

**PROGRAM REVIEW**  
**MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY**  
**MSCP**  
**8/19/13**

This document provides a program review of the Master of Science in Counseling Psychology (MSCP) program. The MSCP program (60 credits) has three emphases: School Counseling, Marriage and Family Counseling, and Mental Health Counseling. The MSCP program is offered in an accelerated format with each course meeting once a week over 10 weeks. There are four terms, each term is essentially equivalent to a semester, during the school year. The course work and training in the MSCP program meet Hawaii State academic requirements for licensing in each of the respective areas. All students take a common core set of classes, emphasis specific course work, and clinical placement (700 hours) for their respective emphasis.

This program review is evidence based and incorporates basic demographics, a self-study, an external program review, student evaluation of Course and Instructor, a review of advising, a review of the program by students, and an analysis of program student learning outcomes. Approximately 7 years of reports and data for the MSCP program regarding ongoing program review and assessment of program student learning outcomes can be found on the Chaminade WASC website under the links of reports and evidence.

On page 64 of the *WASC 2013 Handbook of Accreditation* Program Review is defined as

..... a systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused primarily on capacity and research output; more recently, educational outcomes and student success have been included. While student success and assessment of learning at the program level are an important part of program review, they should not be confused with the more encompassing process of program review.

**Demographics**

There are currently 335 enrollments for the Summer 2013 term. Given two courses a term as full-time there are approximately 167 students currently in the MSCP program. Of these 167 students 86 will be entering clinical onsite training (practicum, Internship A and Internship B) in the Fall: 25 in School Counseling, 29 in Marriage and Family, and 32 in Mental Health.

Based on survey data from the Spring 2013 Internship B classes, which is representative of the overall student enrollment in the MSCP, 77.2% of the students were female (n=79). Average age was 31.72 (n=71). Two-thirds of the students fell between the ages of 23.9 and 39.5. Students ranged in age from 23 to 58.

82.5% of the students (N=70) were non-white. Japanese account for 28.6% of the students. Caucasians account for 17.5% of the students. Part-Hawaiians account for 10% of the students.

Regarding the distribution of students (n=79) by emphasis 27.8% of the students were in School Counseling, 27.8% of the students were in Mental Health Counseling, and 44.3% of the students were in Marriage & Family.

Between 2003 and 2012 the MSCP program graduated 811 students averaging 81 per school year (Nguyen 2013).

### **Faculty and Staff**

With the addition of one new full-time faculty member this year there are now 7 full-time faculty members. Four tenured faculty hold the rank of full professor. There are two clinical faculty (non-tenure track) and the one new faculty member (tenure track). However, each faculty member is split ½ time between the undergraduate and graduate program (Master of Science in Counseling Psychology program or MSCP). Thus, there are 3½ faculty positions for the MSCP program. Given the size of the MSCP program, 3½ faculty positions is not an adequate number of psychology faculty for the program.

One of the major constraints in increasing the number of faculty positions in psychology, aside from the budget, is that there is no space to house them. The Behavioral Sciences building not only houses the Psychology department, but also the Criminal Justice department, the Behavioral Sciences department, and the Environmental Studies department.

In addition to the 7 faculty members, there is a full-time assistant to the Dean of the Behavioral Sciences Division, a ½ time secretary, and two internship placement directors who are assigned to the MSCP program.

There is one faculty member assigned to being the Director of the MSCP program. Each of the three emphases has one faculty member assigned as Clinical Director. As the undergraduate advising role is assigned to one faculty member (currently the Dean of the Behavioral Sciences Division is the advisor for the Psychology major/minor students), the 6 remaining faculty members and two internship directors advise graduate students.

With regard to research and scholarship two faculty members are clinical (non-tenure track) and are not required to engage in these activities. Of the remaining 5 faculty members 4 are actively involved in research and scholarship. Two faculty members are currently in the second year of their three year grant on Suicide Prevention (UPAC 2012).

All faculty complete and submit their Growth and Development Plans (GDP) in a timely manner to the Dean. The Dean reviews the GDPs and then sends them to the Provost prior to the due date.

### **Self-Study**

The MSCP's School Counseling emphasis is required by the State of Hawaii DOE to submit, every 7 years, to the Hawaii Teachers Standards Board (HTSB) a self-study, essentially an in-depth, systematic program review of the entire MSCP program for both its Unit (overall MSCP program) and the School Counseling emphasis. When the self-study is accepted by HTSB, a program review team visits the campus for an external review of the program.

The 256 page document submitted to and accepted by HTSB, in 2009, is available in its entirety on the CUH WASC website (PSSR 2009).

### **External Review**

In January of 2010 the MSCP program received full approval (1/1/10-12/31/16) from the Hawaii Teachers Standards Board (HTSB) for both its overall Unit and its School Counseling emphasis (HTSB 2010). All HTSB Standards were met.

In March of 2010, the final HTSB report for State Approval of Teacher Education (SATE), which addressed conditions of approval, granted full approval, without any conditions, to both the MSCP Unit and the School Counseling Emphasis (HTSB 2010a).

Specific comments from the HTSB program review team (HTSB 2009) report are noted below.

- The School Counseling Program has an assessment system that reflects the conceptual framework, which was built upon the CACREP and HTSB standards. Evidence of this system is found in an alignment chart, which shows that all program assessments reflect and adhere to these standards. As delineated in the USSR (p.91), the assessment system includes a set of internal and external evaluation measures that address candidate competencies and dispositions that are used to monitor candidate performance at the following transition points: admission, entry to clinical practice, exit from clinical practice, program completion, and post program completion.

The evaluation tools used to assess candidates as they progress through these transition points are: PRAXIS II School Guidance and Counseling Subject Area Examination, PRAXIS II Principles of Learning and Teaching Examination, Site Supervisor's Evaluation of Candidate, Core Comprehensive Examination, School Counseling Comprehensive Examination, Skills Proficiency Record, Principal Survey, and Post-Graduate Survey. Data from these assessments are used to provide formal feedback to candidates, to monitor candidate progression throughout the program, and to inform the division about the need for improvement and revision.

The School Counseling Program participates in a continuous quality improvement program that regularly collects program data and performs statistical and anecdotal analyses on an annual basis. Feedback is regularly sought from a variety of sources such as faculty, the School Counseling Advisory Board, Site Supervisors, Principals, Post-Graduates, and Counseling Candidates. For instance, there is a School Counseling Advisory Board which consists of school counselors, an SSC, a Principal, a Resource Teacher, Adjunct Faculty, Education Specialists, and graduates of the program. As evidenced in meeting notes, the School Counseling Advisory Board meets at least annually and reviews the School Counseling program's design, delivery, and overall evaluation using data analysis and anecdotal feedback. During the School Counseling Advisory Board meeting, assessment data is shared and feedback is sought for the purpose of program improvement, as evidenced in the agenda and minutes of these meetings. The School Counseling Program regularly schedules faculty meetings to discuss assessment data, courses, input from the School Counseling Advisory Board, and

other program related issues. Minutes of meetings, dating back to 2005, verify the improvements that have occurred as a result of these meetings.

As stated in the USSR and verified by the faculty, the School Counseling Program has implemented procedures to ensure that its assessments are fair, accurate, consistent, and free of bias. It uses multiple assessments, tests for their reliability, and objectively analyzes results. (SATE Unit Review Report, p. 20).

- The School Counseling Program uses the Statistical Package for the Social Sciences (SPSS) as its information technology to support data collection as well as Scantron software to collect data as well as to test for reliability and validity. Data from these assessments are aggregated and disaggregated to analyze performance of individual candidates, competence of program completers, and program efficacy, as evidenced in the Scantron and SPSS output data sheets located in the evidence bins. Data are then summarized and analyzed by the School Counseling Internship Director, the School Counseling Clinical Director, and the MSCP Program Director. Results are shared with candidates, faculty, and the professional community for the purpose of program improvement.

For example, faculty shared that data from the Core Comprehensive Examination, which showed that candidates were weak on several exam questions. This data was shared with other faculty, who included the needed information into their coursework. The School Counseling Program has a complaint procedure in place. If candidates have questions regarding the conduct of a course, including grading, they submit their complaint in writing to the instructor of the course. If the candidates are not satisfied with the instructor's handling of the concerns, they then submit complaints in writing to their program advisor. From this point, if still not satisfied, the candidates can take their complaints to the Director of the MSCP program, followed by Assistant to the Provost for Graduate Services, and then to the Executive Vice President and Provost. Questions regarding MSCP program policy and/or requirements or changes in policy and/or requirements must be submitted by the candidates in writing to the Director of the MSCP program. (SATE Unit Review Report, p 21-22)

- "The Counseling Division has an assessment system that collects and analyzes data, which is used to improve candidate performance and division operations. Data-driven improvements listed on pages 102-103 in the USSR were confirmed by faculty members and counseling candidates" (SATE Unit Review Report, p. 23).
- "Interviews with interns, graduates, and site supervisors confirmed that a cross-cultural counseling course is required of all school counselor candidates. Interviewees also indicated that diversity issues, including attention to local and military cultures, were addressed in each school counseling course" (SATE Unit Review Report, p. 31).
- "Interviews with interns, graduates and site supervisors indicated that extensive field experiences provide opportunities for school counseling candidates to understand the importance of diversity in counseling" (SATE Unit Review Report, p. 31).

- "Site Supervisor, Graduate, and Employer surveys indicate that school counselor candidates are able to establish a climate that values diversity" (SATE Unit Review Report, p. 31).
- "Candidates in the School Counseling Program are provided extensive opportunities to interact with students from a broad range of racial/ethnic, socioeconomic groups, including students with exceptionalities, as validated in interviews with interns, graduates and site supervisors. These experiences help candidates develop strategies for improving student learning and confront issues of diversity to improve candidates' effectiveness as school counselors" (SATE Unit Review Report, p. 34).

### **NBCC Exam**

As part of becoming a licensed Mental Health Counselor in the State of Hawaii individuals are required to take and pass the National Counselor Exam (NCE) of the National Board for Certified Counselors (NBCC). CUH offers this exam for its clinical students for the NBCC in mid- October and mid-April. As the mid-April exam is near the end of the MSCP program the majority of the MSCP students who take the exam take it during this time. The results of the most recent exam given in April indicated that 75% (n=24) of the students who took the exam (n= 36) passed. The students are not identified. While obviously we would like to see 100% of the students taking the exam passing it, individual differences, contexts, and life challenges play a considerable role on test performance.

As such, the results provide our program with external validation that our students are learning and demonstrating the basic understanding of counseling required on a national level.

### **WASC**

The WASC Educational Effectiveness Review (WASC EER 2010) report of the visiting team, which was primarily focused on the undergraduate Psychology program, notes regarding the MSCP program,

A study of the correlation between students' PRAXIS examination results and the comprehensive examination results supported the effectiveness of the curriculum for the school counseling track within counseling psychology.

The team met with graduate and undergraduate psychology students, all of whom were proud of their school and the education they received. They felt Chaminade is a place where faculty really cared about them as people, knew their names and were always helpful and accessible. Faculty, seen as interested in their students, "want us to build our own opinions . . . in a very open manner." Although the students admitted to having to fill out numerous surveys, they were quick to point out that the faculty paid attention to their feedback. As one student put it, "What I've gained here is exceptional, everyone gains confidence and I feel everyone is a model student." They were very proud to be Chaminade students!

**Student Evaluation of Course and Instructor**

At the end of each term, students in all classes at Chaminade University fill out the *Course and Instructor Evaluation Form*. The reliability for this form, based on 86,018 evaluations (undergrad + grad) is .9566. The Form consists of 9 questions across five scales in a Likert format. The five scales with their abbreviations and quantitative ratings are

- Strongly Agree (StAg) = 5
- Agree (Ag) = 4
- Neutral (Neu) = 3
- Disagree (Dis) = 2
- Strongly Disagree (St Dis) = 1

With the exception of the online courses, the results from all the Master of Science in Counseling Psychology Program (MSCP) courses for the Fall 2011 term (CI 2011) were obtained and analyzed.

The overall results indicated that

- The course are well planned, structured, and delivered
- The academic requirements are challenging
- The instructor is prepared, knowledgeable about the subject, and teaches at a high level
- The students gained a significant amount of knowledge

It is clear from the results that the quality of the coursework offered by the MSCP program is quite high. The individual results are below.

**Q1 – Course requirements were clearly stated**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	251	106	22	14	5	4.47	90%

**Q2 - Class time was used productively**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	234	112	31	13	8	4.38	87%

**Q3 – The instructor was consistently well prepared for class sessions**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	255	113	18	9	3	4.53	92%

**Q4 – Academic requirements for this course were challenging**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	247	116	29	5	1	4.52	91%

**Q5 – The instructor demonstrated knowledge of the subject**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	309	78	8	2	1	4.74	97%

**Q6 – Overall the quality of the instructor’s teaching was high**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	260	96	31	6	5	4.51	89%

**Q7 – I gained a significant amount of knowledge from this course**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
397	254	111	23	5	4	4.53	92%

**Q8 – Overall I feel this was a good course**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	245	111	30	5	7	4.46	89%

**Q9 – I would recommend this instructor’s course to another student**

Nsize	St Ag	Ag	Neu	Dis	St Dis	Mean	% StAg/Ag
398	255	89	34	9	11	4.43	86%

**Advising**

During Internship B MSCP students are surveyed anonymously regarding their experience of being advised by their advisor throughout their program. The information from this survey provides the faculty and staff with valuable data regarding how the specific advisor is evaluated (this information is not provided in this report) and our strengths and challenges in the area of student advising. In addition it provides us with basic demographic information.

The entire advising survey form with basic descriptive stats for the 2013 graduating class is below. The overall results are quite positive indicating the students are satisfied with their advising experiences. Only note of concern is 1) that 1/3 of the students indicated they did not know they were to meet with their advisor once a semester. This will be brought to the attention of the faculty and staff and addressed accordingly, and 2) contact by phone between advisor and advisee (items 19 and 22) is somewhat problematic and will be addressed. As the survey indicates the specific advisor, an examination of responses for the specific advisor is clearly warranted.

Are you aware that you are required to arrange for a meeting with your advisor at least once per semester? 1 = Yes 2 = No

Nsize = 74 Mean = 1.3378 Std. Deviation = .47620  
 66.2% = yes 33.8% = no

\*\*\*\*\*

1. You talked with your advisor in *his/her office* since starting the MSCP program

Never 2 4 6 8+  
 Nsize = 79 Mean = 3.6646 Std. Deviation = 1.11148  
 55.7% = (6-8+) 24.1% = (4)

2. You talked with your advisor on the *phone* since starting the MSCP program  
Never 2 4 6 8+  
Nsize = 79 Mean = 2.8101 Std. Deviation = 1.39666  
34.2% = (6-8+) 21.5% = (4)
3. You communicated with your advisor via *email* since starting the MSCP program  
Never 2 4 6 8+  
Nsize = 79 Mean = 3.9241 Std. Deviation = 1.30847  
70.9% = (6-8+) 8.9% = (4)
4. If you have not been meeting with/contacting your advisor as is required by MSCP guidelines, why not?  
n/a
- 
5. You initiated contact with your advisor per term  
Never 2 4 6 8+  
Nsize = 79 Mean = 2.9367 Std. Deviation = 1.35251  
31.6% = (6-8+) 21.5% = (4)

The following questions used the scale:

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1-----	2-----	3-----	4-----	5-----

6. It was easy for me to contact my program advisor.  
Nsize = 79 Mean = 4.4304 Std. Deviation = .66859  
94.9% agree/strongly agree
7. It was easy to make an appointment with my advisor.  
Nsize = 79 Mean = 4.4304 Std. Deviation = .70590  
92.4% agree/strongly agree
8. When I *call* my advisor, he/she gets back to me in a reasonable time period.  
Nsize = 76 Mean = 4.3092 Std. Deviation = .89057  
84.2% agree/strongly agree
9. When I *email* my advisor, he/she gets back to me in a reasonable time period.  
Nsize = 78 Mean = 4.5256 Std. Deviation = .74684  
93.6% agree/strongly agree
10. When I *call and leave a message* for my advisor, I expect my advisor to get back within  
Same day 24 hours 2 days 3 days (if over a weekend) other \_\_\_\_  
Nsize = 74 Mean = 3.5541 Std. Deviation = .77886  
58.1% = (same day/24 hours) 33.8% = (2 days)

11. When I *email* my advisor, I expect my advisor to get back within  
 Same day 24 hours 2 days 3 days (if over a weekend) other \_\_\_\_  
 Nsize = 78 Mean = 3.6667 Std. Deviation = .83225  
 65.4% = (same day/24 hours) 25.6% = (2 days)
12. When I met with my advisor, my advisor provided me with useful information about the core requirements of the program.  
 Nsize = 79 Mean = 4.4304 Std. Deviation = .68750  
 93.7% agree/strongly agree
13. When I met with my advisor, my advisor provided me with useful information about my specific emphasis.  
 Nsize = 78 Mean = 4.4038 Std. Deviation = .77735  
 89.7% agree/strongly agree
14. When I met with my advisor, my advisor was attentive to my needs.  
 Nsize = 78 Mean = 4.4936 Std. Deviation = .81581  
 88.5% agree/strongly agree
15. When I met with my advisor, my advisor provided me with information that answered my questions.  
 Nsize = 78 Mean = 4.5192 Std. Deviation = .71370  
 92.3% agree/strongly agree
16. When I met with my advisor, my advisor was knowledgeable about the core requirements of the program.  
 Nsize = 78 Mean = 5.5962 Std. Deviation = 8.20479  
 98.7% agree/strongly agree
17. When I met with my advisor, my advisor was knowledgeable about my specific emphasis.  
 Nsize = 78 Mean = 4.4038 Std. Deviation = .77735  
 97.4% agree/strongly agree
18. My advisor was readily available for me to *talk/meet* with.  
 Nsize = 78 Mean = 4.4679 Std. Deviation = .74876  
 89.7% agree/strongly agree
19. My advisor was readily available for me to talk with by *phone*.  
 Nsize = 78 Mean = 4.0 Std. Deviation = .86415  
 71.8% agree/strongly agree
20. My advisor was readily available for me to contact by *email*.  
 Nsize = 78 Mean = 4.5385 Std. Deviation = .74629  
 93.6% agree/strongly agree

21. I am satisfied with the availability of my advisor in *his/her office*.  
 Nsize = 79 Mean = 4.4684 Std. Deviation = .76100  
 88.6% agree/strongly agree
22. I am satisfied with the availability of my advisor by *phone*.  
 Nsize = 76 Mean = 4.1974 Std. Deviation = .92043  
 75% agree/strongly agree
23. I am satisfied with the availability of my advisor by *email*.  
 Nsize = 78 Mean = 4.5256 Std. Deviation = .72925  
 94.9% agree/strongly agree
24. I am satisfied with my overall experience with my advisor.  
 Nsize = 79 Mean = 4.4937 Std. Deviation = .79459  
 92.4% agree/strongly agree
25. I have met with my advisor and prepared an academic plan? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Scale = 1 = Yes 2 = No  
 Nsize = 76  
 100% agree/strongly agree
26. The academic plan has made it easier to get through the program.  
 Nsize = 79 Mean = 4.4620 Std. Deviation = .71060  
 93.7% agree/strongly agree
27. I would describe my overall experience with my advisor as
- \_\_\_\_\_ Bad
  - \_\_\_\_\_ Poor
  - \_\_\_\_\_ Average
  - \_\_\_\_\_ Good
  - \_\_\_\_\_ Excellent
- Nsize = 79 Mean = 4.4557 Std. Deviation = .81331  
 87.3% good/excellent; 8.9% average

One of the major issues with national external approval/accreditation for a counseling program is the ratio between faculty members and students who they advise. There are 6 faculty members and two staff (internship directors) who provide the advising for the graduate students. Given the approximate 167 students currently enrolled for the summer 2013 session, this is a ratio of 1advisor to 21 students. As national approval/accreditation suggests a 1 to 10 ratio, there is a potential problem.

### **Exit Evaluation 2011-2013**

Master of Science in Counseling Psychology students during Internship B are required to anonymously fill out an Exit Evaluation evaluating their experiences and what they have gained

in the MSCP core program at Chaminade University. It consists of 47 items plus 2 items that provide overall evaluation of the MSCP program. The survey not only covers the students core course work but also covers their attitudes, sensitivity, interpersonal skills, critical thinking, what they have learned about themselves and others, and preparation for the future after they graduate from Chaminade with a MSCP degree.

The trend over the last three years is quite consistent with the MSCP program receiving a strong, high, positive evaluation by the students over almost every area. The only exceptions are (5) *evaluating the effectiveness of counseling services offered in the community*, (46) *understanding of the national standards in counseling and their relationship to the practice of counseling*, and (44) *prepared me for work as a counselor*. This last one is of particular concern as the numbers over the last three years show a negative trend dropping from 90.63% (2011) to 83.50% agree/strongly agree (2012) to 78.48% agree/strongly agree (2013). Further exploration is deemed necessary in these areas.

The reliability for the Exit Evaluation Survey is obtained with each year or term the survey is administered and ranges from .93 to .95. This is an excellent reliability. The Exit Evaluation Survey uses the Likert scale below. The entire survey with analysis is below.

Students were asked to answer the questions using the following scale:

- A = Strongly Disagree
- B = Disagree
- C = Uncertain
- D = Agree
- E = Strongly Agree

2013 Nsize = 79  
2012 Nsize = 103  
2011 Nsize = 64

*Because of my course work in the MSCP program, I am able to demonstrate:*

1. How human growth and development can be applied to the counseling context.  
2013 91.14% agree/strongly agree  
2012 93.20% agree/strongly agree  
2011 73.75% agree/strongly agree
2. How cross-cultural issues impact on the counseling context.  
2013 89.87% agree/strongly agree  
2012 95.15% agree/strongly agree  
2011 93.75% agree/strongly agree

3. Why testing is important within a counseling context.
  - 2013 88.61% agree/strongly agree
  - 2012 93.20% agree/strongly agree
  - 2011 87.50% agree/strongly agree
  
4. An understanding of the scientific method.
  - 2013 81.01% agree/strongly agree
  - 2012 75.73% agree/strongly agree
  - 2011 81.25% agree/strongly agree
  
5. An understanding of evaluating the effectiveness of counseling services offered in the community.
  - 2013 73.42% agree/strongly agree
  - 2012 76.70% agree/strongly agree
  - 2011 76.56% agree/strongly agree
  
6. The importance of counseling theories within a counseling context.
  - 2013 93.67% agree/strongly agree
  - 2012 88.35% agree/strongly agree
  - 2011 93.75% agree/strongly agree
  
7. Why research methodology is important within a counseling context.
  - 2013 83.54% agree/strongly agree
  - 2012 77.67% agree/strongly agree
  - 2011 82.81% agree/strongly agree
  
8. An understanding of community resources available for referrals.
  - 2013 79.75% agree/strongly agree
  - 2012 80.58% agree/strongly agree
  - 2011 82.81% agree/strongly agree
  
9. An understanding of the ethical issue of confidentiality within a counseling context.
  - 2013 96.20% agree/strongly agree
  - 2012 98.06% agree/strongly agree
  - 2011 96.88% agree/strongly agree
  
10. An understanding of the ethical issue of client rights within a counseling context.
  - 2013 96.20% agree/strongly agree
  - 2012 98.06% agree/strongly agree
  - 2011 98.44% agree/strongly agree
  
11. An understanding of the ethical issue of informed consent within a counseling context.
  - 2013 93.67% agree/strongly agree
  - 2012 97.09% agree/strongly agree
  - 2011 98.44% agree/strongly agree

12. An understanding of the ethical issue of dual relationships within a counseling context.  
2013 96.20% agree/strongly agree  
2012 96.2% agree/strongly agree  
2011 96.88% agree/strongly agree
13. An understanding of the ethical issue of professional competence within a counseling context.  
2013 96.20% agree/strongly agree  
2012 93.20% agree/strongly agree  
2011 95.31% agree/strongly agree
14. An understanding of the ethical issue of diversity within a counseling context.  
2013 94.94% agree/strongly agree  
2012 93.20% agree/strongly agree  
2011 95.31% agree/strongly agree
15. An understanding of the ethical issue of boundary within a counseling context.  
2013 96.20% agree/strongly agree  
2012 95.15% agree/strongly agree  
2011 93.75% agree/strongly agree
16. How career counseling may be applicable in a counseling context.  
2013 89.87% agree/strongly agree  
2012 90.29% agree/strongly agree  
2011 84.38% agree/strongly agree
17. An understanding of the DSM-IV and its application to the counseling context.  
2013 81.01% agree/strongly agree  
2012 88.35% agree/strongly agree  
2011 93.75% agree/strongly agree
18. An understanding of group theory and the application to the counseling context.  
2013 92.41% agree/strongly agree  
2012 92.23% agree/strongly agree  
2011 92.19% agree/strongly agree
19. An understanding of individual counseling and its application to the counseling context.  
2013 93.67% agree/strongly agree  
2012 99.03% agree/strongly agree  
2011 93.75% agree/strongly agree

20. An understanding of treatment planning and its application to the counseling context.  
2013 81.01% agree/strongly agree  
2012 84.47% agree/strongly agree  
2011 79.69% agree/strongly agree

*My course work in the MSCP program at Chaminade has allowed me to develop:*

21. Attitudes and sensitivities necessary to relate effectively with others in a wide variety of situations/contexts.  
2013 89.87% agree/strongly agree  
2012 92.23% agree/strongly agree  
2011 98.44% agree/strongly agree
22. Interpersonal skills necessary to relate effectively with others in a wide variety of situations/contexts.  
2013 88.61% agree/strongly agree  
2012 87.38% agree/strongly agree  
2011 96.88% agree/strongly agree
23. Critical thinking skills necessary to relate effectively with others in a wide variety of situations/contexts.  
2013 88.61% agree/strongly agree  
2012 86.41% agree/strongly agree  
2011 93.75% agree/strongly agree
24. Competencies and skills to effectively provide individual counseling.  
2013 92.41% agree/strongly agree  
2012 91.26% agree/strongly agree  
2011 93.75% agree/strongly agree
25. Competencies and skills to effectively provide group counseling.  
2013 84.81% agree/strongly agree  
2012 86.41% agree/strongly agree  
2011 90.63% agree/strongly agree
26. An understanding of stress management and how it applies to myself.  
2013 94.94% agree/strongly agree  
2012 95.15% agree/strongly agree  
2011 95.31% agree/strongly agree
27. An understanding of stress management and how it applies to clients.  
2013 97.47% agree/strongly agree  
2012 94.14% agree/strongly agree  
2011 98.44% agree/strongly agree

Program Dispositions - *As a student in the MSCP program I am able to demonstrate an understanding of and:*

28. Recognize that counseling is both an art and a science.  
2013 84.81% agree/strongly agree  
2012 90.29% agree/strongly agree  
2011 93.75% agree/strongly agree
  
29. Recognize that counseling is a confidential process focused on the present relationship between counselor and client/s.  
2013 97.47% agree/strongly agree  
2012 99.03% agree/strongly agree  
2011 96.88% agree/strongly agree
  
30. Recognize that in the counseling relationship one must be genuine, empathic, nonjudgmental, focus on the whole person, and practice nonmaleficence.  
2013 98.73% agree/strongly agree  
2012 100% agree/strongly agree  
2011 96.88% agree/strongly agree
  
31. Recognize that learning is a lifelong, continually changing, developmental process wherein children, adolescents and adults discover how to functionally adapt to their ever-changing environments.  
2013 97.47% agree/strongly agree  
2012 97.09% agree/strongly agree  
2011 98.44% agree/strongly agree
  
32. Recognize that counseling is an integration of theory to practice and practice to theory.  
2013 93.67% agree/strongly agree  
2012 96.12% agree/strongly agree  
2011 93.75% agree/strongly agree
  
33. Recognize that human behavior occurs and must be understood within the context of various interrelated, interpersonal, intrapersonal, educational, familial, community, organizational, and societal environments.  
2013 97.47% agree/strongly agree  
2012 98.06% agree/strongly agree  
2011 98.44% agree/strongly agree
  
34. Recognize that all individuals and groups have the right to be respected, treated with dignity, and evaluated in a fair and just manner irrespective of race, gender, age, ethnicity, disability, sexual orientation, health, religion, and socio-economic status.  
2013 97.47% agree/strongly agree  
2012 97.09% agree/strongly agree  
2011 98.44% agree/strongly agree

35. Accept, respect, support, guide, challenge and assist all my clients in helping them adapt to the many culturally diverse, interrelated, community environments wherein they live and function.  
 2013 91.14% agree/strongly agree  
 2012 94.17% agree/strongly agree  
 2011 96.88% agree/strongly agree
36. Adapt to the unique perspective of each client.  
 2013 92.41% agree/strongly agree  
 2012 96.12% agree/strongly agree  
 2011 96.88% agree/strongly agree
37. Recognize the importance of nonmaleficence.  
 2013 96.20% agree/strongly agree  
 2012 94.14% agree/strongly agree  
 2011 93.75% agree/strongly agree
38. Provide all pertinent information to my clients/parents/guardians to they are able to make an informed decision regarding commitment to and continuation in counseling.  
 2013 94.94% agree/strongly agree  
 2012 92.23% agree/strongly agree  
 2011 95.31% agree/strongly agree
39. Promote the welfare of my clients.  
 2013 93.67% agree/strongly agree  
 2012 98.06% agree/strongly agree  
 2011 95.31% agree/strongly agree
40. Recognize that counseling is fundamentally about helping (cognitively, affectively, and behaviorally) children, adolescents and adults help themselves relative to functionally adapting to their continually changing interpersonal, intrapersonal, familial, social, cultural, organizational, and educational environments.  
 2013 94.94% agree/strongly agree  
 2012 99.03% agree/strongly agree  
 2011 98.44% agree/strongly agree
41. Recognize that my work is valued by faculty and students with whom I work.  
 2013 75.95% agree/strongly agree  
 2012 89.32% agree/strongly agree  
 2011 90.63% agree/strongly agree

\* \* \* \* \*

42. My course work in the MSCP program at Chaminade has provided me with a solid foundation in counseling psychology.  
 2013 82.28% agree/strongly agree  
 2012 84.47% agree/strongly agree  
 2011 92.19% agree/strongly agree
43. My course work in the MSCP program at Chaminade has provided me with an understanding of the field of professional counseling.  
 2013 84.81% agree/strongly agree  
 2012 90.29% agree/strongly agree  
 2011 89.06% agree/strongly agree
44. My course work in the MSCP program at Chaminade has prepared me for work as a counselor.  
 2013 78.48% agree/strongly agree  
 2012 83.50% agree/strongly agree  
 2011 90.63% agree/strongly agree
45. I have learned about myself through the MSCP courses I have taken at Chaminade.  
 2013 93.67% agree/strongly agree  
 2012 94.17% agree/strongly agree  
 2011 96.88% agree/strongly agree
46. My course work in the MSCP program at Chaminade has provided me with an understanding of the national standards in counseling and their relationship to the practice of counseling.  
 2013 77.22% agree/strongly agree  
 2012 81.55% agree/strongly agree  
 2011 85.94% agree/strongly agree
47. The academic advising I received through the MSCP program was satisfactory.  
 2013 79.75% agree/strongly agree  
 2012 88.35% agree/strongly agree  
 2011 78.13% agree/strongly agree
48. I would recommend the MSCP program at Chaminade to others.  
 2013 78.48% agree/strongly agree  
 2012 76.70% agree/strongly agree  
 2011 90.63% agree/strongly agree

49. Overall, I would rate the program as

- A Poor
- B Below Average
- C Average
- D Good
- E Excellent

2013	74.68% good/excellent; 16.46% average
2012	75.73% good/excellent; 17.48% average
2011	85.94% good/excellent; 12.5% average

### **Analysis of the MSCP Student Learning Outcomes**

There are three fundamental tools or instruments that are used to directly assess program student learning outcome in the MSCP program. The core exam (125 item multiple choice test), the emphasis specific exam (50 item multiple choice test), and the site supervisors evaluation of the student in the clinical context.

The MSCP program student learning outcomes consists of, fundamentally, declarative knowledge and procedural knowledge (Gagne 1984). These are what the assessment tools are measuring.

The comprehensive exams, essentially, assess declarative knowledge (theory, facts, etc. or what the students actually know). The site supervisor evaluation assesses procedural knowledge (the students engaging in counseling or what the students can actually do/perform). The overall comprehensive exam will be examined first. This will be followed by the scales of the comprehensive exam, emphasis specific performance on the comprehensive exam, the site supervisor evaluations and then the emphasis specific analyses by the clinical directors.

This first analysis examines and compares three separate groups of MSCP students, covering the years 2011, 2012 and 2013, 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 passing percentage on the core exam

ranges from 91%-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 three years. The student's cumulative performances on the specific scales, which represent the defined program learning outcomes, across three 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 three years.

The students' cumulative performances, across three 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 three years.

The mean score noted in the various tables below represents the average raw score. For example, the 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.

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

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

**Reliability = .88**

	<b># items</b>	<b>N size</b>	<b>Mean</b>	<b>Std Dev</b>	<b># Fail</b>	<b>% Pass</b>
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 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 three 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**

	<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
Development	8/10	8/10	8/10
Counseling Skills	8/10	8/10	8/10
Testing	8/12	8/12	9/12
Group	9/12	9/12	9/12
Research	8/12	8/12	9/12
Career	8/10	7/10	8/10
Counseling Theories	10/14	11/14	11/14
Cross-Cultural	11/13	11/13	11/13
Health	8/10	8/10	8/10
Marianist Values	3/5	4/5	4/5

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

**SCHOOL COUNSELING EMPHASIS**

Reliability = .66

	# items	N size	Mean	Std Dev	# Fail	% Pass
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%

**MENTAL HEALTH COUNSELING EMPHASIS**

Reliability = .55

	# items	N size	Mean	Std Dev	# Fail	% Pass
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%

**MARRIAGE AND FAMILY THERAPY EMPHASIS**

Reliability = .86

	# items	N size	Mean	Std Dev	# Fail	% Pass
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%

**2011-2013 Site Supervisors' Evaluation of Practicum/Intern Student  
Practicum (Fall) / Internship A (Winter) / Internship B (Spring)**

The second major assessment tool utilized by the MSCP program is the site supervisors' evaluation of the students. This occurs while the students are at a clinical site. The data represents student performance across three terms. The students are evaluated by the following form, by their supervisor, at the end of Practicum, Internship A and Internship B. The results are a combination of students from Mental Health, Marriage and Family, and School Counseling.

The site supervisor's evaluation of the student is essentially an assessment of procedural knowledge (how to do something). While declarative knowledge (theory) is clearly embedded in procedural knowledge, it is the actual performance (procedural knowledge) of the student in a counseling context that is being assessed. In other words, the student is actually performing as a counselor.

The passing rate or **Acceptable-Meets Standards** or higher across all items of this site *supervisors' evaluation of the students' inventory* is excellent. As the data show, the trend for the last three years is quite consistent. Students not only understand theory (see comp exam report) they are also quite proficient in putting it into practice (see analysis below).

Thus, students in the MSCP program are able to demonstrate acceptable declarative and procedural knowledge/understanding in regard to the MSCP program student learning outcomes (SLO).

**The site supervisors' evaluation of the student assessment instrument/inventory and analysis for the last three years is below.**

The **reliability** for this inventory over the last three years is quite consistent:

**2013 = .972**

**2012 = .963**

**2011 = .970**

*Supervisors were asked to respond to the following questions using this scale:*

Not Applicable or not enough information to form a judgment (explain below)

1. Far Below Expectations-needs much improvement, a concern (explain below) = 1
2. Below Expectations-needs some improvement to meet standards = 2
3. Acceptable-meets standards at average level for interns = 3
4. Above Expectations-performs above average level for interns = 4
5. Far Above Expectations-a definite strength, performs well beyond average levels for interns = 5

**Knowledge and Skill Base**

**1. The student displays understanding of the basic principles of human growth and development and how this facilitates that learning and counseling process.**

2013	Nsize = 317	Mean = 3.7445	Std. Deviation = .70742
	Overall = 99.4% of students were evaluated as Acceptable or above (59.3% = Far Above Expectations/Above Expectations 40.1% = Acceptable )		
2012	Nsize = 435	Mean = 3.8276	Std. Deviation = .70885
	Overall = 99.8% of students were evaluated as Acceptable or above (66% = Far Above Expectations/Above Expectations 33.8% = Acceptable)		
2011	Nsize = 275	Mean = 3.8327	Std. Deviation = .68430
	Overall = 99.6% of students were evaluated as Acceptable or above (67.6% = Far Above Expectations/Above Expectations 32% = Acceptable)		

**2. The student demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures.**

2013 Nsize = 306 Mean = 3.6601 Std. Deviation = .70956  
Overall = 98.8% of students were evaluated as Acceptable or above  
(57.2% = Far Above Expectations/Above Expectations 41.6% = Acceptable)

2012 Nsize = 429 Mean = 3.6888 Std. Deviation = .71156  
Overall = 98.8% of students were evaluated as Acceptable or above  
(57.3% = Far Above Expectations/Above Expectations 41.5% = Acceptable)

2011 Nsize = 267 Mean = 3.7266 Std. Deviation = .70722  
Overall = 99.3% of students were evaluated as Acceptable or above  
(59.2% = Far Above Expectations/Above Expectations 40.1% = Acceptable)

**3. Has developed a therapeutic style to counseling that is theory-based.**

2013 Nsize = 300 Mean = 3.67 Std. Deviation = .73682  
Overall = 98.7% of students were evaluated as Acceptable or above  
(53.7% = Far Above Expectations/Above Expectations 45% = Acceptable)

2012 Nsize = 399 Mean = 3.7043 Std. Deviation = .72136  
Overall = 98.7% of students were evaluated as Acceptable or above  
(57.4% = Far Above Expectations/Above Expectations 41.4% = Acceptable)

2011 Nsize = 253 Mean = 3.6561 Std. Deviation = .70453  
Overall = 99.2% of students were evaluated as Acceptable or above  
(53.8% = Far Above Expectations/Above Expectations 45.5% = Acceptable)

**4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.**

2013 Nsize = 316 Mean = 3.7897 Std. Deviation = .73750  
Overall = 98.7% of students were evaluated as Acceptable or above  
(62.7% = Far Above Expectations/Above Expectations 36.1% = Acceptable)

2012 Nsize = 426 Mean = 3.8451 Std. Deviation = .71911  
Overall = 99.1% of students were evaluated as Acceptable or above  
(67.1% = Far Above Expectations/Above Expectations 31.9% = Acceptable)

2011 Nsize = 270 Mean = 3.7926 Std. Deviation = .73263  
Overall = 98.5% of students were evaluated as Acceptable or above  
(63.7% = Far Above Expectations/Above Expectations 34.8% = Acceptable)

**5. Is able to accurately assess client needs, reach an appropriate diagnosis, and develop a coherent treatment plan.**

2013 Nsize = 271 Mean = 3.6937 Std. Deviation = .76879  
Overall = 97.8% of students were evaluated as Acceptable or above  
(55% = Far Above Expectations/Above Expectations 42.8% = Acceptable)

2012 Nsize = 385 Mean = 3.7779 Std. Deviation = .72216  
Overall = 98.77% of students were evaluated as Acceptable or above  
(62.9% = Far Above Expectations/Above Expectations 35.9% = Acceptable)

2011 Nsize = 256 Mean = 3.7207 Std. Deviation = .75740  
Overall = 98.8% of students were evaluated as Acceptable or above  
(55.9% = Far Above Expectations/Above Expectations 43% = Acceptable)

**6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.**

2013	Nsize = 327	Mean = 3.9388	Std. Deviation = .78086
	Overall = 97.9% of students were evaluated as Acceptable or above (70.6% = Far Above Expectations/Above Expectations 27.2% = Acceptable)		
2012	Nsize = 443	Mean = 4.0361	Std. Deviation = .72981
	Overall = 99.3% of students were evaluated as Acceptable or above (76.5% = Far Above Expectations/Above Expectations 22.8% = Acceptable)		
2011	Nsize = 276	Mean = 4.0399	Std. Deviation = .73500
	Overall = 99.3% of students were evaluated as Acceptable or above (76.4% = Far Above Expectations/Above Expectations 22.8% = Acceptable)		

**Personal and Social Skills**

**7. Is empathetic, understanding and genuine in interactions with clients, projects acceptance of client behaviors and value systems even when different from one's own.**

2013	Nsize = 336	Mean = 4.1369	Std. Deviation = .73241
	Overall = 99.5% of students were evaluated as Acceptable or above (80.4% = Far Above Expectations/Above Expectations 19% = Acceptable)		
2012	Nsize = 452	Mean = 4.1771	Std. Deviation = .73157
	Overall = 99.8% of students were evaluated as Acceptable or above (81% = Far Above Expectations/Above Expectations 18.8% = Acceptable)		
2011	Nsize = 278	Mean = 4.1871	Std. Deviation = .68578
	Overall = 99.6% of students were evaluated as Acceptable or above (84.9% = Far Above Expectations/Above Expectations 14.7% = Acceptable)		

**8. Develops and maintains supportive relationships with others including staff, supervisors, and other professionals.**

2013	Nsize = 336	Mean = 4.0625	Std. Deviation = .78738
	Overall = 98.2% of students were evaluated as Acceptable or above (77.5% = Far Above Expectations/Above Expectations 20.8% = Acceptable)		
2012	Nsize = 459	Mean = 4.1013	Std. Deviation = .78543
	Overall = 98.9% of students were evaluated as Acceptable or above (76.5% = Far Above Expectations/Above Expectations 22.4% = Acceptable)		
2011	Nsize = 280	Mean = 4.1321	Std. Deviation = .72367
	Overall = 99.6% of students were evaluated as Acceptable or above (80.4% = Far Above Expectations/Above Expectations 19.3% = Acceptable)		

**9. Demonstrates emotional stability, security, confidence and an ability to take initiative.**

2013	Nsize = 338	Mean = 4.0089	Std. Deviation = .83502
	Overall = 97% of students were evaluated as Acceptable or above (73.4% = Far Above Expectations/Above Expectations 23.7% = Acceptable)		
2012	Nsize = 462	Mean = 4.04	Std. Deviation = .80469
	Overall = 97.6% of students were evaluated as Acceptable or above (74.9% = Far Above Expectations/Above Expectations 22.7% = Acceptable)		

2011 Nsize = 279 Mean = 4.0287 Std. Deviation = .78605  
Overall = 97.8% of students were evaluated as Acceptable or above  
(74.9% = Far Above Expectations/Above Expectations 22.9% = Acceptable)

**10. Recognizes personal limitations and is open to appropriate supervision.**

2013 Nsize = 338 Mean = 4.0621 Std. Deviation = .76978  
Overall = 98.8% of students were evaluated as Acceptable or above  
(76.6% = Far Above Expectations/Above Expectations 22.2% = Acceptable)

2012 Nsize = 461 Mean = 4.0640 Std. Deviation = .70843  
Overall = 99.3% of students were evaluated as Acceptable or above  
(79% = Far Above Expectations/Above Expectations 20.4% = Acceptable)

2011 Nsize = 279 Mean = 4.0609 Std. Deviation = .70955  
Overall = 99.3% of students were evaluated as Acceptable or above  
(79.2% = Far Above Expectations/Above Expectations 20.1% = Acceptable)

**11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds with clients.**

2013 Nsize = 335 Mean = 4.0448 Std. Deviation = .75488  
Overall = 99.4% of students were evaluated as Acceptable or above  
(75.8% = Far Above Expectations/Above Expectations 23.6% = Acceptable)

2012 Nsize = 459 Mean = 4.0829 Std. Deviation = .75179  
Overall = 99.8% of students were evaluated as Acceptable or above  
(76.7% = Far Above Expectations/Above Expectations 23.1% = Acceptable)

2011 Nsize = 278 Mean = 4.1151 Std. Deviation = .68590  
Overall = 100% of students were evaluated as Acceptable or above  
(81.7% = Far Above Expectations/Above Expectations 18.3% = Acceptable)

**Professional and Ethical Standards**

**12. Conducts oneself in a professional manner with clients; respects the rights of others.**

2013 Nsize = 331 Mean = 4.1027 Std. Deviation = .78336  
Overall = 99.1% of students were evaluated as Acceptable or above  
(76.7% = Far Above Expectations/Above Expectations 22.4% = Acceptable)

2012 Nsize = 459 Mean = 4.1580 Std. Deviation = .73481  
Overall = 100% of students were evaluated as Acceptable or above  
(79.5% = Far Above Expectations/Above Expectations 20.5% = Acceptable)

2011 Nsize = 279 Mean = 4.1362 Std. Deviation = .67008  
Overall = 100% of students were evaluated as Acceptable or above  
(83.5% = Far Above Expectations/Above Expectations 16.5% = Acceptable)

**13. Establishes and maintains counseling relationships consistent with ethical standards established by the American Counseling Association (e.g., maintains client confidentially, obtain appropriate consent, etc.).**

2013 Nsize = 319 Mean = 3.9937 Std. Deviation = .80092  
Overall = 98.7% of students were evaluated as Acceptable or above  
(71.2% = Far Above Expectations/Above Expectations 27.6% = Acceptable)

2012 Nsize = 441 Mean = 4.0669 Std. Deviation = .73435  
 Overall = 99.5% of students were evaluated as Acceptable or above  
 (76.9% = Far Above Expectations/Above Expectations 22.7% = Acceptable)

2011 Nsize = 270 Mean = 4.0407 Std. Deviation = .69665  
 Overall = 99.6% of students were evaluated as Acceptable or above  
 (78.5% = Far Above Expectations/Above Expectations 21.1% = Acceptable)

**14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on the client and their professional practice.**

2013 Nsize = 329 Mean = 2.9726 Std. Deviation = .83146  
 Overall = 97.6% of students were evaluated as Acceptable or above  
 (69.9% = Far Above Expectations/Above Expectations 27.7% = Acceptable)

2012 Nsize = 447 Mean = 4.0011 Std. Deviation = .79411  
 Overall = 98.4% of students were evaluated as Acceptable or above  
 (72.3% = Far Above Expectations/Above Expectations 26.2% = Acceptable)

2011 Nsize = 278 Mean = 3.9784 Std. Deviation = .78310  
 Overall = 97.8% of students were evaluated as Acceptable or above  
 (72.7% = Far Above Expectations/Above Expectations 25.2% = Acceptable)

**15. Is willing and able to make referrals to other professionals when faced with issues beyond one's level of training or expertise.**

2013 Nsize = 291 Mean = 3.9347 Std. Deviation = .81740  
 Overall = 98.3% of students were evaluated as Acceptable or above  
 (67.7% = Far Above Expectations/Above Expectations 30.6% = Acceptable)

2012 Nsize = 385 Mean = 3.9896 Std. Deviation = .75339  
 Overall = 100% of students were evaluated as Acceptable or above  
 (71.2% = Far Above Expectations/Above Expectations 28.8% = Acceptable)

2011 Nsize = 249 Mean = 3.8755 Std. Deviation = .80106  
 Overall = 98.4% of students were evaluated as Acceptable or above  
 (66.7% = Far Above Expectations/Above Expectations 31.7% = Acceptable)

**Emphasis Specific Analysis**

**2013 School Counseling Emphasis  
 Comprehensive Exam Score and  
 Site Supervisor Evaluation Summary**

**By  
 Dale Fryxell, Ph.D. & Darren Iwamoto, Ed.D.**

A summative evaluation of counseling program students usually occurs by 2 methods, an academic examination and an evaluation of actual counseling skills demonstrated in practicum and/or internship coursework. The following data and analyses of the data represent the summative evaluation of the 22 School Counseling Emphasis students in the 2013 cohort group.

## **Comprehensive Examination**

The same comprehensive examination used with last year's School Counseling cohort was used again in 2013. This exam had previously been subjected to several reliability and item analyses and found to be reliable. The mean score of the 50 item, multiple-choice exam was found to be 38.23 with N = 22. The KR-20 reliability coefficient was .59. This compares to a mean score of 37.67 (SD = 4.57, N = 48, KR-20 = .66) the previous year (2012). All 22 students passed this test this year, as compared to 47 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 22 School Counseling students were also rated by their Practicum, and 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.	3.57	.64
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures.	3.48	.63
3. Has developed a therapeutic style of counseling that is theory-based.	3.50	.72
4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.63	.73
5. Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.64	.77
6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.	3.85	.73
7. Is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own.	4.10	.71
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	4.04	.74
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	3.99	.84
10. Recognizes personal limitations and is open to appropriate supervision.	4.05	.77

11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds; respects the rights of others.	4.08	.75
12. Conducts oneself in a professional manner with clients; respects the rights of others.	4.14	.73
13. Establishes and maintains relationships consistent with ethical standards.	4.03	.81
14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on clients and their own professional practice.	4.01	.84
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.95	.78

Overall, the mean ratings on the 15 items ranged from 3.48 to 4.14, indicating student performance in the acceptable to above expectations range. The three highest rated items included, a) conducts oneself in a professional manner with clients; respects the rights of others; b) is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own; and c) demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds. The lowest three rated items included, a) demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures; b) has developed a therapeutic style of counseling that is theory-based; and c) displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.

### **Conclusion**

Based on the analyzed data, the 2013 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 expectation evaluation scores by their site supervisor(s). Areas within the School Counseling curriculum that need improvement are as follows, a) a stronger emphasis in counseling theories; b) increase the scaffolding between counseling theories and the students' counseling style; and c) a stronger emphasis in the relationship between human development and K-12 students' cognitive and emotional needs.

### **2013 MF Emphasis Comprehensive Exam Score and Site Supervisor Evaluation Summary**

**By  
Tim W. Ficklin, Ph.D.**

A summative evaluation of counseling program students usually occurs by two methods, an academic examination and an evaluation of actual counseling skills demonstrated in practicum and/or internship coursework. The following data and analyses of the data represent the summative evaluation of the 37 Marriage and Family (MF) Emphasis students in the 2013 cohort

group (one student deferred graduation and also the MF Comprehensive Exam until December 2013, thus reducing the N value by one for the Comprehensive Examination part of this report).

### **Comprehensive Examination**

The same comprehensive examination used with last year’s MF cohort was used again in 2013. This exam had previously been subjected to several reliability and item analyses and found to be reliable. The mean score of the 50 item, multiple choice exam was found to be 38.44 with a standard deviation of 5.61 with N = 36. The KR-20 reliability coefficient was found to be 0.80. This compares to a mean score of 37.43 (SD = 6.82, N = 32, KR-20 = .86) the previous year (2012). Three students missed the cutoff score this year compared to four students the previous year. These students were retested and subsequently passed. The percentage of students passing this test the first time administered increased from 90.9% in 2012 to 91.6% in 2013. All of these data can be interpreted as representative of excellent performance.

### **Site Supervisor Evaluations**

These 37 MF students were also rated by their Practicum and Internship A and B site supervisors. Some students may have had different site supervisors for each of these three field experiences and/or more than one practicum/internship site, thus more than one site supervisor. Therefore, 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**

<b>Item</b>	<b>Mean</b>	<b>SD</b>
The student...		
1. Displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.	3.87	.799
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures.	3.79	.805
3. Has developed a therapeutic style of counseling that is theory-based.	3.83	.746
4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.89	.759

5. Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.78	.824
6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.	3.96	.836
7. Is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own.	4.13	.753
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	4.08	.844
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	4.03	.837
10. Recognizes personal limitations and is open to appropriate supervision.	4.11	.807
11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds.	4.05	.772
12. Conducts oneself in a professional manner with clients; respects the rights of others.	4.12	.832
13. Establishes and maintains relationships consistent with ethical standards.	4.02	.837
14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on clients and their own professional practice.	3.99	.827
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.96	.881

Overall mean ratings on the 15 items ranged from 3.78 to 4.13 indicating student performance in the “Acceptable” to “Above Expectations” range overall. The three highest rated items included: “Is empathetic, understanding and genuine in interactions with clients; projects acceptance of client’s behaviors and value systems even when different from one’s own” (M = 4.13). “Conducts oneself in a professional manner with clients; respects the rights of others” (M = 4.12). “Recognizes personal limitations and is open to appropriate supervision” (M = 4.11).

The lowest three rated items included: “Has developed a therapeutic style of counseling that is theory-based” (M = 3.83). “Demonstrates a clear and concise understanding of the

various counseling theories, techniques and procedures” (M = 3.79). “Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan” (M = 3.78).

## **Conclusion**

The analyses of these data confirm that this 2013 student cohort has demonstrated excellent understanding of the academic material presented in the MSCP MF Emphasis as exhibited by the Comprehensive Examination results. It also illustrates the students’ successful demonstration of counseling skills and competencies taught in the program as evaluated by independent, licensed field supervisors.

### **2013 Mental Health Emphasis Comprehensive Exam Score and Site Supervisor Evaluation Summary By Ronnie Mulford, Ph.D.**

A summative evaluation of counseling program students usually occurs by 2 methods, an academic examination and an evaluation of actual counseling skills demonstrated in practicum and/or internship coursework. The following data and analyses of the data represent the summative evaluation of the 22 Mental Health Emphasis students in the 2013 cohort group.

## **Comprehensive Examination**

The same comprehensive examination used with last year’s Mental Health cohort was used again in 2013. This exam had previously been subjected to several reliability and item analyses and found to be reliable. The mean score of the 50 item, multiple choice exam was found to be 36.67 with a standard deviation of 3.82 with N = 22. The KR-20 reliability coefficient was found to be 0.52. This compares to a mean score of 35.56 (SD = 2.29, N = 18, KR-20 = .00) the previous year (2012). All 22 students passed this test this year, the same as 2012 and 2011. All of these data can be interpreted as representative of excellent performance.

## **Site Supervisor Evaluations**

These 22 Mental Health students were also rated by their Practicum and Internship A and B site supervisors. Some students may have had different site supervisors for each of these three field experiences and/or more than one practicum/internship site, thus more than one site supervisor. Therefore, 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**

<b>Item</b>	<b>Mean</b>	<b>SD</b>
<i>The student...</i>		
1. Displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.	3.79	.718
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures.	3.72	.768
3. Has developed a therapeutic style of counseling that is theory-based.	3.66	.708
4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.87	.680
5. Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.63	.663
6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.	4.02	.751
7. Is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own.	4.20	.741
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	4.06	.766
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	4.00	.836
10. Recognizes personal limitations and is open to appropriate supervision.	4.00	.711
11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds; respects the rights of others.	3.99	.741
12. Conducts oneself in a professional manner with clients; respects the rights of others.	4.01	.782
13. Establishes and maintains relationships consistent with ethical standards.	3.88	.720

14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on clients and their own professional practice.	3.89	.827
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.87	.760

Overall mean ratings on the 15 items ranged from 3.63 to 4.20, indicating student performance in the “Acceptable” to “Above Expectations” range overall. The three highest rated items included: “Is empathetic, understanding and genuine in interactions with clients; projects acceptance of client’s behaviors and value systems even when different from one’s own” (M = 4.20); “Develops and maintains supportive relationships with others including staff, supervisors and other professionals” (M = 4.06); “Can communicate effectively with clients and assist clients in integrating information into their current lifestyle” (M = 4.02).

The lowest three rated items included: “Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan” (M = 3.63; Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change (M = 3.87); Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise (M = 3.87).

**Conclusion**

The analyses of these data confirm that this 2013 student cohort has demonstrated excellent understanding of the academic material presented in the MSCP Mental Health Emphasis as exhibited by the Comprehensive Examination results. It also illustrates the students’ successful demonstration of counseling skills and competencies taught in the program as evaluated by independent, licensed field supervisors.

**Summary**

This report addressed each issue of program review as defined by the WASC 2013 Handbook of Accreditation. This thorough, systematic, in-depth, evidenced based approach to the review of the Master of Science in Counseling Psychology (MSCP) program integrated capacity, process, demographics, faculty and staff, a self-study, an external program review, the NBCC exam, the WASC EER team visit report, student evaluation of course and instructor, student evaluation of advising, student evaluation of the program, and an analysis of both declarative and procedural program student learning outcomes. Strengths and challenges in the program were indicated. Applications of the findings, where appropriate, were noted. In general, the MSCP program is a valid, very robust and well received program.

Data for all of the reports and the original reports themselves used for this document may be found in the Psychology department office.

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