

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

Program: M.S. in School Counseling

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

Program Coordinator (Preparer of Report) Dr. Trace Pirtle

List Other Program Faculty:

<u>Dr. Phu Hoang</u>

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 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

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations

formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

Outcomes 1-4 are continued from last year’s cycle. 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. Outcome #1 is the single measure which distinguishes passing or failing as considered by SBEC, however, we include each specific domain to indicate relative strengths and challenges for program planning purposes. Our contention that strengthening “real world” experiences as found in the clinical internship (EDCU 5317) would translate into higher TExES 152 scores has not materialized; in fact, it appears that students are being exposed to “less than best practices” and these experiences are actually resulting in lower scores especially in the area of “Professionalism” (Outcome 4). We have also discovered that allowing students to take the exam early (at the 50% complete point) has adversely impacted test performance. Students are now required to be in their last semester prior to program completion, completed the practice TExES exam, and reviewed their relative strengths and challenges prior to attempting TExES 152.

Selected list of program-level intended student learning outcomes *(It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate).*

Section I: Planning and Implementation
--

Outcome(s)

Identify the outcome(s) that will be focused upon this year.

- 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**

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

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

- 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).**

Indicate when assessment(s) will take place: State-approved locations (typically TAMIU)

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.]*

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

TExES 152 Total Score

TExES 152 Domain I (understanding learners).

TExES 152 Domain II (Guidance & Counseling Program)

TExES 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=12; Mean=256.00; Median=253.00; Mode=251.00; Std. Deviation=9.91; Range=33; Minimum=242.00; Maximum=275.00.

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

N=12; Mean=257.17; Median=256.50; Mode=263.00; Std. Deviation=7.30; Range=24; Minimum=244.00; Maximum=268.00.

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

N=12; Mean=251.75; Median=251.50; Mode=235,245, 260; Std. Deviation=13.03; Range=40; Minimum=235.00; Maximum=275.00.

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

N=12; Mean=260.17; Median=255.00; Mode=255.00; Std. Deviation=13.42; Range=44; Minimum=243.00; Maximum=287.00.

A total of 12 M.S. in School Counseling students took TExES 152 during the calendar year 2009.

Regarding Outcome 1, 12 of the 12 passed the overall exam with a score of 240 or higher. This reflects a 100% pass rate for first-year test takers.

Regarding Outcome 2, 12 of the 12 passed Domain 1 (Understanding Learners) with a score of 240 or higher. This reflects a 100% pass rate for first year test takers.

Regarding Outcome 3, 9 of the 12 passed Domain 2 (Guidance & Counseling Program) with a score of 240 or higher. This reflects a 75% pass rate for first year test takers.

Regarding Outcome 4, 12 of the 12 passed Domain 3 (Collaboration, Consultation, and Professionalism) with a score of 240 or higher. This reflects a 100% 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.

In comparison with our results from 2008, we noted the following:

1. Overall pass rate increased from 80% to 100% for first-time test takers.
2. Domain I first-time test takers pass rate likewise increased from 80% to 100%.
3. Domain II pass rate declined from 89% to 75%.
4. Domain III pass rate increased from 74% to 100%.

These results are indeed encouraging. Considering that 100% of our students met the standard established by the State of Texas for School Counselor certification, we feel proud of our students' accomplishment. In addition, we hope that the program improvements implemented as a result of 2008 program review are at least partially responsible for the increased pass rate in Domain's I and III. However, it is concerning to see the decline in scores in Domain II, and suggests that we "aren't there yet" in terms of our training.

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.

Our action plan for the 2010 calendar year includes the following:

1. Place additional emphasis on the Texas Comprehensive Developmental Guidance Model. The emphasis will generalize across all common core courses, rather than focusing exclusively on the topic in EDCU 5307 School Counseling. We will also continue to add emphasis on professional, ethical, and legal issues.
2. Continue to educate for "best practices" in areas of understanding learners and all areas of collaboration and consultation.
3. Work with educational administration faculty to ensure that school counselor interns are receiving quality internship experiences. The unfortunate reality is that many school counselor interns are being exposed to a world which is not reflective of the best practices they have been taught. More concerning still is they are seeing blatant violations of the law when it concerns the role and function of professional school counselors.

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

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)

No additional resources are requested at this time.

Identify proposed outcomes for the next assessment cycle:

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

We plan to continue the current outcomes for the next assessment cycle. The goals for our program are dictated by TEA/SBEC. It is possible that we will include an additional goal related to the internship experience next year following discussions with our colleagues in the education leadership program.

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

N/A

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

N/A

Date Completed: March 9, 2010

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009