)*</td>
<td>For Measure 2: Students must score a minimum of 8 out of 10 on rubric items (9-15),</td>
<td>Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark (see Appendix E).</td>
</tr>
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</table>
Outcome Measure Benchmark

- Refers to the minimum acceptable score on an identified measure
- This is within the program’s purview; it may be different or the same for each measure
- Each measure must include a rubric where students are given a separate score for each assessed competency
  - Programs can either directly give a score for attainment of the competency OR give a score for items on the rubric related to the competency and then aggregate them
- Measures should not include items that do not directly assess competency (i.e. APA formatting, timely submission, grammar, etc.)

<table>
<thead>
<tr>
<th>Competency Benchmark</th>
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<th>Description</th>
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<th>Assessment procedures</th>
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<td>Knowledge; Values; C/A Processes</td>
<td>For Measure 2: Aggregate student scores on rubric items 9-15 <em>(Rubric provided on pp. XX-XX)</em></td>
<td>For Measure 2: Students must score a minimum of 8 out of 10 on rubric items (0-15), *if rubrics are used they should be provided.</td>
<td>Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark (see Appendix E).</td>
</tr>
</tbody>
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Social Work Education: Looking Back, Looking Forward

CSWE Council on Social Work Education

#APM19
Benchmark Rationale/Calculations

Answer the questions:

• Why did the program choose the competency benchmarks?
• Why did the program choose the outcome measure benchmarks?
• How is determined that students’ performance meets the outcome measure benchmark?
• How is the percentage of students achieving the competency benchmark determined?
• Be sure to include all portions of the standard in the narrative, subheadings are helpful to ensure each aspect of the standard is addressed.
Copies of Assessment Measures

• Programs are required to provide all assessment measures used to assess all identified competencies
• This may include but is not limited to:
  • Field instrument – ensure the behaviors used to assess each competency are included on the real/simulated practice measure
  • Course-embedded measure rubric – ensure the rubric includes specific line items for competency assessment (exclusive of items such as APA formatting, timeliness of submission, etc.)
• Include in direct response at the end of AS 4.0.1; not as appendices
Accreditation Standard 4.0.2

The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

- A matrix in table format is very helpful in responding to this standard.
- A brief accompanying narrative should be provided explaining how the matrix is organized, what is included, and how to read/interpret the matrix.
- When presenting the percentage of students achieving benchmarks, provide the average percent attaining, not the average score.
- Separate data outcomes are presented for generalist practice and each area of specialized practice. Label each set of outcomes as clearly as possible.
- Each program option should be explicitly addressed in response to each standard. Separate data outcomes are presented for each program option, and also in aggregate.
Accreditation Standard 4.0.2 Sample

- Present a separate table of assessment outcomes for each program option to determine the percent of all students in that program option that demonstrate competence
  - Program options are locations and delivery methods
- Aggregate all program options in a separate table to determine the percent of all students that demonstrate competence
- Baccalaureate – generalist assessment
- Master’s – both generalist and specialized assessment

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Results for Assessment of Practice Competencies
WHAT ARE THE FINDINGS?

Accreditation Standard 4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

For this standard, provide the data.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Benchmark</th>
<th>Outcome Measure Benchmark</th>
<th>Percent Attaining</th>
<th>Percentage of Students Achieving Competency</th>
<th>Competency Attained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>90%</td>
<td>Measure 1: Students must score a minimum of 4 out of 5 points.</td>
<td>Measure 1*: Behavior 1: 92%&lt;br&gt;Behavior 2: 91%&lt;br&gt;Behavior 3: 86%&lt;br&gt;(92% + 91% + 86% = 269/3 = 89.67%)</td>
<td>89.67% + 78% = 167.67/2 = 83.83%</td>
<td>No</td>
</tr>
<tr>
<td>Measure 2: Students must score a minimum of 8 out of 10 points.</td>
<td>Measure 2: 78%</td>
<td></td>
<td>83.83%</td>
<td></td>
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</tr>
</tbody>
</table>

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Social Work Education: Looking Back, Looking Forward

CSWE
COUNCIL ON SOCIAL WORK EDUCATION

#APM19
Accreditation Standard 4.0.3

The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

• Regularly informing the public of assessment findings is a requirement of the Council of Higher Education Accreditation (CHEA) who recognizes CSWE as the accreditor for social work education.

• The CSWE website houses the required assessment outcomes form.

• On this form, the percentage of students attaining the competency benchmark is inclusive of all identified measures.

• In the self-study, provide an active hyperlink to the webpage where this form is posted publicly and indicate how frequently it is updated.

• In the self-study, identify the program’s constituencies, which always includes the public.

• Programs must provide findings for each program option on the form, and in aggregate.
Accreditation Standard 4.0.3 (Baccalaureate Form)

The percentages provided are for sample purposes only.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Option #1 (identify campus/delivery method)</td>
<td>Program Option #2 (identify campus/delivery method)</td>
</tr>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>80%</td>
<td>99%</td>
</tr>
<tr>
<td>Competency 2: Engage Diversity and Differences in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
<td></td>
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<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
<td></td>
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<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td></td>
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<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>Any Additional Competency(ies) Developed</td>
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</tbody>
</table>
Accreditation Standard 4.0.3 (Master’s Form)

Complete one form for each program option (campus/delivery method)

_The percentages provided are for sample purposes only._

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK (GENERALIST)</th>
<th>COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Generalist Practice</td>
<td>Area of Specialized Practice #1 (Identify Specialization)</td>
<td>Area of Specialized Practice #2 (Identify Specialization)</td>
</tr>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>80%</td>
<td>80%</td>
<td>92%</td>
</tr>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<tr>
<td>Any Additional Competency(ies) Developed by the Program</td>
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<td></td>
<td></td>
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</tbody>
</table>
Complete this form to aggregate all program options (each campus/delivery method)

The percentages provided are for sample purposes only

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK (GENERALIST)</th>
<th>COMPETENCY BENCHMARK (SPECIALIZATION)</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>80%</td>
<td>80%</td>
<td>Generalized Practice 99%  Specialization #1 (Identity Specialization) 97%  Specialization #2 (Identity Specialization) 98%  Specialization #3 (Identity Specialization) N/A</td>
</tr>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
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<td>Any Additional Competency(ies) Developed by the Program</td>
<td></td>
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</tr>
</tbody>
</table>
Accreditation Standard 4.0.4

The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

- This standard discusses the program’s process for thoughtful review of data and how it informs programmatic changes. What is the process or mechanism employed to formally review the assessment findings and make decisions about the implications for program improvement? What is the procedure used to evaluate the meaning of the findings? Faculty committee(s), faculty retreat, etc. How do decision makers decide what meaning the findings hold for the program?

- The response expands beyond changing benchmarks as a result of the assessment findings. A description of program changes should provide sufficient detail (e.g., course modifications, training enhancements, etc.) explicitly linked to specific findings. If no changes are reported, provide a rationale for that decision.

- Each program option should be explicitly addressed in each component of your discussion.
Implicit Curriculum Assessment

Accreditation Standard 4.0.5

For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.
Definition of Implicit Curriculum

The implicit curriculum refers to the **learning environment** in which the explicit curriculum is presented. It is composed of the following elements: the program’s **commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources**. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. **The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates.** Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.
Implicit Curriculum Assessment

• Minimally one area of implicit curriculum is required to be assessed, and programs can change the area each year.

• This assessment focuses on the implicit curriculum (learning environment) not the explicit curriculum (coursework, competencies, behaviors, or dimensions).

• This may include but is not limited to an assessment of the elements of Educational Policy 3.0:
  • The program’s commitment to diversity
  • Admissions policies and procedures
  • Advisement
  • Retention and termination policies
  • Student participation in governance
  • Faculty
  • Administrative structure
  • Resources

• Stakeholders may include but are not limited to: Students, Faculty, Alumni, Field instructors, Community Advisory Board, etc.

• How is the program proactive on the basis of its findings?

• Each program option should be explicitly addressed in response to each standard.
## Implicit Assessment

Assess an area that fits the needs of your program; the implicit assessment is not limited to these examples

<table>
<thead>
<tr>
<th>Implicit Curriculum Area</th>
<th>Stakeholder</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diversity</td>
<td>• Students</td>
<td>• Exit surveys</td>
</tr>
<tr>
<td>• Admissions policies and procedures</td>
<td>• Faculty</td>
<td>• Interviews</td>
</tr>
<tr>
<td>• Advisement</td>
<td>• Alumni</td>
<td>• Focus groups</td>
</tr>
<tr>
<td>• Retention and termination policies</td>
<td>• Field instructors</td>
<td>• Alumni surveys</td>
</tr>
<tr>
<td>• Student participation in governance</td>
<td>• Community Advisory Board</td>
<td>• Culture/climate surveys</td>
</tr>
<tr>
<td>• Faculty</td>
<td>• Other</td>
<td>• Strategic planning process</td>
</tr>
<tr>
<td>• Administrative Structure</td>
<td></td>
<td>• Other</td>
</tr>
<tr>
<td>• Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
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</tr>
</tbody>
</table>

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Social Work Education: Looking Back, Looking Forward

COUNCIL ON SOCIAL WORK EDUCATION

#APM19
Takeaways!

The EPAS describes a ____________ assessment model.

Programs are to assess all __ (number) competencies, and any they choose to add.

**True or False?** Master’s programs are to assess at the generalist level and each area of specialized practice.

Assessment is required to involve at least __ (number) dimensions.

**True or False?** Students can assess their own competence for 1 of the 2 measures.

**True or False?** A reflection paper based on a field experience is an example of a real/simulated practice measure.

**True or False?** Programs are to assess all 5 systems levels (individuals, families, groups, communities, organizations) for competencies 6-9 in the generalist curriculum.

**True or False?** Course-embedded measures must include an instrument in the self-study, such as a rubric.

Programs update the AS 4.0.3 data on their program’s website every __ years.

A program has 3 physical locations and an online program. They are required to report data for __ (number) of program options.

**True or False?** Assessment of the implicit curriculum can involve assessment of course content.
Takeaways!

- The EPAS describes an **outcome-based** assessment model.
- Programs are to assess all 9 competencies, and any they choose to add.
- Master’s programs are to assess at the generalist level and each area of specialized practice. **True**
- Assessment is required to involve at least 2 dimensions.
- Students can assess their own competence for 1 of the 2 measures. **False**
- A reflection paper based on a field experience is an example of a real/simulated practice measure. **False**
- Programs are to assess all 5 systems levels (individuals, families, groups, communities, organizations) for competencies 6-9 in the generalist curriculum. **False**
- Course-embedded measures must include an instrument in the self-study, such as a rubric. **True**
- Programs update the AS 4.0.3 data on their program’s website at least every 2 years.
- A program has 3 physical locations and an online program. They are required to report data for 4 of program options.
- Assessment of the implicit curriculum can involve assessment of course content. **False**
Resources

• **CSWE Website:** [https://www.cswe.org/Accreditation/Accreditation-Process](https://www.cswe.org/Accreditation/Accreditation-Process)
  - 2015 Educational Policies and Accreditation Standards
  - 2015 EPAS Overview
  - Assessment Matrix Sample

• **Contact your Assigned Accreditation Specialist**

• **The COA is now Paper Free!** [Formatting and Submission Requirements](#)
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Social Work Education: Looking Back, Looking Forward

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<table>
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<tr>
<th>Topic</th>
<th>Contact Information</th>
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<tr>
<td>Accreditation-related fees</td>
<td><a href="mailto:feesaccred@cswe.org">feesaccred@cswe.org</a></td>
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<tr>
<td>Membership-related inquiries/Fees</td>
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</tr>
<tr>
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<td>Mary Kurfess <a href="mailto:mkurfess@cswe.org">mkurfess@cswe.org</a></td>
</tr>
</tbody>
</table>

Any other accreditation-related questions; contact your program’s accreditation specialist!

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References


• 2015 EPAS Overview. (2018). Available at: https://www.cswe.org/Accreditation/Accreditation-Process