

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted September 5, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit MS School Counseling

Person Preparing Review Dr. Trace Pirtle

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

The MS in School Counseling program continues to have a 100 percent pass rate for first-time test takers. We have placed additional emphasis on the Comprehensive Guidance Model and field-based experiences. The added emphasis appears to be effective.

Provide summary of budget decisions and their impact on your program/division.

One additional counselor educator was added during the summer 2005 session. This brings the total to two FTE counselor educators for a program of 75(plus) full-time graduate students. Although we have aspirations of seeking accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), we require a minimum of three professors dedicated full-time to the program. I have been advised that no new funding will be available for the program in the coming year. It is unlikely, however, that a high quality program can be maintained, based on expanding enrollment, if additional faculty and resources are not committed.

Section I: Planning and Implementation

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/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 relationship to Strategic Plan

Outcome 1

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

From Strategic Plan: GOAL V: Ensure that standards of excellence in service are maintained, strengthened and expanded in the areas such as education, health, the environment and international initiatives.

From Appendix A: II GOAL: Ensure mechanisms are in place for 1) the admission, recruitment, advisement, retention and graduation of qualified students; 2) the expansion of programs at all levels including educational collaborations; and 3) achieving accreditation from national, professional or specialized accrediting bodies.

Methods of assessment

TEXES

Frequency of administration

Six times annually

Criteria/Benchmark

Outcome #1: Achieve a minimum scaled score of 240 in Domain I (understanding learners).

Outcome 2

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

From Strategic Plan: GOAL V: Ensure that standards of excellence in service are maintained, strengthened and expanded in the areas such as education, health, the environment and international initiatives.

From Appendix A: II GOAL: Ensure mechanisms are in place for 1) the admission, recruitment, advisement, retention and graduation of qualified students; 2) the expansion of programs at all levels including educational collaborations; and 3) achieving accreditation from national, professional or specialized accrediting bodies.

Methods of assessment

TE_xES

Frequency of administration

Six times annually

Criteria/Benchmark

Outcome #2: Achieve a minimum scaled score of 240 in Domain II (planning and implementing the developmental guidance and counseling programs).

Outcome 3

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

From Strategic Plan: GOAL V: Ensure that standards of excellence in service are maintained, strengthened and expanded in the areas such as education, health, the environment and international initiatives.

From Appendix A: II GOAL: Ensure mechanisms are in place for 1) the admission, recruitment, advisement, retention and graduation of qualified students; 2) the expansion of programs at all levels including educational collaborations; and 3) achieving accreditation from national, professional or specialized accrediting bodies.

Methods of assessment

TE_xES

Frequency of administration

Six times annually

Criteria/Benchmark

Outcome #3: 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

Fall 2004, Spring 2005, Summer 2005

Outcome 2

Fall 2004, Spring 2005, Summer 2005

Outcome 3

Fall 2004, Spring 2005, Summer 2005

What were the results attained (raw data)?

Outcome 1

OVERALL TEST Results for FY 2005: 100% of first-time test takers passed the overall exam at or above 240; Total Test M=261.0; Mdn=261.0; Mode=261.0; n=18.

Outcome #1 (Domain #1) M=264.7; Mdn=269.0; Mode=279; n=18

Outcome 2

Outcome #2 (Domain #2) M=257.6; Mdn=259.0; Mode=274.0; n=18

Outcome 3

Outcome #3 (Domain #3) M=261.2; Mdn=259.0; Mode=259.0; n=18

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? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

Most recent results (July 9, 2005) of TExES #152 for School Counselors was shared with Dr. Duchac on 8/26/05. We also discussed the overall test results for FY 2005. DPP Chair Gonzalez is aware of the results. Initial discussion of the SACS accreditation process was

discussed with Dr. Duchac almost immediately following his initial hire date. Students are kept apprised of the test results on a regular basis.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Yes

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

Continue to place emphasis on a variety of theoretical orientations and the practical application of each.

Outcome 2

Continue to reinforce the need for understanding and implementing the Texas Comprehensive Developmental Guidance Model.

Outcome 3

Continue to emphasize professional, ethical, and legal issues as they impact the school counselors in the K-12 environment.

Section III: Programmatic Review

What are the implications of the recommended changes?

We realize that it is possible, and achievable, to produce counselors who pass the state mandated high-stakes TExES exam on the first attempt. We also realize that adequate "hands-on" training is essential to provide our community with qualified school counselors who are not only capable of demonstrating knowledge in exam form but in practical form as well. Only by increasing faculty in a rapidly growing program can we assure that our second and third goals are met.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input checked="" type="checkbox"/> Other: New Faculty

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

Failure to allocate resources to staff the school counseling program will not only prevent us from being accerdited, but it will also degrade the quality of training our students receive. The program has grown from three full-time students to nearly 70 in four years.

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Outcomes are mandated by DOE.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here