

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
of Academic Programs**

Program: M.S. School Counseling

Assessment Period Covered: March 1, 2008 to January 31, 2009

Program Coordinator (Preparer of Report): Dr. Trace Pirtle

List Other Program Faculty:

Dr. Phu Hoang
Dr. Carlo Walker (Resigned)

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

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 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.

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

Outcomes 2, 3, and 4 are continuation from previous cycles. The TExES 152 is the state mandated examination for school counselors in Texas; thus, each of the three domains is deemed appropriate for assessment purposes. In addition, last cycle we recommended that a fourth outcome be added---Overall passing score on the TExES 152. As the total score is the single measure of passing or failing, we decided to make it our #1 outcome. Finally, we have been strengthening our internship and field based training to better reflect the "real world" issues being confronted by our students. Anectodally, we have reason to believe that our efforts are

paying-off in this area. Finally, we decided to test a hypothesis that passing the TExES 152 is NOT contingent upon completing the coursework. Specifically, we have been allowing students to attempt the exam who are still one year from graduation (50% completers). Our null hypothesis states that there will be no difference in the scores of the completers and those who are 50% completers. We will see!

Selected list of program-level intended student learning outcomes:

1. Outcome 1: Obtain overall passing score on TExES #152
2. Outcome 2: Domain 1—Understanding Learners
3. Outcome 3: Domain 2—Guidance & Counseling Program
4. Outcome 4: Domain 3—Collaboration, Consultation, & Professionalism

Section I: Planning and Implementation

Outcome(s)

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 as evidence by achieving an overall passing score (240) on TExES #152.
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 understand learners (domain I).
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 to plan, implement and develop a guidance and counseling program (domain II).
4. 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).

Please indicate if the outcome(s) is(are) related to writing (QEP).

Methods of assessment to be used:

TExES #152

Indicate when assessment(s) will take place

FALL, SPRING & SUMMER

Criteria/Benchmark(s):

100 percent of our students will achieve a minimum scaled score of 240 in:

TExES 152 Total Score

TExES 152 Domain I (understanding learners).

TEExES 152 Domain II (Guidance & Counseling Program)
TEExES 152 Domain III (Collaboration, Consultation, & Professionalism)

Section II: Analysis of Results

What were the results attained?

Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.

Outcome 1: TExES 152 Total Score

N=19; Mean=254.74; Median=258.00; Mode=233,245; Std. Deviation=14.44; Range=44; Minimum=230.00; Maximum=274.00.

Outcome 2: TExES 152 Domain I (understanding learners).

N=19; Mean=257.84; Median=261.00; Mode=264; Std. Deviation=18.55; Range=70; Minimum=219.00; Maximum=289.00.

Outcome 3: TExES 152 Domain II (Guidance & Counseling Program)

N=19; Mean=253.26; Median=251.00; Mode=251,259; Std. Deviation=13.00; Range=51; Minimum=226.00; Maximum=277.00.

Outcome 4: TExES 152 Domain III (Collaboration, Consultation, & Professionalism)

N=19; Mean=252.89; Median=255.00; Mode=230,255,264,276; Std. Deviation=18.66; Range=69; Minimum=209.00; Maximum=278.00.

A total of 19 M.S. in School Counseling students took TExES 152 during the calendar year 2008. This number is down by three from 2007, but our numbers remain relatively stable.

Regarding Outcome 1, 15 of the 19 passed the overall exam with a score of 240 or higher. This reflects an 80% pass rate for first year test takers.

Regarding Outcome 2, 16 of the 19 passed Domain 1 (Understanding Learners) with a score of 240 or higher. This reflects an 84% pass rate for first year test takers.

Regarding Outcome 3, 17 of the 19 passed Domain 2 (Guidance & Counseling Program) with a score of 240 or higher. This reflects an 89% pass rate for first year test takers.

Regarding Outcome 4, 14 of the 19 passed Domain 3 (Collaboration, Consultation, and Professionalism) with a score of 240 or higher. This reflects a 74% pass rate for first year test takers.

What were the conclusions reached?

Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include

a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to [assessment @tamtu.edu](mailto:assessment@tamtu.edu).

Program scores in each of the domains continue to show a slow decline. For example, from 2007 to 2008, Domain 1 scores (median) fell by .5 point; Domain 2 scores (median) fell by 13.5 points; and Domain 3 scores (median) fell by 1.0 points. This trend has been noted and is being addressed by program faculty, especially in the areas of comprehensive guidance and counseling programming. See meeting minutes for a summary of information discussed.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Program faculty has agreed that our “high relationship” and “low(er) task” focus is of limited and decreasing in value. That is, in our attempt to be empathetic to our graduate students’ real-world demands, we have tended to over protect them and “spoon-feed” the material so as not to overburden them. And, while they have been content with this low-demand approach, it is not serving them well on the state mandated test which requires more transferability and generalizability of course material.

Therefore, the following action plan is proposed:

Implement immediately—

1. Coursework will be more rigorous and demanding to include assignments that not only involve “knowledge-based” exercises, but more scenarios involving critical thinking and exercising professional judgment as well.
2. All courses in the core areas will be require, at a minimum, one major exam which is objective and scenario-based.

Implement By Fall 2009—

1. All students will be expected to take, and pass, the practice TExES exam with a minimum score of 80% prior to approval for TExES 152.
2. A complete item analysis of the practice exam will be performed and remedial study will be prescribed for any area falling below 85% mastery.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding

- New Resources Required
- Reallocation of current funds
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Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

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

N/A...No additional resources are needed at this time.

Identify proposed outcomes for the next assessment cycle:

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

Continue to use present outcomes until Texas changes emphasis on high-stakes testing as the sole measure of professional competence.

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

N/A

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

N/A