

**TREND ANALYSIS**  
**MSCP COMPREHENSIVE EXAMS**  
**EVIDENCE OF LEARNING OUTCOMES BEING MET**  
**2011-2016**  
Submitted 4/29/16

This trend analysis examines and compares six separate groups of MSCP students, covering the years 2011, 2012, 2013, 2014, 2015, and 2016 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 Counseling) 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 students 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.

Using standard error of difference, there is no significant or clinical difference regarding mean performance over the last six years (2011-2016). The trend is one of stability in student performance on the MSCP core comprehensive exam.

The passing percentage on the core exam ranges from 88%-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.

The students' cumulative performances on the specific scales, which represent the defined program learning outcomes, across six years, are also essentially identical. 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 six years.

The students' cumulative performances, across six years, on the emphasis specific exams are also essentially identical. The passing percentage on the emphasis specific exams ranges from 84%-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 six 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 2016/2015/2014/2013/2012/2011  
CORE**

**CORE**  
**Reliability = .88**

	# items	N size	Mean	Std Dev	# Fail	% Pass
2016	125	75	98.99	10.84	5	93%
2015	125	58	94.53	10.89	7	88%
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 2016/2015/2014/2013/2012/2011  
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 Ethics scale was 15 items correct out of 17 total items, across all six years, it is indicative of not only the high level of understanding and knowledge of Ethics for 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**

	<b>2016 N =75 Average Raw Points Correct</b>	<b>2015 N=58 Average Raw Points Correct</b>	<b>2014 N=80 Average Raw Points Correct</b>	<b>2013 N=80 Average Raw Points Correct</b>	<b>2012 N=108 Average Raw Points Correct</b>	<b>2011 N=71 Average Raw Points Correct</b>
Ethics	15/17	15/17	15/17	15/17	15/17	15/17
Development	8/10	8/10	7/10	8/10	8/10	8/10
Counseling Skills	8/10	8//10	8/10	8/10	8/10	8/10
Testing	9/12	8/12	8/12	8/12	8/12	9/12
Group	10/12	9/12	9/12	9/12	9/12	9/12
Research	9/12	8/12	8/12	8/12	8/12	9/12
Career	8/10	7/10	7/10	8/10	7/10	8/10
Counseling Theories	11/14	10/14	11/14	10/14	11/14	11/14
Cross- Cultural	11/13	11/13	10/13	11/13	11/13	11/13
Health	8/10	8/10	8/10	8/10	8/10	8/10
Marianist Values	4/5	4/5	4/5	3/5	4/5	4/5

**MSCP COMPREHENSIVE EXAM DATA COMPARISON  
2016/2015/2014/2013/2012/2011  
EMPHASIS**

**SC EMPHASIS**  
Reliability = .66

	# items	N size	Mean	Std Dev	# Fail	% Pass
2016	50	24	37.83	4.32	0	100%
2015	50	12	36.17	4.86	1	92%
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 = .66

	# items	N size	Mean	Std Dev	# Fail	% Pass
2016	50	33	36.48	4.66	2	94%
2015	50	15	35.53	3.36	0	100%
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
2016	50	19	35.42	7.09	3	84%
2015	50	32	37.34	5.37	0	100%
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%