

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted February 1, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit Masters of Arts in Counseling Psychology

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. Changes in texts and syllabi were made and a counseling lab room was allocated and equipped for session recording and essential supervision of student counseling work.

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 1 Academics

Identify Strategic Plan Objective related to Outcome 1

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: 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.

Enter text here

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 Grammatical 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 1 Academics

Identify Strategic Plan Objective related to Outcome 2

2.5 To increase student retention, involvement and academic success at Texas A&M International University. To develop and maintain the equality 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 1 Academics

Identify Strategic Plan Objective related to Outcome 3

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.

Identify methods of assessment to be used

All students must complete the Practicum and Internship where they direct service experience at community sites. The Site Supervisor's Rating Form is completed by site supervisors at the end of each semester and evaluates professional and counseling competencies in the field placement.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Each student will receive a rating of no less than 4 (on a five point scale) in the areas evaluated by the Supervisor's Rating Form. The supervisors' ratings will average at least 80% in all competencies and none of the individual competencies will be rated at less than 70%.

Multicultural Counseling Skills Knowledge and Awareness Scale (MCKAs): No student will score less than an average of 5 on items measured by this scale. This is the average score reported in the literature.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Collected in Fall, December 5, 2007

Outcome 2

Conducted in Spring: April 7, 2007 & Summer, 2007, July 21. and Fall, November, 3, 2007

Outcome 3

MCKAs Summer, July 5, 2007

Site Supervisors' Rating Forms: Summer, Fall and Spring

What were the results attained (raw data)?

Outcome 1

*Papers for students in PSYC 5320 N=13

Importance/Introduction 85%

APA Format: 88.15

Currency & Relevance=85%

Conclusions: 83%

Writing Style: 86%

Grammar & Spelling 85%

* Due to faculty schedules this year, only one faculty member made ratings

Outcome 2

Total of 9 students: No student scored below 70%; 78% (7 of 9) scored 80% or above, and two scored 78%. Percents were as follows:

78%

84%

94%

90%

80%

84%

80%

78%

84%

Outcome 3

N=11 10 students scored 5 or above on the MCKAS; one scored 4.69

Scores were:

6.78

6

6.72
6.22
6.
6.13
6.25
5.13
6.16
5.69
4.69

Site Supervisors' Rating Forms N=31 (collected across 2 semesters & summer session) Professional Competencies ranged from a low of 4.5 to a high of 4.9 (5 point scale; all above 80% benchmark) and Counseling Competencies ranged from a low of 4.5 to a high of 4.7 (same scale and same benchmark). No student averaged less than 80% in either the counseling or professional competency areas, however two students scored below 70% on the specific counseling skill of creating and maintaining required records, and two students scored below 70% on the specific professional skill of acquiring information using varied technologies.

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.)

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: Continue with criteria but assure a faculty team completes ratings next fall.

Outcome 2

Met Not Met

Provide narrative: Two of 9 students missed the 80% benchmark with scores of 78%. Continue with criteria and reinforce the importance of this area of the comprehensives. Students have focused on research questions in the comps, and have consequently devoted less study time to the objective section.

Outcome 3

Met Not Met

Provide narrative: Outcome met for the data collected on the Supervisors' Rating Forms. Both counseling and professional competencies were rated at or above the 80% benchmark. Continue criteria, but highlight importance of record keeping and use of varied technologies with students in the MACP Newsletter and in classes.

For MCKAs 10 of 11 students scored and average of 5 or above, but one did score an average of 4.69. Continue criteria.

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

Faculty are more aware of the strengths and weaknesses of the MACP program. Modifications to courses and emphasis in communicating with students are being made to improve in the areas where there are deficiencies. Students are more knowledgeable about how the program is evaluated. The program's attention to quality and measurement of outcomes has helped attract more candidates to the program. The program admitted 14 students in Fall of 2007. Attention to supervision via the Site Supervisor's Rating Form models professional behaviors to students and supervisors and bolsters the reputation of the program in the community.

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 checked="" type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input checked="" type="checkbox"/> Reallocation of current funds		<input checked="" type="checkbox"/> University rule/procedure change only
		<input checked="" type="checkbox"/> Other: Malpractice insurance coverage for supervising faculty

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

Supervision of MACP students requires significant faculty time and a "lab room" on campus where students can video-record sessions of the Texas A&M International University Community Stress Center (TA&MIUCSC) clients. The community site does not provide adequate space for the increasing number of students doing practicum and internship experiences at the TA&MIUCSC, and the increase in community members served. Faculty require some compensation for their extensive supervision time, such as university payment of faculty malpractice insurance. This benefit was lost this fall when the "A&M system-wide risk assessment process" was implemented. Faculty currently pay out of their own pockets for insurance that protects the university and the faculty person from liability created by our students providing community services. System-wide "risk assessment" has not as yet provided coverage. We cannot assure quality of service without this supervision, (Strategic Plan Objective 2.5.0). Given the growth of the program all clinical/counseling faculty are now required to provide several hours of individual supervision weekly to MACP students. Currently no class release time is allotted for this.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Continuation of present outcomes. Outcomes appear to be discriminating between students and appear valid and reliable.

New Outcome(s) – (List outcomes below):

None

Modification of present outcome(s) – (Indicate reason for modification):

None other than to insure that next fall faculty teams make the ratings for outcome one: writing of literature review papers.

****** 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