

Texas A&M International University Annual Institutional Effectiveness Review (AIER)

Date Submitted January 31, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Masters of Arts in Counseling Psychology (MACP) (Thesis and Non-Thesis)

Person(s) Preparing Review Bonnie Rudolph

Provide summary of the last cycle's use of results and changes implemented

Results were used to demonstrate the program's progress in assessing student performance, and changes in texts, and syllabi were made. Discussion of curricular and assessment changes were entertained.

Section I: Planning and Implementation
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Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

The mission of the MA Program in Counseling Psychology at TAMIU is to prepare students to become professional helpers skilled in counseling and psychology. Counselors will be prepared to utilize preventive strategies to promote mental health as well as creatively identify, address and serve the counseling and psychological needs of communities and individuals in multicultural contexts, such as the growing populations along the Southern border of the United States and Mexico. We prepare professional helpers to value all cultures and to respond sensitively to the special issues of life in border communities.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students will demonstrate ability to critically evaluate and integrate a relevant body of psychological literature in a paper written in APA style.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Research

Identify Strategic Plan Objective related to Outcome 1

2.5.0 To increase student retention, involvement and academic success at Texas A&M International Univeristy. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Strategy: Continue to provide quality programs and services that assist graduate students' identification with a strategy of life-long learning that includes critical thinking and coherent communication in APA style.

Identify methods of assessment to be used

A faculty team evaluates student literature reviews of 6-8 pages. Reviews come from peer reviewed journal articles for the required course, PSYC 5320, using a six category rubric. The rubric is called the APA Style Evaluation Form- Graduate. Categories are: Importance of topic/Effective Introduction, APA format, Currency and relevance of literature cited, Effectiveness of conclusions, Technical and scientific writing, and Gramatical and spelling accuracy.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Ratings by faculty across all categories will average 80% and the average rating on none of the areas will be less than 70%.

Outcome 2

Is this outcome related to writing (QEP)?

Students will demonstrate their knowledge of theories of counseling and psychotherapy, including strengths and weaknesses and areas of application.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Research

Identify Strategic Plan Objective related to Outcome 2

2.5.0 To increase student retention, involvement and academic success at Texas A&M International Univeristy. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Identify methods of assessment to be used

An objective, multiple-choice measure of counseling and psychotherapy theories is administered to all MACP students as part of the Comprehensive exam. The test is called Counseling and Psychotherapy: Theories & Applications Objective Test.

Indicate when assessment will take place

Spring

Criteria/Benchmark

80% of the students will score at or above the 80% level and no student will score below 70%.

Outcome 3

Is this outcome related to writing (QEP)?

Students will demonstrate basic counseling and professional competencies in direct services to clients.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Research

Identify Strategic Plan Objective related to Outcome 3

2.5.0 To increase student retention, involvement and academic success at Texas A&M International University. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Strategy: Implement IEP; track student performance and use of results to improve program.

Review results regularly among psychology faculty and make adjustments to class offerings as results indicate.

Identify methods of assessment to be used

All students complete the Multicultural Counseling Awareness Scale (MCKAs, Ponterroto, et. al., 1991). Student responses will be comparable to those in the literature in both the knowledge and awareness scales (typical score in literature is 5 for counseling interns). Site supervisors also complete a locally developed measure, The Site Supervisor's Rating Form which is used to evaluate professional and counseling competencies in field placement.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Each student will achieve a 5 on the MCKAs. The supervisor's rating will average 80% in all competencies and none of the individual competencies will be less than 70%.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Collected in Spring, May 3, 2006

Outcome 2

Conducted in Spring: April 7, 2006 , and Fall: November 4, 2006

Outcome 3

MCKAs: None collected in 2006.

Site Supervisors Rating Form: 9 Collected in Spring, May 1, 2006, 9 Collected in Fall, December 5, 2006.

What were the results attained (raw data)?

Outcome 1

Rubric scored papers for students in PSYC 5320 N=6: Percent Rating

Importance/Introduction= 83.75%

APA Format=88.36%

Currency and Relevance=73.1%

Conclusion=72.83%

Writing Style=63.37%

Grammar and Spelling 71.60%

Outcome 2

Objectives Test in Counseling Theories:Comprehensive Exams N=9

Fall 2006

Student #04=70%

Student #02=76%

Student #03=80%

Student #01=82%

Student #05=92%

Spring 2006

Student #01=94%

Student #03=96%

Student #02=90%

Student #04=86%

Outcome 3

Site Supervisors Rating Forms:N=18
Six Counseling Competency Averages
Empathy: 86.5%.
Accurate/Sensitive Summary:88.3%
Appropriate Sturcture/Flow: 81.9%
Alliance Maintenance and Repair: 86.5%
Sensitivity to Diversity: 95.5%
Create & Maintain confidential records: 82.2%
Seven Professional Competency Averages
Professionalism & Adhere to Ethical Standards: 96.6%
Open in Supervision: 96.7%
Sought feedback and non-defensive response: 95.5%
Self-awareness in counseling & supervision: 93.3%
Collaboration with staff and colleagues: 92.2%
Acquire information using varied technologies: 85.5%
Critical thinking skills demonstration: 95.5%

Who (specify names) conducted analysis of data?

Outcome 1

Bonnie Rudolph

Outcome 2

Bonnie Rudolph

Outcome 3

Bonnie Rudolph

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE web page.](#))

Faculty members working in the Masters of Counseling Psychology Program met and discussed the results, debated and then decided upon responsive actions. Dr. Kiburn, Chair of the Department of Behavioral, Applied Sciences and Criminal Justice received the AIER report . The results were summarized and reported in the weekly MACP newsletter that is distributed to all MACP students. The external community Advisory Board of the program meets each April and the results will also be shared with the Advisory Board Members in April of 2007.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: Two of six categories of rubric exceeded the benchmark. Four did not meet the benchmark and one category, Writing Style, (63.37%) did not meet the minimum score of 70%. Changes: Hire an advanced graduate student who has demonstrated superior writing skills as a teaching assistant for graduate research course. Distribute the Rubric as an attachment to all syllabi in MACP program courses. Summary of results reported in MACP Newsletter distributed to all students.

Outcome 2

Met Not Met

Provide narrative: Seven of nine (78%) meet the benchmark. The goal was to have 80% meet the benchmark. None scored below the minimum score of 70%. Average rating was 85.1%. Changes: Faculty will emphasize the importance of all parts of the comprehensives to students as they prepare for the comprehensive exams and will warn them not to neglect the objectives section as they prepare for the essays. Number of objective items in the final exam for the Theories of Counseling and Psychotherapy course, PSCY 5303 will be increased. Summary of results reported in MACP Newsletter distributed to all students.

Outcome 3

Met Not Met

Provide narrative: Outcome met for the data collected. Both counseling and professional competences were rated at or above the 80% benchmark. Change: The MACKs will be collected in the Multicultural Class, PSYC 5336 when it is taught in the summer of 2007.

How have these data-based changes improved your program/unit?

Faculty member awareness of program strengths and weaknesses has been increased. Courses have been changed and improved to address deficiencies. Students are increasingly aware of criteria defining program success. The attention to measurement of learning outcomes and the increased rigor of the program has attracted more candidates. The use of the Site Supervisor Rating Form has impacted student supervision in the community, and has modeled counseling and professional behaviors to both supervisors and students, which has also enhanced the status and reputation of the program.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
<input checked="" type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input checked="" type="checkbox"/> Other: Advanced graduate student as a teaching assistant will be used in PSYC 5320 to teach writing skills.

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Use of an advanced graduate student who demonstrates superior writing skills as a teaching assistant in PSYC 5320 will assist graduate students with learning the writing skills, and will provide a writing mentor that the students can readily identify with. In addition this will be an excellent teaching opportunity for an advanced student, especially one who is planning doctoral level study.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Outcomes appear to be discriminating between students and are valid and reliable.
New Outcome(s) – (List outcomes below): None
Modification of present outcome(s) – (Indicate reason for modification): Collection of the MCKAs in summer of 2007 during Multicultural Counseling Course.

****** This section to be completed by dean/director/vice-president ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

Enter text here

