Précis

- Overall, yearly first-time pass rates remain extremely strong with 22 years of data reported (1990-2011):
  - first-time pass rate exceeded 90% in 20 out of 22 years; and
  - first-time pass rate exceeded 95% in 16 out of 22 years.
- SSW’s overall first-time pass rates far outpaced national rates:
  - E.g., exceeded 2011 first-time pass rates by 14%.

- All but one competency had percentages that exceeded the 80% threshold (C9: Practice Context-70%).
- Of the nine that exceeded benchmark:
  - one exceeded the benchmark by only 1.25 percentage points (C6: Research); and
  - two did so by less than 0.5 percentage points (C5: Human Rights/Social Justice; C7: HBSE).
- The number of students demonstrating adequate social work identity exceeded benchmarks (C1).
- The number students demonstrating ability to apply social work ethics exceeded benchmarks (C2).
- Critical thinking competencies showed a slightly lower level of attainment, though still above benchmark (C3).
- This pattern held for assessed competency in diversity and difference (C4), and policy practice (C8).
- Percentages of students exceeding generalist practice composite benchmarks were impressive (C10a-c).

- Combinations of imbedded/field cohort percentages fell under the 80% benchmark in 15 of 41 PBs:
  - nine still had corresponding omnibus percentages above the 80% benchmark; while
  - six had omnibus percentages below the 80% benchmark.
- Across the 41 practice behaviors:
  - there were 22 instances (53%) where cohort members improved their practice competence by the end of their field experience to a level beyond their classroom training;
  - in 17 instances (41%) the opposite was true: assessed cohort field performance was lower than in the classroom;
  - in one instance (PB 11) there was no change; and
  - in another (PB 5) no imbedded measure was assessed.

- Curricular changes reflect SSW’s aim to ensure that classroom competence is extended in field settings.
- Curricular changes will be implemented both in the classroom and in field so they are mutually reinforcing.
- Curricular changes are targeting all practice behaviors where student performance was below benchmark.