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July 17, 2019

Jeanette Andonian, Director
University of Southern Maine
71 Bedford Street
Masterton Hall
Portland, ME 04103

Dear Dr. Andonian:

Enclosed are the pass rate data you requested for your school's graduates on the ASWB licensure examination(s). Also included are data for North America as a whole for comparison purposes.

ASWB encourages social work academic programs to fully understand the social work licensing examinations and their relationship to education. To assist with that understanding, ASWB offers the following guidance for interpreting these data.

The ASWB examinations are not educational outcome measures.

The ASWB examinations are not intended to be "comprehensive" in the academic sense. The content of a licensure examination is limited to the knowledge, skills, and abilities required for safe and competent practice. Exam content reflects only a small portion of the material covered in a bachelor's or master's program in social work. Therefore, it is not appropriate to consider a passing score on a licensure examination as an indicator of anything other than entry-level competence required to practice safely.

Program identification is self-reported and voluntary, which can introduce inaccuracies.

Exam candidates are asked to identify their social work program by school code when they register for the exam. Providing this information is voluntary, and many candidates choose not to answer this question. It is also possible that candidates select an incorrect school code or may select the correct school code but have earned a degree in a field other than social work.

The number of graduates who have taken an ASWB examination may be lower than expected.

Not all jurisdictions license all social work categories. Where your graduates obtain employment will determine whether they need to be licensed and whether they need to sit for an ASWB examination. It is possible that your entire graduate population will not be accounted for in the enclosed report. For example, if your jurisdiction does not license BSW social workers, relatively few graduates of BSW programs who remain in your jurisdiction after graduation will take the ASWB Bachelors examination.

Interpretation of low-N data must be approached with care.

In reports such as these, a larger N (number) tends to provide a more reliable basis for any analysis. Data for groups with small numbers more likely reflect the ability of the people in those groups. This is true of pass rate percentages related to the ASWB examinations. As a general rule, ASWB cautions against drawing broad inferences from groups with an N of 200 or fewer test-takers.

“First-time” pass rates with sufficient N’s provide the best insights.

These reports include pass rates for both “first-time” and “total group” test-takers. From a psychometric standpoint, first-time test-taker data give the most accurate indication of passing ability. Results for the total group of test-takers include candidates who are retaking the examination because of a previous failed attempt. The chances of failure are greater for candidates retaking the exam than for the first-time test-takers. The passing rate is determined by the difficulty of the test form, the cut score, and the quality of the group of candidates who take the examination at that particular time. Because the quality of the group of candidates taking the test varies slightly from group to group, the passing rate also varies. The larger the group of candidates, the smaller the amount of variation. Even with an N of 200 or more, it is common to have a variation in the passing rate of a few points or more merely by chance.

Please note that the data reflect numbers of examinations administered, not numbers of candidates taking the examination.

I hope you find this information helpful and encourage you to consider other opportunities for strengthening connections between your program and professional licensing. ASWB offers multiple resources you may find helpful, including our exclusive Path to Licensure program designed to connect the importance of licensure and regulation with educational programs. We encourage you to contact Jan Fitts at jfitts@aswb.org if you are interested in further exploring what ASWB has to offer your program.

Once again, thank you for your interest in the social work licensure examinations. If you have any questions about this report, please call me at 800.225.6880, ext. 3003, or email me at tcarpenter@aswb.org.

Sincerely,



Tanya Carpenter
Director of Examination Administration

Enclosure(s)

School Pass/Fail Summary Report

School: University of Southern Maine

Examination: BACHELORS

The following table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total examinees who passed the Bachelors examination during the year(s) 2014-2018. Note that failing examinees may repeat the examination more than once.

Year	First-Time				Repeat				Total			
	Pass	Fail	Total	Rate	Pass	Fail	Total	Rate	Pass	Fail	Total	Rate
2014	10	0	10	100%	1	0	1	100%	11	0	11	100%
2015	6	1	7	86%	0	3	3	0%	6	4	10	60%
2016	18	3	21	86%	2	1	3	67%	20	4	24	83%
2017	7	3	10	70%	4	3	7	57%	11	6	17	65%
2018	15	4	19	79%	4	1	5	80%	19	5	24	79%

The following table provides the North American percentages of passing candidates for first-time, repeat, and total examinees for the year(s) 2014-2018. These data are provided for comparative purposes only.

Year	North American Pass Rates		
	First-Time	Repeat	Total
2014	78%	38%	71%
2015	78%	41%	71%
2016	77%	40%	70%
2017	78%	44%	71%
2018	69%	30%	61%

Inferences and suppositions cannot be reliably made from pass rate data for groups of fewer than 200 candidates.

School Pass/Fail Summary Report

School: University of Southern Maine

Examination: MASTERS

The following table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total examinees who passed the Masters examination during the year(s) 2014-2018. Note that failing examinees may repeat the examination more than once.

Year	First-Time				Repeat				Total			
	Pass	Fail	Total	Rate	Pass	Fail	Total	Rate	Pass	Fail	Total	Rate
2014	23	0	23	100%	0	0	0	0%	23	0	23	100%
2015	29	2	31	94%	0	1	1	0%	29	3	32	91%
2016	34	0	34	100%	2	0	2	100%	36	0	36	100%
2017	24	0	24	100%	0	0	0	0%	24	0	24	100%
2018	24	3	27	89%	1	1	2	50%	25	4	29	86%

The following table provides the North American percentages of passing candidates for first-time, repeat, and total examinees for the year(s) 2014-2018. These data are provided for comparative purposes only.

Year	North American Pass Rates		
	First-Time	Repeat	Total
2014	82%	33%	71%
2015	81%	29%	69%
2016	81%	32%	70%
2017	81%	36%	70%
2018	76%	26%	63%

Inferences and suppositions cannot be reliably made from pass rate data for groups of fewer than 200 candidates.

School Pass/Fail Summary Report

School: University of Southern Maine

Examination: CLINICAL

The following table presents the numbers of examinations administered to candidates who indicated that they attended the college or university listed above. Figures indicate the percentage of first-time, repeat, and total examinees who passed the Clinical examination during the year(s) 2014-2018. Note that failing examinees may repeat the examination more than once.

Year	First-Time				Repeat				Total			
	Pass	Fail	Total	Rate	Pass	Fail	Total	Rate	Pass	Fail	Total	Rate
2014	29	3	32	91%	2	0	2	100%	31	3	34	91%
2015	14	4	18	78%	3	0	3	100%	17	4	21	81%
2016	23	2	25	92%	3	4	7	43%	26	6	32	81%
2017	21	2	23	91%	2	0	2	100%	23	2	25	92%
2018	23	3	26	88%	1	0	1	100%	24	3	27	89%

The following table provides the North American percentages of passing candidates for first-time, repeat, and total examinees for the year(s) 2014-2018. These data are provided for comparative purposes only.

North American Pass Rates			
Year	First-Time	Repeat	Total
2014	78%	38%	67%
2015	76%	35%	64%
2016	78%	36%	67%
2017	78%	40%	68%
2018	73%	34%	61%

Inferences and suppositions cannot be reliably made from pass rate data for groups of fewer than 200 candidates.