

## 2015 - 2016 CAEP Data Report

Table 1.1 provides the aggregated data collected during the admission process by providing the average interview score, average letter of recommendation score, and the classification of accepted applicants for the past three academic years.

Table 1.1 Admission Data

Academic Year	# of School Counseling Applicant Interviews Conducted	Average Interview Score (maximum score is 45)	Average Letter of Recommendation Score (maximum score is 4)	Classification
AY 2015-2016	29	36.90	3.52	Fully Classified=18 Provisional=4 Did Not Start=6
AY 2014-2015	35	37.77	3.49	Fully Classified = 29 Provisional = 6 Did Not Start = 0
AY 2012-2013	29	36.14	3.50	Fully Classified = 22 Provisional = 2 Did Not Start = 5
AY 2011-2012	29	38.10	3.52	Fully Classified = 23 Provisional = 4 Did Not Start = 2

Table 1.2 illustrates the number of candidates enrolled, completed the School Counseling program, and withdrew prior to program completion, for the past three academic years.

Table 1.2 Enrollment and Program Completion Data

Academic year a candidate was first enrolled	Number of candidates enrolled for the first time in a program leading to licensure	Number of candidates or completers who were recommended for licensure	Number of candidates who withdrew from the School Counseling program
AY 2015-2016	25	23	9
AY 2014-2015	23	14	5
AY 2013-2014	33	26	7
AY 2012- 2013	28	20	11
AY 2011-2012	41	44	17

Table 1.3 provides the demographic data of the School Counseling program's program

completers. It should be noted that Chaminade University’s School Counseling program is highly diverse and is well represented by a number of minority groups (e.g., women, African-Americans, Asians, Hispanics, Native Hawaiians, and Pacific Islanders). In fact, the School Counseling program is predominately female and Asian.

Table 1.3 Demographic Data

Academic Year	Number of candidates or completers who were recommended for licensure	Gender	Ethnicity
AY 2015-2016	24	Females = 17 Males = 6	Asian = 6 African American = 0 Hispanic = 0 Native Hawaiian / Pacific Islander = 4 Two or more = 0 White = 1 Unknown = 12
AY 2014-2015	14	Females = 10 Males = 3	Asian = 2 African-American = 1 Native Hawaiian/Pacific Islander = 3 Two or More = 2 Hispanic = 0 Unknown = 4
AY 2013-2014	26	Females = 22 Males = 4	Asian = 15 African-American = 1 Native Hawaiian/Pacific Islander = 5 Two or More = 2 White = 3
AY 2012-2013	20	Females = 15 Males = 5	Asian = 11 Hispanic = 2 Native Hawaiian/Pacific Islander = 3 Two or More = 2 White = 2
AY 2011-2012	44	Females = 33 Males = 11	Asian = 28 Hispanic = 1 Native Hawaiian/Pacific Islander = 6 White = 9

## Methods of Assessment

Five primary assessments were used to evaluate program claims and TEAC - Legacy cross-cutting themes. The assessments are shown in Table 3.1 School Counseling Program Assessments.

Table 3.1 School Counseling Program Assessments

Assessment	Program Claim(s) Assessed	TEAC Principle(s) Assessed
Primary Sources:		
Core Comprehensive Examination	1, 2, & 3	1.1, 1.2, & 1.4
School Counseling Comprehensive Examination	1	1.1
Site Supervisor's Evaluation of School Counseling Candidate	1, 2, & 3	1.1, 1.2, 1.3, & 1.4
Praxis II Content Examination	1	1.1
School Counseling Program Evaluation	2 & 3	1.3 & 1.4

**MSCP Core Comprehensive Examination.** Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. This examination is a 125-item multiple choice exam. This assessment tool is considered to be a valid and reliable source of data. Refer to Table 4.1 for the MSCP Core Comprehensive Examination Results for School Counseling Candidates.

Table 4.1 MSCP Core Comprehensive Examination Results for School Counseling Candidates

Year	N	Percent Passing*	Low Score (125 total possible points)	High Score (125 total possible points)	Reliability	Mean (125 total possible points)	Standard Deviation
2016	24	100.00%	70	125	.89	101.08	11.71
2015	12	93.00%	73	105	.85	93.08	11.00
2014	25	96.00%	74	115	.84	96.48	10.32
2013	22	100.00%	79	117	.80	98.45	9.03
2012	47	97.87%	74	118	.81	97.26	9.40

\*Cut off score for passing determined by Mean, Standard Error of Measurement and Standard Error of Difference

Table 4.2 MSCP Core Comprehensive Examination Subfield Pass Rates\* for School Counseling Candidates

Year	Ethics (N=17 test items) % of correct responses	Development (N=10 test items) % of correct responses	Counseling Skills (N=10 test items) % of correct responses	Testing (N=12 test items) % of correct responses	Group (N=12 test items) % of correct responses	Research (N=12 test items) % of correct responses	Career (N=10 test items) % of correct responses	Theories (N=14 test items) % of correct responses
2016	83.33%	80.00%	80.00%	75.00%	83.33%	75.00%	80.00%	71.43%
2015	88.24%	70.00%	80.00%	75.00%	83.33%	66.67%	70.00%	64.29%
2014	82.35%	70.00%	80.00%	75.00%	75.00%	66.67%	70.00%	71.43%
2013	88.24%	70.00%	90.00%	75.00%	83.33%	75.00%	80.00%	78.57%
2012	88.24%	70.00%	80.00%	75.00%	83.33%	66.67%	70.00%	78.57%

Year	Cross Cultural (N=13 test items) % of correct responses	Health (N=10 test items) % of correct responses	Marianist (N=5 test items) % of correct responses
2016	84.62%	80.00%	80.00%
2015	84.62%	80.00%	80.00%
2014	84.62%	80.00%	80.00%
2013	84.62%	80.00%	60.00%
2012	84.62%	80.00%	80.00%

\* Passing percentage was calculated by dividing the mean score by the total number of test items per subfield.

**MSCP School Counseling Comprehensive Examination.** Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's School Counseling curriculum. This examination is a 50-item multiple choice exam. This assessment tool is considered to be a valid and reliable source of data. Refer to Table 4.3 for the MSCP School Counseling Comprehensive Examination Results.

Table 4.3 MSCP School Counseling Comprehensive Examination Results

Year	N	Percent Passing*	Low Score (50 total possible points)	High Score (50 total possible points)	Reliability	Mean (50 total possible points)	Standard Deviation
2016	24	100.00%	30	44	.65	37.83	4.86
2015	12	93.00%	24	43	.72	36.17	4.86
2014	25	96.00%	28	42	.57	37.08	4.07
2013	22	100.00%	31	45	.59	38.23	4.04
2012	48	97.92%	22	46	.66	37.67	4.57

\*Cut off score for passing determined by Mean, Standard Error of Measurement and Standard Error of Difference

Refer to Table 4.4 for the Site Supervisor's Evaluation of the School Counseling Candidate survey results. To view the instrument, refer to Appendix M: Site Supervisor's Evaluation of School Counseling Candidate.

Table 4.4 Site Supervisor's Evaluation of the School Counseling Candidate Survey Results (Practicum, Internship A, and Internship B combined)

Assessed Competency	2014 N	2014 Mean (5 pt Likert)	2014 SD	2015 N	2015 Mean (5 pt Likert)	2015 SD	2016 N	2016 Mean (5 pt Likert)	2016 SD
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	Size	Scale)		Size	Scale)	SD	Size	Scale)	
Life Span Development	127	3.73	.77	70	3.65	.71	141	3.87	.61
Counseling Theories	125	3.64	.77	68	3.58	.64	138	3.72	.70
Developed Counseling Style	124	3.56	.82	68	3.61	.76	137	3.70	.71
Dynamics of Individual Behavior	129	3.74	.82	69	3.65	.73	139	3.82	.72
Diagnosis and Treatment Planning	126	3.70	.86	67	3.62	.77	134	3.78	.72
Communication	129	3.98	.82	70	3.92	.77	143	4.09	.69
Empathetic	131	4.06	.73	70	4.12	.70	145	4.21	.66
Supportive	130	4.02	.85	70	3.96	.71	143	4.21	.68
Emotional Stability	130	3.80	.96	70	3.86	.74	145	4.14	.77
Recognizes Personal Limitations	129	4.00	.75	70	3.98	.63	144	4.17	.69
Understanding of diversity	129	4.03	.74	70	3.900	.74	144	4.16	.70
Professionalism	131	4.08	.72	70	4.11	.69	145	4.33	.61
Ethical	128	4.07	.73	70	3.99	.77	145	4.30	.64
Documentation	130	4.03	.85	68	4.05	.73	143	4.07	.77
Referrals	107	3.83	.84	58	3.74	.76	115	3.81	.85

**Praxis II Content Examination (School Guidance and Counseling exam or Professional Counselor exam).** It is a School Counseling program requirement that all School Counseling candidates must successfully complete the Praxis II School Guidance and Counseling content exam (prior to August 2013) or the Professional School Counselor content exam and provide official documentation of the passing score, prior to entering Internship A. Refer to Table 4.5 for the Praxis II Content Examination data.

Table 4.5 Praxis II Content Examination Data (combined scores)

Testing Year	# of Candidates	% Passing
2011-2012	48	96%
2012-2013	22	95%
2013-2014	25	100%
2014 - 2015	12	100%
2015-2016	23	100%

**MSCP Core Comprehensive Examination (ethics sub-category).** Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. Seventeen of the 125-multiple-choice questions focus on professional and ethical issues in counseling. Refer to Table 4.6 Core Comprehensive Examination Ethics Sub-Category Data for the results.

Table 4.6 Core Comprehensive Examination Ethics Sub-Category Data

Year	Ethics
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	N=17 test items
2016	83.33% correct responses
2015	88.24% correct responses
2014	82.35% correct responses
2013	88.24% correct responses
2012	88.24% correct responses

**Site Supervisor’s Evaluation of School Counseling Candidate survey (ethics sub-category).** Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate’s current level of professional and personal competence at their respective site. The Professional and Ethical Standards section of the Site Supervisor’s Evaluation of the School Counseling Candidate survey consists of four questions. Refer to Table 4.7 for the results.

Table 4.7 Professional and Ethical Standards Data from Site Supervisor’s Evaluation

Assessed Competency	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD	2015 N	2015 (5pt Likert Scale)	2015 SD	2016 N Size	2016 Mean (5 pt Likert Scale)	2016 SD
Conducts oneself in a professional manner with students; respects the rights of others	131	4.08	.72	70	4.11	.69	145	4.33	.61
Establishes and maintains counseling, relationships consistent with ethical standards established by the ACA	128	4.07	.73	70	3.99	.77	145	4.30	.64
Completes assigned responsibilities in a timely and competent manner; maintains accurate records on the student(s) and on own professional practice	130	4.03	.85	68	4.05	.73	143	4.06	.77
Is willing and able to make referrals to other professionals when faced with issues beyond one’s level of training and expertise	107	3.83	.84	58	3.74	.76	115	3.81	.85

**School Counseling Program Evaluation (ethics sub-category).** During the School Counseling candidate’s final term in the program they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO’s, NBCC, and CACREP). Nineteen questions pertain specifically to ethics. Refer to Table 4.8 to view the results of these questions.

Table 4.8 School Counseling Program Evaluation Ethics Sub-Category

<b>Question</b>	<b>2014 (n=24) % of candidates responding Agree or Strongly Agree</b>	<b>2015 (n=12 ) % of candidates responding Agree or Strongly Agree</b>	<b>2016 (n=23 ) % of candidates responding Agree or Strongly Agree</b>
9. An understanding of the ethical issue of confidentiality within a counseling context	91.67%	100%	100%
10. An understanding of the ethical issues of client rights within a counseling context	100%	100%	100%
11. An understanding of the ethical issues of informed consent within a counseling context	91.67%	100%	100%
12. An understanding of the ethical issues of dual relationships within a counseling context	95.83%	100%	100%
13. An understanding of the ethical issues of professional competence within a counseling context	91.67%	100%	100%
14. An understanding of the ethical issues of diversity within a counseling context	91.67%	90.91%	100%
15. An understanding of the ethical issues of boundary within a counseling context	91.67%	100%	100%
29. Recognize that counseling is a confidential process focused on the present relationship between counselor and client(s)	100%	100%	95.65%
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	95.83%	100%	100%
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	100%	100%	100%
36. Adapt to the unique perspective of each client	95.83%	100%	95.65%
37. Recognize the importance of non-maleficence	100%	100%	100%
38. Provide all pertinent information to my clients/parents/guardians so they are able to make an informed decision regarding commitment to and continuation in counseling	91.67%	100%	100%
39. Promote the welfare of my	100%	100%	95.67%

clients			
118. Competence in the knowledge of legal and ethical issues of counseling	87.50%	90.91%	91.30%
126. The ethical standards and guidelines of ASCA	75%	90.91%	95.65%
127. The policies, laws, and legislation relevant to School Counseling	79.17%	90.91%	100%
165. The ability to use a variety of technologies effectively and ethically	91.67%	90.91%	95.65%
197. The ASCA ethical standards for school counselors	87.50%	100%	100%

**MSCP Core Comprehensive Examination (cross-cultural sub-category).** Prior to the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. Thirteen of the 125-multiple-choice questions focus on diversity and cross-cultural issues in counseling. Refer to Table 4.9 Core Comprehensive Examination Cross-Cultural Sub-Category Data for the results.

Table 4.9 Core Comprehensive Examination Cross-Cultural Sub-Category Data

Year	Cross-Cultural N=13 test items
2016	84.62% correct responses
2015	84.62% correct responses
2014	84.62% correct responses
2013	84.62% correct responses
2012	84.62% correct responses

**Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category).** Site Supervisors are asked to complete an evaluation on the School Counseling candidate once per term (Practicum, Internship A, and Internship B). Site Supervisors are instructed to provide a rating of the candidate's current level of professional and personal competence at their respective site. The Personal and Social Skills section of the Site Supervisor's Evaluation of the School Counseling Candidate survey consists of five questions that focus on diversity and cross-cultural issues. Refer to Table 4.10 for the results.

Table 4.10 Personal and Social Skills Data from Site Supervisor's Evaluation

Assessed Competency	2014 N Size	2014 Mean (5 pt Likert Scale)	2014 SD	2015 Size	2015 Mean (5 pt Likert Scale)	2015 SD	2016 Size	2016 Mean (5 pt Likert Scale)	2016 SD
Is empathetic, understanding, and genuine in	131	4.06	.73	70	4.13	.70	145	4.21	.66



interactions with students; projects acceptance of student behaviors and value systems even when different from one's own									
Develops and maintains supportive relationships with others including staff, supervisors and other professionals	130	4.02	.85	70	3.96	.71	143	4.21	.68
Demonstrates emotional stability, security, confidence and an ability to take initiative	130	3.80	.96	70	3.86	.74	145	4.14	.77
Recognizes personal limitations and is open to appropriate supervision	129	4.00	.75	70	3.98	.63	144	4.17	.69
Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds	129	4.03	.74	70	3.90	.74	144	4.16	.70

**School Counseling Program Evaluation (cross-cultural sub-category).**

During the School Counseling candidate's final term in the program they are given the opportunity to provide feedback on their experience in the MSCP School Counseling program. School Counseling candidates are given 202 questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, DOE GLO's, NBCC, and CACREP). Sixteen questions pertain specifically to cross-cultural and diversity issues. Refer to Table 4.11 to view the results of these questions.

Table 4.11 School Counseling Program Evaluation Cross-Cultural Sub-Category

Question	2014 (n=24) % of candidates responding Agree or Strongly Agree	2015 (n=11 ) % of candidates responding Agree or Strongly Agree	2016 (n=23 ) % of candidates responding Agree or Strongly Agree
2. How cross-cultural issues impact on the counseling context	95.83%	100%	95.65%
14. An understanding of the ethical issues of diversity within a counseling context	95.67%	90.90%	100%
21. Attitudes and sensitivities necessary to relate effectively	91.67%	100%	95.65%

with others in a wide variety of situations/contexts			
22. Interpersonal skills necessary to relate effectively with others in a wide variety of situations/contexts	100%	100%	91.30%
23. Critical thinking skills necessary to relate effectively with others in a wide variety of situations/contexts	87.50%	100%	95.65%
24. Competencies and skills to effectively provide individual counseling	91.67%	90.90%	91.30%
25. Competencies and skills to effectively provide group counseling	75.00%	81.82%	86.96%
30. Recognize that in the counseling relationship one must be genuine, empathic, non-judgmental, focus on the whole person, and practice non-maleficence	100%	100%	100%
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	95.83%	100%	100%
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	100%	100%	100%
36. Adapt to the unique perspective of each client	95.83%	100%	95.65%
115. Competence in the knowledge of social and cultural issues including family/parent education; human sexuality, child abuse, substance abuse; sex-equity; and socio-economic, ethnic, and racial groups	70.83%	90.91%	82.61%
128. The implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling	91.67%	81.81%	100%
195. Recognize that all students must be treated fairly	100%	100%	100%
196. Recognize that all students can learn	95.83%	100%	100%