

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

Program: Masters of Arts in Counseling Psychology

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report) Bonnie Rudolph

List Other Program Faculty:

Gilberto Salinas
Mary Chavez
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Reviewed by Chair: Name _____ Date _____

Reviewed by Dean: Name _____ Date _____

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 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.

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

Program faculty reviewed the outcomes. Analysis of the assessment data collected indicates that there was a significant improvement between the fall 2008 objective test in comprehensives of knowledge of

counseling and psychotherapy and spring 2009 scores. Fall results were below the benchmark (62%), but spring results were 89.3. Dr. Salinas added an additional textbook to the counseling and psychotherapy course, and this contributed to the improvement. In addition advisors stressed the importance of the objectives section with all students preparing for comprehensives. Review of writing suggests that students continue to improve in use of APA style. (Nine students in fall 2008 and average score of 89 on final paper). Site supervisors' ratings during the year suggest that students are demonstrating basic counseling competencies in direct services to clients. Average site supervisor rating on reviewed evaluations is 4.2 on a 5 point scale for counseling skills, but 3.9 for professional competencies. Also identification of only two students (out of 26) with professional development problems and additional remediation for those students, demonstrate that overall, students are demonstrating the professional counseling behaviors. Further emphasis on professional behaviors will occur by having faculty and students use the Professional Development Assessment (Kasar, Clark, Watson & Pfister, 1996). Faculty will consider a revision of that assessment for use by site supervisors as well.

Selected list of program-level intended student learning outcomes.

1. Students will self-evaluate at the end of each semester their professional behaviors.
2. Students will demonstrate basic professional competencies in direct services to clients.

Section I: Planning and Implementation

Outcome(s)

1. Students will self-evaluate at the end of each semester their professional behaviors.
2. Students will demonstrate basic professional competencies in direct services to clients.

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

Methods of assessment to be used:

The Professional Development Assessment, a ten-item questionnaire with good reliability and validity will be used to measure professional behaviors. Faculty will provide ratings and students will self evaluate as well.

Indicate when assessment(s) will take place

Questionnaires will be collected twice a year, once at the end of the fall semester and again at the end of the spring semester. Faculty will turn in their evaluations to the program director, and faculty will discuss the combined results.

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

Tentative benchmark will be a rating of no lower than 30 for each student on the assessment. This will be reviewed after the first semester of use to see if modifications of the benchmark are needed.

Section II: Analysis of Results

What were the results attained?

24 students were rated by at least one faculty member. One faculty member rated 15 students, one rated 16 students and one rated 18 students for a total of 73 ratings of students on the Professional Development Assessment Form. The low rating was 20 points and the high was 40 points. Of the 73 ratings the ratings of below 30 were fairly consistently assigned to the same students. Out of 24 students 3 were scored at below 30 by all four faculty, suggesting that these are consistently underperforming students who may need remediation plans. Two faculty identified 3 other students who merit more extensive monitoring.

Fourteen students self-evaluated with the PDA Form. The self-ratings varied from a high of 40 to a low of 31.95. No student rated him or herself below the benchmark, though students were not aware of the benchmark set by faculty for this Questionnaire. Students tended to over-estimate their achievement of professional development in comparison with faculty ratings.

What were the conclusions reached?

The faculty have not discussed these results in a group as of yet, (illness of Program Director), but do plan to do so at the next discipline meeting in early April. Conclusions will be reported then. The Program director will recommend we meet with each of the three students who consistently scored below the benchmark to discuss his/her professional development and develop appropriate remediation strategies. She will also recommend a general meeting at the end of the semester with all MACP students to discuss the PDA Form and the often quite divergent ratings students give themselves as compared to that provided by faculty.

It does appear that the PDA Form, when completed by faculty members, is able to measure student performance in a differential way.

<http://www.tamui.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamui.edu.

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

Student Professional Development:

1. The MACP Director will meet with the students who were below the benchmark on the Professional Development Assessment Form over the summer of 2010 and advise them of their professional underperformance, and problems with their academic progression. A remediation plan will be developed to address the specific deficiencies of each student and the students will also be given the option to drop out of the program if it appears they are not able or willing to remediate.
2. Conduct meetings of MACP students and MACP faculty to discuss professional development and related issues once each semester.

Student Competency in Direct Service to Clients:

1. One more faculty will be hired to teach in the MACP program and to provide additional supervision to our growing graduate student MACP numbers. This new faculty hire would bring the number of faculty working in the program to five.

Section III: Resources

Resource(s) to implement action plan:

Funding

- New Resources Required
- Reallocation of current funds

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)

Enter text here

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s)

Current form seems to address faculty concerns about professional development trends of MACP students.

Date Completed: March 12, 2010

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009