

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 30, 2008

Assessment Period Covered (2007)

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

Twenty-two (22) students in the MS in School Counseling program took TExES 152 in 2007. Twenty-one (21) passed the exam (Mean=259.3; Median=260.5; Mode=253; Std.Deviation=13.8) in the first year reflecting a 95% first-year pass rate. This statistic shows an improvement from the 91% pass rate reported in 2006, but still short of the 100% results which were realized in 2003-2005. In general, the results are satisfactory yet reflect a clear need for improvement. As in 2006, we continue to struggle with field-based (i.e., Internship) experiences, however, they are improving. Continuing to reinforce the utility of theory applied to practice remains a high priority and necessary to ensure quality school counseling services. The relative challenge area (Developmental Guidance and Counseling Programming--Objective 2) reported in 2006 was strengthened and our scores improved 11.5 standard points as a result. In fact, all three outcomes indicate improvement from last year (Outcome 1 increased by 4 points; Outcome 2 increased by 11.5 points; and Outcome 3 increased by 3 points). Score increases are based on the median. Based on the 2007 results, our focus will be on strengthening Outcome 3 (Collaboration, Consultation, and Professionalism). This outcome has the lowest median score (256.0...240 is passing) and nearly the greatest variability among test takers. Adding additional emphasis on professional, ethical, and legal issues should result in better scores and better prepared professionals.

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: 100 percent of our students will 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: 100 percent of our students will 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

TEExES

Indicate when assessment will take place

Fall

Criteria/Benchmark

Outcome #3: 100 percent of our students will 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 2007 & Fall 2007

Outcome 2

Spring 2007 & Fall 2007

Outcome 3

Spring 2007 & Fall 2007

What were the results attained (raw data)?

Outcome 1

N=22; Mean=259.8; Median=261.5; Mode=253, 267; Std. Deviation=15.8; Range=64; Minimum=224; Maximum=288.

Outcome 2

N=22; Mean=260.7; Median=264.5; Mode=249,255,270,275,276; Std. Deviation=17.5; Range=75; Minimum=216; Maximum=291.

Outcome 3

N=22; Mean=256.6; Median=256.0; Mode=256,265,278; Std. Deviation=17.5; Range=72; Minimum=219; Maximum=291.

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

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. The median score for the outcome is 261.5. However, two students of the 22 test takers earned scores of 224 (one still passed the overall exam while the other did not). This indicates that more can be done to strengthen areas of human development, student diversity, and the factors affecting students. 100% passing in this competency is the only acceptable outcome.

Outcome 2

Met Not Met

Provide narrative: Objective for this domain is 240. The median score for the outcome is 264.5. Again, two students of the 22 failed to achieve the 240 standard. One scored a 216 while the other scored a 233. Additional time/effort needs to be given to the areas of program management and standardized assessment. 100% passing in this competency is the only acceptable outcome.

Outcome 3

Met Not Met

Provide narrative: Objective for this domain is 240. The median score for the outcome is 256.0. Three students failed to achieve the minimum score in this competency: 219, 229, and 236. Further, two additional students scored at the minimum 240 level which would suggest that more time be spent in the following areas: collaboration with families; collaborating with others in the school and community; and professionalism, including ethical and legal issues. This is the outcome which has been identified as the focus area for 2008.

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

Given that 95% of our students passed their state mandated test in 2007, we can state with confidence that we are meeting our mandate to prepare highly qualified school counselors. We have been able to do this as a result of analyzing the data from the practice test (which is comparable with the actual test), strengthening challenge areas among individual students, and then using the global results from the actual TExES 152 to recommend program changes. Although we continue to use the results of high-states tests to make program modifications, it should be noted that it is our knowledge of best practices in counselor education that drives the program. More specifically, data derived from the test does not drive our program, it simply acts as one indicator of how well we are preparing our students for a career in school counseling.

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): The TExES 152 for School Counselors remains the mandated exam for certification of school counselors in Texas. Thus, we will continue aligning our outcomes with this test.
New Outcome(s) – (List outcomes below): Add the total TExES 152 test score as a separate outcome.
Modification of present outcome(s) – (Indicate reason for modification): Adding the total score is justified since it is the total TExES 152 score that determines passing or failing the test, not the individual domain scores. As reported in the summary of this report, 240 is the minimum passing standard.

****** 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