

**School of Social Work – MSW Academic Assessment 2023-2024**

**Program Information:**

Program Assessed	MSW – Graduate program
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**Department Mission Statement:** The mission of the MSW program is to educate students to work with populations in urban settings, utilizing generalist, problem-solving, empowerment, and social justice approaches. Special attention is given to the mastery of multiple practice issues, attendant upon the present plural and diverse populations in American society. Students may elect Direct Practice or Management and Community Practice as their area of concentration. The Direct Practice concentration prepares students for advanced social work practice with individuals, families, and groups. The Management and Community Practice concentration prepares students for advanced practice in policy advocacy and management of human service organizations and agencies at the local, state and national levels. The trauma-informed practice concentration focuses on clinical skills specific to addressing the effects of trauma, as well as mezzo and macro service changes to enhance the trauma-informed perspective.

**Masters of Social Work (MSW) 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.
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.

CSWE Competency	Practice Behaviors
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.

**MSW 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)
<b>Licensing Exam Pass Rate (Direct):</b> 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
<b>Field Evaluation (Direct):</b> 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."
<b>MSW Student Competency Assessment (Direct):</b> 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."
<b>Human Diversity Survey (Indirect, pre/post):</b> 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 715 (pretest), SW 749 & 769 (posttest)	1, 2, 3	-A better posttest mean than pretest mean -A post-test mean of "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

Assessment Instrument and how data is collected - continued	Learning outcome(s) assessed	Expected Measures (results that would indicate success)
<b>Implicit Curriculum Survey (Indirect):</b> 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. <i>When:</i> End of spring semester <i>Where:</i> SW 729, 749 & 769	1-9	We are using 3 points, which denotes “adequate” (out of a 1 to 5 scale) as the benchmark.

### MSW Assessment Results – Direct Measures

#### Licensing Exam Pass Rate

A direct measure of the School’s MSW program is its graduates’ national licensing exam pass rates. For 2023, UNLV masters licensing exam pass rates were below the national pass rates for both the masters and clinical exams, thus not meeting the benchmark.

	UNLV SSW Graduates’ Pass Rates	National Pass Rates		UNLV SSW Graduates’ Pass Rates	National Pass Rates
<u>Masters</u>			<u>Clinical</u>		
2019	74% (N=85)	74% (N=18,211)	2019	74% (N=50)	74% (17,187)
2020	77% (N=60)	75% (N=?)	2020	86% (N=72)	75% (N=?)
2021	71% (N=76)	73% (N=?)	2021	68% (N=50)	76% (N=?)
2022	76% (N=71)	72% (N=20,724)	2022	78% (N=49)	74% (N=18,503)
2023	62% (N=78)	73% (N=21,551)	2023	69% (N=61)	73% (N=19,742)

#### 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, MSW students were required to perform 225-300 hours (averaging 15-20 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 and thus, only the spring 2024 field scores were 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.

### MSW 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 92% of the students receiving a two ("acceptable progress") or higher for each competency. See Appendix A for detail and comparison to the Field Evaluation.

### **MSW 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

Using a pre and posttest methodology, the pre-test data were collected from SWK715 (N=55, 90% response rate) in fall 2023, and the post-test data were collected from SWK795 (N = 18, 33% response rate) in spring 2024. Although the pre- and post-test data are not from the same people, the results can demonstrate a difference between the beginning and graduating MSW students. Some expected measures/benchmarks were met, and some were not, but caution should be used with interpreting these results because of the low post-test response rate (see Table 1). The means for the key questions from the posttest were all above "4" ("most of the time") and 80% or more of the posttest participants ranked the key questions "4" or higher. However, for questions 2, 7, 9 and 14, the pretest mean was higher than the posttest mean, and for questions 2, 7, and 14, a greater percentage of pretest participants selected "4" or above than posttest participants. Because of the low post response rate, no analysis was performed comparing pre and post means.

Table 1: HDQ Survey – fall 2023 & spring 2024

Human Diversity Questionnaire "How comfortable are you associating with and being around _____?"		Pre-SW715 (N=55)		Post-SW795 (N=18)	
		Mean	"4" or higher	Mean	"4" or higher
1	the opposite sex	4.38	91%	4.44	94%
2	someone of another racial group?	4.82	100%	4.56	100%
7	people with a physical disability?	4.59	96%	4.50	94%
8	people with a mental disability?	4.33	88%	4.50	94%
9	someone who has considerably less money than you do?	4.74	98%	4.67	100%
12	someone who has a different religious belief?	4.31	89%	4.44	94%
14	someone who identifies as a member of the LGBTQ+ community?	4.75	98%	4.50	94%

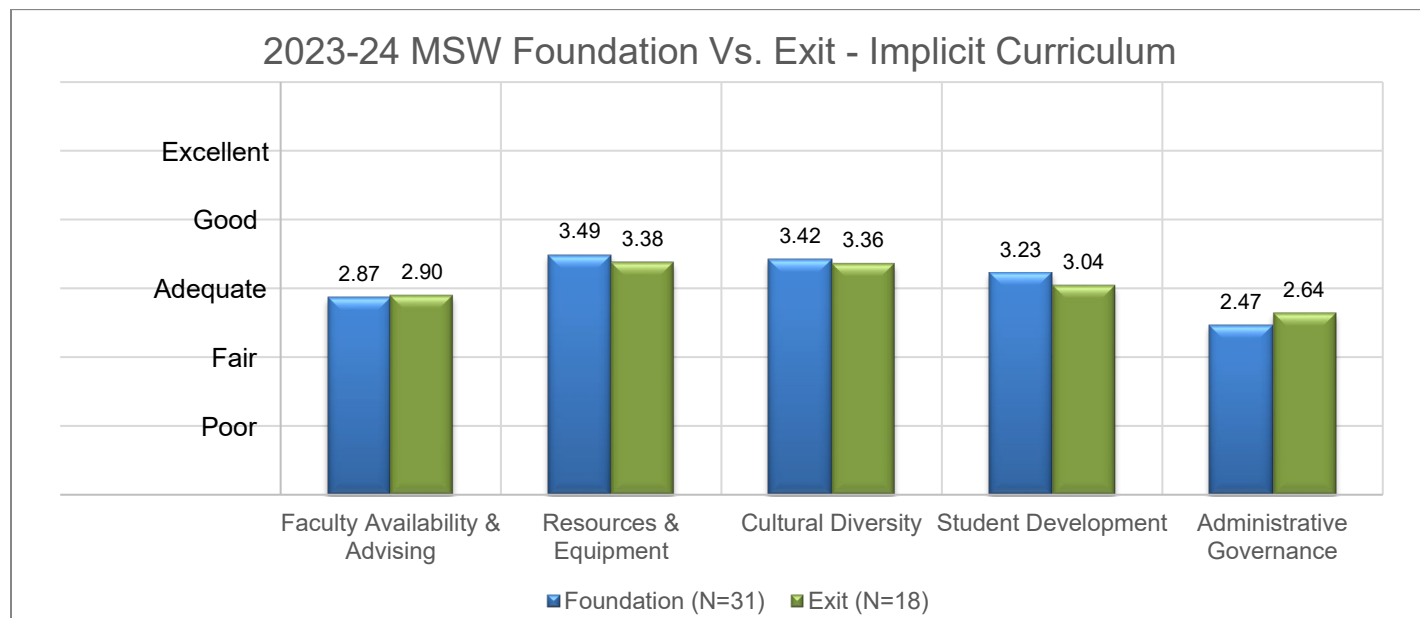
1 represents "Never"; 2, "Hardly ever"; 3, "Sometimes"; 4, "Most of the time"; and 5, "All of the time."

### 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 survey items are purported to measure examples of each category; see Appendices B and C. The survey also allows respondents to provide comments regarding the five areas.

The survey was sent to all students completing their foundation year in SWK729 (N=62), along with the graduating students in SW795 (N=55) resulting in a response rate of 50% and 33%, respectively. When comparing the foundation and exit survey scores (see table 2), the highest mean for both the foundation and exit students was for Resources & Equipment, and the lowest mean was for Administrative Governance. The benchmark of “adequate” was not met for two of the subscales; Faculty Availability & Advising and Administrative Governance. Caution should be used in interpretation with the low response rates.

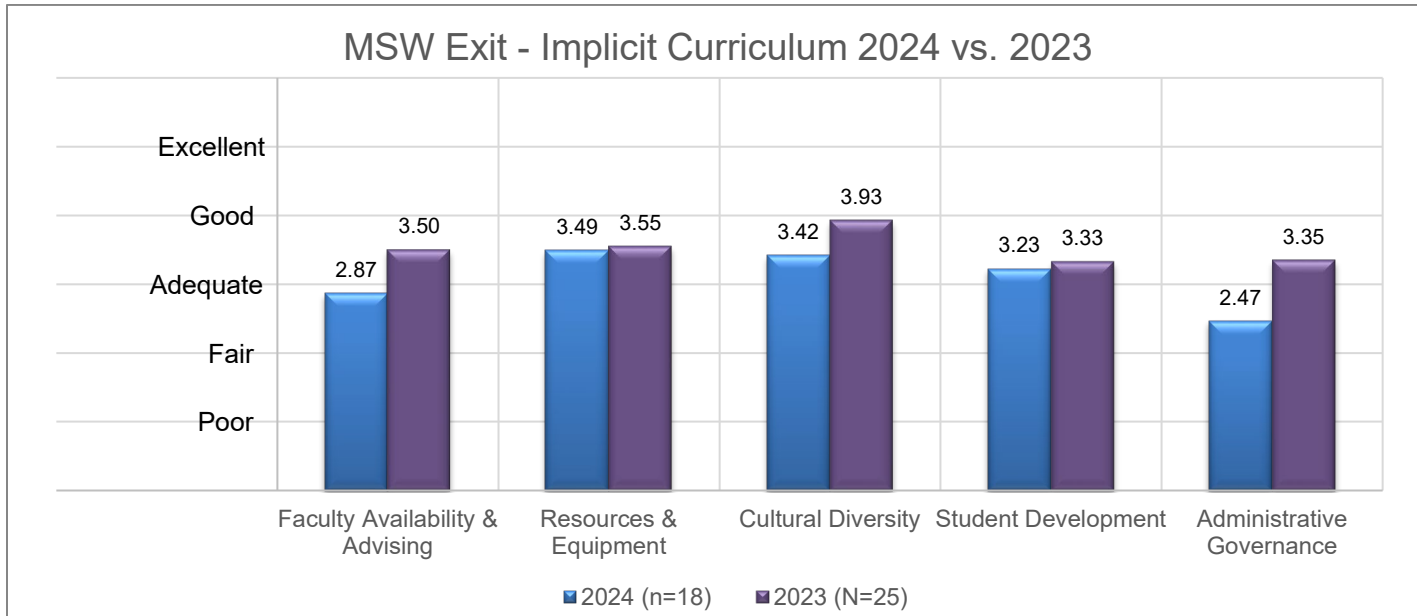
Table 2: MSW Foundation Vs. Exit Survey – Implicit curriculum subscale means for spring 2024



When comparing the current exit survey findings to last year, all of the current scores are lower with the biggest decrease in Administrative Governance (2024 M=2.47, 2023 M=3.35); see table 3. Again, caution should be used in interpretation with the low response rates, and because of that, an independent samples t-test was not performed.



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



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=26; foundation=18, exit=8)**

- Faculty acknowledgement (foundation=11; exit=1).

*“Generally speaking, my professors have been very kind and eager to support me wherever possible. I have never had any extreme difficulty with any professor in this program and expectations generally have felt fair and manageable.”*

*“The professors and instructors I have had in the program so far have been incredible. They were very knowledgeable in the field of social work and their classes were structured to meet the needs of students.”*

*“I feel that the professors & part-time instructors for the MSW program have generally been very supportive.”*

- Challenges with the field office (foundation=9; exit=1) with some noting perceptions of disrespect (foundation=4; exit=1)

*“However, support from the field office has felt less accessible. It hasn't felt that the field office is particularly open to curiosity regarding many of their responsibilities such as managing practicums, vetting practicums, overview of practicums, AFIs, and liaisons, etc. The field office has also not from what I have seen been receptive to feedback from students. I fear that the rigidity with which it is operated leads to greater burn out in students, in a field that has already such high rates of burn out.”*

*“The Field office needs to work on communication and actually understanding that students are human and not showing support or not being treated with respect makes me more worried to talk to the field office about concerns because I feel I'll instead be told to deal with it.”*

*"Some of the field education faculty (generally speaking) seem to be burnt out, unhappy, distrustful or annoyed with students, and uncertain about students' needs. They often give generic and sometimes passive aggressive responses to students. I am not sure why this is and wonder what can be done to boost their morale or respect for students."*

*"The field office has been difficult to work with in my experience. When I expressed my questions and concerns, I was talked down to and dismissed. One staff member has made my MSW experience poor. As I stated earlier, the Professors and Instructors are the best."*

*"The Field office need to work on communication and actually understanding that students are human and not showing support or not being treated with respect makes me more worried to talk to the field office about concerns because I feel I'll instead be told to deal with it."*

- Inaccessible faculty and perceptions of a lack of support (foundation=3; exit=6)
  - "Faculty seem busy/overworked and therefore overwhelmed with students requests for additional support."*
  - "The faculty was diverse but at times inaccessible."*
  - "There is less than a handful of faculty where I felt supported and felt like I could reach out and receive a helpful response."*
  - "...there were faculty that never returned a single email and were impossible to reach. Unfortunately, I believe all students went to two or three professors when they were struggling."*
- Perceptions of a lack of communication (foundation=2; exit=3)
  - "Communication with faculty and support is low."*
  - "They don't reply to emails in a prompt manner."*
  - "Faculty have been the only proctors of communication between the department and students. However, there was still major disconnect due to the lack of communication of department to faculty, which resulted in too many unsure or incomplete answers by faculty, leaving many students in the dark about the program."*
- Challenges with advising (foundation=4)
  - "I messaged the academic advisors for the MSW program two to three times last semester to discuss my plan of study and did not receive a response."*
  - "I feel like there needs to be more advising available for students. I constantly find myself hunting faculty down to see who I need to email in order to get answer for things."*

#### **Resources & Equipment (N=16; foundation=10, exit=6)**

- Communication and awareness of resources (foundation=1; exit=3).
  - "There are limited resources and the ones that are available aren't made known."*



*"We really do not talk about resources available for students outside of "check the UNLV grad college/caps/website for resources"."*

*"I felt like the resources were not very well communicated to our program effectively."*

- Preference for classes to be taught in Greenspun Hall (foundation=1; exit=1).

*"In the two years being in this program, I can recall having a social work class in the social work building twice. Classes are spread out all over campus which caused a lot of trouble for some classes that have close end and start times. Some classes were cramped and too small to fit the amount of students."*

### **Cultural Diversity (N=10; foundation=5, exit=5)**

- Concerns about the depth of the MSW diversity curriculum (foundation=1; exit=2).

*"I think our diversity class is a throw-away elective that students take as a requirement. Cultural competency is vital for our work as social workers and we need to know how to practice cultural humility and work across differences. I don't feel I've learned that from our diversity class. Some professors do infuse discussions of diversity in their materials, others ignore it."*

*"I feel there was better diversity in the undergraduate program at UNLV than at the graduate level."*

- Good diversity among student body (foundation=1; exit=2).

*"The diversity amongst our student body was good."*

*"I felt there was fair diversity amongst students."*

### **Student Development (N=15; foundation=8, exit=7)**

- Lack of student development opportunities/programming (foundation=3; exit=4).

*"As far as I know there are no official student event opportunities and the two clubs on campus are too expensive to be accessible."*

*"The program for Psychology is way better instructed than Social Work, there is not much support or gathering places specific for this program."*

*"Administrative emails of off-campus opportunities were all catered to already licensed-holding individuals, they did not share on-campus events, practicum-related events, etc."*

*"This program does not develop programming to garner student belonging. Many colleges do student awards, this one doesn't. Many colleges do student socials, this one doesn't. They rely on student leadership in UNPAID positions to ensure that for school of social work functions, rooms are reserved, but if this student organization asks for assistance (i.e., students asking about how to do field paperwork and the organization invites the field office) generally they decline to assist. It should not be on other students in unpaid roles to facilitate belonging for other students. The program should be developing their own programming because if there is no sense*

*of belonging or communication, students (AND just people in general) are linked to having worse outcomes (which is information taught within this program). From a student and faculty perspective--this means you will have a higher dropout rate which can cause issues with funding for the program later on (i.e., retention = money, therefore develop a sense of belonging to retain students).*

- Strong cohort relationships, peer support and sense of student community developed (N=6), but was student driven with little support from the program (N=4). (foundation=4; exit=2).

*"The students in the program and our cohort was one of the most helpful components of going through the master's program."*

*"Communication between students has honestly gotten me through this program and I don't know where I would be without it. However, this communication was led and directed by students, not staff or faculty, but students."*

*"I feel like the only sense of community is made by the students through Discord (free communication app) or GSPA (Graduate & Professional Student Organization)."*

#### **Administrative Governance (N=15; foundation=11, exit=4)**

- Perceptions that administration is dismissive and marginalizes student requests for support (foundation=3; exit=2)

*"General vibe from administration is condescending, belittling, and controlling."*

*"Those is higher up position belittled me and students at times."*

*"From miscommunications to minor requests for assistance I felt unheard, marginalized and a casualty of outside priorities of administrators."*

- Perceptions of disorganization and communication failures (foundation=4)

*"I feel like I always have to email 5 different people for an answer and faculty often give the impression that they are unsure with the answers they do give."*

*"Policies are unclear and inflexible. Discussions about administrative issues are often fruitless as advisors/administrators do not know answers to basic questions."*

*"... classes for registration go live and not all the classes for the MSW program are listed. Call the office and find out "keep checking back, more will be added". I have to get my assignments done on time, why can't the office get their act together on time? Honestly the SW department seems like it is a hot mess."*

- Perceived barriers to student advocacy and representation (foundation=2; exit=1)

*"As an MSW student in student government I've tried to be more involved in facilitating student voice in administrative governance. I was told by the director of our program that "I'm the parent and you're the child" and that these issues were not something I needed to or was invited to explore with faculty. It's so disappointing because I feel that ethos is not what our ethics promote."*

*"I feel that students are not adequately represented among the administrative governance. It feels as though the thoughts & opinions of students are not heard or considered."*

- Limited faculty availability (foundation=1; exit=1)

*"Faculty appear overworked and under equipped to handle the amount of student need in order to make students feel supported in the program."*

*"There is less than a handful of faculty I felt were responsive and available. Other faculty and administration did not perform this well."*

Students were also allowed to comment on the MSW program's strengths and areas requiring improvement. Thirty-seven provided feedback regarding strengths (foundation=25; exit=12), of which the most often noted was the faculty/staff (foundation=15, exit=5).

*"I think the program has AMAZING professors that really truly care about us and our success."*

*"Mostly would be the professors who care about the student and how we feel, they really try to make the best of our class and situations."*

*"Some of the teachers are phenomenal and are helpful in areas outside of the classroom."*

*"We have newer faculty that value student learning and take time to meet with students to facilitate it in projects in and out of the classroom. We have professors that provide guidance (further education, research, how to effectively advocate for self, etc.)."*

*"We have great professors who genuinely care about their students."*

Some students noted program strengths specific to a supportive student community (foundation=1; exit = 4), the trauma-informed practice concentration (foundation=3, exit=1), and program flexibility (foundation=2; exit=1).

*"I really appreciated being able to build a sense of community with my fellow classmates and other MSW students in the same graduating class."*

*"We have students desperate for a sense of belonging so we created it to survive the program."*

*"Supportive peer led community among other students in the program."*

*"UNLV offers a TIP program, which is difficult to find."*

*"...flexibility in creating a track that works for you, and the practicum experience."*

A couple of students noted strengths specific to student diversity (foundation=2), faculty diversity (foundation=2), program affordability (foundation=2), practicum sites (foundation=1; exit=1) and in-person classes (foundation=1; exit=1).

*"Diversity of students in the program as far as age, ethnicities, different abilities, etc."*

*"Diversity of students and faculty..."*

*"It is affordable for local residents verses choosing another online program."*

*“...some of the practicum sites available.”*

*“That most classes are in person.”*

Thirty-eight provided feedback to the question as to what improvements to the MSW program need to be prioritized (foundation=27; exit=11). The most salient overarching recommendation that emerged was **improved communication with students** (N=25), with delineations specific to field education (foundation=12, exit=3) and administration (foundation=6; exit=4). With regards to improving student communication from field, many noted openness to their concerns and feedback regarding their experiences (foundation=7; exit=0) and treating them in a respectful manner (foundation=4; exit=3).

*“I would like to see the field office demonstrate that they are more receptive to student feedback regarding practicum sites.”*

*“The field office should be much more open to actually figuring out what’s going right for students and what’s not. An open forum should be held and action should be taken on our reasonable requests.”*

*“Listen to our concerns and issues in regards to our practicum!!! Many of us are feeling talked down to and dismissed when we just want to succeed.”*

*“The leader of the field practicum department treats students with disdain, superiority, and in a condescending manner.”*

*“But communication and treating students like human beings from the field office, administrators, and advising must be improved. Because students are scared to ask for help due to how harsh these people can be. It’s not right for students to be afraid to go and ask questions at the field office.”*

When it came to improving student communication from administration, some noted better response times (foundation=2; exit=2) and greater empathy to their needs (foundation=2; exit=0).

*“...faster response time in communication...”*

*“Communication with admin to students. Response time. Display of empathy and understanding.”*

*“If you could be met with kindness when searching for help.”*

Additional administration recommendations were the inclusion of student voice in administrative governance (foundation=5; exit=3) and greater transparency (foundation=2; exit=0)

*“Students feedback about their experiences should be prioritized and included in order for any improvements to be made but it often feels like speaking up is useless because of tenure.”*

*“There are no structures in place to allow for student opinions and problems to be heard or addressed. There is a disconnect and fear of approaching administrators. Those who do approach administrators have had poor patronizing experiences where they do not feel their concerns were taken seriously. This is shared with other students and fosters a fearful detached environment. I believe students should be allowed representation in*

*faculty meetings and student concerns should have official avenues to be heard by administrators and taken seriously.”*

*“You should also have student representation at all meetings so that the student perspective is kept at the forefront and not forgotten. Students need to be looked at as colleagues that faculty mentor, not as children, and this needs to be prevalent at every level.”*

*“The program feels like one giant secret sometimes. When I’ve reached out for help I’m pointed to many different directions without actually given an answer or solution.”*

There were also additional recommendations for field education, which included flexibility in practicum requirements (foundation=4; exit=1), more stringent vetting of practicum sites (foundation=4; exit=1) and creating a formal process so that students can provide evaluative feedback of their practicum sites (foundation=3; exit=0).

*“Consider opportunities for flexibility. The field program requirements are ridiculously rigid. The requirements should be based on our overall hours needed, not an inflexible and unreasonable insistence on 15 or 20 hours per week for 15 weeks.”*

*“More flexibility with practicum hours is necessary such as allowing students to do more hours per week if approved by AFI.”*

*“Making sure practicum placements and AFIs are conducive to the program and truly uphold social work values.”*

*“...evaluating the extent to which a practicum site is capable of giving students a thorough learning experience.”*

*“The field office needs to create a formal survey where students can report back their practicum experiences at the end of the semester.”*

A few recommended improved planning with course scheduling (foundation=4; exit=0) along with improving student advising (foundation=4; exit=0).

*“Being more on top of future course scheduling.”*

*“Maybe fix the MSW course even on canvas because it has wrong and incomplete information.”*

*“But communication and treating students like human beings from the field office, administrators, and advising must be improved.”*

*“The biggest improvements that should be made to the MSW program are the advising center and the field office.”*

Lastly, a couple of students recommended more clinical courses (foundation=1; exit=1) and improved staff diversity (foundation=1; exit=1).

*“I would personally like to see more trainings or things that will benefit us clinically. I think too much macro and research topics are focused on. 95% percent of the program is wanting to get a clinical license. Change it to more classes geared towards clinical knowledge.”*

*“Diversity within staff and administrative officials...”*

### **How did the program respond to what was learned?**

The following reflects the School's initial response(s) to 'what the School of Social Work has learned.'

Effective communication and the development of human capital are essential for our students. Our licensure pass rates, when compared to national averages, highlight the need for a thorough assessment to improve the support we offer to students. The COVID-19 pandemic and the subsequent transition to in-person instruction may have significantly impacted lower licensure pass rates for several reasons:

1. **Disruption of Learning:** The shift from in-person to remote learning created gaps in education. Many students struggled with the lack of direct interaction with instructors, which is crucial for understanding complex concepts and skills necessary for the licensure exam.
2. **Adjusting to new formats:** The abrupt transition required both students and faculty to quickly adapt to online instructional methods. This adjustment period could have decreased in the quality of education and preparation for licensure, affecting student performance on exams.
3. **Mental Health challenges:** The pandemic brought about significant stress, anxiety, and mental health challenges. These factors can greatly impact a student's performance in exams, as mental well-being plays a crucial role in one's ability to study effectively and retain information.
4. **Access to Resources:** Some students faced challenges related to access to technology and resources necessary for learning, such as stable internet connections and suitable study environments. This disparity created inequalities in preparation levels among candidates.
5. **Exam Format Changes/Exam pass rates disparities:** Changes in the administration of licensure exams themselves, such as remote proctoring or adjusted formats, could have added additional stress for students. If the exam conditions were different from what students were trained for, it might have led to lower pass rates. Additionally, the Association of Social Work Boards published new research on disparities in pass rates for social work licensing exams, noting further research from stakeholders is needed to address societal factors impacting licensure pass rates.
6. **Less Clinical Experience:** Field practicums are an essential component of the pedagogy at the School of Social Work, providing students with valuable hands-on experience. However, restrictions on clinical placements during the pandemic resulted in decreased practical training opportunities which may have impacted their preparedness for licensure exams.

Overall, these combined factors created a challenging environment for students, likely contributing to lower licensure pass rates during and after the transition back to in-person instruction.

Second, Zarinah Washington, Social Work Field assistant, the new hire in the field office, provides vital student support and enhances community engagement to strengthen the school's



partnerships. She offers personalized assistance, fostering trusting relationships with students and making them feel valued. Zarinah also organizes workshops and events that encourage student involvement and collaboration with local organizations. By bridging the gap between the school and the community, she ensures students can access vital resources. Additionally, she facilitates open dialogues between students and community partners, advocating for student needs. Overall, her efforts create a more supportive and inclusive environment, contributing to students' success and well-being.

Third, the field office plays a vital role in the School of Social Work's teaching pedagogy, providing over 100,000 service hours to Clark County residents that combine academic knowledge with practical experience. This hands-on approach allows students to apply theoretical concepts in real-world contexts, helping them develop key skills in assessment, intervention, and advocacy. By collaborating directly with community members and organizations, students engage with complex social issues and learn to effectively navigate community resources. The significant number of service hours highlights the school's dedication to social justice and community support, cultivating professional relationships and networks that are essential for future careers. This experience is further enriched during the spring semester through the "Practicum Orientation Fair," which offers students opportunities to enhance their professionalism, network, and develop workforce skills. Overall, the field office significantly enriches the educational experience by fostering reflective practice and preparing students to make meaningful contributions to society.

Lastly, after a careful review of assessment data, Dr. Giger, along with Dr. Aldaba during her transition as the graduate program coordinator in the fall, continued to enhance the MSW support resources and FAQ Canvas shell. These documents are shared with students through two main communication channels: the MSW Canvas platform and the MSW listserv. This continued focus on enhancing communication channels is essential given the size of our MSW program compared to the limited number of tenure-seeking and tenured faculty members we currently have.

The MSW program remains dedicated to enhancing its operations in alignment with the available human resources and assets. A significant upcoming development includes the onboarding of a junior faculty member in Spring 2025. Furthermore, the reorganization of the College, including the recruitment of the College Manager, Buildings and Event Coordinator, and Academic Resource Manager, along with the allocation of student workers, has facilitated the normalization of our School. This restructuring has enabled the prompt implementation of actionable solutions based on our assessments and insights.

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

	AFI		Faculty				Combined Score
	% of students that scored 2 or higher	Mean *N = 129 (0 fall, 129 spring)	% of students that scored 2 or higher	Mean	N	Courses Associated with Competency	
<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	100%	3.8	100%	3.0	161	715 (N=0), 720 (N=44), 747 (N=72), 775 (N=6), & 776 (N=39)	3.4
<b>Competency 2:</b> Advance Human Rights and Social, Racial, Economic, and Environmental Justice	100%	3.7	100%	3.5	110	707 (N=14), 730 (N=64), 775 (N=6), 781 (N=26) & 785 (N=0)	3.6
<b>Competency 3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	100%	3.7	100%	3.0	114	707 (N=14), 715 (N=0), 720 (N=44), 740 (N=30), 780 (N=0) & 781 (N=26)	3.3
<b>Competency 4:</b> Engage In Practice-informed Research and Research-informed Practice	100%	3.7	92%	3.2	205	716 (N=64), 726 (N=54), 775 (N=6), 781 (N=26), 782 (N=0) & 795 (N=55)	3.5
<b>Competency 5:</b> Engage in Policy Practice	100%	3.7	98%	3.5	123	701 (N=37), 703 (N=25), 760 (N=0), 775 (N=6), 782 (N=0), 785 (N=0) & 795 (N=55)	3.6
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities	100%	3.7	100%	3.2	217	715 (N=0), 720 (N=44), 730 (N=64), 740 (N=30), 750 (N=21), 765 (N=0), 770 (N=0), 775 (N=6), 781 (N=26), 782 (N=0) & 790 (N=26)	3.5
<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities	99%	3.7	100%	2.9	308	715 (N=0), 720 (N=44), 730 (N=64), 740 (N=30), 747 (N=72), 770 (N=0), 775 (N=6), 778 (N=43), 780 (N=23) & 781 (N=0)	3.3
<b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities	99%	3.7	100%	3.4	322	715 (N=0), 720 (N=44), 730 (N=64), 740 (N=30), 750 (N=21), 765 (N=0), 770 (N=0), 775 (N=6), 776 (N=39), 778 (N=43), 780 (N=23), 781 (N=26) & 790 (N=26)	3.5
<b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	100%	3.7	97%	3.2	378	720 (N=44), 726 (N=42), 730 (N=64), 750 (N=21), 760 (N=0), 765 (N=0), 770 (N=0), 775 (N=6), 776 (N=39), 778 (N=43), 781 (N=26), 790 (N=26) & 795 (N=55)	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

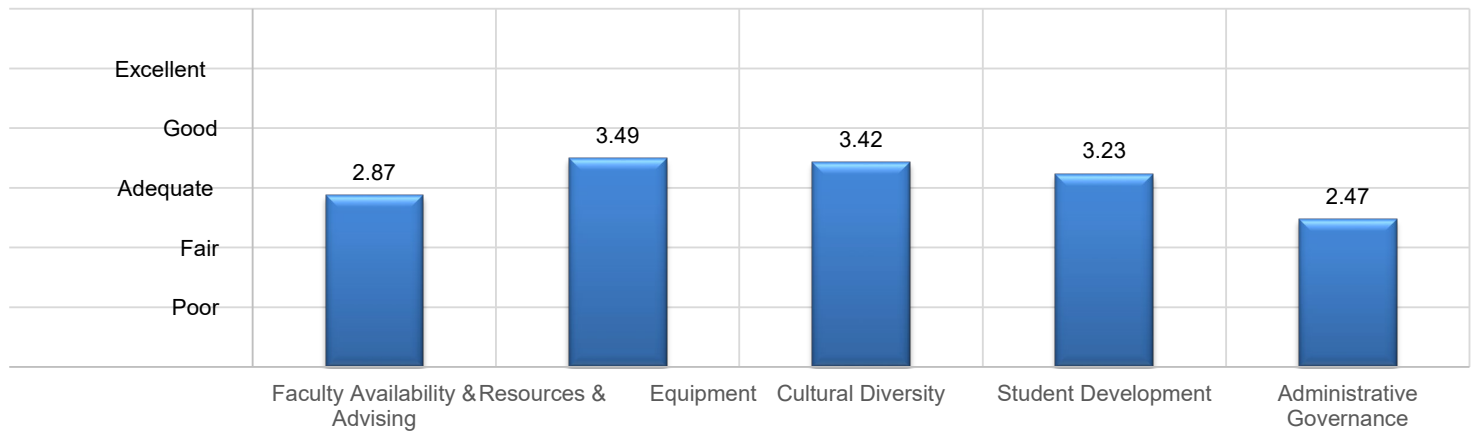
3 = Demonstrates above expected levels of performance

4 =Outstanding performance

## Appendix B - Foundation

### MSW Foundation - 2023-2024 Academic Year - Implicit Curriculum Survey Results

MSW Foundation - Implicit Curriculum (N=31)



#### 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....	31	3.35	1.142	1-5	6.5% 2	16.1% 5	29.0% 9	32.3% 10	16.1% 5
2. The quality of advising in the program is...	31	2.35	1.355	1-5	41.9% 13	9.7% 3	25.8% 8	16.1% 5	6.5% 2
3. The extent to which I thought faculty communicated with me in the program is....	31	2.84	1.344	1-5	22.6% 7	16.1% 5	29.0% 9	19.4% 6	12.9% 4
4. The extent of which I felt supported by faculty in the program is....	31	2.65	1.427	1-5	32.3% 10	12.9% 4	25.8% 8	16.1% 5	12.9% 4
5. The extent to which I thought faculty were present in the program is...	31	2.74	1.237	1-5	16.1% 5	29.0% 9	32.3% 10	9.7% 3	12.9% 4
6. The diversity of the faculty is...	31	3.29	1.189	1-5	6.5% 2	22.6% 7	22.6% 7	32.3% 10	16.1% 5

Total Mean

2.87

## Appendix B - Foundation

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...	30	<b>3.83</b>	0.986	2-5	0.0% 0	13.3% 4	16.7% 5	43.3% 13	26.7% 8
8. The extent of meeting space for students in the program is...	31	<b>3.65</b>	1.018	1-5	3.2% 1	9.7% 3	25.8% 8	41.9% 13	19.4% 6
9. The availability of technology in the program is.....	31	<b>3.74</b>	0.999	1-5	3.2% 1	9.7% 3	16.1% 5	51.6% 16	19.4% 6
10. Student supports and services in the program are...	31	<b>3</b>	1.39	1-5	19.4% 6	22.6% 7	9.7% 3	35.5% 11	12.9% 4
11. Accessibility of resources in the program is....	31	<b>2.84</b>	1.319	1-5	19.4% 6	22.6% 7	25.8% 8	19.4% 6	12.9% 4
12. The quality of classroom equipment in the program is...	31	<b>3.87</b>	0.922	2-5	0.0% 0	9.7% 3	19.4% 6	45.2% 14	25.8% 8
					Total Mean <b>3.49</b>				

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...	31	<b>3.9</b>	1.165	2-5	0.0% 0	19.4% 6	12.9% 4	25.8% 8	41.9% 13
14. The diversity of administrators in the program is...	31	<b>2.97</b>	1.251	1-5	19.4% 6	9.7% 3	35.5% 11	25.8% 8	9.7% 3
15. The diversity among staff for the program is...	31	<b>3.42</b>	1.148	1-5	6.5% 2	16.1% 5	22.6% 7	38.7% 12	16.1% 5
16. The extent to how diversity is respected in the program is...	31	<b>3.39</b>	1.334	1-5	9.7% 3	19.4% 6	19.4% 6	25.8% 8	25.8% 8
					Total Mean <b>3.42</b>				

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...	31	<b>3.03</b>	1.278	1-5	12.9% 4	25.8% 8	19.4% 6	29.0% 9	12.9% 4
18. Student lounges/places for gathering for the program are...	31	<b>3.26</b>	1.125	1-5	9.7% 3	12.9% 4	29.0% 9	38.7% 12	9.7% 3
19. The sense of community for the program is...	31	<b>3.03</b>	1.354	1-5	16.1% 5	25.8% 8	9.7% 3	35.5% 11	12.9% 4
20. Student associations in the program are...	31	<b>3.16</b>	1.098	1-5	6.5% 2	22.6% 7	29.0% 9	32.3% 10	9.7% 3
21. Overall, communication with other students in the program is...	31	<b>3.65</b>	1.05	1-5	3.2% 1	9.7% 3	29.0% 9	35.5% 11	22.6% 7
					Total Mean <b>3.23</b>				

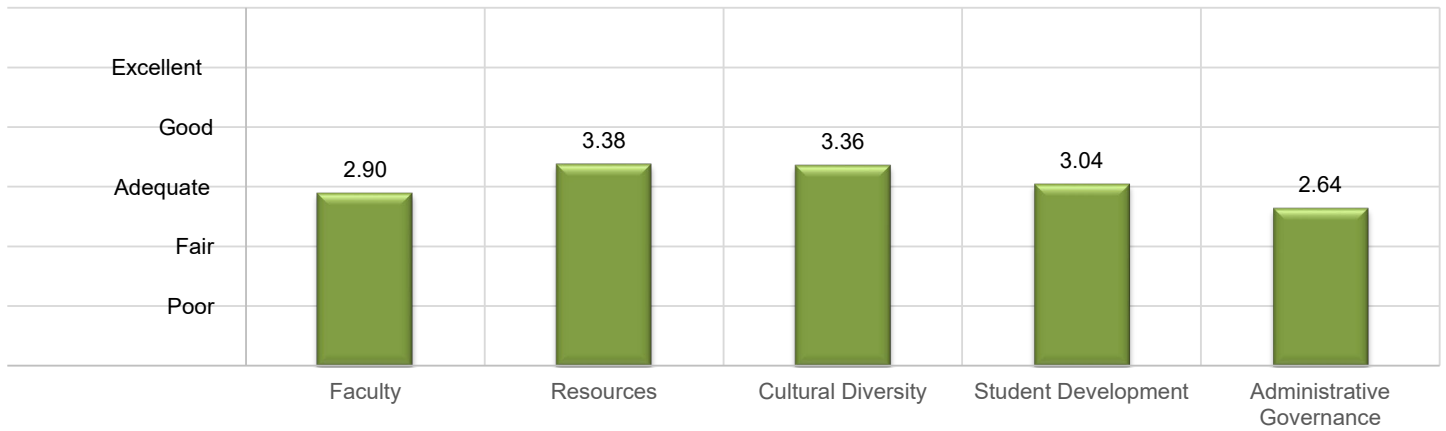
## Appendix B - Foundation

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...	31	<b>2.74</b>	1.437	1-5	25.8% 8	25.8% 8	9.7% 3	25.8% 8	12.9% 4
23. Responsiveness of administration for the program is...	31	<b>2.19</b>	1.195	1-5	38.7% 12	22.6% 7	22.6% 7	12.9% 4	3.2% 1
24. Responsiveness of staff in the program is...	31	<b>2.65</b>	1.33	1-5	25.8% 8	25.8% 8	12.9% 4	29.0% 9	6.5% 2
25. Transparency in the program is...	31	<b>2.03</b>	1.197	1-5	48.4% 15	16.1% 5	22.6% 7	9.7% 3	3.2% 1
26. Student representation in the program is...	30	<b>2.57</b>	1.501	1-5	36.7% 11	16.7% 5	13.3% 4	20.0% 6	13.3% 4
27. Availability of staff in the program is...	31	<b>2.68</b>	1.275	1-5	22.6% 7	25.8% 8	19.4% 6	25.8% 8	6.5% 2
28. Availability of administrators in the program is...	31	<b>2.23</b>	1.309	1-5	41.9% 13	22.6% 7	9.7% 3	22.6% 7	3.2% 1
29. Communication of administration and governance in the program is...	31	<b>2.23</b>	1.407	1-5	48.4% 15	12.9% 4	12.9% 4	19.4% 6	6.5% 2
30. The respect of diversity by the administrative governance in the program is...	30	<b>2.87</b>	1.456	1-5	23.3% 7	23.3% 7	13.3% 4	23.3% 7	16.7% 5
Total Mean								<b>2.47</b>	

## Appendix C - Exit

### MSW Exit - 2023-2024 Academic Year - Implicit Curriculum Survey Results

MSW Exit - Implicit Curriculum (N=18)



### Faculty Availability & Advising

Question	N	Mean	St. Dev.	Range	Percentage of Responses				
					Poor = 1	Fair = 2	Adequate = 3	Good = 4	Excellent = 5
1. The availability of faculty in the program is....	18	3.17	1.043	1-5	5.6% 1	16.7% 3	44.4% 8	22.2% 4	11.1% 2
2. The quality of advising in the program is...	18	2.56	1.097	1-4	22.2% 4	22.2% 4	33.3% 6	22.2% 4	0.0% 0
3. The extent to which I thought faculty communicated with me in the program is....	18	2.94	1.305	1-5	16.7% 3	22.2% 4	22.2% 4	27.8% 5	11.1% 2
4. The extent of which I felt supported by faculty in the program is....	18	2.67	1.138	1-5	16.7% 3	27.8% 5	33.3% 6	16.7% 3	5.6% 1
5. The extent to which I thought faculty were present in the program is...	18	2.83	1.15	1-5	5.6% 1	44.4% 8	22.2% 4	16.7% 3	11.1% 2
6. The diversity of the faculty is...	18	3.22	1.263	1-5	16.7% 3	5.6% 1	27.8% 5	38.9% 7	11.1% 2

Total Mean

2.90



## Appendix C - Exit

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...	18	<b>3.61</b>	0.979	2-5	0.0% 0	16.7% 3	22.2% 4	44.4% 8	16.7% 3
8. The extent of meeting space for students in the program is...	18	<b>3.61</b>	1.037	2-5	0.0% 0	16.7% 3	27.8% 5	33.3% 6	22.2% 4
9. The availability of technology in the program is.....	18	<b>3.44</b>	1.097	1-5	5.6% 1	16.7% 3	16.7% 3	50.0% 9	11.1% 2
10. Student supports and services in the program are...	18	<b>3</b>	1.455	1-5	22.2% 4	16.7% 3	16.7% 3	27.8% 5	16.7% 3
11. Accessibility of resources in the program is....	18	<b>2.89</b>	1.323	1-5	22.2% 4	16.7% 3	16.7% 3	38.9% 7	5.6% 1
12. The quality of classroom equipment in the program is...	18	<b>3.72</b>	1.074	2-5	0.0% 0	22.2% 4	5.6% 1	50.0% 9	22.2% 4
<b>Total Mean</b>								<b>3.38</b>	

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...	18	<b>4</b>	1.029	2-5	0.0% 0	11.1% 2	16.7% 3	33.3% 6	38.9% 7
14. The diversity of administrators in the program is...	18	<b>2.83</b>	1.425	1-5	27.8% 5	11.1% 2	22.2% 4	27.8% 5	11.1% 2
15. The diversity among staff for the program is...	18	<b>3.22</b>	1.263	1-5	16.7% 3	5.6% 1	27.8% 5	38.9% 7	11.1% 2
16. The extent to how diversity is respected in the program is...	18	<b>3.39</b>	1.243	1-5	5.6% 1	22.2% 4	22.2% 4	27.8% 5	22.2% 4
<b>Total Mean</b>								<b>3.36</b>	

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...	18	<b>2.67</b>	1.495	1-5	33.3% 6	11.1% 2	27.8% 5	11.1% 2	16.7% 3
18. Student lounges/places for gathering for the program are...	18	<b>2.94</b>	1.349	1-5	16.7% 3	22.2% 4	27.8% 5	16.7% 3	16.7% 3
19. The sense of community for the program is...	18	<b>3.00</b>	1.495	1-5	22.2% 4	16.7% 3	22.2% 4	16.7% 3	22.2% 4
20. Student associations in the program are...	18	<b>3.00</b>	1.328	1-5	16.7% 3	16.7% 3	33.3% 6	16.7% 3	16.7% 3
21. Overall, communication with other students in the program is...	18	<b>3.61</b>	1.501	1-5	16.7% 3	5.6% 1	16.7% 3	22.2% 4	38.9% 7
<b>Total Mean</b>								<b>3.04</b>	

## Appendix C - Exit

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...	18	<b>2.89</b>	1.132	1-5	5.6% 1	38.9% 7	27.8% 5	16.7% 3	11.1% 2
23. Responsiveness of administration for the program is...	18	<b>2.33</b>	1.328	1-5	33.3% 6	27.8% 5	22.2% 4	5.6% 1	11.1% 2
24. Responsiveness of staff in the program is...	18	<b>2.94</b>	1.211	1-5	11.1% 2	27.8% 5	27.8% 5	22.2% 4	11.1% 2
25. Transparency in the program is...	18	<b>2.22</b>	1.396	1-5	44.4% 8	16.7% 3	22.2% 4	5.6% 1	11.1% 2
26. Student representation in the program is...	18	<b>2.67</b>	1.372	1-5	22.2% 4	27.8% 5	27.8% 5	5.6% 1	16.7% 3
27. Availability of staff in the program is...	18	<b>2.78</b>	1.215	1-5	5.6% 1	50.0% 9	22.2% 4	5.6% 1	16.7% 3
28. Availability of administrators in the program is...	18	<b>2.61</b>	1.195	1-5	11.1% 2	50.0% 9	16.7% 3	11.1% 2	11.1% 2
29. Communication of administration and governance in the program is...	18	<b>2.39</b>	1.243	1-5	22.2% 4	44.4% 8	16.7% 3	5.6% 1	11.1% 2
30. The respect of diversity by the administrative governance in the program is...	17	<b>2.94</b>	1.56	1-5	23.5% 4	23.5% 4	11.8% 2	17.6% 3	23.5% 4
					<b>Total Mean</b>				
					<b>2.64</b>				