

MSCP
Assessment Evidence Utilization
12/04/09

The evidence from the MSCP assessment process demonstrates that we have a strong and consistent program. The evidence also demonstrates that our students are learning. What we have learned from the evidence is that we are accomplishing what we say we are accomplishing. The evidence supports our claims.

The Hawaii Teacher Standards Board (HTSB) external review of our program (4/09) indicated that we met all standards for both the unit and the program (school counseling emphasis).

All of our School Counseling emphasis students are required to pass the three national Praxis exams (Pre-professional (language and math), Principles of Teaching and Learning, and School Guidance and Counseling) prior to entering Internship A. Thus, upon graduation they have passed three national exams.

Our core course work is consistent with the requirements of the National Board of Certified Counselors (NBCC) thus allowing our students to sit for the National Counselor Exam (NCE) while they are still in the MSCP program.

Direct Evidence

The direct evidence from our Core Comprehensive exam clearly demonstrates that our students have learned relative to theory. For example, on the 2009 Core Comprehensive exam, which increased the number of multiple choice items from 105 to 125, the students had an average score of 96.5. A random or chance score, simply guessing, would be 24.125. Application of standard error of difference demonstrates a highly significant difference between the chance score and the actual average score for our students on the Core Comprehensive exam.

The direct evidence from our emphasis specific Comprehensive exams clearly demonstrates that our School Counseling, Marriage/Family Counseling, and Community Counseling students have learned relative to emphasis specific theory. For example, on the 2009 emphasis exams, which consist of 50 multiple choice items each, a random or chance score, simply guessing, would be 12.5. Application of standard error of difference demonstrates a highly significant difference between the chance score and the actual average score for our School Counseling (38.54), Marriage/Family Counseling (36.6), and Community Counseling (36.59) students on their emphasis specific Comprehensive exam.

The direct evidence from our site supervisor's evaluation (2008-2009) of our students in a clinical setting across Practicum, Internship A and Internship B indicates that our School Counseling (98.8-100%), Marriage/Family Counseling (81.3-100%), and Community Counseling (94.2-100%) met or exceeded standards, across the 15 items, at a significantly high rate. This evidence indicates that our students demonstrated clinical competency and have clearly learned.

Indirect Evidence

The indirect evidence from the Course/Instructor Evaluations (9 items) for Core Counseling courses Spring 2007 through Winter 2008 (N=780-789), clearly indicate that the instructors and the courses are well received by the MSCP students. The percentage of students agreeing/strongly agreeing across the 9 items ranged from 82.6-95.8%. Of special note is the fact that 93.1% agreed/strongly agreed that the academic requirements for their courses were challenging and that 88.5% agreed/strongly that they gained a significant amount of knowledge from their courses. When these two questions are compared with the 2000-2005 combined (core and emphasis) Course/Instructor Evaluations the results are quite consistent:

- Academic requirements were challenging (N= 4,272, 92.7%)
- I (student) gained a significant amount of knowledge from course (N=4270, 90.6%).

Indirect evidence (49 items) of the MSCP Exit Evaluation of the entire program, filled out by the students (2008, N=78; 2009, N=65), during Internship B (Spring term), indicated small (.72%) to large (14.62%) percentage agree/strongly agree increases from 2008-2009 across 45 of the 47 content specific items. Two items showed a small decrease. The 2008 assessment indicated that a number of students were not satisfied with advising as 65.8% agreed/strongly agreed that the MSCP advising was satisfactory. This issue was pointed out to the faculty during department meetings. We were able to specifically focus on which faculty does well and not as well with advising. Recommendations were made. The 2009 exit evaluation for this area showed an increase of 14.62% resulting in 80% agreeing/strongly agreeing that MSCP advising was satisfactory. Of the two overall evaluation items one showed a decrease (recommending the program) from 2008 (85.9% agree/strongly agree) to 2009 (81.54% agree/strongly agree), while one item showed a slight increase (overall rating of the program) from 2008 (83.33 good/excellent) to 2009 (84.62% good/excellent). In general, the evidence from the exit evaluation is very supportive of the content and the administration/delivery the MSCP program.

Reliability and Validity

All assessment instruments and tools utilized by the MSCP program have reliability. The MSCP has faculty members who can address and explain, if necessary, low reliability.

We have established construct validity for our 2009 core comprehensive exam and our school counseling emphasis exam. They have good convergent validity with the Praxis school guidance and counseling exam. They have divergent validity with the Praxis Pre-Professional and the Principles of Learning and Teaching exams as there is no significant correlation.

We have established construct validity, utilizing principle component analysis, for our Site Supervisor's Evaluation of our students in a clinical setting.

Program Improvements

Based on assessment of faculty members, students, relevant literature, and other counseling programs, we improved the program content and delivery by having a required course in Health, Stress Management and Counseling (Psy 751) in Summer 2005 and separating the counseling

skills component from Ethical and Professional Issues in Counseling (Psy 601) and creating a separate course called Introduction to Counseling Skills (Psy 603) in Fall 2002 .

A specific rubric was created to measure fundamental counseling skills in Psy 603 and fundamental group counseling skills in Group Counseling (Psy 611). These rubrics allow the faculty to assess the student's counseling skills at midterm, interact and discuss with the students their performance such as strengths, challenges, and areas for improvement. The students are then re-assessed at the end of the term. These rubrics have improved the program by allowing us to measure the expected outcomes in these courses and to inform the student of their specific progress, regarding to counseling skills, within the program.

We have improved the content and thus the assessing of program learning outcomes of the core competency exam in a number of ways. In 2008 we added five items that linked core competencies with the CUH Mission by assessing our student's understanding of the five Marianist Educational Values. This increased the competency exam from 100 items to 105 items.

In 2009, we increased the number of items on the core competency exam to 125. We added 10 items to assess fundamental counseling skills, and 10 items to assess health and stress management.

Trend Analysis

A trend analysis from 2004-2007 indicates that the performance of MSCP students on the 100 item multiple choice Core Comprehensive exam has been quite consistent over time: 2004 (78.98), 2005 (77.89), 2006 (78.58) and 2007 (79.6). The introduction of 5 new items in 2008 and 20 new items in 2009 precludes these exams from the trend analysis. A new trend analysis will begin with the 2009 exam.

From 2004 to 2007 the core Comprehensive exam consisted of and 9 scales. In 2008, the Marianist Educational Values scale was added. In 2009 the Health/Stress Counseling scale and the Counseling Skills scales were added. A trend analysis of the scales on the core comprehensive exam indicates that students consistently have the highest passing rate percentage on ethics and cross cultural counseling.

	Ethics	Cross-Cultural	N
2009	88.59	85.43	66
2008	87.86	85.20	79
2007	88.45	84.52	81
2006	88.82	86.73	80
2005	88.31	83.91	76
2004	89.87	81.60	97

A trend analysis of the scales on the core comprehensive exam indicates that students consistently have the lowest passing rate percentage on testing, research and career counseling.

	Testing	Research	Career	N
2009	70.83	72.35	69.70	66
2008	70.99	72.36	73.04	79
2007	70.78	69.14	78.52	81
2006	69.48	68.33	70.00	80
2005	69.96	68.75	70.39	76
2004	72.25	70.62	69.38	97

Item analyses are performed annually after the comprehensive exam is scored. Concern about the scores on the Career scale between 2004 and 2006 led to an intervention, based on an item analysis that resulted in examining the content of the career course. Changes were made and an increase was observed in 2007. Current trend in this area is indicative of a return to the 2004 level. After the administration of the 2010 comprehensive exam, a scale analysis and an item analysis will be performed to determine current status of not only the Career scale but all of the scales. If necessary, new interventions will be developed.

Conclusion

The assessment evidence clearly supports the current positive status of the content and delivery of the MSCP program. Nonetheless, continual quality improvement will guide the evolution of the MSCP program into the future.