ASWB social work licensing exam report for social work schools and programs

School: Augsburg University
Date: August 2022

The following tables show the performance of test-takers who reported graduation from this school on the ASWB social work licensing exams taken in 2021. Some data for the current exam blueprint, which went online at the beginning of 2018, are also included. For comparison, ASWB has supplied data on test-takers approved to take the exam in the state or province where this school is located and all test-takers in the United States and Canada.

Exclusion of data

Data are excluded when reporting on numbers that are less than 10 because it might be possible to identify individual students when reporting data for a small number of test-takers. This situation would violate privacy by revealing students' personally identifying information. To provide test-takers with greater autonomy over the decision to share their personal data, ASWB plans to begin offering test-takers an opportunity to consent to share their exam data when they register for the exam in 2023.

Self-reporting of data

ASWB collects information from test-takers at exam registration. This information is limited by the response options available to each test-taker at the time of exam administration. They may not reflect the different ways individuals identify and describe themselves. This is particularly the case for categories related to gender and race/ethnicity. While some categories currently feature "Other" and "Prefer not to say" as available response options, these options were introduced more recently into registration forms and were therefore not consistently available to all test-takers during the target time periods. ASWB is currently reviewing the response options available on exam registration forms to ensure test-takers may accurately respond.

Location of online programs

Several online programs serve social work students across the United States and Canada. For these programs, the interpretation of "state/province" may not be as clearly delineated as they are for brick-and-mortar institutions. In this report, state/province designations for online programs are based on the state/province most closely associated with the school or program. ASWB is exploring ways to improve categorization so that comparisons between online programs can be made in the future.

Glossary

First-time pass rate includes only those test-takers who took the exam for the first time during the target time period and passed the exam.

Eventual pass rate includes all test-takers, both repeat and first-time, who tested during the target time period and eventually passed the exam. For those test-takers who took the exam more than once during the target time period (i.e., repeat test-takers), only the most recent attempt is included in the analysis.

This school includes all test-takers who listed this school's school code when registering for the exam.

This self-reported data is unverified.

State/province includes all test-takers who were approved to take the exam by the regulatory body in the state or province where the school is located.

Scaled mean: Equated scores were used in the analyses because they control for any differences in difficulty between exam forms within and across testing periods. These scores were rescaled to a more meaningful metric: 7.0 is equivalent to the passing score and 10.0 is approximately the maximum possible score. The maximum possible score is not exactly 10.0 on every exam form because a score of 150 items correct represents a slightly higher level of ability on a difficult form compared to an easier form. The mean score is the average test-taker score.

Standard deviation (Std. dev.) is a measure of variation among test-takers. In a normal (bell-shaped) frequency distribution, about 34 percent of test-taker scores fall between the mean and 1.0 standard deviation above the mean. Similarly, about 34 percent of scores fall between the mean and 1.0 standard deviation below the mean. Thus, about 68 percent of the scores are between –1SD and +1SD in the frequency distribution.

Standard error of the mean (Std. err. of the mean, SEM) reflects the degree of random fluctuation in the mean score due to sampling error. If a different sample of similar test-takers had taken the test, the mean score would likely have been slightly different. If we tested many samples of test-takers from the population of all potential test-takers, 68 percent of the sample means would fall within ±1.0 SEM of the population mean. The larger the number of test-takers who took the exam, and the smaller the standard deviation among the test-takers, the smaller the standard error. The standard error can be thought of as the amount of random fluctuation one can expect in the means.

90% confidence interval (90% CI) is a measure of the amount of uncertainty surrounding the mean score. If a different sample of similar test-takers had taken the test, the mean would likely have been slightly different. If we had tested all possible test-takers (i.e., population), there is a 90 percent chance that the population's mean score would fall within the 90 percent confidence interval. The larger the number of test-takers who took the exam, and the smaller the standard deviation among the test

ASWB exams school report: Tables and figures

Table 1 shows the 2021 pass rates for test-takers reporting graduation from this school. 2021 pass rates for the state or province and for all examinees across the United States and Canada are included for comparison.

Table 1. 2021 pass rates for test-takers reporting graduation from this school compared to state/province and United States/Canada pass rates

Exam and test-taker group	N of test-takers who listed this school	Percent passing: This school	Percent passing: State/province	Percent passing: United States/ Canada
Bachelors				
First-time	12	75.0	69.0	68.7
Eventual	13	69.2	69.0	65.1