

2017 - 2018 CAEP Data Report

This annual data report provides a trend analysis of the assessment data used by this EPP to analyze and determine its effectiveness as a school counselor-preparation program.

Annual Reporting Measures (CAEP Component 5.4 and A.5.4)

Impact Measure (CAEP Standard 4) 1. Impact on P-12 Learning and Development

Hawaii DOE informed this EPP that the data that we requested pertaining to CAEP Standard 4 Impact Measure 1 was not available and its availability could not be determined at this time.

Impact Measure (CAEP Standard 4) 2. Indicators of Teaching Effectiveness

Hawaii DOE informed this EPP that the data that we requested pertaining to CAEP Standard 4 Impact Measure 2 was not available and its availability could not be determined at this time. In addition, Hawaii DOE informed this EPP that we are not allowed to survey Principals regarding this matter.

Impact Measure (CAEP Standard 4) 3. Satisfaction of Employers and Employment Milestones

Hawaii DOE informed this EPP that the data that we requested pertaining to CAEP Standard 4 Impact Measure 3 was not available and its availability could not be determined at this time. In addition, Hawaii DOE informed this EPP that we are not allowed to survey Principals regarding this matter.

Impact Measure (CAEP Standard 4) 4. Satisfaction of Completers

A graduate survey is being revised and will be distributed during the Fall 2019 semester. Data will be provided in next year's CAEP Data Report.

Outcome Measure 5. Graduation Rates & 6. Ability of Completers to Meet Licensing Requirements

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 four 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
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AY 2017 - 2018	30	38.93	n/a*	Fully Classified = 26 Provisional = 4 Did not start = 0
AY 2016 - 2017	32	38.38	3.47	Fully Classified = 22 Provisional = 9 Did not start = 1
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

* As of AY 18-19, the MSCP program modified its enrollment policy to only require contact information of the applicant's references.

Analysis: Although there has been a decline in enrollment since AY 2014-2015, it has been relatively stable. Based on the amount of School Counselors that are hired annually in the State of Hawaii, the interest our program and the amount of completer's that we graduate align with state needs.

Table 1.2 illustrates the number of candidates enrolled, completed the School Counseling program, and withdrew prior to program completion, for the past four 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 2017-2018	24	18	8
AY 2016-2017	28	21	2
AY 2015-2016	25	23	9
AY 2014-2015	23	14	5

Analysis: Although there has been a slight decline in enrollment since AY 2014-2015, it has been relatively stable. Based on the amount of School Counselors that are hired annually in the State of Hawaii, the interest our program and the amount of completer's that we graduate align with state needs.

Table 1.3 provides the demographic data of the School Counseling 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 2017- 2018	18	Females =15 Males = 3	African-American = 1 Asian = 8 Hispanic = 1 Native Hawaiian / Pacific Islander = 5 Native American Indian = 1 White = 1 Unknown = 1
AY 2016- 2017	21	Females =15 Males = 6	Asian = 6 Native Hawaiian / Pacific Islander = 5 White = 1 Unknown = 9
AY 2015-2016	24	Females =17 Males = 6	Asian = 6 Native Hawaiian / Pacific Islander = 4 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 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
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Analysis: This EPP continues to show high diversity in our candidates. This School Counseling program is predominately female with the majority of the candidates being Asian, Native Hawaiian, or Pacific Islander.

Outcome Measure 7. Ability of Completers To Be Hired In Education Positions For Which They Have Prepared

A graduate survey is being revised and will be distributed during the Fall 2019 semester. Data pertaining to this outcome measure will be provided in next year’s CAEP Data Report.

Outcome Measure 8. Student Loan Default Rates and Other Consumer InformationThe 2015 3-year official student loan default rate is 5.6% and the 2016 3-year draft student loan default rate is 6.5%.

Methods of Program 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 School Counseling Comprehensive Examination Site Supervisor’s Evaluation of School Counseling Candidate Praxis II Content Examination School Counseling Program Evaluation	1, 2, & 3 1 1, 2, & 3 1 2 & 3	1.1, 1.2, & 1.4 1.1 1.1, 1.2, 1.3, & 1.4 1.1 1.3 & 1.4

MSCP Core Comprehensive Examination. Before 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, as of 2018, is a 150-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 (150 total possible points)	High Score (150 total possible points)	Reliability	Mean (150 total possible points)	Standard Deviation
2018	18	100.00%	98	133	.77	113.61	9.55
Year	N	Percent Passing*	Low Score (125 total possible points)	High Score (125 total possible points)	Reliability	Mean (125 total possible points)	Standard Deviation
2017	20	95.00%	79	110	.80	94.40	9.31
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=11 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
2018	84.64%	73.74%	76.67%	67.59%	81.48%	68.06%	71.11%	75.00%

Year	Cross Cultural (N=14 test items) % of correct responses	Health (N=15 test items) % of correct responses	Abnormal (N=10 test items) % of correct responses	Personality (N=10 test items) % of correct	Social/Org (N=10 test items) % of correct
2018	86.51%	70.00%	80.56%	70.00%	82.78%

Year	Marianist (N=5 test items) % of correct responses
2018	76.67%

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
2017	84.12%	74.00%	72.50%	69.17%	77.50%	66.67%	77.50%	73.21%
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
2017	82.69%	79.50%	67.00%
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.

Analysis: In reference to the data provided in Table 4.1 and 4.2, the evidence indicates that the School Counseling candidates' overall performance (mean score and percent passing) on the MSCP Core Comprehensive Examination is consistent over the past six years (2012-2017). The mean score and percent passing the exam are indicative that significant cumulative candidate learning is occurring. Scale analysis indicates the School Counseling program's strengths are in ethics, counseling skills, cross-cultural counseling, group counseling and health and stress management counseling. Understanding of development is a moderate strength. Testing, research and career knowledge are the lowest areas. Scale analysis indicates that the program's common core candidate learning outcomes are being met. Cumulative learning has been demonstrated. The evidence is quite strong. In addition, strong performance in ethics and cross-cultural counseling are in line with integral aspects of the CUH Mission Statement and Marianist Educational Values. School Counseling candidates had a significantly higher rate of passing than candidates in the other counseling emphases.

Starting in 2018, 25 items were added to the Core Comprehensive Examination. The purpose was to directly assess Abnormal Psychology, Psychology of Personality, and Social & Organizational Psychology.

Based on the evidence provided there is alignment and the meeting of Program Claim I, and TEAC-Legacy Principles 1.1 and 1.4.

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 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 (55 total possible points)	High Score (55 total possible points)	Reliability	Mean (55 total possible points)	Standard Deviation
2018	18	100.00%	34	45	.30	39.78	3.38

Year	N	Percent Passing*	Low Score (50 total possible points)	High Score (50 total possible points)	Reliability	Mean (50 total possible points)	Standard Deviation
2017	21	100.00%	31	44	.52	37.00	3.90
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

Analysis: Based on the analyzed data, School Counseling candidates have performed consistently over the past six years (2012-2017) and have demonstrated an understanding of the academic material presented in the School Counseling emphasis curriculum. The mean score and percent passing the exam are indicative that significant cumulative candidate learning is occurring. Item analysis indicates that School Counseling candidates scored highest on questions pertaining to ethics and counseling skills. School Counseling candidates scored lowest on questions pertaining to testing and the ability to recall standards.

Starting in 2018, a case study was added to the School Counseling Comprehensive Examination and that added 5 additional questions.

Based on the evidence provided there is alignment and the meeting of Program Claim I, and TEAC-Legacy Principles 1.1.

Site Supervisor’s Evaluation of School Counseling Candidate Survey. 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. Site Supervisors are provided the following Likert scale:

- Not Applicable or not enough information to form a judgment
- Far Below Expectations – needs much improvement, a concern
- Below Expectations – needs improvement, a concern
- Acceptable – meets standards at an average level for Practicum student/Intern
- Above Expectations – performs above average level for Practicum student/Intern
- Far Above Expectations – a definite strength, performs well beyond average levels for Practicum student/Intern

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	2016 N	2016 Mean (5 pt Likert Scale)	2016 SD	2017 N	2017 Mean (5 pt Likert Scale)	2017 SD	2018 N	2018 Mean (5 pt Likert Scale)	2018 SD
Life Span Development	141	3.87	.61	120	3.80	.68	90	3.69	.74
Counseling Theories	138	3.72	.70	113	3.77	.69	93	3.61	.75
Developed Counseling Style	137	3.70	.71	110	3.76	.69	90	3.63	.71
Dynamics of Individual Behavior	139	3.82	.72	116	3.90	.71	92	3.73	.70
Diagnosis and Treatment Planning	134	3.78	.72	114	3.79	.73	77	3.74	.80
Communication	143	4.09	.69	121	4.08	.70	92	3.89	.78
Empathetic	145	4.21	.66	120	4.27	.68	95	4.06	.78
Supportive	143	4.21	.68	121	4.19	.71	94	4.12	.75
Emotional Stability	145	4.14	.77	121	4.08	.77	94	3.93	.86
Recognizes Personal Limitations	144	4.17	.69	121	4.21	.63	96	3.92	.88
Understanding of diversity	144	4.16	.70	120	4.19	.71	95	3.96	.80
Professionalism	145	4.33	.61	121	4.29	.62	94	3.96	.82
Ethical	145	4.30	.64	121	4.60	.66	93	3.91	.76
Documentation	143	4.07	.77	121	4.12	.69	95	3.86	.81
Referrals	115	3.81	.85	94	3.99	.71	81	3.81	.81

Analysis: The evidence indicates that the School Counseling candidates are demonstrating an integrative understanding through the application of clinical skills and competencies at their respective professional sites. Procedural knowledge is clearly being shown by the acceptable – above expectations range of mean scores per assessed competency. The School Counseling candidates consistently scored high in empathy, being supportive to their students and colleagues, and their professionalism. Areas that need improvement are the School Counseling candidate’s understanding of their own counseling style, how to apply theory to real-world, and their overall confidence in diagnosing and creating treatment plans for their students.

Based on the evidence provided there is alignment and the meeting of Program Claim I, and TEAC-Legacy Principles 1.1, 1.2, 1.3, and 1.4.

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	24	100%
2016-2017	23	100%
2017-2018	18	100%

Analysis: The evidence indicates that School Counseling candidates have an exceptionally high passing rate. This shows that the School Counseling candidates have met the minimum standards of their understanding of how to be an effective and knowledgeable School Counselor as determined by HTSB’s minimum passing score.

Based on the evidence provided, there is alignment and the meeting of Program Claim I, TEAC-Legacy Principle 1.1, and HTSB’s licensure requirement of successful completion of the Praxis II content examination.

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 N=17 test items
2018	84.64% correct responses
2017	84.12% correct responses
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

Analysis: In reference to the data provided in Table 4.6 the evidence indicates that the School Counseling candidates' overall performance (percent of correct responses) on the MSCP Core Comprehensive Examination Ethics sub-category questions is consistent over the past seven years. The percentage of correct responses are indicative of the above average degree of declarative knowledge the School Counseling candidates have of professional and ethical issues in counseling.

Based on the evidence provided, there is alignment and the meeting of Program Claim II, and TEAC-Legacy Principles 1.1, and 1.3.

Site Supervisor's Evaluation of School Counseling Candidate survey (ethics sub-category). Site Supervisors are asked to complete an evaluation of 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	2016 N Size	2016 Mean (5 pt Likert Scale)	2016 SD	2017 N Size	2017 Mean (5 pt Likert Scale)	2017 SD	2018 N Size	2018 Mean (5 pt Likert Scale)	2018 SD
Conducts oneself in a professional manner with students; respects the rights of others	145	4.33	.61	121	4.29	.62	94	3.96	.82
Establishes and maintains counseling, relationships consistent with ethical standards established by the ACA	145	4.30	.64	121	4.60	.69	93	3.91	.76
Completes assigned responsibilities in a timely and competent manner; maintains accurate records on the student(s) and on own professional practice	143	4.06	.77	121	4.12	.68	95	3.86	.81
Is willing and able to make referrals to other professionals when faced with issues beyond one’s level of training and expertise	115	3.81	.85	94	3.99	.71	81	3.81	.81

Analysis: In reference to the data provided in Table 4.7 the evidence indicates that the School Counseling candidates’ ratings in the Professional and Ethical Standards sub-category in the Site Supervisor’s Evaluation of the School Counseling Candidate is consistent over the past three years. Site Supervisors consistently rate School Counseling candidates as Above Expectations in this sub-category. This provides evidence that procedural knowledge is high as they are able to apply professional and ethical concepts to their clinical experience.

Based on the evidence provided, there is alignment and the meeting of Program Claim II, and TEAC-Legacy Principles 1.1, 1.2, 1.3, and 1.4.

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 MPCAC). 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

Question	2016 (n=23) % of candidates responding Agree or Strongly Agree	2017 (n=20) % of candidates responding Agree or Strongly Agree	2018 (n=18) % of candidates responding Agree or Strongly Agree
9. An understanding of the ethical issue of confidentiality within a counseling context	100%	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	100%	95%	100%
12. An understanding of the ethical issues of dual relationships within a counseling context	100%	95%	94.44%
13. An understanding of the ethical issues of professional competence within a counseling context	100%	100%	94.44%
14. An understanding of the ethical issues of diversity within a counseling context	100%	95%	94.44%
15. An understanding of the ethical issues of boundary within a counseling context	100%	95%	94.44%
29. Recognize that counseling is a confidential process focused on the present relationship between counselor and client(s)	95.65%	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	100%	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	95.65%	95%	100%
37. Recognize the importance of non-maleficence	100%	100%	94.44%
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	100%	100%	100%
39. Promote the welfare of my	95.67%	95%	100%

clients			
118. Competence in the knowledge of legal and ethical issues of counseling	91.30%	90%	83.33%
126. The ethical standards and guidelines of ASCA	95.65%	100%	94.44%
127. The policies, laws, and legislation relevant to School Counseling	100%	100%	88.89%
165. The ability to use a variety of technologies effectively and ethically	95.65%	100%	100%
197. The ASCA ethical standards for school counselors	100%	100%	100%

Analysis: In reference to the data provided in Table 4.8 the evidence indicates that the School Counseling candidates’ self-report on ethical issues in the School Counseling Program Evaluation survey is consistent over the past three years. Candidates feel confident in their knowledge and practice of counseling ethics. This is consistent with the ratings of site supervisors who have in most cases observed the candidates for an entire school year. This provides evidence that declarative and procedural knowledge is high as it pertains to ethical issues in the counseling profession.

Based on the evidence provided, there is alignment and the meeting of Program Claim II, and TEAC-Legacy Principles 1.1, 1.2, 1.3, and 1.4.

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 150-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
2018	86.51% correct responses
2017	82.69% correct responses
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

Analysis: In reference to the data provided in Table 4.9 the evidence indicates that the School Counseling candidates’ overall performance (percent of correct responses) on the MSCP Core Comprehensive Examination Cross-Cultural sub-category questions is

consistent over the past seven years. The percentage of correct responses are indicative of the above average degree of declarative knowledge the School Counseling candidates have of cross-cultural and diversity issues in in counseling.

Based on the evidence provided, there is alignment and the meeting of Program Claim III, and TEAC-Legacy Principles 1.1, and 1.3.

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	2016 Size	2016 Mean (5 pt Likert Scale)	2016 SD	2017 Size	2017 Mean (5 pt Likert Scale)	2017 SD	2018 Size	2018 Mean (5 pt Likert Scale)	2018 SD
Is empathetic, understanding, and genuine in interactions with students; projects acceptance of student behaviors and value systems even when different from one’s own	145	4.21	.66	120	4.27	.68	95	4.06	.78
Develops and maintains supportive relationships with others including staff, supervisors and other professionals	143	4.21	.68	121	4.19	.71	94	4.12	.75
Demonstrates emotional stability, security, confidence and an ability to take initiative	145	4.14	.77	121	4.08	.77	94	3.83	.86
Recognizes personal limitations and is open to appropriate supervision	144	4.17	.69	121	4.21	.63	96	3.92	.88

Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds	144	4.16	.70	120	4.19	.71	95	3.96	.80
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Analysis: In reference to the data provided in Table 4.10 the evidence indicates that the School Counseling candidates’ ratings in the Personal and Social Skills sub-category in the Site Supervisor’s Evaluation of the School Counseling Candidate is consistent over the past three years. Site Supervisors consistently rate School Counseling candidates as Above Expectations in this sub-category. This provides evidence that procedural knowledge is high as they are able to apply cross-cultural and diversity theory to their clinical experience.

Based on the evidence provided, there is alignment and the meeting of Program Claim III, and TEAC-Legacy Principles 1.1, 1.2, 1.3, and 1.4.

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 MPCAC). 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	2016 (n=23) % of candidates responding Agree or Strongly Agree	2017 (n=20) % of candidates responding Agree or Strongly Agree	2018 (n=18) % of candidates responding Agree or Strongly Agree
2. How cross-cultural issues impact on the counseling context	95.65%	100%	100%
14. An understanding of the ethical issues of diversity within a counseling context	100%	95%	94.44%
21. Attitudes and sensitivities necessary to relate effectively with others in a wide variety of situations/context	95.65%	90%	100%
22. Interpersonal skills necessary to relate effectively with others in a wide variety of situations/context	91.30%	95%	100%
23. Critical thinking skills necessary to relate effectively with others in a wide variety of situations/context	95.65%	100%	94.44%

24. Competencies and skills to effectively provide individual counseling	91.30%	100%	100%
25. Competencies and skills to effectively provide group counseling	86.96%	95%	88.89%
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	100%	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	95.65%	95%	100%
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	82.61%	95%	94.44%
128. The implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling	100%	90%	88.89%
195. Recognize that all students must be treated fairly	100%	100%	94.44%
196. Recognize that all students can learn	100%	100%	100%

Analysis: In reference to the data provided in Table 4.11 the evidence indicates that the School Counseling candidates' self-report on cross-cultural and diversity issues in the School Counseling Program Evaluation survey is consistent over the past three years. Candidates feel confident in their knowledge and practice of cross-cultural counseling. This is consistent with the ratings of site supervisors who have in most cases observed the candidates for an entire school year. This provides evidence that declarative and procedural knowledge is high as it pertains to cross-cultural and diversity issues in the

counseling profession.

Based on the evidence provided, there is alignment and the meeting of Program Claim III, and TEAC-Legacy Principles 1.1, 1.2, 1.3, and 1.4.

Summary of Findings (Analysis of EPP performance)

After reviewing Chaminade University's School Counseling program's assessment data, we feel very strongly that there is evidence supporting our three claims. The School Counseling candidates have shown to be competent, caring, and qualified School Counselors by exhibiting a high level of declarative and procedural knowledge through their performance on summative assessments and evaluations. Consequently, the School Counseling candidates have met TEAC's Quality Principles including the Cross-Cutting Themes, and HTSB's Performance Standards.

Claim 1

To be a competent and qualified counselor, our graduates will understand and demonstrate the skills, techniques, and knowledge of an effective school counselor.

The understanding of the skills, techniques, and knowledge needed to be an effective, competent, and qualified school counselor was assessed through the use of the MSCP Core Comprehensive examination, the MSCP School Counseling Comprehensive examination, and the Praxis II content examination. Scores and passing rates for all three assessments were consistent over the past three years. The findings, as shown in Table 4.1, 4.2, 4.3, and 4.5, are indicative of significant cumulative candidate learning occurred.

The demonstration of the skills, techniques, and knowledge needed to be an effective, competent, and qualified school counselor was assessed through the use of the Site Supervisor's Evaluation of the School Counseling Candidate survey. The data shown in Table 4.4 provides evidence that School Counseling candidates are able to demonstrate an integrative understanding through the application of clinical skills and competencies at their respective practicum/internship site(s) as evaluated by their respective site supervisor(s).

In summary, through the analysis of the MSCP Core Comprehensive examination, the MSCP School Counseling Comprehensive examination, the Praxis II content exam, and the Site Supervisor's Evaluation of the School Counseling Candidate survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 1 has been met.

Claim 2

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate positive ethical and professional conduct.

The understanding of positive ethical and professional conduct needed to be a competent, qualified, and caring counselor was assessed through the use of the ethics sub-category of the MSCP Core Comprehensive examination and the School Counseling Program Evaluation. The data in Table 4.6 shows an above average degree of knowledge pertaining to professional and ethical issues in counseling. In looking at the sub-category data for the MSCP Core Comprehensive examination over the past three years, ethics has been either the highest or second highest scored sub-category when comparing the sub-categories of the examination. This aligns with the data collected from the ethics sub-category of the School Counseling Program Evaluation. Candidates self-reported a high degree of self-efficacy in their knowledge and practice of professional and ethical issues in counseling. This can be referenced in Table 4.8.

The demonstration of positive ethical and professional conduct needed to be a competent, qualified, and caring counselor was assessed through the Professional and Ethical Standards sub-category of the Site Supervisor's Evaluation of the School Counseling Candidate survey. Table 4.7 shows that School Counseling candidates are consistently rated at the Above Expectations level in this sub-category. Subsequently, it can be said that candidates have a high degree of knowledge and self-efficacy, and are able to apply that knowledge in their respective clinical setting.

In summary, through the analysis of the ethics sub-category in the MSCP Core Comprehensive examination, the School Counseling Program Evaluation, and Site Supervisor's Evaluation of the School Counseling Candidate survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 2 has been met. In addition, analysis of the Claim 2 data shows that Quality Principle 1.4.2 Multicultural Perspectives and Accuracy have also been met.

Claim 3

To be a competent, qualified, and caring counselor, our graduates will understand and demonstrate the value of diversity in meeting the unique needs of others.

The understanding of the value of diversity in meeting the unique needs of others was assessed through the use of the cross-cultural sub-category of the MSCP Core Comprehensive examination and the School Counseling Program Evaluation. The data in Table 4.9 shows an above average degree of knowledge pertaining to cross-cultural and diversity issues in counseling. In looking at the sub-category data for the MSCP Core Comprehensive examination over the past three years, cross-cultural has been in the top three scored sub-category when comparing the sub-categories of the examination. This aligns with the data collected from the cross-cultural sub-category of the School Counseling Program Evaluation. Candidates self-reported a high degree of self-efficacy in their knowledge and practice of cross-cultural and diversity issues in counseling. This can be referenced in Table 4.11.

The demonstration of the value of diversity in meeting the unique needs of others was assessed through the Personal and Social Skills sub-category of the Site Supervisor's Evaluation of the School Counseling Candidate survey. This sub-category is the section of the evaluation where cross-cultural and diversity-related issues are rated by the respective site supervisor. Table 4.10 shows that School Counseling candidates are consistently rated at the Above Expectations level in this sub-category. It is evident that candidates have a high degree of knowledge and self-efficacy, and are able to apply that knowledge in their respective clinical setting.

In summary, through the analysis of the cross-cultural sub-category in the MSCP Core Comprehensive examination, the School Counseling Program Evaluation, and the Personal and Social Skills section of the Site Supervisor's Evaluation of the School Counseling Candidate survey, it can be concluded that a high degree of declarative and procedural knowledge has been achieved and that Claim 3 has been met.

Cross-Cutting Themes

1.4.1 Learning how to learn. The School Counseling program faculty conceptualized this cross-cutting theme as the candidate's ability to think independently, problem-solve through inquiry and seeking out needed information, and transfer what was learned to the real-world. This directly applies to the Marianist Educational Values of Provide an Excellent Education and Educate for the Adaptation to Change. The Marianists value a candidate's ability to link theory and practice. In addition, with the world constantly changing, candidates must also become agile in navigating through chaotic environments. This is accomplished through their coursework and clinical experience.

More specifically, candidates are required in their pre-clinical class Psy 771 School Counseling, to conduct a guidance curriculum and analysis that they will implement during their Practicum and/or Internship semesters at their respective placement. Currently, candidates are required to collaborate with their placement site, analyze the placement site's needs, and factor in the placement site's mission/vision and demographic population as they develop a guidance curriculum (without a research design). Candidates learn how to perform a needs assessment, develop their collaborative skills, and this experience provides them with a real-world problem-solving exercise that will be common once they become a professional School Counselor. Once their Practicum and Internship experiences begin, candidates will be out in the field and there they must demonstrate the transferring of theory to practice through, but not limited to, the implementation of their guidance curriculum.

Prior to 2014, learning how to learn was not directly assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the School Counseling program have learned how to learn will be assessed through (a) The Supervisor's Evaluation of the School Counseling Candidate survey, (b) Graduate survey, and (c) the Psy 672 Internship B Instructor's Evaluation of the School Counseling Candidate survey.

1.4.2 Multicultural perspectives and accuracy. This cross-cutting theme is formally evaluated through Claim 3. As noted in Claim 3, accurate multicultural perspectives is assessed and evaluated through the following: (a) MSCP Core Comprehensive Examination (cross-cultural sub-category), (b) Site Supervisor's Evaluation of School Counseling Candidate survey (cross-cultural sub-category), and (c) School Counseling Program Evaluation (cross-cultural sub-category).

In addition, cultural diversity is a student learning outcome in every course School Counseling candidates experience. The course that directly addresses this cross-cutting theme is Psy 736 Cross-Cultural Psychology. The student learning outcomes for this course is:

Students will demonstrate an understanding of:

- Comparing and contrasting independent (individual) and interdependent (collective) approaches to the concept of "self" within the context of cross-cultural counseling.
- How the counselor and client may be seen within the context of a social, cultural, familial, and psychological integrated system.
- Cross-cultural counseling in the contexts of school, community, and marriage and family counseling.
- Their biases, prejudices, values, and expectations relative to the cross-cultural counseling context.
- Ethical issues relative to cross-cultural counseling.
- How Eastern and Western perspectives can be integrated in the counseling context.
- The scientific method, research, and sampling relative to cross-cultural counseling.
- Culture relative to the perspective of evolutionary psychology.
- Cultures in Hawai'i.
- Fundamental concepts in cross-cultural counseling.

Beginning in academic year 2015-2016, The School Counseling program deepened its assessment of Quality Principle 1.4.2 by utilizing a revised e-Portfolio signature assignment, a revised Principal survey, and a revised Graduate survey. It should be noted that the Principal survey can no longer be administered by Chaminade University's School Counseling Program. Hawaii Department of Education has informed us in 2014 that all surveys addressed to Principals require Superintendent approval. In our attempt at seeking approval, we were denied and instructed to collaborate with their Office of Strategy, Innovation, and Performance, as this is the department heading data governance and teacher and counselor performance evaluation. The Assistant Superintendent that leads this department is working closely with us so that we can receive counselor performance data for our program assessment needs. This is still in progress.

1.4.3 Technology. The School Counseling faculty is supportive of and committed to the use of technology in preparing candidates to use technology to help their students help

themselves in adapting cognitively, emotionally, and behaviorally to their various inter-related and diverse environments. It must be noted, however, that our faculty believe that counseling is fundamentally a face-to-face relationship between human beings, and while technology must have a place in the counseling process, there is no substitute for interpersonal interaction.

Technology in the School Counseling program is implemented in the following ways:

- Upon admission, all candidates are provided with an e-mail address, password and access to specific online sites.
- Each term, all candidates register online.
- Each term, all candidate grades are posted online.
- All faculty, full and adjunct, are provided with an e-mail address.
- All faculty are required to have their e-mail address as part of their syllabus so candidates will be able to contact them.
- All candidates are required to take Psy 616 Statistics, Research and Evaluation. In this class all candidates are taught to use the computer program SPSS for statistical analysis and evaluation.
- All candidates are required to take Psy 627 Career Development. In this class all candidates use computer technology for exploring career development.
- All candidates are required to take Psy 736 Cross Cultural Counseling. In this class all candidates are required to use PowerPoint for their presentation where they compare, across instructor-selected variables, Hawaiian culture with a culture of their choice.
- All candidates in Psy 603 Introduction to Counseling Skills, Psy 611 Group Processes, Psy 646 Practicum, and Psy 671/2 Internships A and B are filmed in a role-play or real counseling exercise, which is used by them, their classmates, and their instructor to monitor their growth and development as counselors.
- All candidates must create an ePortfolio utilizing the technology learned throughout the program.

Prior to 2014, technology was not directly and formally assessed. After identifying this during our self-audit, assessment modifications were made to address this missing element. Starting in academic year 2015-2016, support for our claim that graduates of the School Counseling program have acquired the knowledge to use the basic productivity tools of the profession will be assessed through (a) The Supervisor's Evaluation of the School Counseling Candidate survey, (b) Program evaluation survey, and (c) the Psy 672 Internship B Instructor's Evaluation of the School Counseling Candidate survey.

Based on the analysis of this annual report the following were identified:

- Through the analysis of our School Counseling Comprehensive examination and our Site Supervisor's Evaluation of the School Counseling Candidate survey, we were able to identify an area within the School Counseling curriculum that needs improvement. The School Counseling program needs to improve upon its students' ability to practically apply counseling theories in the real-world. The School Counseling students

have shown through their School Counseling Comprehensive exam scores that they understand counseling theories in the context of the university classroom, but evaluation scores of their performance in the field, pertaining to this area, were the lowest when compared to the other areas assessed in that assessment tool. This incongruency was shared with the clinical instructors and will be focused on during the upcoming academic year. In addition, a stronger emphasis on assessment and treatment planning will occur in their clinical classes as well.

- Hawaii DOE has informed us in 2014 that all surveys addressed to Principals require Superintendent approval. In our attempt at seeking approval, we were denied and instructed to collaborate with their Office of Strategy, Innovation, and Performance, as this is the department heading data governance and teacher and counselor performance evaluation. The Assistant Superintendent that leads this department is working closely with us so that we can receive counselor performance data for our program assessment needs. This will take the place of our Principal survey. No estimated time for the first data report was provided to date. This is still in progress and we continue to work with Hawaii DOE on developing some form of compromise regarding this matter.

Sharing of Data

This CAEP Data Report was sent to all MSCP faculty and staff. This CAEP Data Report was also uploaded to our EPP public website for public viewing.