

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 29, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit MS in School Counseling

Person(s) Preparing Review Dr. Trace Pirtle

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

Thirty-two (32) students in the MS in School Counseling program took TExES 152 in 2006. Twenty-nine (29) passed the exam in the first year (27/29 on first attempt) reflecting a 91% first year pass rate. Although this is our first year to achieve less than 100% pass rate among first-time test takers, it is still a very good showing. However, we continue to struggle with the field-based component of our training. Tremendous variability exists in our local schools with respect to quality internship experiences. We are inextricably tied to our local school districts and must be able to count on them to allow graduate students to complete their required hours in the "real world." The connection between theory and practice needs to be more fully demonstrated and reinforced in order for our students to properly respond to scenario-based questions. While scenarios are stressed on campus, students must see how the knowledge, awareness, and skills they are acquiring is translated in an operational PK-12 setting. In addition, we must place greater emphasis on the implementation of the Texas Comprehensive Guidance Plan. This is also a relative challenge area on the exam for our students.

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 principal focus of the Department of Professional Programs is to provide graduate students with quality instruction for obtaining a Masters degree in Educational Administration, Counseling, and Certification for School Counselor, Principal, and Superintendent. All graduates of the Masters Degree program in School Counseling will have developed a depth of understanding in their field.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

1. Graduate students completing the Masters program in school counseling will be well prepared to enter the field as fully qualified K-12 school counselors and possess the basic knowledge to understand learners (domain I).

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

From Strategic Plan (2006-2010): Objective 1.4--Prepare students for success in their chosen careers.

Identify methods of assessment to be used

TE_xES

Indicate when assessment will take place

Fall

Criteria/Benchmark

Outcome #1: Achieve a minimum scaled score of 240 in Domain I (understanding learners).

Outcome 2

Is this outcome related to writing (QEP)?

2. Graduate students completing the Masters program in school counseling will be well prepared to enter the field as fully qualified K-12 school counselors and possess the basic knowledge to plan, implement and develop a guidance and counseling program (domain II).

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

From Strategic Plan (2006-2010): Objective 1.6--Achieve and maintain accreditation from national, professional or specialized accrediting organizations.

Identify methods of assessment to be used

TE_xES

Indicate when assessment will take place

Fall

Criteria/Benchmark

Outcome #2: Achieve a minimum scaled score of 240 in Domain II (planning and implementing the developmental guidance and counseling programs).

Outcome 3

Is this outcome related to writing (QEP)?

3. Graduate students completing the Masters program in school counseling will be well prepared to enter the field as fully qualified K-12 school counselors and possess the basic knowledge in collaboration, consultation, and professionalism (domain III).

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

From Strategic Plan (2006-2010): Objective 1.8--Provide support programs, services, and activities that promote student learning and enhance student development.

Identify methods of assessment to be used

TE_xES

Indicate when assessment will take place

Fall

Criteria/Benchmark

Outcome #3: Achieve a minimum scaled score of 240 in Domain III (collaboration, consultation, and professionalism).

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2006 & Fall 2006

Outcome 2

Spring 2006 & Fall 2006

Outcome 3

Spring 2006 & Fall 2006

What were the results attained (raw data)?

Outcome 1

N=32; Mean=258.1; Median=257.5; Mode=253.0; Std. Deviation=17.92; Range=79; Minimum=221; Maximum=300.

Outcome 2

N=32; Mean=252.8; Median=253.0; Mode=250.0; Std. Deviation=16.79; Range=81; Minimum=209; Maximum=290.

Outcome 3

N=32; Mean=251.9; Median=253.0; Mode=247.0; Std. Deviation=22.52; Range=117; Minimum=176; Maximum=293.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Trace Pirtle

Outcome 2

Dr. Trace Pirtle

Outcome 3

Dr. Trace Pirtle

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.)**

See attached copies of minutes to document the sharing of this information.

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: Objective for this domain is 240. Median for this domain is 257.5 However, three students achieved scores in this domain less than the objective (239, 237, and 231).

Outcome 2

Met Not Met

Provide narrative: Objective for this domain is 240. Median for this domain is 253.0 Five students, however, scored less than the objective (238, 231, 219, and 209).

Outcome 3

Met Not Met

Provide narrative: Objective for this domain is 240. Median for this domain is 253.0 Four students scored less than the objective (231, 219, 207, 176).

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

Overall, the program is meeting its mandate to prepare highly qualified school counselors. Given that our first-time test taker pass rate has fallen below 100%, it appears that modifications are in order. For example, all three of our students who failed the exam did not have an exit interview following completion of the practice TExES exam. We are finding a high correlation ($r=.86$) between the actual exam and the practice exam. Completing an item analysis of strengths and challenges for review and additional study proved to be a successful strategy in assuring all students pass on the first attempt. Due to various factors the program director issued bar codes for the three students prior to the exit interview. I, Dr. Trace Pirtle, will not make that mistake again. We will continue to strengthen our field-based internships, add additional time in developing and expanding upon the Texas Comprehensive Guidance Plan, verify that all students have taken the practice exam, briefed on their results, and completed any remedial work based on the results prior to approval for TExES 152. These modifications should positively impact our results next reporting period and demonstrate that 100% of our students are highly qualified to enter the field.

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 type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

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

Enter text here

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Enter text here
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

**** 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