



ANGELO STATE UNIVERSITY

Department of Curriculum and Instruction
December 2, 2011

Program Data Analysis 2010/2011

Dr. Mary McGlamery, Guidance and Counseling Certification

I. Unit Data for 2010/2011 Reviewed

From the PACE data for 2011:

- a. Candidate retention/attrition was reviewed
- b. Number of completers by year was reviewed
- c. Proximal Zone of Professional Impact
- d. Counselor production data for Angelo State University, compared to similar universities in our area

From the COE Data Pages, the following were reviewed:

- a. Certification data
- b. Program Completer data
- c. Certification test data
- d. Admission and active data
- e. State and national data
- f. Surveys and follow up data

II. Issues Identified from the Data Reviewed

- 1) The percentage of candidates that find jobs in schools outside of our proximal zone of influence is growing
- 2) The number of candidates in the program has increased in the past five years.
- 3) Demographics of G&C candidates are still largely Caucasian, and few candidates represent minority groups.
- 4) From the Principal survey, it seems more preparation in the areas of ESL, ELPS/TEKS, and Special Education is required for teachers. The same may be true for counselors.
- 5) Only 25% of professional certificates went to Counselors compared to 45% for Principals
- 6) The certification test pass rate for Hispanics is at 80%, our lowest category.
- 7) We need data from the principals or head counselors to determine how our first years Counselors are doing on the job.

III. Plan of Action as a Result of Data Review

- 1) Identify the geographical locations outside of our traditional zone of influence into which we have expanded.
- 2) Extend our university-community interactions to include the new geographical areas within our zone of influence.

- 3) Survey the new areas and gather demographic data. The new data may change our percentages of minority, ESL, etc. population. This may cause us to review the objectives of our program.
- 4) Perform a study to determine why we have fewer Counselor Candidates in our program than Principal candidates. There are many more counselors than there are principals.
- 5) Develop a survey similar to the principal survey of first year teachers for our first year counselors.
- 6) Develop a program to individually identify and track the progress of our Hispanic candidates. Prepare an auxiliary program for test preparation, open to all students, that would assist Hispanics , and others, to be successful on the TExES examination.