

TREND ANALYSIS

MSCP COMPREHENSIVE EXAMS

EVIDENCE OF LEARNING OUTCOMES BEING MET

2011-2014

Submitted 6/6/14

This analysis examines and compares four separate groups of MSCP students, covering the years 2011, 2012 and 2013, and 2014 across the core and emphasis specific exams. Students in the MSCP program are assessed, between Internship A and Internship B, for their cumulative overall and scale specific understanding and knowledge of the core program learning outcomes with a 125 item multiple choice test. At the same time students are also assessed for their cumulative overall emphasis specific (School Counseling, Mental Health Counseling or Marriage and Family therapy) understanding and knowledge with a 50 item multiple choice exam.

The overall performance, the single core score, provides us with the most reliable and valid evidence of the student's demonstrating their knowledge of the core program learning outcomes and their understanding of what is entailed regarding the theoretical aspects of being a counselor. The scale specific results, across 10 scales and the Marianist Educational Values, provide us with additional evidence that allows us to monitor performance on specific program learning outcomes.

The overall results for the last three years indicate that student performance on the core exam is essentially identical with a mean raw score of 97. The 2014 results show a drop of about 3 points. This is not statistically significant and remains within the previous trend.

The passing percentage on the core exam ranges from 89%-93%. This is excellent! We find these results demonstrating that student learning has occurred on a cumulative level and that students, in general, have an overall good comprehension (declarative knowledge) of the theoretical aspects of being a counselor. There is no real trend other than the consistent performance of students across four years.

The student's cumulative performances on the specific scales, which represent the defined program learning outcomes, across four years, are also essentially identical. The 2014 approximate 2 ½ points lower score than 2013 on the MFT emphasis is not statistically significant.

We find these scale results demonstrate that student learning has occurred and that students, in general, have a good comprehension (declarative knowledge) of the specific theoretical components of being a counselor. There is no real trend other than the consistent performance of students across three years.

The students' cumulative performances, across four years, on the emphasis specific exams are also essentially identical. The passing percentage on the emphasis specific exams ranges from 87%-100%. This is excellent! The results demonstrate that student learning has occurred and that students, in general, have a good comprehension (declarative knowledge) of the specific theoretical components of being a School (SC), Mental Health (MH) or Marriage and Family (MFT) counselor. There is no real trend other than the consistent performance of students across four years.

The mean score noted in the various tables below represents the average raw score. For example, a mean score of 97 on the core comprehensive exam simply means that the average number of correctly answered items on the 125 item multiple choice exam was 97.

The % pass score is based on the standard error of difference (99% confidence level) where the student's score is compared to the overall mean. Scores found to be significantly below the mean are viewed as not passing. Students who fail the exam are required to retake it. If it is failed again then an alternative tool is used.

The data and the statistical reports for the evidence below can be viewed in the Psychology department's office.

MSCP COMPREHENSIVE EXAM DATA COMPARISON 2014/2013/2012/2011 CORE

CORE
Reliability = .88

	# items	N size	Mean	Std Dev	# Fail	% Pass
2014	125	80	95.04	11.45	9	89%
2013	125	80	97.89	11.25	6	92%
2012	125	108	97.19	10.76	10	91%
2011	125	71	97.94	11.66	6	92%

MSCP COMPREHENSIVE EXAM DATA COMPARISON 2014/2013/2012/2011 SCALES

The scales are directly linked to the specific core program learning outcomes and measure the student's cumulative understanding of each of the individual program learning outcomes. For example, the scale **Ethics** assesses student theoretical knowledge and understanding of professional issues and ethics within the context of being a counselor.

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*).

As the students' average raw score on this scale was 15 items correct out of 17 total items, across all four years, it is indicative of not only the high level of understanding and knowledge of our students, but also the excellent job performed by the faculty in this area. The Program Core Student Learning Outcomes are

MSCP 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, PSY 602 Life Span Development, and PSY 751 Health, Stress Management and Counseling (*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, PSY 636 Counseling Theories, and PSY 751 Health, Stress Management and Counseling (*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, and PSY 751 Health, Stress Management and Counseling (*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*).

Scale Analysis Data

	2014 N=80 Average Raw Points Correct	2013 N=80 Average Raw Points Correct	2012 N=108 Average Raw Points Correct	2011 N=71 Average Raw Points Correct
Ethics	15/17	15/17	15/17	15/17
Development	7/10	8/10	8/10	8/10
Counseling Skills	8/10	8/10	8/10	8/10
Testing	8/12	8/12	8/12	9/12
Group	9/12	9/12	9/12	9/12
Research	8/12	8/12	8/12	9/12
Career	7/10	8/10	7/10	8/10
Counseling Theories	11/14	10/14	11/14	11/14
Cross-Cultural	10/13	11/13	11/13	11/13
Health	8/10	8/10	8/10	8/10
Marianist Values	4/5	3/5	4/5	4/5

MSCP COMPREHENSIVE EXAM DATA COMPARISON 2014/2013/2012/2011 EMPHASIS

SC EMPHASIS
Reliability = .66

	# items	N size	Mean	Std Dev	# Fail	% Pass
2014	50	25	37.08	4.07	0	100%
2013	50	22	38.23	4.04	0	100%
2012	50	48	37.67	4.57	1	98%
2011	50	28	38.96	4.45	1	97%

MH EMPHASIS
Reliability = .55

	# items	N size	Mean	Std Dev	# Fail	% Pass
2014	50	29	36.21	3.26	0	100%
2013	50	22	35.27	3.82	0	100%
2012	50	18	35.56	2.29	0	100%
2011	50	11	37.09	3.4	0	100%

MFT EMPHASIS
Reliability = .86

	# items	N size	Mean	Std Dev	# Fail	% Pass
2014	50	26	35.85	6.36	3	88%
2013	50	37	38.44	5.61	3	92%
2012	50	44	37.43	6.82	4	91%
2011	50	32	37.13	8.11	4	87%

