

ASSESSMENT REPORT FOR

Master of Science in School Counseling (MS-Ed) (Pending CB Approval)

Instructional Degree Program

Spring 2003

Assessment Period Covered

August 26, 2003

Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University is 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.

College/University Goal(s) Supported:

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.

Intended Educational (Student) Outcomes:

- 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).
- 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).
- 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).

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Intended Educational (Student) Outcome:

NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

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).

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success:

All graduate students in the Department of Professional Programs taking the Texas Examination of Educator Standards (TExES) state certification exam for school counselor will have a passing rate of 70% cumulative I Domain I (understanding learners).

1a. Summary of Assessment Data Collected:

Cumulative Results: 64% at or above 70%; M=73.1; Mdn = 71; N=11.

First Time Test Takers: 100% at or above 70%; M = 81.4%; Mdn = 81; N=7.

1a. Use of Results to Improve Instructional Program:

As competencies 1 (Human Development) and 2 (Student Diversity) appear challenging, increased emphasis will be placed on field-based assignments to integrate theory and practice. Each course in the school counseling program will incorporate a field experience.

Second Means of Assessment for Outcome Identified Above:

1b. Means of Program Assessment & Criteria for Success:

Using the departmental rubric for portfolio assessment, 90% of students will demonstrate knowledge and understanding of Domain I (human development, diversity, and factors affecting students), by providing supporting evidence of completed artifacts addressing competencies using the following categories of activities:

- I. Field-based activities (shadowing, internships, interviews, campus/community leadership);
- II. Staff development (report on conference workshop, member of professional organization, personalization skills);

- III. Active research (field empirical study, literature review study, position paper, selected readings/book review);
- IV. Presentations (poster research presentations, class multi-media presentations, presentations for campus, district and/or other educational organizations).

1b. Summary of Assessment Data Collected:

We have no graduates from the new M.S. Degree in School Counseling to report during this period. Portfolio assessment is continuing for current students with the first cohort scheduled to graduate in December 2003.

1b. Use of Results to Improve Instructional Program:

N/A at this time.

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NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

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).

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success:

All graduate students in the Department of Professional Programs taking the Texas Examination of Educator Standards (TEXES) state certification exam for School Counselor will have a passing rate of 70% cumulative in Domain II (planning and implementing the developmental guidance and counseling programs).

2a. Summary of Assessment Data Collected:

Cumulative Results: 64% at or above 70%; M = 72; Mdn = 73; N = 11.

First Time Test Taker Results: 71: at or above 70%; M = 73.8; Mdn = 76; N = 7.

2a. Use of Results to Improve Instructional Program:

Challenge areas include Competency 5 (developmental guidance program) and Competency 6 (counseling). Each student will be required to develop a Comprehensive Developmental Guidance Program (in consultation with a practicing school counselor) in the School Counseling course. Emphasis will continue to be placed on personality and counseling theory as it relates to both individual and group counseling.

Second Means of Assessment for Outcome Identified Above:

2b. Means of Program Assessment & Criteria for Success:

Using the rubric developed by the Department of Professional Programs for portfolio assessment, 90% of students will demonstrate knowledge and understanding of Domain II (program management, developmental guidance programs, counseling, assessment), by providing supporting evidence of completed artifacts addressing competencies using the following categories of activities:

- I. Field-based activities (shadowing, internships, interviews, campus/community leadership);
- II. Staff development (report on conference workshop, member of professional organization, personalization skills);
- III. Active research (field empirical study, literature review study, position/reflection paper, selected readings/book review);
- IV. Presentations (poster research presentation, class multi-media presentations, presentations for campus, district and/or other educational organizations).

2b. Summary of Assessment Data Collected:

We have no graduates from the new M.S. Degree in School Counseling to report during this period. Portfolio assessment is continuing for current students with the first cohort scheduled to graduate in December 2003.

2b. Use of Results to Improve Instructional Program:

N/A at this time.

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NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

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).

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success:

All graduate students in the Department of Professional Programs taking the Texas Examination of Educator Standards (TExES) state certification exam for school counselor will have a passing rate of 70% cumulative in Domain III (collaboration, consultation, and professionalism).

3a. Summary of Assessment Data Collected:

Cumulative results: 36% at or above 70%; M = 68.5; Mdn = 67; N = 11.

First Time Test Taker Results: 43% at or above 70%; M = 69.8; Mdn = 64; N = 7.

3a. Use of Results to Improve Instructional Program:

Consultation, collaboration, and professionalism competencies are in greatest need of attention. As stated previously, additional opportunities for field-based activities in each course will strengthen collaboration and consultation skills. Each course will also revisit the American Counseling Association Code of Ethics and Standards of Practice; American School Counselors Association Code of Ethics; and the legal requirements applicable to counselors in the State of Texas.

Second Means of Assessment for Outcome Identified Above:

3b. Means of Program Assessment & Criteria for Success:

Using the rubric developed by the Department of Professional Programs for portfolio assessment, 90% of students will demonstrate knowledge and understanding of Domain III (collaboration in the school and community and professionalism), by providing supporting evidence of completed artifacts addressing competencies using the following categories of activities:

- I. Field-based activities (shadowing, internships, interviews, campus/community leadership);
- II. Staff development (report on conference workshop, member of professional organization, personalization skills);
- III. Active research (filed empirical study, literature review study, position/reflection paper, selected readings/book review);
- IV. Presentations (poster research presentation, class multi-media presentations, presentations for campus, district and/or other educational organizations).

3b. Summary of Assessment Data Collected:

We have no graduates from the new M.S. Degree in School Counseling to report during this period. Portfolio assessment is continuing for current students with the first cohort scheduled to graduate in December 2003.

3b. Use of Results to Improve Instructional Program:

N/A at this time.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Texas Examination of Educator Standards (TExES)	
Rubric developed by the Department of Professional Programs	