

2011-2012 MSCP School Counseling Program Evaluation
9/17/12

In order to determine the effectiveness of the Master of Science in Counseling Psychology (MSCP) School Counseling program, three quantitative assessment tools were used for the purpose of program evaluation. The assessment tools are as follows:

- MSCP School Counseling emphasis comprehensive examination
- MSCP School Counseling program evaluation
- Site Supervisor's Evaluation of School Counseling Candidate

MSCP School Counseling Comprehensive Examination

The MSCP School Counseling comprehensive examination consists of 50 multiple-choice questions evaluating the cumulative knowledge of all School Counseling students on the School Counseling subject areas. The total number of students in this group is 48 (n-size). The total possible points were 50. The mean score was 37.67, the median score was 37.83, and the standard deviation was 4.57. The reliability coefficient (KR20) was 0.66. The range of scores was from 22 to 46. Out of 48 candidates, only one did not meet the minimum required score for passing on the initial administration of this examination.

In conducting an item analysis the following items resulted in a total correct group response of lower than 50 percent.

- #25 (27.08 percent correct/point biserial = 0.39). In three of the following situations, positive reinforcement is occurring. In which situation is positive reinforcement not occurring? (correct answer = C. Mr. Salazar smiles at Ellen every time she acts appropriately toward her classmates, but Ellen's social behaviors decrease; most frequent incorrect response = B. Ms. Villareal scolds Jeremy every time he speaks out of turn, but Jeremy's speaking out is increasing rather than decreasing.)
- #26 (47.92 percent correct/point biserial = 0.58). Bill's behaviors in Ms. Kennedy's class are really distracting to other students. For example, he whispers to that boy beside him when Ms. Kennedy is giving directions on how to do any assignment. He flings paper clips at a girl across the room. He makes strange grunting noises that a few classmates find amusing. Ms. Kennedy glares at him and admonishes him whenever he behaves in a distracting way, yet his inappropriate behaviors are increasing rather than decreasing. Which one of the following interpretations best explains why Bill's behaviors are increasing? (correct answer = A. Ms. Kennedy is positively reinforcing him for the distracting behaviors; most frequent incorrect response = D. Ms. Kennedy is negatively reinforcing him for the distracting behaviors.)

- #33 (47.92 percent correct/point biserial = 0.28). As a school counselor, you receive the standardized test scores for Marie and learn that she has gotten a stanine of 1 on the spelling subtest and a stanine of 3 on the math subtest. You should conclude that Marie: (correct answer = A. Performed below average among peers on both subtests; most frequent incorrect response = D. Performed below grade level on the spelling subtest, but at grade level on the math subtest.)
- #39 (43.75 percent correct/point biserial = 0.47). The Hawaii Teacher Standards Board sets the school counselor performance standards for the profession. HTSB Standard III: Adapts to Learner Diversity includes all of the following performance criteria except for one. Which one is not included in Standard III? (correct answer = Engages students in self-assessment activities and encourages them to set personal achievement goals; most frequent incorrect response = B. Helps every student achieve success.)
- #46 (35.42 percent correct/point biserial = 0.34). The Standard of Care test for professional school counseling ethics is best characterized by: (correct answer = A. Considering the actions of a reasonably competent school counselor; most frequent incorrect response = C. Setting the standards for school counseling programs.

Analysis and Summary

Based on the 98% passing rate of the School Counseling students this year it is clear that they are far exceeding the standard in successfully achieving the school counseling emphasis learning objectives. As a program, we will be discussing the test items listed above to ascertain exactly where the information is covered and how the teaching of those concepts can be strengthened.

MSCP School Counseling Program Evaluation

The MSCP School Counseling Program Evaluation consists of 200 multiple-choice questions evaluating each candidates overall evaluation and effectiveness of the School Counseling program. The total number of students in this group is 45 (n-size). The total possible points were 200. The mean score was 177.22, the median score was 180.25, and the standard deviation was 23.86. The reliability coefficient (KR20) was .97. The range of scores was from 87 to 200.

In conducting an item analysis the following items resulted in a total correct group response lower than 60 percent.

- #94 (55.56 percent either agreed or strongly agreed) ...the skills and competencies to counsel special education students K-12.
- #121 (40.00 percent either agreed or strongly agreed)competence in the knowledge of computer-assisted guidance programs.
- #144 (51.11 percent either agreed or strongly agreed)...approaches to peer helper programs

- #198 (44.44 percent either agreed or strongly agreed) ...understanding of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for School Counselors.
- #199 (55.56 percent either agreed or strongly agreed)...understanding of the new National Board of Certified Counselors requirements for the National Certified School Counselor credential.

Analysis and Summary

Based on the results of the MSCP School Counseling Program Evaluation it is clear that the School Counseling students are satisfied with their experiences in the program and feel that they are acquiring the information, skills and competencies that they need in order to be an effective and successful school counselor. The five areas identified above dealing with counseling special education students, knowledge of computer assisted guidance programs, approaches to peer helper programs, the CACREP standards, and the new National Board of Certified Counselors requirements will be targeted as areas that require strengthening as part of the School Counseling curriculum in PSY500, PSY501 and PSY771.

Site Supervisor's Evaluation of School Counseling Candidate

Assessing the candidates' ability to perform the duties of a school counselor is determined by the candidate's site supervisor evaluations. Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. Site Supervisors are provided the following Likert scale:

- Not Applicable or not enough information to form a judgment (0 points)
- Far Below Expectations – needs much improvement, a concern (1 points)
- Below Expectations – needs improvement, a concern (2 points)
- Acceptable – meets standards at an average level for Practicum student/Intern (3 points)
- Above Expectations – performs above average level for Practicum student/Intern (4 points)
- Far Above Expectations – a definite strength, performs well beyond average levels for Practicum student/Intern (5 points)

A passing score would be Acceptable, Above Expectations, and Far Above Expectations.

The following are the mean scores from the Internship B term:

- The student displays understanding of the basic principles of human growth and development and how this facilitates the learning and counseling process.
 - n = 81
 - mean = 4.22

- The student demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures.
 - n = 81
 - mean = 3.99
- Has developed a therapeutic style of counseling that is theory-based.
 - n = 81
 - mean = 4.04
- Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.
 - n = 49
 - mean = 4.16
- Is able to accurately assess client needs, reach an approach diagnosis, and develop a coherent treatment plan.
 - n = 78
 - mean = 4.13
- Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.
 - n = 81
 - mean = 4.42
- Is empathetic, understanding and genuine in interactions with clients; projects acceptance of client behaviors and value systems even when different from one's own.
 - n = 81
 - mean = 4.53
- Develops and maintains supportive relationships with others including staff, supervisors, and other professionals.
 - n = 81
 - mean = 4.51
- Demonstrates emotional stability, security, confidence and an ability to take initiative.
 - n = 81
 - mean = 4.43
- Recognizes personal limitations and is open to appropriate supervision.
 - n = 81
 - mean = 4.44
- Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds.
 - n = 81
 - mean = 4.51
- Conducts oneself in a professional manner with students: respects the rights of others.
 - n = 81
 - mean = 4.53
- Establishes and maintains counseling relationships consistent with ethical standards established by the American Counseling Association (e.g. maintains student confidentiality, obtains appropriate consent, etc.).

- n = 81
 - mean = 4.48
- Completes assigned responsibilities in a timely manner; Maintains accurate records on the student(s) and on own professional practice..
 - n = 81
 - mean = 4.35
- Is willing and able to make referrals to other professionals when faced with issues beyond one's level of training and expertise. .
 - n = 68
 - mean = 4.37
- Do you recommend the student advance to the next level of fieldwork, i.e. entry into profession.
 - n = 81
 - mean = 1.00 (yes)

Analysis and Summary

School counseling students were evaluated as highly competent across all areas by their Site Supervisors as demonstrated by their evaluations. We are very satisfied with the results of these evaluations and will continue to implement and reinforce the current learning objectives of the program!