

**2015-2016 School Counseling Emphasis
Comprehensive Examination and Site Supervisor Evaluation Summary
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A summative evaluation of counseling program students occurs by two methods, an academic examination, and an evaluation of counseling skills demonstrated in practicum and/or internship coursework. The following data and analysis of the data represents the summative evaluation of the 24 School Counseling emphasis students in the 2015-2016 cohort group.

Comprehensive Examination

The same comprehensive examination used with last year's School Counseling cohort was used again in 2016. This exam had previously been subjected to several reliability and item analyses, and was found to be reliable. The mean score of the 50 item multiple-choice exam was found to be 37.83 (N = 24, SD = 4.32, KR-20 reliability coefficient = .65). This compares to a mean score of 36.17 (N = 12, SD = 4.86, KR-20 reliability coefficient = .72) in the previous year 2015. Twenty-three out of 24 students passed this exam in 2016. Eleven out of 12 students passed this exam in 2015; all 25 students passed in 2014; all 22 students passed in 2013; forty-seven out of 48 passing in 2012, and 27 out of 28 passing in 2011. This data can be interpreted as representative of excellent performance.

Site Supervisor Evaluations

These 24 School Counseling students were also rated by their Practicum, Internship A, and Internship B site supervisors. Ratings across all three field experiences (Practicum, Internship A, and Internship B) were used in the analysis of this cohort group. The Supervisor's Evaluation of Student form has 15 items rated on a 1 to 5 Likert scale as follows: 1. Far Below Expectations; 2. Below Expectations; 3. Acceptable; 4. Above Expectations; and 5. Far Above Expectations. The means and standard deviations for each of the items across all three field experiences were calculated. The results are shown in Table 1 below.

Table 1. Means and Standard Deviations of Site Supervisor Ratings

Item	Mean	SD
The student...		
1. Displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.	3.87	.62
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures.	3.72	.71
3. Has developed a therapeutic style of counseling that is based in theory.	3.71	.72
4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.82	.73
5. Is able to accurately assess student needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.80	.72
6. Can communicate effectively with clients and assist students in integrating information into their current lifestyle.	4.10	.69
7. Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from their own.	4.23	.67
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	4.24	.67
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	4.17	.77
10. Recognizes personal limitations and is open to appropriate supervision.	4.21	.66
11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds.	4.18	.70
12. Conducts oneself in a professional manner with students; respects the rights of others.	4.35	.61
13. Establishes and maintains counseling relationships consistent with ethical standards established by the American Counseling Association (e.g., maintains student confidentiality, obtains appropriate consent, etc.).	4.32	.64
14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on student(s) and their own professional practice.	4.10	.77
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.85	.86

Overall, the mean rating on the 15 items ranged from 3.71 to 4.35, indicating student performance in the acceptable to above expectations range. The three highest-rated items included, a) conducts oneself in a professional manner with students; respects the rights of others,

b) establishes and maintains counseling relationships consistent with ethical standards established by the American Counseling Association; and c) develops and maintains supportive relationships with others including staff, supervisors, and other professionals. The three lowest-rated items included, a) has developed a therapeutic style of counseling that is based in theory, b) demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures, and c) is able to accurately assess student needs, reach an appropriate diagnosis and develop a coherent treatment plan.

Conclusion

Based on the analyzed data, the 2016 School Counseling students have demonstrated an excellent understanding of the academic material presented in the School Counseling emphasis curriculum as exhibited by their School Counseling Comprehensive Exam results. In addition, the School Counseling emphasis cohort successfully demonstrated the practical application of their content knowledge by achieving acceptable to above expectations evaluation scores by their respective site supervisor(s). An area within the School Counseling curriculum that continues to need improvement is the practical application of counseling theories in the real-world. It should be noted that scores from 2016 were higher when compared to this line item in 2015. This shows that improvement has taken place despite this being the lowest rated item.

The School Counseling students have continually shown through their School Counseling Comprehensive Exam scores that they understand counseling theories in the context of the university classroom, but evaluation scores of their performance in the field, pertaining to this area, were still the lowest. This incongruency will continue to be a focus during this upcoming academic year. An action research assignment was added this academic year to address this challenge. Because scores have increased when compared to last year's data, positive gains and overall improvement can be suggested. With the idea of continuous quality improvement, a continued emphasis on assessment and treatment planning will continue in School Counseling students' practicum and internship classes during the 2016-2017 academic year.