Review and Discuss Association of Social Work Boards 2022 Exam Pass Rate Analysis of Findings in Nevada. (For Discussion Only).

Clinical exam – Nevada State pass rates

Number of test-takers and **first-time** pass rates by demographic group **2011 – 2021**

State/Province	# test-takers (overall)	Pass rate (overall)
NV	779	81.0%

Demographic	Group	# test-takers	Pass rate
Race/Ethnicity	Asian	42	71.4%
	Black	79	64.6%
	Hispanic/Latino	98	69.4%
	Multiracial	30	86.7%
	Native American/Indigenous peoples	7	
	White	493	87.4%
Gender	Men	123	83.7%
	Women	656	80.5%
Age	18 - 29	152	85.5%
	30 - 39	361	81.4%
	40 - 49	159	76.1%
	50 and older	107	80.4%
Language	English	720	81.9%
	Non-English	59	69.5%

Note. To protect the privacy of individual test-takers, results are not shown for groups where the number of test-takers is less than 10.

Masters exam – Nevada State pass rates

Number of test-takers and **first-time** pass rates by demographic group **2011 – 2021**

State/Province	# test-takers (overall)	Pass rate (overall)
NV	1,760	80.7%

Demographic	Group	# test-takers	Pass rate
Race/Ethnicity	Asian	96	67.7%
	Black	254	56.3%
	Hispanic/Latino	295	73.6%
	Multiracial	75	89.3%
	Native American/Indigenous peoples	14	78.6%
	White	956	90.3%
Gender	Men	256	72.7%
	Women	1,502	82.2%
Age	18 - 29	707	85.3%
	30 - 39	590	80.8%
	40 - 49	274	78.1%
	50 and older	189	67.2%
Language	English	1,594	82.2%
	Non-English	166	66.9%

Note. To protect the privacy of individual test-takers, results are not shown for groups where the number of test-takers is less than 10.

Bachelors exam – Nevada State pass rates

Number of test-takers and **first-time** pass rates by demographic group **2011 – 2021**

State/Province	# test-takers (overall)	Pass rate (overall)
NV	844	78.8%

Demographic	Group	# test-takers	Pass rate
Race/Ethnicity	Asian	46	67.4%
	Black	100	60.0%
	Hispanic/Latino	196	70.4%
	Multiracial	33	93.9%
	Native American/Indigenous peoples	6	
	White	440	87.0%
Gender	Men	104	76.9%
	Women	740	79.1%
Age	18 - 29	448	77.0%
	30 - 39	194	79.4%
	40 - 49	126	81.7%
	50 and older	76	82.9%
Language	English	749	81.2%
	Non-English	95	60.0%

Note. To protect the privacy of individual test-takers, results are not shown for groups where the number of test-takers is less than 10.

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

School: University of Nevada, Reno
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.

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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-takers, the smaller the confidence interval.

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	29	58.6	62.0	68.7
Eventual	30	66.7	65.0	65.1
Masters				
First-time	144	81.9	76.0	73.0
Eventual	159	79.2	72.0	66.6
Clinical				
First-time	63	82.5	75.0	75.8
Eventual	67	83.6	74.0	68.1

Note. *First-time* includes only those test-takers who took an exam for the first time during 2021. *Eventual* includes all test-takers, both repeat and first-time, who tested during 2021 and reflects test-takers' most recent attempt during that year. Numbers for state/province are based on school averages, whereas numbers for United States/Canada are based on individual test-takers.

Table 2 is similar to Table 1, but it shows the 2018–2021 pass rates of test-takers reporting graduation from this school who tested during the four-year period. This period reflects the current exam blueprint, which went online at the beginning of 2018.

Table 2. 2018-2021 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	116	74.1	66.0	68.4
Eventual	123	79.7	73.0	72.5
Masters				
First-time	372	83.3	79.0	74.3
Eventual	374	88.8	85.0	78.9
Clinical				
First-time	158	83.5	80.0	74.6
Eventual	159	93.1	90.0	82.4

Note. *First-time* includes only those test-takers who took an exam for the first time during the 2018-2021 period.*Eventual* includes all test-takers, both repeat and first-time, who tested during the 2018-2021 period and reflects test-takers' most recent attempt during that period.

Table 3 compares annual results for this school between 2018 and 2021. This table can be used to identify trends in exam performance. Note that schools with fewer students will likely observe greater variation from year to year, making accurate interpretation of findings more difficult.

Table 3. Pass rates by year for test-takers reporting graduation from this school

Exam and test-taker group	Percent passing			
	2018	2019	2020	2021
Bachelors				
First-time	79	80	80	59
Eventual	76	83	80	67
Masters				
First-time	87	85	81	82
Eventual	92	88	81	79
Clinical				
First-time	82	91	79	83
Eventual	93	91	92	84

Note. *First-time* includes only those test-takers who took an exam for the first time during the target period. *Eventual* all test-takers, both repeat and first-time, who tested during the target period and reflects test-takers' most recent attempt during that period.

Tables 4a and 4b show the number (N) of test-takers and pass rates for test-takers reporting graduation from this school by gender, primary language, age, and race/ethnicity in 2021. Note that demographic identifiers are self-reported and unverified, with some test-takers preferring not to select an option.

Table 4a. 2021 pass rates for test-takers reporting graduation from this school by gender, primary language, and age

Exam and test-taker group	Gender			Primary language		Age			
	Men	Women	Prefer not to say	English	Other	18 - 29	30 - 39	40 - 49	50+
Bachelors									
N of test-takers	0	30	0	25	5	20	9	0	1
% passing	-	66.7	-	64.0	-	65.0	-	-	-
Masters									
N of test-takers	18	141	0	145	14	77	49	20	13
% passing	66.7	80.9	-	82.1	50.0	84.4	71.4	95.0	53.8
Clinical									
N of test-takers	7	59	0	61	6	17	30	16	4
% passing	-	83.1	-	83.6	-	70.6	86.7	93.8	-

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested in 2021. The table reflects test-takers' most recent attempt during that year.

Table 4b. 2021 pass rates for test-takers reporting graduation from this school by race/ethnicity

Exam and test-taker group	Asian	Black	Hispanic/ Latino	Multiracial	Native American/ Indigenous peoples	White	Prefer not to say
Bachelors							
N of test-takers	1	1	15	1	0	12	0
% passing	-	-	66.7	-	-	66.7	-
Masters							
N of test-takers	8	13	36	6	2	91	2
% passing	-	38.5	63.9	-	-	91.2	-
Clinical							
N of test-takers	4	4	9	0	0	49	0
% passing	-	-	-	-	-	87.8	-

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested in 2021. The table reflects test-takers' most recent attempt during that year.

Tables 5a and 5b show the number (N) of test-takers and pass rates for test-takers reporting graduation from this school by gender, primary language, age, and race/ethnicity between 2018 and 2021. Note that demographic identifiers are self-reported and unverified, with some test-takers preferring not to select an option.

Table 5a. 2018-2021 pass rates for test-takers reporting graduation from this school by gender, primary language, and age

Exam and test-taker group	Gender			Primary language		Age			
	Men	Women	Prefer not to say	English	Other	18 - 29	30 - 39	40 - 49	50+
Bachelors									
N of test-takers	8	115	0	106	17	73	29	13	8
% passing	-	81.7	-	80.2	76.5	79.5	79.3	69.2	-
Masters									
N of test-takers	40	334	0	338	36	183	116	47	28
% passing	80.0	89.8	-	91.4	63.9	91.8	85.3	93.6	75.0
Clinical									
N of test-takers	28	130	0	144	15	35	77	30	17
% passing	100.0	92.3	-	93.1	93.3	85.7	94.8	96.7	94.1

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested during the 2018-2021 period. The table reflects test-takers' most recent attempt during that time period.

Table 5b. 2018-2021 pass rates for test-takers reporting graduation from this school by race/ethnicity

Exam and test-taker group	Asian	Black	Hispanic/ Latino	Multiracial	Native American/ Indigenous peoples	White	Prefer not to say
Bachelors							
N of test-takers	3	7	41	3	2	65	1
% passing	-	-	75.6	-	-	84.6	-
Masters							
N of test-takers	14	22	74	9	3	243	6
% passing	92.9	59.1	75.7	-	-	95.5	-
Clinical							
N of test-takers	7	6	24	4	2	113	0
% passing	-	-	87.5	-	-	94.7	-

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested during the 2018-2021 period. The table reflects test-takers' most recent attempt during that time period.

Table 6 shows 2021 results for each content domain of the exam. The standard deviation (Std. dev.) reflects the degree of variability among students in this program. The 90 percent confidence interval (90% CI) reflects how much one might expect the mean to randomly vary solely because of the test-takers who happened to take the exam in 2021. The smaller the number (N) of test-takers, the larger the confidence interval. See the glossary above for definitions of standard deviation and 90% confidence interval.

Table 6. 2021 content domain score summary for first-time test-takers reporting graduation from this school

Content domain	Scaled mean	Std. dev.	Std. err. of the mean	90% CI
Bachelors N = 29 test-takers				
I. Human Development, Diversity, and Behavior in the Environment	6.92	1.38	0.26	6.49 - 7.35
II. Assessment and Intervention Planning	7.03	1.04	0.19	6.72 - 7.34
III. Interventions with Clients/Client Systems	7.07	1.10	0.20	6.74 - 7.40
IV. Professional Relationships, Values, and Ethics	7.38	1.18	0.22	7.02 - 7.74
Masters N = 144 test-takers				
I. Human Development, Diversity, and Behavior in the Environment	8.15	1.68	0.14	7.92 - 8.38
II. Assessment and Intervention Planning	8.28	1.55	0.13	8.07 - 8.49
III. Interventions with Clients/Client Systems	8.06	1.46	0.12	7.86 - 8.26
IV. Professional Relationships, Values, and Ethics	8.11	1.32	0.11	7.93 - 8.29
Clinical N = 63 test-takers				
I. Human Development, Diversity, and Behavior in the Environment	8.11	1.19	0.15	7.86 - 8.36
II. Assessment and Intervention Planning	8.23	1.25	0.16	7.97 - 8.49
III. Interventions with Clients/Client Systems	8.20	1.24	0.16	7.94 - 8.46
IV. Professional Relationships, Values, and Ethics	8.29	1.38	0.17	8.01 - 8.57

Note. To protect the privacy of individual test-takers, statistics are not shown for numbers less than 10. For the scaled mean, the scores were rescaled so that 7.0 is equivalent to the passing score and 10.0 is approximately the maximum possible score.

Table 7 shows the annual 2018–2021 scaled means for each content domain of the exam.

Table 7. Annual 2018-2021 content domain scaled mean scores for first-time test-takers reporting graduation from this school

Content domain	2018	2019	2020	2021
Bachelors *N* = 29 test-takers in 2021				
I. Human Development, Diversity, and Behavior in the Environment	7.78	7.71	7.71	6.92
II. Assessment and Intervention Planning	7.69	7.67	7.27	7.03
III. Interventions with Clients/Client Systems	7.41	7.82	7.43	7.07
IV. Professional Relationships, Values, and Ethics	8.07	7.92	7.83	7.38
Masters *N* = 144 test-takers in 2021				
I. Human Development, Diversity, and Behavior in the Environment	8.23	8.31	8.08	8.15
II. Assessment and Intervention Planning	8.09	7.91	8.01	8.28
III. Interventions with Clients/Client Systems	7.96	8.19	7.96	8.06
IV. Professional Relationships, Values, and Ethics	8.41	8.23	8.17	8.11
Clinical *N* = 63 test-takers in 2021				
I. Human Development, Diversity, and Behavior in the Environment	7.86	7.87	7.99	8.11
II. Assessment and Intervention Planning	7.99	8.16	8.29	8.23
III. Interventions with Clients/Client Systems	8.17	8.02	7.78	8.20
IV. Professional Relationships, Values, and Ethics	8.46	8.34	8.15	8.29

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

School: University of Nevada, Las Vegas
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.

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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-takers, the smaller the confidence interval.

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	23	65.2	62.0	68.7
Eventual	27	63.0	65.0	65.1
Masters				
First-time	76	71.1	76.0	73.0
Eventual	99	65.7	72.0	66.6
Clinical				
First-time	50	68.0	75.0	75.8
Eventual	61	63.9	74.0	68.1

Note. *First-time* includes only those test-takers who took an exam for the first time during 2021. *Eventual* includes all test-takers, both repeat and first-time, who tested during 2021 and reflects test-takers' most recent attempt during that year. Numbers for state/province are based on school averages, whereas numbers for United States/Canada are based on individual test-takers.

Table 2 is similar to Table 1, but it shows the 2018–2021 pass rates of test-takers reporting graduation from this school who tested during the four-year period. This period reflects the current exam blueprint, which went online at the beginning of 2018.

Table 2. 2018-2021 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	97	57.7	66.0	68.4
Eventual	102	66.7	73.0	72.5
Masters				
First-time	297	74.4	79.0	74.3
Eventual	316	81.3	85.0	78.9
Clinical				
First-time	230	77.4	80.0	74.6
Eventual	237	87.3	90.0	82.4

Note. *First-time* includes only those test-takers who took an exam for the first time during the 2018-2021 period. *Eventual* includes all test-takers, both repeat and first-time, who tested during the 2018-2021 period and reflects test-takers' most recent attempt during that period.

Table 3 compares annual results for this school between 2018 and 2021. This table can be used to identify trends in exam performance. Note that schools with fewer students will likely observe greater variation from year to year, making accurate interpretation of findings more difficult.

Table 3. Pass rates by year for test-takers reporting graduation from this school

Exam and test-taker group	Percent passing			
	2018	2019	2020	2021
Bachelors				
First-time	53	62	40	65
Eventual	61	71	36	63
Masters				
First-time	76	74	77	71
Eventual	76	70	74	66
Clinical				
First-time	78	74	86	68
Eventual	79	76	85	64

Note. *First-time* includes only those test-takers who took an exam for the first time during the target period.*Eventual* all test-takers, both repeat and first-time, who tested during the target period and reflects test-takers' most recent attempt during that period.

Tables 4a and 4b show the number (N) of test-takers and pass rates for test-takers reporting graduation from this school by gender, primary language, age, and race/ethnicity in 2021. Note that demographic identifiers are self-reported and unverified, with some test-takers preferring not to select an option.

Table 4a. 2021 pass rates for test-takers reporting graduation from this school by gender, primary language, and age

Exam and test-taker group	Gender			Primary language		Age			
	Men	Women	Prefer not to say	English	Other	18 - 29	30 - 39	40 - 49	50+
Bachelors									
N of test-takers	7	20	0	23	4	18	3	5	1
% passing	-	60.0	-	69.6	-	66.7	-	-	-
Masters									
N of test-takers	20	79	0	86	13	38	29	19	13
% passing	55.0	68.4	-	66.3	61.5	73.7	79.3	57.9	23.1
Clinical									
N of test-takers	11	50	0	50	11	10	29	11	11
% passing	72.7	62.0	-	64.0	63.6	60.0	82.8	45.5	36.4

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested in 2021. The table reflects test-takers' most recent attempt during that year.

Table 4b. 2021 pass rates for test-takers reporting graduation from this school by race/ethnicity

Exam and test-taker group	Asian	Black	Hispanic/ Latino	Multiracial	Native American/ Indigenous peoples	White	Prefer not to say
Bachelors							
N of test-takers	2	5	9	1	0	9	1
% passing	-	-	-	-	-	-	-
Masters							
N of test-takers	8	24	29	2	0	34	1
% passing	-	41.7	62.1	-	-	88.2	-
Clinical							
N of test-takers	6	12	10	3	0	27	3
% passing	-	41.7	60.0	-	-	77.8	-

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested in 2021. The table reflects test-takers' most recent attempt during that year.

Tables 5a and 5b show the number (N) of test-takers and pass rates for test-takers reporting graduation from this school by gender, primary language, age, and race/ethnicity between 2018 and 2021. Note that demographic identifiers are self-reported and unverified, with some test-takers preferring not to select an option.

Table 5a. 2018-2021 pass rates for test-takers reporting graduation from this school by gender, primary language, and age

Exam and test-taker group	Gender			Primary language		Age			
	Men	Women	Prefer not to say	English	Other	18 - 29	30 - 39	40 - 49	50+
Bachelors									
N of test-takers	13	89	0	92	10	64	23	12	3
% passing	84.6	64.0	-	70.7	30.0	68.8	65.2	66.7	-
Masters									
N of test-takers	52	264	0	274	42	132	105	47	32
% passing	73.1	83.0	-	81.0	83.3	88.6	83.8	76.6	50.0
Clinical									
N of test-takers	38	199	0	210	27	44	122	43	28
% passing	89.5	86.9	-	88.1	81.5	90.9	92.6	83.7	64.3

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested during the 2018-2021 period. The table reflects test-takers' most recent attempt during that time period.

Table 5b. 2018-2021 pass rates for test-takers reporting graduation from this school by race/ethnicity

Exam and test-taker group	Asian	Black	Hispanic/ Latino	Multiracial	Native American/ Indigenous peoples	White	Prefer not to say
Bachelors							
N of test-takers	6	18	36	7	0	33	1
% passing	-	44.4	61.1	-	-	78.8	-
Masters							
N of test-takers	26	61	71	13	0	134	9
% passing	80.8	57.4	80.3	92.3	-	93.3	-
Clinical							
N of test-takers	18	31	42	11	1	122	10
% passing	77.8	74.2	85.7	90.9	-	92.6	90.0

Note. To protect the privacy of individual test-takers, results are not shown for numbers less than 10. This table reflects *eventual* pass rates, and includes all test-takers, both repeat and first-time, who tested during the 2018-2021 period. The table reflects test-takers' most recent attempt during that time period.

Table 6 shows 2021 results for each content domain of the exam. The standard deviation (Std. dev.) reflects the degree of variability among students in this program. The 90 percent confidence interval (90% CI) reflects how much one might expect the mean to randomly vary solely because of the test-takers who happened to take the exam in 2021. The smaller the number (N) of test-takers, the larger the confidence interval. See the glossary above for definitions of standard deviation and 90% confidence interval.

Table 6. 2021 content domain score summary for first-time test-takers reporting graduation from this school

Content domain	Scaled mean	Std. dev.	Std. err. of the mean	90% CI
Bachelors _N_ = 23 test-takers				
I. Human Development, Diversity, and Behavior in the Environment	7.43	1.69	0.35	6.85 - 8.01
II. Assessment and Intervention Planning	7.06	1.25	0.26	6.63 - 7.49
III. Interventions with Clients/Client Systems	7.35	1.41	0.29	6.87 - 7.83
IV. Professional Relationships, Values, and Ethics	7.39	1.16	0.24	7.00 - 7.78
Masters _N_ = 76 test-takers				
I. Human Development, Diversity, and Behavior in the Environment	7.61	1.36	0.16	7.35 - 7.87
II. Assessment and Intervention Planning	7.63	1.60	0.18	7.33 - 7.93
III. Interventions with Clients/Client Systems	7.72	1.56	0.18	7.42 - 8.02
IV. Professional Relationships, Values, and Ethics	7.87	1.49	0.17	7.59 - 8.15
Clinical _N_ = 50 test-takers				
I. Human Development, Diversity, and Behavior in the Environment	7.56	1.11	0.16	7.30 - 7.82
II. Assessment and Intervention Planning	7.62	1.10	0.16	7.36 - 7.88
III. Interventions with Clients/Client Systems	7.36	1.25	0.18	7.06 - 7.66
IV. Professional Relationships, Values, and Ethics	7.79	1.17	0.17	7.51 - 8.07

Note. To protect the privacy of individual test-takers, statistics are not shown for numbers less than 10. For the scaled mean, the scores were rescaled so that 7.0 is equivalent to the passing score and 10.0 is approximately the maximum possible score.

Table 7 shows the annual 2018–2021 scaled means for each content domain of the exam.

Table 7. Annual 2018-2021 content domain scaled mean scores for first-time test-takers reporting graduation from this school

Content domain	2018	2019	2020	2021
Bachelors *N* = 23 test-takers in 2021				
I. Human Development, Diversity, and Behavior in the Environment	7.06	7.36	6.91	7.43
II. Assessment and Intervention Planning	6.83	7.02	6.38	7.06
III. Interventions with Clients/Client Systems	6.88	7.06	6.95	7.35
IV. Professional Relationships, Values, and Ethics	7.45	7.28	7.08	7.39
Masters *N* = 76 test-takers in 2021				
I. Human Development, Diversity, and Behavior in the Environment	7.85	7.57	7.87	7.61
II. Assessment and Intervention Planning	7.80	7.41	7.96	7.63
III. Interventions with Clients/Client Systems	7.55	7.39	7.57	7.72
IV. Professional Relationships, Values, and Ethics	7.79	7.89	8.35	7.87
Clinical *N* = 50 test-takers in 2021				
I. Human Development, Diversity, and Behavior in the Environment	7.64	7.87	7.99	7.56
II. Assessment and Intervention Planning	7.82	8.00	8.16	7.62
III. Interventions with Clients/Client Systems	7.68	7.72	7.83	7.36
IV. Professional Relationships, Values, and Ethics	8.10	7.97	8.45	7.79

Note. To protect the privacy of individual test-takers, statistics are not shown for numbers less than 10. For the scaled mean, the scores were rescaled so that 7.0 is equivalent to the passing score and 10.0 is approximately the maximum possible score.