

**Social Work Assessment  
ASWB Data  
Foundational Knowledge  
2017-2018**

**Learning Outcomes:**

Social Work Program Learning Outcome #1: Demonstrate understanding of integrated body of knowledge required of a “generalist practitioner” as defined by the Council on Social Work Education.

**Outcome Measure:**

The Association of Social Work Board (ASWB) sample exam is a supplemental measure of foundational knowledge contained in the Council on Social Work Education competency domains. CSWE competency domains are measured through four instruments: The Field Education Professional Evaluation; the Foundational Curriculum Assessment Instrument (FCAI) the Association Social Work Boards (ASWB) testing, and Evaluation of the Student Learning Plan and Portfolio.

**Measure Used:** ASWB Sample Standardized Instrument

**Criteria for Success (if applicable):**

100% of students will score 60% (10% above standard) or better on the ASWB exam overall and in each of the foundational knowledge areas, including:

- Human Development and Behavior
  - Effects of Diversity
  - Assessment in Social Work
  - Micro Practice
  - Interpersonal Communication
  - Professional Relationships
  - Professional Values & Ethics
  - Supervision in Social Work
  - Research and Practice Evaluation
  - Service Delivery / Design
  - Administration
- (Overall score)

**Assessment Data Social Work Outcome #1 - Longitudinal Data:**

ASWB SAMPLE TEST	2013	2014	2015	2016	2017-18	Aggregate	Annual Average	2017-18 compared to average	2017-18 as percentage of multi-years average	2017 compared with prior year
Meet Overall Test Score	100%	100%	100%	89%	93%	482%	96%	-0.03	96.5%	0.4
Human Development and Behavior	66	73	65	54	64	322	64.4	-0.40	99.4%	10.00
Effects of Diversity	71	60	54	63	56	304	60.8	-4.80	92.1%	-7.00
Assessment in Social Work	79	79	79	71	79	387	77.4	1.60	102.1%	8.00
Micro Practice	80	73	82	62	67	364	72.8	-5.80	92.0%	5.00
Interpersonal Communication	67	77	75	74	80	373	74.6	5.40	107.2%	6.00
Professional Relationships	57	65	88	67	47	324	64.8	-17.80	72.5%	-20.00
Professional Values & Ethics	67	77	75	63	71	353	70.6	0.40	100.6%	8.00

Supervision in Social Work	57	65	88	100	73	383	76.6	-3.60	95.3%	-27.00
Research and Practice Evaluation	57	65	88	56	63	329	65.8	-2.80	95.7%	7.00
Service Delivery / Design	81	43	38	63	49	274	54.8	-5.80	89.4%	-14.00
Administration	81	90	88	78	73	410	82	-9.00	89.0%	-5.00

### Conclusions Drawn from Data:

The majority of student cohorts have consistently meet the benchmark placing them 10% above the standard. The 2017-18 Cohort contains one (1) student whose scores was 2% below **the** threshold when initially tested. On retest with a second version of the test measuring the comparable content, the student was able to meet the standard. Each year as areas are identified as concerns the program adjusts curriculum as corrective action.

In the social work profession, service delivery designing tends to be a managerial function, however, understanding the impact of design in relation to client access, diversity, and ability to effectively engage with services is important to direct service practitioners. In 2016-17, as a result of prior scores, greater course emphasis was placed on Service Delivery Design with a substantively improvement outcome: 63% met the benchmark as opposed to 38% the prior year. In 2018, although the 2016-17 curriculum was retained, this item experienced a decline leaving it more than 10% below the 5 year average.

The overall scores remained relatively stable between 2016 -2017 and 2017-2018 with 4% improvement. The 2017-18 program data points show improvement in six areas:

- 10% improvement Human Behavior and the Social Environment ;
- 8% for social work assessment;
- 5% for micro practice;
- 6% communication;
- 8% in values and ethics; and
- 7% in research

ASWB testing shows marked declines in 3 areas and more modest decline in 2 additional areas:

- 20% for professional relationships;
- 27% for supervision
- 14% for service delivery design (noted above)
- 7% for effects of diversity; and
- 5% for administration.

The ASWB results are being compared to the results of other standardized measures for evaluation. Other measures reveal higher levels of performance items like diversity and professional relationships. It remains unclear what contributes to these differential results.

### Changes to be Made Based on Data:

Although the program met the benchmark for most content areas, comparisons with the multi-year trend shows diminished achievement. Review of the individual test items in all categories identified particular patterns in question content that will be highlighted in next year's course implementation.

**Rubric or Instrument:** The ASWB sample exam is used and cannot be publically displayed. A summary sheet identifying which test items are tied to each performance measure is attached. A PLNU data sample section of the longitudinal analysis for five areas follows. The full analysis is available for review.