

Degree: M.Ed. in Counseling and Development School Counseling Concentration
2023-2024 Assessment Report

	Student Learning Outcome #1	Students demonstrate an understanding of the theories and processes of effective counseling and wellness programs for individual students and groups of students. The certification exam (TExES 252) includes measures for effective counseling, wellness programs for individuals and groups of students.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1. School Counseling Competency Exam (Practice Exam taken during School Counseling Internship) 2. The School Counseling Certification Exam (TExES 252)
	Proficiency	<ol style="list-style-type: none"> 1. Students demonstrate proficiency on the TExES 252 Practice Exam by scoring 63 out of 90. 2. Students demonstrate proficiency on the TExES 252 by scoring 240 out of 300.
DO	Benchmark	<ol style="list-style-type: none"> 1. 60% of School Counseling Interns will pass the Practice Exam at a 70% rate during the first testing round. The Practice exam is a representative exam purchased from the Texas Education Agency (TEA). 2. 95% of School Counseling Interns will pass the TExES 252
	Results of Assessment	<ol style="list-style-type: none"> 1. 30% of students ($n = 301$) passed the Texas 252 Practice Exam with a score of 70% or higher ($M = 59.45$, $SD = 5.78$). 2. For the academic year June 2023-May 2024, the passing rate on the TExES 252 was 99.32%.

S T U D Y	Analysis of Results	<ol style="list-style-type: none"> 1. The mean student score (M= 59.5) on the 2023-2024 Texas 252 Practice Test was comparable to the mean score from the previous academic year (M=59.4). Students that did not pass the Practice test with a 63 or higher could take a remediation course to qualify for taking the Texas 252. Of the students ($n=207$) that took the remediation course, 99% ($n=206$) qualified to take the Texas 252. 2. Considering that the passing rate on the Texas 252 Exam was 99.32%, it can be concluded that the combination of the Texas 252 pre-test, remediation course, and school counseling program curriculum prepared students to exceed the 95% benchmark for passing the Texas 252.
ACT	Improvement Plan for 2024-2025	<p>The Texas 252 scores represent the efficacy of the school counseling program's curricula, as a whole, in preparing students to achieve school counseling certification. Yearly, faculty course leads will update and/or revise program curricula to ensure the 10 competencies of the Texas 252 are thoroughly taught and assessed within the appropriate courses.</p>

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	Student Learning Outcome #2	Students will demonstrate competence in conducting research. Research assignments include school counseling-related phenomena and comprehensive school counseling programs.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1. Key assessment in PEDG 5307: Final Research Project 2. Key assessment in CNDV 5330: Designing a Comprehensive School Counseling Program
	Proficiency	<ol style="list-style-type: none"> 1. Students demonstrate proficiency by scoring 40 out of 50 points. 2. Students demonstrate proficiency by scoring 112 out of 140 points.
DO	Benchmark	<ol style="list-style-type: none"> 1. At least 90% of School Counseling students will earn 80% or higher on the Final Research Project in PEDG 5307 2. At least 90% of Students in CNDV 5330 will score 80% or higher on the final course project, Designing a Comprehensive School Counseling Program
	Results of Assessment	<ol style="list-style-type: none"> 1. The course PEDG 5307 did not run again until summer, 2024. The 2022-2023 data demonstrated the benchmark being met. The average passing rate was 98%. 100% of the evaluated submissions ($n= 207$) met a passing score. 2. 100% of students ($n= 218$) passed the CNDV 5330 assessment. The mean score was a 94.2% or 132/140.
S T U D	Analysis of Results	<ol style="list-style-type: none"> 1. The course PEDG 5307 did not run again until summer, 2024. The average passing rate in 2022-2023 was 98%. The average score was 97%. Students

Y		<p>scored 90% or above across each rubric item. The lowest rubric items were items 5 and 6 at 90.5% and 89.5%, respectively.</p> <ol style="list-style-type: none"> 2. Students scored the following averages on each rubric item during the 2022-2023 (<i>n</i>= 293) & 2023-2024 (<i>n</i>= 218) school years. <ol style="list-style-type: none"> a. Addressed all 10 questions: 2022-2023 (95.5%); 2023-2024 (98%). b. Included Personal Reflection response rate and conceptualized results: 2022-2023 (92.5%); 2023-2024 (100%). Infused/integrated former course assignments like survey results, design priorities, roles, and responsibilities: 2022-2023 (95%); 2023-2024 (100%). c. Assignment research articles: 2022-2023 (92%); 2023-2024 (98%) d. APA criteria were followed according to course policy: (2022-2023 (92%); 2023-2024 (75%)) <p>The benchmark of 90% of students passing with an 80% or better was met. All rubric items, excluding item d., related to APA, improved from the 2022-2023 year to 2023-2024.</p>
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1. The course PEDG 5307 did not run again until summer, 2024. The 2022-2023 improvement plan stated: For item 4 (92%) “Assignment research articles” additional course materials could be created to further educate students on research articles. The course received a general update prior to running in summer, 2024. 2. On average, scores improved from the 2022-2023 year to 2023-2024. However, the scores on the specific item related to APA dropped dramatically. Policies within the class related to the consistency of grading for APA errors between IAs and Instructors should be reviewed. The rubric item related to APA should also be reviewed in terms of inter-rater reliability.

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	Student Learning Outcome #3	Students will develop and demonstrate intrapersonal awareness and an accurate understanding of the basic motivations of self. This includes the relationship between personal beliefs, thoughts, feelings, actions, and professional functioning.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1. Candidate Professional Characteristics and Disposition Form completed during Residency. 2. Disposition related questions on the Midterm and Final Evaluation completed by School Counseling Interns' site supervisors via Qualtrics.
	Proficiency	<ol style="list-style-type: none"> 1. Proficiency is demonstrated by candidates by scoring "Meets Expectations" or a score of 4 of 5 on the Likert scale. 2. Proficiency is demonstrated by candidates through meeting "Meets Developmental Expectations" or a level 4 of 5 on the Likert scale.
DO	Benchmark	<ol style="list-style-type: none"> 1. At least 90% of students will have met (score of 4) or exceeded (score of 5) professional dispositions as indicated by scoring on rubric. 2. School Counseling Internship candidates will receive average scores 4.25 or higher from site supervisors on midterm evaluations and 4.5 or higher on final evaluation on the questions related to candidate disposition. Midterm and Final evaluations are scored on a 5-point scale.
	Results of Assessment	<ol style="list-style-type: none"> 1. 90% across 4 areas: Professional responsibility; self-awareness; personal comportment; cultural competency; flexibility. 2. Midterm evaluation ($n = 349$): 4.25 overall and final evaluation ($n = 301$): 4.5 overall

S T U D Y	Analysis of Results	<p>1. Candidate Professional Characteristics and Disposition Form. The benchmark was set at 90% and candidates did not meet this benchmark. Scores fell from 2022-2023 in each area:</p> <p>Professional responsibility 2022-23 ($n = 98$) was 93.9% and 2023-23 ($n = 172$) was 91%</p> <p>Self-awareness 2022-23 ($n = 98$) was 91.6% and 2023-24 ($n = 172$) was 87.2%</p> <p>Personal comportment 2022-23 ($n = 98$) was 91.1% and 2023-24 ($n = 172$) was 86.6%</p> <p>Cultural competency 2022-23 ($n = 98$) was 85.3% and 2023-24 ($n = 172$) was 72.2%</p> <p>2. Dispositions from the Midterm and Final Evaluation completed by School Counseling Interns' site supervisors. The benchmark was set at 4.25 for the midterm and 4.5 for the final. Candidates exceeded these benchmarks at 4.48 and 4.68, respectively.</p>
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1. The sample size for 2023-24 of the Candidate Professional Characteristics and Disposition Form was quite larger than in 2022-23. Due to this increase in students and therefore the increase of faculty evaluating the students, the rubric for this assessment will be recalibrated through IRR. In addition, candidates in the Residency course will participate in a discussion about expectations for demonstrating the four areas of disposition via a Discussion Board in the course. 2. Candidates performed high on the evaluations conducted by their site supervisors with respect to disposition items addressing intrapersonal awareness and an accurate understanding of the basic motivations of self.

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	Student Learning Outcome #4	Students will develop an assessment plan for student learning and development and will demonstrate the use of data to inform practice
PLAN	Assessment Method(s)	1. Key assessment in CNDV 5330: Designing a Comprehensive School Counseling Program
	Proficiency	1. Proficiency in candidates is demonstrated by scoring 80 out of 100.
DO	Benchmark	1. At least 90% of Students in CNDV 5330 will score 80% or higher on their key assessment: Designing a Comprehensive School Counseling Program
	Results of Assessment	1. 100% of students ($n=218$) passed the CNDV 5330 assessment. The mean score was 94.2% or 132/140.
S T U D Y	Analysis of Results	<p>1. Students scored the following averages on each rubric item during the 2022-2023 ($n=293$) & 2023-2024 ($n=218$) school years.</p> <ul style="list-style-type: none"> a. Addressed all 10 questions: 2022-2023 (95.5%); 2023-2024 (98%). b. Included Personal Reflection response rate and conceptualized results: 2022-2023 (92.5%); 2023-2024 (100%). Infused/integrated former course assignments like survey results, design priorities, roles, and responsibilities: 2022-2023 (95%); 2023-2024 (100%). c. Assignment research articles: 2022-2023 (92%); 2023-2024 (98%) d. APA criteria were followed according to course policy: (2022-2023 (92%); 2023-2024 (75%)) <p>The benchmark of 90% of students passing with an 80% or better was met.</p>

		All rubric items, excluding item d., related to APA, improved from the 2022-2023 year to 2023-2024.
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1. Only one rubric item specifically addresses the student learning outcome to “develop an assessment plan for student learning and development and will demonstrate the use of data to inform practice”. Additional measures will be considered to more thoroughly measure the standard. Specifically, the key assessments within CNDV 5307 and/or CNDV 5334 will be reviewed and revise as needed to best address the above standard.

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	Student Learning Outcome #5	Students will demonstrate culturally responsive practice and advocate for marginalized populations, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.
PLAN	Assessment Method(s)	1. Multicultural competency related questions on the Midterm and Final Evaluation completed by School Counseling Interns' site supervisors via Qualtrics.
	Proficiency	1. Proficiency is demonstrated by candidates with a score of "Meets Developmental Expectations" or a level 4 of 5 on the Likert scale.
DO	Benchmark	1. School Counseling Internship candidates will receive average scores of 4.25 or higher from site supervisors on midterm evaluations and 4.5 or higher on final evaluation on the questions pertaining to multicultural competency. Midterm and Final evaluations are scored on a 5-point scale.
	Results of Assessment	1. Midterm evaluation ($n = 349$) on 10 items assessing multicultural competencies was 4.14 and the final evaluation ($n = 301$) was 4.66.
S T U D Y	Analysis of Results	1. On the evaluations conducted by site supervisors, candidates did not meet the benchmark of 4.25 on the midterm evaluation, scoring only 4.14. However, they did exceed the benchmark on the final evaluation of 4.5, scoring 4.66.

ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none">1. Discussions about utilizing culturally responsive practices in counseling activities in the field will be moved up to the beginning of the field experience coursework. In addition, candidates will take a self-evaluation to assess their ability to incorporate a culturally competent approach when working with a diverse population of students.
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