

MSCP PROGRAM ANALYSIS

NORMS

8/4/06

Admission into the MSCP Program

Letters of Recommendation

Each potential student is required to have 3 letters of recommendation sent to the MSCP program. The recommendation form consists of 11 items rated on a 4 point scale:

- 4=Superior
- 3=Above Average
- 2=Average
- 1=Below Average

Based on the 11 items, an Average Total Score was obtained for each of the recommendations. The highest obtainable Average Total Score is 4 points. To obtain the norms, an average was obtained from the three Average Total Scores for each student. The highest obtainable Overall Average Total Score (based on 3 letters of recommendations) is 4 points.

A total of 152 students, each with 3 letters of recommendation (456 total recommendations), were used to obtain the norms.

The lowest Overall Average Total Score= **2.65**

The highest Overall Average Total Score= **4.00**

The Mean for the Overall Average Total Score= **3.610**

The Standard Deviation for the Overall Average Total Score=.**276**

One standard deviation (**16th percentile**) below the mean is **3.334**

Two standard deviations (**2nd percentile**) below the mean is **3.058**

Three standard deviations (**.001 percentile**) below the mean is **2.782**

These norms are used to assist in the decision making process regarding admission into the program.

Interviewer Score

Each potential student during the course of the interview is evaluated by the interviewer on a 15 item Interviewer Form. The Interviewer Form has 3 ratings

- 3=Above Average
- 2=Average
- 1=Below Average

The highest obtainable Total Score is 45 points. The **mean** Total Score (N=152) is **39.81**. The **standard deviation** is **4.84**. The lowest score was **29**. The highest score was **45**.

One standard deviation (**16th percentile**) below the mean is **34.97**

Two standard deviations (**2nd percentile**) below the mean is **30.13**

Three standard deviations (**.001 percentile**) below the mean is **25.29**

These norms are used to assist in the decision making process regarding admission into the program.

Program Student Learning Outcomes

At the end of the MSCP program, The MSCP students are assessed with a 1) Comprehensive Exam (100 item multiple choice exam and an emphasis exam), and 2) are assessed by their site supervisor over three terms on a skills and competency form.

The MSCP program at Chaminade University utilizes the Standards of the NBCC and CACREP as the framework for *curricular experience* and *demonstrated knowledge* of the *common core* areas that are required of all students across each of the three emphases: School Counseling, Community Counseling, and Marriage and Family Counseling.

MSCP Program Common Core Student Learning Outcomes

Students will demonstrate:

a. An understanding of human growth and development

- Skills and competencies in this area are developed and assessed, primarily, in Psy 521 Personality, Psy 524 Abnormal Psychology and Psy 602 Life Span Development (*CACREP Standard J-1; NBCC Coursework Requirement Course Descriptions-3*).

b. An understanding of social and cultural foundations

- Skills and competencies in this area are developed and assessed, primarily, in Psy 736 but are also integrated throughout the course work in the program (*CACREP Standard II-J-2; NBCC Coursework Requirement Course Descriptions-4*).

c. An understanding of career and life-style development

- Skills and competencies in this area are developed and assessed, primarily, in Psy 627 Career Development (*CACREP Standard II-J-5; NBCC Coursework Requirement Course Descriptions-7*).

d. An understanding of counseling theories and skills

- Skills and competencies in this area are developed and assessed, primarily, in Psy 603 Introduction to Counseling Skills and Psy 636 Counseling Theories (*CACREP Standard II-J-3; NBCC Coursework Requirement Course Descriptions-1, 5*).

e. An understanding of professional issues and ethics

- Skills and competencies in this area are developed and assessed, primarily, in Psy 601 but are also integrated throughout the course work in the program (*CACREP Standard II-J-8; NBCC Coursework Requirement Course Descriptions-10*).

f. An understanding of appraisal

- Skills and competencies in this area are developed and assessed, primarily, in Psy 606 Psychological Tests and Measurement (*CACREP Standard II-J-6; NBCC Coursework Requirement Course Descriptions-8*).

g. An understanding of research and evaluation

- Skills and competencies in this area are developed and assessed, primarily, in Psy 616 Statistics, Research and Evaluation, and research integrated throughout the program

(CACREP Standard II-J-7; NBCC Coursework Requirement Course Descriptions-9).

h. An understanding of group work

- Skills and competencies in this area are developed and assessed, primarily, in Psy 611 Group Processes (CACREP Standard II-J-4; NBCC Coursework Requirement Course Descriptions-6).

At the end of the MSCP program, The MSCP Common Core Student Learning Outcomes are assessed with a 100 item multiple choice exam.

**Comprehensive Exam
100 Item Multiple Choice**

Year	N	Low Score	High Score	Reliability	Mean	Standard Deviation	SEM
2006	80	57	95	.8	78.58	8.28	3.70
2005	76	61	94	.77	77.89	7.60	3.64
2004	97	57	96	.84	78.98	8.84	3.53

N=Number of Students

Average Percentage Score on each of the Scales of the 100 Item Multiple Choice

Year	Ethics N=17	Development N=10	Testing N=12	Group N=12	Research N=12	Career N=10	Counseling Theories N=14	Cross Cultural Counseling N=13
2006	88.82%	76.83%	69.48%	81.77%	68.33%	70.00%	80.09%	86.73%
2005	88.31%	74.61%	69.96%	81.80%	68.75%	70.39%	78.76%	83.91%
2004	89.87%	76.91%	72.25%	83.08%	70.62%	69.38%	79.97%	81.60%

N=Number of Items

The MSCP program has three emphases: School Counseling, Community Counseling, and Marriage and Family Counseling. All three emphases take the same core Comprehensive Exam (100 item multiple choice exam).

2006 Average Score by Emphasis on 100 item Multiple Choice Exam

Emphasis	Student N Size	Mean	Standard Deviation
Community Counseling	23	80.17	7.50
Marriage and Family	22	76.59	6.18
School Counseling	35	78.49	10.07

Case Study

In addition to the 100 item multiple choice exam, all students take an emphasis specific exam. Students are presented with a case study in which they make a diagnosis and develop a treatment plan. The **2004** emphasis exam had 12 essay questions. The **2005** emphasis exam had 13 essay questions. The **2006** emphasis exam had 10 essay questions for Community Counseling emphasis, 13 essay questions for the School Counseling emphasis, and 50 multiple choice questions for the Marriage and Family emphasis.

The faculty scoring rubric for all three emphases, for the **2004** emphasis exam, covered 20 areas with a maximum total score of 60 points. The faculty scoring rubric for the **2005** Community Counseling and the Marriage and Family emphases exams covered 21 areas with a maximum total score of 63 points. The faculty scoring rubric for the School Counseling emphasis exam covered 22 areas with a maximum total score of 66 points. The faculty scoring rubric for the **2006** Community Counseling emphasis exam covered 12 areas with a maximum total score of 45 points. The faculty scoring rubric for the School Counseling emphasis exam covered 18 areas with a maximum total score of 54 points. The Marriage and family exam was multiple choice.

2006 Emphasis Exam

Emphasis	Student N Size	Total Score	Low Score	High Score	Mean	Standard Deviation
School	35	54	26.	38	31.50	2.89
Community	23	45	21	42	32.39	5.56
Marriage/Family	22	50	27	46	35.23	4.96

2005 Emphasis Exam

Emphasis	Student N Size	Total Score	Low Score	High Score	Mean	Standard Deviation
School	35	66	28.50	61.50	45.42	7.91
Community	24	63	33	52.50	43.33	4.65
Marriage/Family	17	63	30	62	52.50	8.00

2004 Emphasis Exam

Emphasis	Student N Size*	Total Score	Low Score	High Score	Mean	Standard Deviation
School	39	60	41	59	49.83	4.57
Community	36	60	26	54	42.22	6.38
Marriage/Family	18	60	43	56	49.41	4.20

* does not include 4 students who were not entered for various reasons

The change in rubrics over the past 3 years reflects concerns with problematic inter-rater reliability. In 2006 the Marriage and Family emphasis moved to a 50 item multiple choice test. The School Counseling and the Community Counseling each tried a new rubric. Inter-rater reliability still remained a problem. For the 2007 emphasis exam, all three emphases will use a multiple choice exam. In

addition to the concern with inter-rater reliability, the turn-over time (from students taking the exams to all faculty grading the exams) for the essay emphasis exams averaged 4-5 weeks which is entirely too long.

Site Supervisor Evaluations

The 2004 and 2005 **Professional and Personal Competencies for Counselors (reliability=.96)** form, filled out by the site supervisor, consists of 17 questions rated on a scale of 1-5 (1=poor, 2= needs improvement, 3= above average, 4=good and 5=excellent). The maximum score total score is 85 points. The maximum scale score is 5 points. The 2006 revised form called **Supervisors Evaluation of Counseling Practicum Student or Student Term (reliability=.96)** consists of 15 questions rated on a scale of 1-5 (1=far below expectations/needs improvement, 2=below expectations, 3= acceptable/meets standards, 4=above expectations, and 5= far above expectations). The maximum score total score is 75 points. The maximum scale score is 5 points.

Site Supervisor Evaluation of Students

Year	Percent meeting Standards	Number of Evaluations*	Maximum Total Score	Mean Total Score	Standard Deviation	Mean Scale Score	Standard Deviation
2006	98.4%	255	75	57.87	8.94	3.85	.62
2005	99.4%	170	85	75.67	8.58	4.45	.50
2004	98.4%	257	85	76.73	8.45	4.51	.49

*Incomplete forms (one or more questions not answered) are not included

2006 Site Supervisor Evaluation of Students by Emphasis

Emphasis	Percent meeting Standards	Number of Evaluations*	Maximum Total Score	Mean Total Score	Standard Deviation	Mean Scale Score	Standard Deviation
School	97.6%	127	75	58.08	9.41	3.87	.62
Community	98.3%	59	75	61.61	8.53	4.10	.56
Marriage/Family	98.6%	69	75	54.30	6.90	3.62	.46

*Incomplete forms (one or more questions not answered) are not included

2005 Site Supervisor Evaluation of Students by Emphasis

Emphasis	Percent meeting Standards	Number of Evaluations*	Maximum Total Score	Mean Total Score	Standard Deviation	Mean Scale Score	Standard Deviation
School	99.1%	116	85	76.06	8.92	4.47	.52
Community	99.4%	37	85	75.71	8.53	4.45	.50
Marriage/Family	98.4%	17	85	72.91	5.83	4.29	.34

*Incomplete forms (one or more questions not answered) are not included

2004 Site Supervisor Evaluation of Students by Emphasis

Emphasis	Percent meeting Standards	Number of Evaluations*	Maximum Total Score	Mean Total Score	Standard Deviation	Mean Scale Score	Standard Deviation
School	100.00%	137	85	79.25	6.47	4.66	.38
Community	98.4%	61	85	75.11	9.32	4.41	.54
Marriage/Family	94.9%	59	85	72.58	9.57	4.26	.56

*Incomplete forms (one or more questions not answered) are not included

Student Evaluation of their Learning.

During Internship B, after the completion of the comprehensive exam, students are asked to evaluate/rate their learning experience and their program experience across 1) the common core (35 items), 2, the internship director who works with the student for site placement (16 items), the practicum/internship experience (28 items), and the emphasis specific coursework (School=80 items, Community=19 items, and Marriage and Family=20 items).

Common Core

For each of the items, students are asked the following statement

Because of my coursework in the MSCP program, I am able to demonstrate
and to rate each item where

A= strongly disagree

B=disagree

C=uncertain

D=agree

E=strongly agree

Reported data percentages represent the combination of D + E. In other words agree and strongly agree are combined for the reported percentage. 18 items were selected from common core items. These items are representative of the 8 scales of the 100 item multiple choice exam.

Overall

Year	Number of Students	Ethics 7 items*	Development 2 items*	Testing 1 item	Group 1 item	Research 3 items*	Career 1 item	Counseling Theories 2 items*	Cross Cultural Counseling 1 item
2006	73	91.78-97.26%	86.30-91.78%	91.78%	89.04%	69.86-71.23%	83.56%	89.04-91.78%	91.78%
2005	69	97.10-98.55%	84.06-100.00%	84.06%	88.41%	69.57-85.51%	91.30%	92.75-98.55%	98.55%
2004	95	89.47-95.79%	80.00-91.58%	84.21%	90.53%	71.58-81.05%	91.58%	94.74-95.79%	93.68%

*scores here represent the range

School Counseling Emphasis

Year	Number of Students	Ethics 7 items*	Development 2 items*	Testing 1 item	Group 1 item	Research 3 items*	Career 1 item	Counseling Theories 2 items*	Cross Cultural Counseling 1 item
2006	33	93.94-96.97%	93.94%	93.94%	84.85%	63.64-69.70%	93.94%	84.85-96.97%	93.94%
2005	34	97.06-100.00%	85.29-100%	85.29%	97.06%	67.65-85.29%	97.06%	97.06%	100.00%
2004	38	97.37-100.00%	86.84-94.74%	92.11%	94.74%	68.42-84.21%	94.74%	97.73-100%	97.37%

*scores here represent the range

Community Counseling Emphasis

Year	Number of Students	Ethics 7 items*	Development 2 items*	Testing 1 item	Group 1 item	Research 3 items*	Career 1 item	Counseling Theories 2 items*	Cross Cultural Counseling 1 item
2006	22	86.36-100%	77.27-95.45%	95.45%	86.36%	72.73-86.36%	77.27%	90.91-95.45%	90.91%
2005	21	95.24%	80.95-100%	80.95%	76.19%	71.43-80.95%	90.48%	90.48-100.00%	100%
2004	39	87.18-100.00%	82.05-92.31%	84.62%	97.44%	79.49-87.18%	94.87%	97.44%	94.87%

*scores here represent the range

Marriage and Family Counseling Emphasis

Year	Number of Students	Ethics 7 items*	Development 2 items*	Testing 1 item	Group 1 item	Research 3 items*	Career 1 item	Counseling Theories 2 items*	Cross Cultural Counseling 1 item
2006	20	85.00-95.00%	85.00-90.00%	85.00%	100.00%	65.00-75.00%	75.00%	85.00-90.00%	95.00%
2005	14	92.86-100.00%	85.71-100.00%	85.71%	85.71%	64.29-92.86%	78.57%	85.71-100%	92.86%
2004	18	77.78-83.33%	61.11-83.33%	66.67%	66.67%	61.11-72.22%	77.78%	77.78-88.89%	83.33%

*scores here represent the range