

Mission

The mission of Master’s Degree in Education in Counseling and Development with a Professional School Counseling Concentration is to nurture the professional and personal development of students by empowering them with the knowledge, skills, and experiences to become culturally competent and effective professional school counselors. In fulfillment of the program mission, the faculty are dedicated to training leaders in professional school counseling who are capable of thriving in an ever-changing society, with the ability to successfully create and manage a comprehensive school counseling program that addresses the diverse needs of all students in the areas of academic, career, personal, and social development.

Academic Year 2025-2026

MED in Counseling & Development in Professional School Counseling - MED-AMSC Learning Outcomes

Certification Knowledge MET

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.

MEASURES	RESULTS	ACTIONS																														
TExES 252 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. Rationale for Measure: The TExES 252 is a content-competency based measure that is administered by TEA for certification. This measure has been used in previous Weave reports. Direct - Exam (Certification or Licensure) Internship: CNDV 5394 Target 90% of students will pass.	MET Summary <table><tr><td></td><td>Pass #</td><td>#</td><td>Pass #</td><td>#</td></tr><tr><td>Program</td><td>Pass #</td><td>#</td><td>Rate</td><td>Takers Pass</td></tr><tr><td>Year</td><td>Rate</td><td>Takers Pass</td><td>-</td><td>-</td></tr><tr><td></td><td></td><td></td><td>State</td><td>State</td></tr><tr><td>2024-</td><td></td><td></td><td></td><td></td></tr><tr><td>2025</td><td>98%</td><td>254</td><td>248</td><td>97% 564 548</td></tr></table>		Pass #	#	Pass #	#	Program	Pass #	#	Rate	Takers Pass	Year	Rate	Takers Pass	-	-				State	State	2024-					2025	98%	254	248	97% 564 548	No actions have been added.
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Conclusion

Pass rates remain high (98%), indicating that graduates are well-prepared to demonstrate the state competencies required for certification. This measure reflects strong alignment between coursework and TEA standards and suggests the program is effectively supporting students in key knowledge areas such as responsive services, program management, and legal/ethical considerations.

Disposition MET

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.

MEASURES	RESULTS	ACTIONS
Candidate Professional Characteristics and Disposition Form	MET Summary	No actions have been added.

Measures Professional responsibility, self-awareness, personal comportment, cultural competency, flexibility. Direct - Assignment <i>Seminar Counseling & Developmt: CNDV 5380</i> Target Students will score 80% on each category.	A total of 469 scored evaluations were collected for this assessment cycle. Across the five measured domains, candidates demonstrated strong overall performance. Out of the 2345 possible item points, students earned 2161 points, resulting in a 90.19% pass rate (423 of 469 students). The overall mean score was 4.47, with scores ranging from 0.25 to 5, and a median score of 5, indicating that the majority of candidates performed at or near mastery.	
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Conclusion

Overall, the student disposition assessment results indicate that candidates consistently demonstrated strong professional behaviors, attitudes, and interpersonal competencies aligned with the expectations of the School Counseling Program. With 469 scored evaluations collected during the assessment cycle, candidates achieved a 90.19% pass rate, with 423 of 469 students meeting or exceeding established benchmarks. The overall mean score of 4.47 out of 5, combined with a median score of 5, suggests that most candidates performed at or near mastery across the evaluated disposition domains.

These findings reflect candidates’ strengths in areas such as professionalism, communication, ethical awareness, collaboration, advocacy, and reflective practice. The relatively narrow range of scores and high concentration of ratings at the upper levels further suggest consistency in candidate preparation and disposition development throughout the program. The data support the conclusion that the program effectively cultivates the professional attitudes and behaviors necessary for success in school counseling settings.

At the same time, the presence of a small number of lower scores indicates the importance of continued monitoring, feedback, and remediation processes to support candidate growth when concerns arise. Faculty review of disposition data will continue to inform program improvement efforts, particularly in strengthening early intervention, mentorship, and reflective learning opportunities.

Data-Driven Practices MET

Students will demonstrate the use of assessment of and for student learning, assessment of data literacy, and the use of data to inform practice as measured by the key assessment in CNDV 5330.

MEASURES	RESULTS	ACTIONS
Final Course Project CNDV 5330 The Comprehensive School Counseling Program Design assignment in CNDV 5330: Developmental Guidance is an ideal measure of students’ competence in data-driven practices, as required in Learning Outcome 9 of the assignment. This project requires candidates to integrate technology, accountability methods, and research-based decision-making into each stage of constructing a comprehensive school counseling program informed by the Texas Model. Throughout the assignment, students must gather, analyze, and apply multiple types of data—including survey results, needs assessments, perception and process data, local and state indicators, and research evidence—to inform program decisions. Steps Four and Eight in particular require students to justify program priorities and service delivery components using actual or simulated data sources. Students must interpret needs assessments, demographic patterns, stakeholder input, and achievement,	MET Summary A total of 346 scored evaluations were collected for this assessment cycle. Students demonstrated strong overall performance, with 314 passing the assessment for a 90.75% pass rate. Out of 1730 possible points, candidates earned 1602 actual points, indicating high levels of mastery across most assignment components. The mean score was 4.39, with a median score of 4.8, showing that most students performed well above minimum competency expectations. Score variability was moderate (SD = 1.11), reflecting a wider range of performance than in previous cycles. Domain-Level Performance Performance across the five evaluated requirements was strong, with domain averages ranging from 0.789 to 0.998. Requirement 1: Addressed all 10 areas of a Comprehensive Guidance Program <i>Average = 0.98; SD = 0.084</i>	<i>No actions have been added.</i>

attendance, behavior, or mental-health-related indicators to determine the focus of their program and to establish measurable, data-driven SMART goals. This process directly reflects the accountability expectations outlined in the Texas Model and the professional practice competencies of school counselors. The assignment further ensures the application of technology and evidence-based practice, as students must integrate approximately 28 peer-reviewed research articles into their program design and use technology to organize, synthesize, and apply findings. Step Ten specifically requires students to articulate how they will continue using technology and research in future school counseling practice, demonstrating their understanding of data as an ongoing tool for advocacy, continuous improvement, and ethical decision-making. Additionally, Step Nine requires students to describe an annual program audit process, demonstrating their ability to select and apply accountability tools aligned with state and district expectations. This reinforces the use of data not only for program planning but also for evaluating program effectiveness and communicating results to stakeholders. Because the assignment requires candidates to use data to identify risk factors, recognize warning signs of mental and behavioral health concerns, and shape interventions aligned with student needs, it directly assesses students' ability to fulfill Learning Outcome 9. The project's emphasis on evidence-based reasoning, data justification of program priorities, measurable outcomes, and continuous improvement processes ensures that students demonstrate mastery of data-driven school counseling practices at or above the expected 85% benchmark. Direct - Assignment <i>Developmental Guid & Couns: CNDV 5330</i> Target 100% of students will score 85% or higher.	Students demonstrated strong thoroughness in responding to all required components of the assignment. - Requirement 2: Included Personal Reflection <i>Average = 0.998; SD = 0.03</i> This domain showed the strongest performance and the least variability. Nearly all students provided high-quality reflections that synthesized learning, demonstrated insight, and articulated professional growth. - Requirement 3: Integration of Former Course Assignments (survey results, design priorities, roles and responsibilities) <i>Average = 0.996; SD = 0.04</i> Students excelled in connecting prior coursework, demonstrating the ability to integrate needs assessment data, program design elements, and developmental guidance concepts into a cohesive comprehensive program plan. - Requirement 4: Fulfillment of Research Requirements (peer-reviewed sources included) <i>Average = 0.98; SD = 0.104</i> Students generally met or exceeded expectations for research integration. Slightly higher variability suggests some students may still benefit from additional support in sourcing, synthesizing, and correctly applying peer-reviewed literature. - Requirement 5: APA Formatting Criteria <i>Average = 0.789; SD = 0.129</i> This domain displayed the lowest scores and greatest inconsistency. Many students continue to struggle with advanced APA style and formatting, including citation accuracy, reference list formatting, and adherence to structural requirements. 5330 C part 3 Comprehensive-School Counseling Program Design_2023-11-15 - 2024-11-25 (1).xlsx
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Conclusion

The results indicate strong mastery of the assignment's major learning components, particularly in areas related to thoroughness, reflection, integration of data and prior coursework, and research competency. The 90.75% pass rate, combined with high averages in four of the five domains, suggests that students are meeting program expectations for designing evidence-based, developmentally aligned school counseling programs.

Culturally Responsive Practices MET

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.
Rationale for Measure: Cultural competence and social justice are foundational attributes and competencies in school counseling

MEASURES	RESULTS	ACTIONS
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MED in Counseling & Development in Professional School Counseling - MED-AMSC

Advocacy Project	MET	No actions have been added.																														
In the School Counseling Program, Candidates attend a 1-week residency, whereby they are evaluated on skills, disposition, and attitudes toward advocacy. Candidates work in groups to select a topic that helps underserved or unserved populations and present a poster session on this topic for each other with specific sections: identification of the problem; depth of the problem; statistics relating to the problem; potential solutions to the problem; and resources addressing the problem. At the conclusion of residency, Candidates reflect on aspects of their Advocacy Project assignment, their growth, and disposition. Direct - Assignment <i>Seminar Counseling & Developmt: CNDV 5380</i> Target 100% students will score at 80% or higher.	Summary <table><tr><th>No Row</th><th></th><th>Average</th><th>Levels Of Achievement</th><th>N</th><th>%</th></tr><tr><td>1</td><td>The Learning Process</td><td>0.992</td><td>404 (95.3%) 4 Level Exemplary Indicators 17 (4.0%) 3 Level Advanced Indicators 0 (0.0%) 2 Level Developing Indicators 3 (0.7%) 1 Level Emerging Indicators</td><td>404</td><td>0.953</td></tr><tr><td>2</td><td>Professional Identity and Practice</td><td>0.986</td><td>382 (90.3%) 4 Level Exemplary Indicators 38 (9.0%) 3 Level Advanced Indicators 0 (0.0%) 2 Level Developing Indicators 3 (0.7%) 1 Level Emerging Indicators</td><td>382</td><td>0.903</td></tr><tr><td>3</td><td>Social justice and personal mission</td><td>0.988</td><td>388 (91.7%) 4 Level Exemplary Indicators 33 (7.8%) 3 Level Advanced Indicators 0 (0.0%) 2 Level Developing Indicators 2 (0.5%) 1 Level Emerging Indicators</td><td>388</td><td>0.917</td></tr><tr><td>4</td><td>Communication</td><td>0.987</td><td>389 (92.0%) 4 Level Exemplary Indicators 25 (5.9%) 3 Level Advanced Indicators 7 (1.7%) 2 Level Developing Indicators</td><td>389</td><td>0.92</td></tr></table>	No Row		Average	Levels Of Achievement	N	%	1	The Learning Process	0.992	404 (95.3%) 4 Level Exemplary Indicators 17 (4.0%) 3 Level Advanced Indicators 0 (0.0%) 2 Level Developing Indicators 3 (0.7%) 1 Level Emerging Indicators	404	0.953	2	Professional Identity and Practice	0.986	382 (90.3%) 4 Level Exemplary Indicators 38 (9.0%) 3 Level Advanced Indicators 0 (0.0%) 2 Level Developing Indicators 3 (0.7%) 1 Level Emerging Indicators	382	0.903	3	Social justice and personal mission	0.988	388 (91.7%) 4 Level Exemplary Indicators 33 (7.8%) 3 Level Advanced Indicators 0 (0.0%) 2 Level Developing Indicators 2 (0.5%) 1 Level Emerging Indicators	388	0.917	4	Communication	0.987	389 (92.0%) 4 Level Exemplary Indicators 25 (5.9%) 3 Level Advanced Indicators 7 (1.7%) 2 Level Developing Indicators	389	0.92	
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			2 (0.5%) 1 Level Emerging Indicators	2	0.005	
	Peer Evaluation and Contributions	0.904	395 (84.4%) 4 Level Exemplary Indicators	395	0.844	
			18 (3.8%) 3 Level Advanced Indicators	18	0.038	
			4 (0.9%) 2 Level Developing Indicators	4	0.009	
			51 (10.9%) 1 Level Emerging Indicators	51	0.109	
			5380 C Sections Advocacy-Final Project Rubric 2023-06-21 - 2025-08-03 (1).xlsx			

Conclusion

Students demonstrated high levels of proficiency in cultural responsiveness and equity-driven counseling practices. Across the course-embedded assessment, students consistently achieved pass rates above 90%, with strong performance in conceptualizing clients from culturally diverse backgrounds, integrating cultural considerations into counseling theories, identifying systemic barriers, and designing culturally responsive interventions.

Understanding Learners MET

Students will apply knowledge of learners, learning theory, including social emotional, and academic dimensions and application of learning theory. Rationale for Measure: Understanding learners on a social, emotional, and academic level is a core competency on the state and national levels.

MEASURES	RESULTS	ACTIONS
Key Assessment The major assignment in CNDV 5311: Counseling Theories and Techniques directly evaluates students' ability to understand learners (clients or students in counseling) by assessing their capacity to conceptualize human behavior, apply theoretical frameworks, and integrate cultural, ethical, and developmental considerations into case analysis. This assignment requires candidates to articulate a personal philosophy of human nature, analyze client concerns, and apply counseling theories to understand client motivations, struggles, presenting concerns, and pathways for change. Students demonstrate their understanding of learners by examining how clients function, what contributes to stress, suffering, and growth, and how counseling interventions should be adapted to meet client needs. Through application of their chosen theoretical orientations, candidates must interpret a case example (Jasmine) using multiple lenses, identify culturally responsive considerations, and evaluate the strengths	MET Summary A total of 827 scored evaluations were collected for this assessment cycle. Students performed at a very high level, with 819 passing the assessment for a 99.03% pass rate. Out of 9,924 possible points, candidates earned 9,920 actual points, indicating near-complete mastery across the rubric dimensions. The mean score was 11.77 out of 12, with a median of 12, demonstrating exceptionally strong proficiency in understanding clients through theory application and case conceptualization. Score variability was low (SD = 0.7), and the internal consistency estimate (KR-20/Cronbach's Alpha = 0.83) indicates solid reliability across assessment components. Domain-Level Performance Performance across all 12 rubric criteria was consistently high, with domain averages ranging from 0.918 to 0.996, demonstrating strong mastery of all aspects of learner understanding and theory-to-practice integration.	No actions have been added.

and limitations of their approach with diverse populations. This process reinforces their ability to conceptualize clients holistically—behaviorally, emotionally, cognitively, developmentally, and contextually. The assignment further strengthens understanding of learners through the evaluation of counselor roles, values, and personal biases, which influence the conceptualization process. By linking philosophical assumptions, theoretical orientation, counselor qualities, and culturally informed case analysis, this assessment requires students to demonstrate the critical thinking, empathy, reflective capacity, and theory-to-practice integration central to understanding clients in counseling settings. Because the assignment assesses how students analyze clients' presenting concerns, conceptualize treatment needs, and select culturally and developmentally appropriate strategies, it is a strong measure of the learning outcome related to understanding learners.

Direct - Assignment

Indiv Counseling Theory/Techni: CNDV 5311

Target

100% of students will score at 80% or higher.

- Philosophy of Human Nature
Average = 0.993; SD = 0.05
Students demonstrated strong understanding of foundational beliefs about human functioning, motivation, stress, growth, and change—critical for conceptualizing learners.
- Counselor Role
Average = 0.995; SD = 0.044
Scores indicate strong insight into relational qualities, role expectations, collaboration strategies, and the counselor's influence on client change.
- Theoretical Approach
Average = 0.996; SD = 0.028
This domain showed the highest performance, reflecting students' proficiency in selecting and applying counseling theories that align with their philosophy and with client needs.
- Critical Evaluation of Approach
Average = 0.991; SD = 0.07
Students demonstrated thoughtful appraisal of their theoretical framework with attention to cultural responsiveness and client diversity.
- Values
Average = 0.986; SD = 0.107
Scores indicate strong awareness of personal values and how these shape counseling interactions and client conceptualization.
- Presenting Concerns
Average = 0.989; SD = 0.084
Students effectively identified client concerns and applied theoretical perspectives to clarify the nature of the client's struggle.
- Strategies and Techniques
Average = 0.984; SD = 0.109
Candidates successfully selected interventions aligned with theory and appropriate to client needs and developmental level.
- Evaluation of Approach
Average = 0.983; SD = 0.11
Students demonstrated strong ability to evaluate strengths and limitations of theory when applied to a real case, reflecting mature understanding of learner variability.
- Professional Compliance
Average = 0.979; SD = 0.125
Students demonstrated strong knowledge of ethical, legal, and professional expectations relevant to counseling diverse learners.
- Writing Mechanics and APA Format
Average = 0.986; SD = 0.057
Scores indicate strong overall academic writing performance.
- Page Length
Average = 0.918; SD = 0.186
This domain showed slightly lower performance, suggesting some issues with meeting writing length requirements.
- Sources
Average = 0.972; SD = 0.113
Students generally incorporated

	scholarly sources effectively to support their understanding of client needs and counseling approaches. 5311 C Sections FINAL-PROJECT RUBRIC 5311 2023-04-01 - 2025-08-02 (1).xlsx	
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Conclusion

The CNDV 5311 Counseling Theories & Techniques assessment provides strong evidence of students' mastery in understanding learners. Students achieved a 99.03% pass rate, with mean and median scores near the highest levels (11.77/12 and 12, respectively). Domain averages ranged from 0.918 to 0.996, demonstrating exceptional ability to conceptualize client behavior, identify presenting concerns, apply counseling theories, examine cultural influences, and select appropriate strategies. These results show that students demonstrate robust mastery of this outcome and are prepared to understand and respond to diverse learner needs.

Assessment Report Summary

Alignment of Program Outcomes with Program Mission and AAQEP Standards

The mission of the School Counseling program is to prepare culturally competent, ethical, and student-centered professional school counselors who can lead, advocate, and deliver comprehensive counseling services that promote academic, career, and social-emotional development for all students. Each of the program outcomes aligns not only with this mission but also with the AAQEP Standards for Advanced Programs, particularly in the areas of Candidate Development, Quality, and Preparation (Standards 1 & 2) and Program Practice and Continuous Improvement (Standards 3 & 4).

Certification Knowledge

This outcome reflects the program's emphasis on ensuring candidates demonstrate the competencies required by the Texas Education Agency (TEA) and professional counseling organizations. It aligns with AAQEP Standard 1, which focuses on candidates' ability to meet professional, state, and institutional standards for licensure and certification. Mastery of certification knowledge affirms the mission's goal of preparing highly qualified, practice-ready counselors.

Disposition

Aligned with AAQEP Standard 1b (Professional Dispositions and Ethical Practice), this outcome emphasizes the development of reflective, ethical, and empathetic counselors. The School Counseling program's mission underscores personal and professional growth—cultivating leaders who model integrity, advocacy, and respect for diverse student needs.

Data-Driven Practices

In alignment with AAQEP Standard 1d (Use of Data and Evidence), candidates learn to use data to assess program effectiveness, identify student needs, and evaluate interventions. This outcome operationalizes the mission's call for school counselors who can manage comprehensive, evidence-based programs that promote equitable student outcomes.

Culturally Responsive Practices

Cultural responsiveness reflects both the mission's emphasis on diversity and AAQEP Standard 2b (Equity and Access). Candidates are prepared to deliver services that affirm diverse identities and to remove systemic barriers to student achievement. This outcome ensures that graduates embody cultural humility, inclusivity, and advocacy in their practice.

Use of Data

Beyond program-level evaluation, this outcome focuses on candidates' ability to interpret, apply, and communicate student data in support of individual planning and systemic change. It aligns with AAQEP Standard 1d, reinforcing the mission's vision of counselors as leaders and advocates who use data to improve outcomes and demonstrate accountability.

Understanding Learners

This outcome directly supports the mission's focus on holistic student development by fostering an understanding of human growth, learning differences, and developmental needs across the lifespan. It aligns with AAQEP Standard 1a (Content, Pedagogical, and Professional Knowledge), ensuring that candidates apply developmental and contextual knowledge to promote students' academic, career, and social-emotional growth.