

Key assessments indicating that the Unit's candidates in advanced preparation programs are proficient in content knowledge delineated by professional, state, and institutional standards include Texas Examination of Educator Standards (TExES), GPA, *TrueOutcomes* electronic portfolio, internship evaluations, as well as graduate and employer surveys.

Advanced candidates' pass rates on the TExES are used by the Unit as one measurement of candidate performance. The TExES examinations serve as an indicator of candidates' proficiency related to content knowledge. Analysis of the period from the fall 2005 semester until the 2007 fall semester shows an aggregate pass rate on the state certification TExES examinations for the Unit's advanced programs for approximately 90.1%. For the Counseling Program, 135 candidates took the test with 127 passing; resulting in a pass rate of 94.1%. Similarly, 139 candidates in the Principal Program who took the state test with 121 passing; resulting in a pass rate of 87.1%. Only one candidate took the Superintendent test. Unfortunately, this single candidate failed the test resulting in a 0% pass rate. These pass rates suggest that our two largest advanced programs' candidates are well prepared in their respective content areas. Moreover, the Superintendent Program's low number of candidates merits an evaluation of the viability of the program.

GPA is collected for advanced candidates at Transition Points one-three. GPA is calculated at Transition Point I, admission to the Graduate School, from applicants' undergraduate coursework. GPA for regular admittance is 2.75 on a 4-scale; however, students can be admitted into advanced programs with "Special Student Classification" with a 2.4. An analysis of Transition Point I suggests that most (approximately 92.4%) of the Unit's advanced candidates' GPAs exceed the minimum required for admission to Graduate School.

An evaluation of GPA also occurs at transition point II, advancement to candidacy. Candidates must complete 12 semester hours of required graduate courses with an average of at least 3.0. Candidates who do not satisfy this requirement are denied admission candidacy and advised of a course of action in order to correct any deficiencies or, in extreme cases, advised out of the program. Analysis of GPA at transition point II indicates that approximately 91.5% of our students' average Major GPA is consistently 3.00 or higher.

Transition Point III, Admission to the Internship, requires advanced Candidates to have maintained a 3.0 in their coursework before they are allowed to register for their respective internship. Again, candidates who do not satisfy this requirement are denied admission to internship and advised of a course of action in order to correct any deficiencies or, in extreme cases, advised out of the program.

The Unit implemented an electronic Data Management System, *TrueOutcomes*, in the spring semester 2008. This system creates a comprehensive Professional Electronic Portfolio (PEP) that aligns with institutional, state, SPA, and NCATE standards within candidate's program areas. The PEP contains candidate-generated artifacts evaluated by the faculty using faculty developed rubrics for each artifact. By evaluating these portfolios, faculty members are able to identify areas of improvement for the student as well as areas for program and unit

improvement by a faculty feedback termed “Closing the Loop.” Artifacts include candidates’ experiences, written and oral work, reflections, and evidence of professional interactions.

Artifacts entered and evaluated for the spring, summer, and fall semesters have provided some preliminary data for analysis. Approximately 1500 students in advanced programs have submitted artifacts for the spring, summer, and fall semesters that relate to Content Knowledge. Analysis of these artifacts indicate that over 97.2% of the Unit’s advanced candidates scored 3.5 or above on a scale of 4.0. These preliminary results suggest that our advanced candidates’ are well prepared in Content Knowledge for their respective areas.

Follow-up surveys were given to our advanced spring semester 2008 graduates as well as employers of our graduates. The return rate for the advanced level graduates was approximately 20%. The mean for the Content Knowledge domain was approximately 2.8 with a mode of 3.0 with an N return of 79. These survey results suggest that most of our candidates at the advanced level rate their preparation for content knowledge as excellent.

Employers’ surveys regarding our graduates’ work performance were sent to approximately 350 area schools with a return rate of 10%. The survey resulted in a mean for Content Knowledge of approximately 2.4 and a mode of 2.0. These results suggest that employers rate our candidates acceptable or above in Content Knowledge.

Counseling and Principal internships use evaluation instruments to assess candidate performance. The Counseling Interns Evaluation Instrument is designed to allow supervisors a means to provide feedback about intern performance. The instrument comprises seven categories with indicators for each category. Candidates are scored on a five-point scale ranging from far below expectations to far above expectations. The overall candidate scores range between 3.86 and 4.28. This shows that our Counselors perform well in the area of Content Knowledge.

The Principal Intern Evaluation Instrument also allows field supervisors a means to evaluate intern performance. The Principal Intern Evaluation is composed of 21 categories with indicators for each category. Candidates are scored on a three-point scale that includes Target, Acceptable, and Unacceptable. The composite average of these categories show that 94% of the Principal interns scored in the “Target” range with 6% scoring in the “Acceptable” range. These percentages suggest that most of our internship candidates perform well during their internship.