

School of Social Work – BSW Academic Assessment 2023-2024

Program Information:

Program Assessed	BSW – undergraduate program
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Department Mission Statement: The essential mission of the UNLV School of Social Work's BSW program is to provide a generalist social work education for beginning level social workers who will deliver human services to diverse urban populations. This mission is carried out through the education of students who will practice at the micro, mezzo and macro levels using a generalist perspective.

Bachelors of Social Work (BSW) learning outcomes: Through course content and practicum experiences at local human service agencies in the community, student-learning experiences consist of:

Council for Social Work Education (CSWE) Competency	Practice Behaviors
1. Demonstrate Ethical and Professional Behavior	A. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
	B. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
	D. Use technology ethically and appropriately to facilitate practice outcomes
	E. Use supervision and consultation to guide professional judgment and behavior

CSWE Competency	Practice Behaviors
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	A. Advocate for human rights at the individual, family, group, organizational, and community system levels.
	B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	A. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
	B. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed Practice	A. Apply research findings to inform and improve practice, policy, and programs.
	B. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice	A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
	B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
	B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities	A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
	B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

CSWE Competency	Practice Behaviors
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
	B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	A. Select and use appropriate methods for evaluation of outcomes.
	B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

SLOs/UULOs (UNDERGRADUATE PROGRAMS ONLY)

UNLV UULOs	Student learning objective(s) aligned to each UULO
Intellectual Breadth and Lifelong Learning	1, 4
Inquiry and Critical Thinking	4, 5, 6, 7, 9
Communication	1, 2, 3, 5, 6, 7, 8
Global/Multicultural Knowledge and Awareness	1, 2, 3, 5, 6, 8
Citizenship and Ethics	1, 2, 3, 4, 5

BSW learning outcomes assessment measures: Both direct and indirect assessment measures are used for data collection and are listed below.

Assessment Instrument and how data is collected	Learning outcome(s) assessed	Expected Measures (results that would indicate success)
Licensing Exam Pass Rate (Direct): This information is collected from the Nevada State Board of Examiners for Social Workers for the previous year	1-9	Pass rate is equivalent to or above the national pass rate
Field Evaluation (Direct): Final practicum evaluation in which students are rated on 2 practice behaviors for each of the nine Council of Social Work Education (CSWE) competencies. <i>When:</i> End of each semester <i>Where:</i> Agency field instructor completes and liaison submits to field department.	1-9	At least 80% of the students receive a 2 or higher (out of a 0 to 4 scale) which is "acceptable progress."
BSW Student Competency Assessment (Direct): Rubric in which instructors' rate students on the competencies associated with the class. <i>When:</i> End of each semester <i>Where:</i> Instructor completes rubric and submits to dept.	1-9	At least 80% of the students receive a 2 or higher (out of a 0 to 4 scale) which is "acceptable progress."

Assessment Instrument and how data is collected - continued	Learning outcome(s) assessed	Expected Measures (results that would indicate success)
Human Diversity Survey (Indirect, pre/post): This questionnaire is designed to obtain human diversity information such as how comfortable students feel associating with different types of people, and how knowledgeable they think they are about multicultural issues. <i>When:</i> Beginning and end of each semester <i>Where:</i> SW 101 and SW 315 (pretest), SW 495 (posttest)	1, 2, 3	-A better posttest mean than pretest mean -A posttest mean that is “4” or higher on a 5 point scale. -A higher percentage of posttest participants than pretest participants rank key questions “most of the time” or higher -At least 80% of the posttest participants rank all key questions “4” or higher
Implicit Curriculum Survey (Indirect): Thirty-item survey to measure five areas of implicit curriculum as defined by the Council for Social Work Education. These five categories are: Faculty Availability and Advising; Resources and Equipment; Cultural Diversity; Student Development and Administrative Governance. Six items are purported to measure examples of each category. The survey also allows respondents to provide comments regarding the five areas.	1-9	We are using 3 points which denotes “adequate” (out of a 1 to 5 scale) as the benchmark.

BSW Assessment Results – Direct Measures

Licensing Exam Pass Rate

A direct measure of the School's BSW program is its graduates' national licensing exam pass rates. For 2023, BSW licensing exam pass rates for UNLV graduates were lower than the national pass rates and thus, not meeting the benchmark.

Year	UNLV BSW Graduates' Pass Rates	National Pass Rates
2019	62% (N=32)	67% (N=3,565)
2020	40% (N=10)	69% (N=?)
2021	65% (N=23)	69% (N=?)
2022	63% (N=19)	65% (N=3,336)
2023	55% (N=29)	68% (N=3,240)

Field Evaluation

This direct measure uses the final scores given by students' agency field instructors (AFI's) at their assigned practicum. In the 2023-2024 academic year, BSW students in their senior year were required to perform 240 hours (averaging 16 hours/week) each semester. This experience culminates into a final assessment at the end of the semester where AFI's evaluate mutually agreed upon practice behaviors, two for each of the Council of Social Work Education's (CSWE)

nine competencies. The two scores are added together to produce an average for each competency. **Important note:** Field scores were not collected at the end of the fall 2023 semester due to the December 6, 2023 shooting. Only the spring 2024 field scores were collected by the field department and thus, used in this report. The expected measure/benchmark was met with at least 99% of the students receiving a two ("acceptable progress") or higher for each competency. See Appendix A for detail.

BSW Student Competency Assessment

With this direct measure, faculty assign a rating to each student at the end of the semester for the CSWE's competencies associated with their course. This is the same scale used for the Field Evaluation. Multiple courses cover the same competency and are added together to produce an average. The expected measure/benchmark was met with at least 96% of the students receiving a two ("acceptable progress") or higher for each competency. See Appendix A for detail and comparison to the Field Evaluation.

BSW Assessment Results – Indirect Measures

The following are quantitative and qualitative data collected from students in fall 2023 and spring 2024. For online courses, data was collected via a questionnaire link that was sent to instructors who distributed it to students. For classes that were taught in-person, efforts were taken by the outcomes coordinator to have students complete the survey(s) in class. For in-person classes where this was not possible (i.e., Saturday classes, field practice courses), instructors were sent a questionnaire link to distribute to students.

Human Diversity Survey

We compared the pre- and post-test data of the Human Diversity Questionnaire. Note: the pre-test data was collected from SWK 101 and SWK 315 (beginning social work classes) in fall 2023 and spring 2024 (N = 184, 55% response rate) and the post-test data was collected from SWK 495 (capstone class) in fall 2023 and spring 2024 (N = 63, 84% response rate). Although the pre- and post-test data are not necessarily from the same people, the results can still show if there is a difference between the beginning social work students who take SWK 101/315 and the graduating BSW students. Two of the four benchmarks were met; the post means equating to "4" or higher was met, along with 80% of the post participants selecting a "4" or higher. One post mean score was slightly lower than the pre-mean score (question 9), and a lower percentage of post participants selected a "4" or higher for the same question along with question 7; see table 1. When comparing the mean scores between pre and post with an independent samples t test, no significant differences were found for any of the questions.

Table 1: HDQ Survey – fall 2023 & spring 2024

Human Diversity Questionnaire "How comfortable are you associating with and being around _____?"		Pre (SW101 & SW315) N=184		Post (SW495) N=63	
		Mean	"4" or higher	Mean	"4" or higher
1	the opposite sex	4.38	92%	4.47	92%
2	someone of another racial group?	4.62	95%	4.7	100%
7	people with a physical disability?	4.5	92%	4.58	91%
8	people with a mental disability?	4.3	84%	4.34	84%
9	someone who has considerably less money than you do?	4.66	96%	4.63	95%
12	someone who has a different religious belief?	4.29	85%	4.39	88%
14	someone who identifies as a member of the LGBTQ+ community?	4.53	90%	4.67	94%

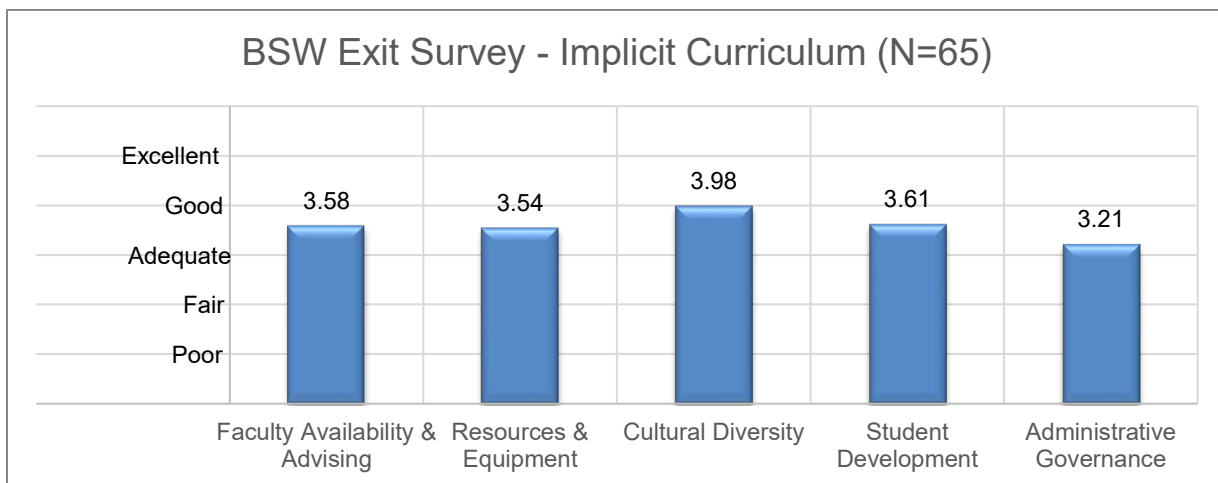
1 represents "Never"; 2, "Hardly ever"; 3, "Sometimes"; 4, "Most of the time"; and 5, "All of the time."

Implicit Curriculum Survey

The implicit curriculum measure is a 30-item measure with a five-point Likert-type scale ranging from poor to excellent that measures five areas of implicit curriculum as defined by CSWE. These five categories are: Faculty availability and advising; resources and equipment; cultural diversity; student development and administrative governance. The items are purported to measure examples of each category; see Appendix B. The survey also allows respondents to provide comments regarding the five areas.

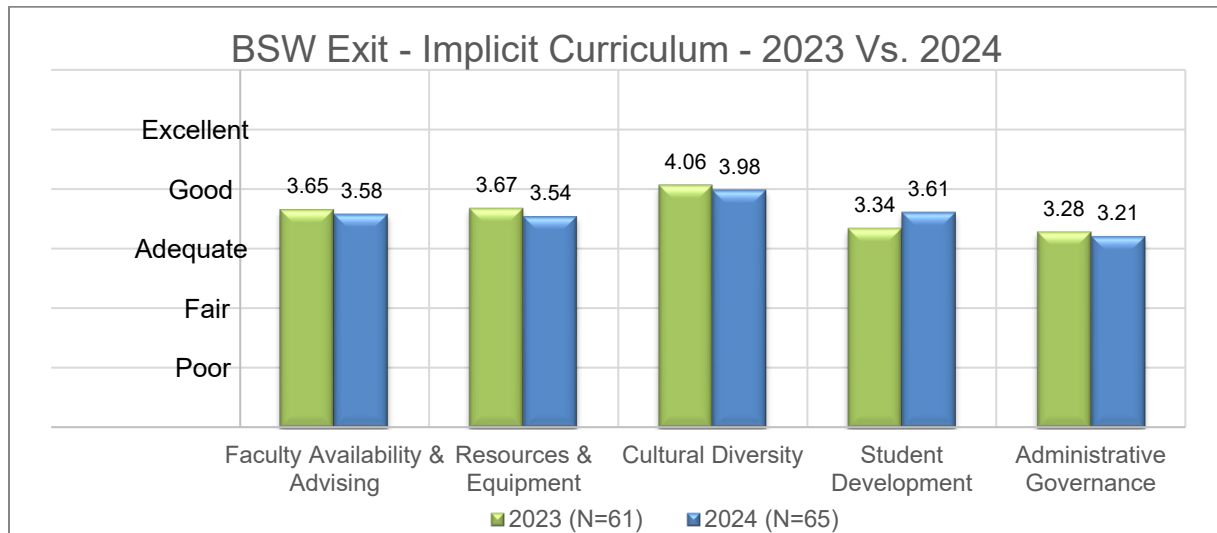
The survey was given to graduating SWK 495 students (N=75) of which 65 completed the survey, thus an 87% response rate. The benchmark of "adequate" to "good" was met for all five categories; see table 2. The highest mean was for cultural diversity (M=3.98) and the lowest mean was for administrative governance (M=3.21).

Table 2: BSW Exit Survey – Implicit curriculum subscale means for academic year 2023-2024



When comparing the 2024 means to 2023, all of the 2024 means except “student development” are slightly lower; see table 3. An independent samples t-test was performed but no significant differences were found.

Table 3: BSW Exit Survey – Implicit curriculum subscale means 2023 vs. 2024



From the comments that students provided regarding each category, the following themes were identified. Please note, only themes that had two or more responses are provided.

Faculty Availability & Advising (N=17)

- Faculty acknowledgement (N=7).
 - “I felt my professors were exceptional!”*
 - “Professors were supportive, engaging, and encouraging to students.”*
 - “Professors are amazing.”*
- Perceived lack of support (N=6).
 - “Could be better effort, students don't feel supported.”*
 - “Administration is less than understanding when it comes to the needs of the students.”*
 - “...however I feel that the field office needs the most improvement and support in order to be able to adequately support students in the program.*
- Improved communication (N=5) between students and the program, with some noting specifically the field office (N=3).
 - “Communication: any notification of changes would be nice; clear requirements needed.”*
 - “The field office was not great at communicating changes with students to policies and practicum manual. It all seemed very sudden.”*
- Perceived disrespect from the field office (N=3).
 - “The field office needs more training in professionalism.”*

"My experience in the program has been negatively impacted by the field office and how they have treated my peers and gotten away with it."

Resources & Equipment (N=7)

- Larger space available for students to meet (N=3).
"Bigger lounge or meeting space for students would be nice."
"Student lounge is crowded and kinda scary."
- Availability of reliable practicums (N=2).
"Physical resource supports are adequate, not including reliable practicums or reliable advising."
- Preference for classes to be taught in Greenspun Hall (N=2).
"Classes for Social Work should be held in the Greenspun building for Urban Affairs where there is more classroom tech. Not all over campus and at older buildings."

Cultural Diversity (N=4)

No themes with two or more responses identified.

Student Development (N=5)

- Strong cohort relationships, peer support and sense of student community developed (N=4), but was student driven with little support from the program (N=2).
"Being a part of this program has allowed me to meet with the most caring people! I admire everyone in this program."
"My cohort is great and I don't think I would have made it through this program without them."
"Student communication and sense of community was only great because the students conducted it themselves. The program did very little to build a sense of community."

Administrative Governance (N=14)

- Perceptions that there was a lack of effective communication with students (N=5)
"Admin and faculty do not stick to the 48-hour response rule and need to get better at responding to students."
"Sometimes the communication is poor from admin and important rule changes would get communicated after they were already implemented."
- Concerns around a lack of support and engagement (N=3)

"...I have felt so unsupported by administration and they are always changing policies and not notifying us until the students specifically ask about it."

"Administration could be more open to helping students instead of telling us to use the handbook."

- Recommendation that there be student representation in the school's administrative governance (N=2)

"The program should utilize student representation to reflect on how decisions may impact students."

Students were also allowed to comment on the BSW program's strengths and areas requiring improvement. Forty-four (44) provided feedback about strengths, of which the faculty was noted most often (N=21) with some acknowledging diversity (N=4) and a few noting feeling supported (N=3). Again, only themes that had two or more responses are provided.

"...understanding of professors/administrators ESPECIALLY after shooting. So much empathy and understanding compared to some other fields. Professors, administrators from different backgrounds in terms of work. So much knowledge that they have shared that cannot be learned from a textbook!!."

"Skill level and experience of professors."

"Professors with professional experience in the field."

"There are great professors that truly care about the students."

"Majority of professors are supportive of students and their goals."

"How diverse the professors are."

Some noted the strength of the program was the community developed with other students and the support they experienced from them (N=10), while others acknowledged the curriculum and learning opportunities (N=8).

"Community within the students."

"The strengths are community built by each cohort. I can say from experience our group is almost like a little family and we're constantly communicating about assignments, notes, due dates."

"The student body that offers support to one another."

"The program's educational content is exemplary. Students build a broad base of knowledge during the program."

"There are good learning opportunities in the program, the content itself is not bad and there are good and knowledgeable professors"

"Lots of learning opportunities, good communication of necessary skills."

Lastly, a couple students noted smaller classes as a strength of the program (N=2).

"Smaller class sizes allow more in-depth conversations and engagement with the professor."

"Smaller classes encourage student engagement and participation."

Forty-four (44) provided feedback to the question as to what improvements to the BSW program need to be prioritized. The most salient recommendations centered on practicum and field (N=27) with some noting the opportunity for paid practicums (N=5) and reduction in the number of hours required (N=5).

"I think paid practicums would help improve the program a lot. The financial burden grew as I navigated through the program and throughout, I was nervous to try and take time off as it might throw me off track with how strict the field hours become."

"...Also the students should get some kind of pay for their time. Yes, the experience is nice, but again when students have full time jobs as well as full time course work, it is a lot to ask them to devote an extra 16 hours a week where the only benefit is experience."

"...realize that the practicum hours and school and working is a big ask with the current economics."

"16 hr/weekly requirements aren't accessible. "

Some noted better practicum selection (N=3), more support in securing a practicum (N=3), and the need for flexibility (N=3) and empathy (N=3).

"Practicum sites can be improved."

"The practicum selection process. I understand it's for experience but some older nontraditional students may have a hard time finding places that are so flexible with their hours."

"More support to help students get into practicums."

"Emphasize the potential struggles of not being able to find a site for practicum and what to do in those situations."

"The field office should have more empathy towards students."

"They need to practice empathy more..."

"The improvement to the BSW program is the field office needs to be more accommodating to practicum students working at county sites. Background checks can take weeks to come in and the student should not be penalized for that."

"... No flexibility. No care for things going on outside of school."

When it came to recommendations that were not centered on the field experience, some noted improved communication with students regarding changes in class scheduling (N=4), and better administrative responsiveness and support (N=4),

"Please do not many any last-minute sudden changes right after the semester starts or right before it begins."

"Better communication to students so they do not have to find things out last minute."

"The admissions office needs to be more responsive."

"Better response from staff. Better way of running the program."

A few noted the need for student input into the program (N=3) along with better empathy and understanding (N=2)

"Rearranging administration and allowing student voices/opinions to be heard."

"Student input to the program should be considered more, and utilized more effectively."

"Empathy and understanding"

"Being honest and listening more to the student and their concerns"

How did the program respond to what was learned?

The feedback provided by students offers valuable insights into areas of strength and opportunities for improvement within the BSW program. A key focus this year has been addressing practicum-related concerns and enhancing licensure exam preparation to better support students' success.

To address challenges in practicum placement and field office communication, the School of Social Work has hired Zarinah Washington to streamline practicum processes and improve communication channels. Additionally, workshops for field supervisors and a structured feedback mechanism have been introduced to ensure student concerns are addressed in a timely and effective manner.

The licensure exam pass rate for 2023 (55%) fell below the national average of 68%. In response, the capstone course has been restructured to include targeted licensure preparation through extensive review sessions and additional study resources. These efforts aim to enhance student readiness and improve outcomes on the licensing exam.

Feedback regarding cultural competency, diversity, and responsiveness has been shared with faculty and reviewed by the BSW Curriculum Committee. Initiatives include creating a Canvas shell for part-time instructors to provide mentoring, classroom support, and standardized course materials. This approach ensures consistent teaching quality and reinforces the program's commitment to diversity and inclusion.

The program remains dedicated to ongoing improvement and accountability. Faculty and administrative staff will continue to review and implement changes based on student feedback, ensuring the BSW program meets the evolving needs of its students and the community it serves.

Appendix A: BSW CSWE Competency Assessment - Field & Faculty (Fall 2023 - Spring 2024)

	Field - AFI		Faculty				Combined Score
	% of students that scored 2 or higher	Mean	% of students that scored 2 or higher	Mean	N	Courses Associated with Competency	
		*N = 66 (0 fall, 66 spring)					
Competency 1: Demonstrate Ethical and Professional Behavior	99%	3.7	98%	3.1	89	410 (N=40) & 495 (N=49)	3.4
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	100%	3.9	99%	3.3	139	411 (N=63) & 421 (N=76)	3.6
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	100%	3.6	99%	3.1	104	410 (N=40) & 425 (N=64)	3.4
Competency 4: Engage In Practice-informed Research and Research-informed Practice	100%	3.7	100%	3.7	37	416 (N=0) & 426 (N=37)	3.7
Competency 5: Engage in Policy Practice	100%	3.7	100%	3.5	108	401 (N=32) & 421 (N=76)	3.6
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	100%	3.8	99%	3.3	215	410 (N=40), 420 (N=35), 421 (N=76) & 425 (N=64)	3.5
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	100%	3.7	100%	3.3	175	420 (N=35), 421 (N=76) & 425 (N=64)	3.5
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	100%	3.7	96%	3.1	249	315 (N=74), 420 (N=25), 421 (N=76) & 425 (N=64)	3.4
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	100%	3.6	99%	3.2	264	410 (N=40), 420 (N=35), 421 (N=76), 425 (N=64) & 495 (N=49)	3.4

* field scores were not collected at the end of the fall 2023 semester due to the December 6, 2023 shooting

Scale

0 = Unsatisfactory performance

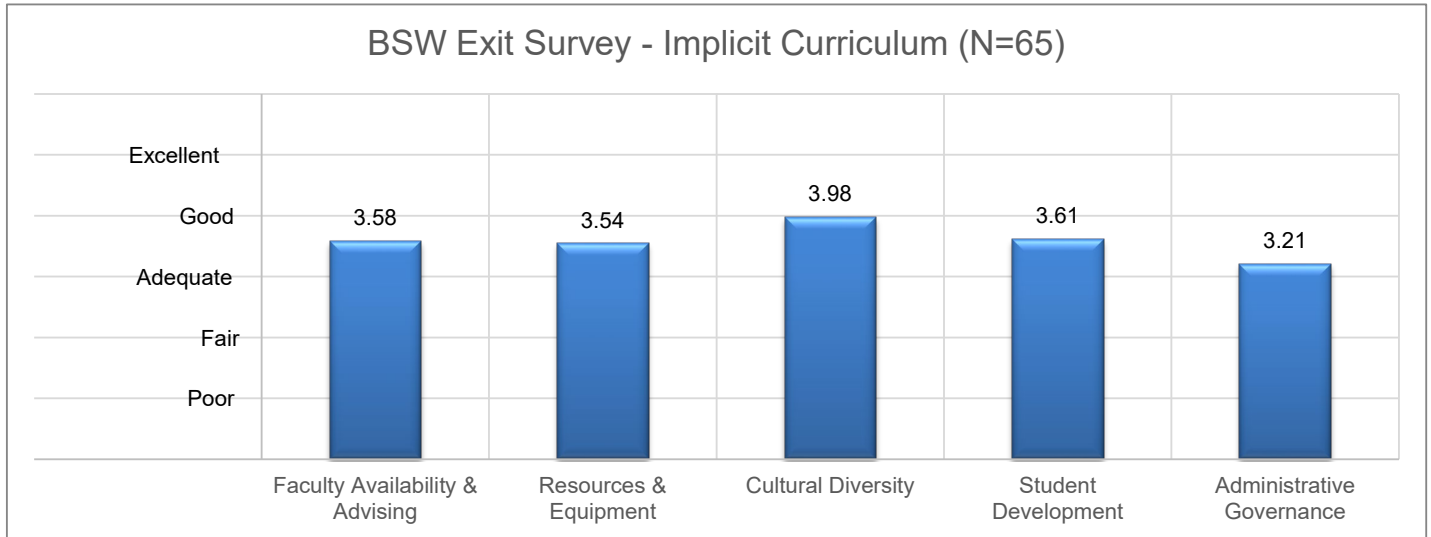
1 = Skill level needs improvement

2 = Acceptable progress based on individual student's baseline

3 = Demonstrates above expected levels of performance

4 = Outstanding performance

Appendix B - Implicit Curriculum: 2023-2024 BSW Exit Survey



Faculty Availability & Advising									
					Percentage of Responses				
Question	N	Mean	St. Dev.	Range	Poor = 1	Fair = 2	Adequate = 3	Good = 4	Excellent = 5
1. The availability of faculty in the program is....	65	3.6	1.115	1-5	3.1% 2	15.4% 10	24.6% 16	32.3% 21	24.6% 16
2. The quality of advising in the program is...	64	3.67	1.169	1-5	3.1% 2	14.1% 9	28.1% 18	21.9% 14	32.8% 21
3. The extent to which I thought faculty communicated with me in the program is....	65	3.37	1.232	1-5	9.2% 6	16.9% 11	20.0% 13	35.4% 23	18.5% 12
4. The extent of which I felt supported by faculty in the program is....	65	3.4	1.235	1-5	9.2% 6	15.4% 10	21.5% 14	33.8% 22	20.0% 13
5. The extent to which I thought faculty were present in the program is...	65	3.51	1.147	1-5	6.2% 4	10.8% 7	32.3% 21	27.7% 18	23.1% 15
6. The diversity of the faculty is...	65	3.94	0.933	1-5	1.5% 1	4.6% 3	23.1% 15	40.0% 26	30.8% 20
Total Mean								3.58	

Appendix B - Implicit Curriculum: 2023-2024 BSW Exit Survey

Resources & Equipment									
					Percentage of Responses				
Question	N	Mean	St. Dev.	Range	Poor = 1	Fair = 2	Adequate = 3	Good = 4	Excellent = 5
7. The extent of physical space in the program is...	65	3.75	0.919	2-5	0.0% 0	10.8% 7	23.1% 15	43.1% 28	21.5% 14
8. The extent of meeting space for students in the program is...	65	3.54	0.985	1-5	1.5% 1	13.8% 9	29.2% 19	36.9% 24	16.9% 11
9. The availability of technology in the program is.....	65	3.55	0.936	2-5	0.0% 0	13.8% 9	32.3% 21	35.4% 23	16.9% 11
10. Student supports and services in the program are...	65	3.38	1.168	1-5	4.6% 3	20.0% 13	24.6% 16	29.2% 19	20.0% 13
11. Accessibility of resources in the program is....	65	3.48	1.12	1-5	4.6% 3	15.4% 10	23.1% 15	36.9% 24	18.5% 12
12. The quality of classroom equipment in the program is...	65	3.54	0.92	1-5	1.5% 1	7.7% 5	41.5% 27	30.8% 20	16.9% 11
Total Mean								3.54	

Cultural Diversity									
					Percentage of Responses				
Question	N	Mean	St. Dev.	Range	Poor = 1	Fair = 2	Adequate = 3	Good = 4	Excellent = 5
13. The diversity of the student body in the program is...	65	4.26	0.853	2-5	0.0% 0	4.6% 3	12.3% 8	35.4% 23	46.2% 30
14. The diversity of administrators in the program is...	64	3.7	1.003	1-5	1.6% 1	12.5% 8	20.3% 13	42.2% 27	21.9% 14
15. The diversity among staff for the program is...	65	3.88	0.927	1-5	1.5% 1	7.7% 5	15.4% 10	49.2% 32	24.6% 16
16. The extent to how diversity is respected in the program is...	65	4.08	0.989	1-5	0.0% 0	6.2% 4	16.9% 11	33.8% 22	41.5% 27
Total Mean								3.98	

Student Development									
					Percentage of Responses				
Question	N	Mean	St. Dev.	Range	Poor = 1	Fair = 2	Adequate = 3	Good = 4	Excellent = 5
17. Social event opportunities in the program are...	64	3.44	1.067	1-5	4.7% 3	10.9% 7	29.7% 19	39.1% 25	14.1% 9
18. Student lounges/places for gathering for the program are...	64	3.1	1.303	1-5	12.5% 8	23.4% 15	15.6% 10	31.3% 20	15.6% 10
19. The sense of community for the program is...	65	3.75	1.09	1-5	3.1% 2	12.3% 8	13.8% 9	43.1% 28	26.2% 17
20. Student associations in the program are...	65	3.71	0.996	2-5	0.0% 0	13.8% 9	21.5% 14	40.0% 26	23.1% 15
21. Overall, communication with other students in the program is...	65	4.03	0.968	1-5	1.5% 1	7.7% 5	12.3% 8	43.1% 28	33.8% 22
Total Mean								3.61	

Appendix B - Implicit Curriculum: 2023-2024 BSW Exit Survey

Administrative Governance									
					Percentage of Responses				
Question	N	Mean	St. Dev.	Range	Poor = 1	Fair = 2	Adequate = 3	Good = 4	Excellent = 5
22. Responsiveness of faculty in the program is...	64	3.23	1.178	1-5	6.3% 4	23.4% 15	23.4% 15	29.7% 19	15.6% 10
23. Responsiveness of administration for the program is...	64	3.17	1.292	1-5	12.5% 8	18.8% 12	21.9% 14	28.1% 18	17.2% 11
24. Responsiveness of staff in the program is...	64	3.45	1.112	1-5	3.1% 2	20.3% 13	18.8% 12	39.1% 25	17.2% 11
25. Transparency in the program is...	64	2.91	1.256	1-5	12.5% 8	31.3% 20	18.8% 12	23.4% 15	12.5% 8
26. Student representation in the program is...	63	3.25	1.344	1-5	12.7% 8	19.0% 12	20.6% 13	25.4% 16	20.6% 13
27. Availability of staff in the program is...	62	3.37	1.105	1-5	3.2% 2	21.0% 13	24.2% 15	33.9% 21	16.1% 10
28. Availability of administrators in the program is...	63	3.22	1.263	1-5	9.5% 6	22.2% 14	19.0% 12	30.2% 19	17.5% 11
29. Communication of administration and governance in the program is...	63	2.84	1.405	1-5	23.8% 15	15.9% 10	22.2% 14	22.2% 14	14.3% 9
30. The respect of diversity by the administrative governance in the program is...	63	3.46	1.175	1-5	6.3% 4	14.3% 9	23.8% 15	33.3% 21	20.6% 13
Total Mean								3.21	