

## M.Ed. School Counseling

### Annual Program Report Template

Year:	2021-2022
Program:	M. Ed. School Counseling
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#### Summary of Continuous Improvement Efforts since Last Report

*Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

Respond here:

In September 2021, the TExES (state certification exam) changed from the 152 to the 252. The passing result on the 152 in 2019-2020 was 94%. In the summer of 2021, the passing rate was the TExEs 252 was 90.7%. The passing rate on the new exam, the TExES 252 from September 2021-May 2022 was 100%, although the standard score has not been set by the Texas Education Agency.

It is important to note that the results from the first round of the Practice Exam for the 252 has been used as a benchmark for measuring internship students' readiness for the TExES 252 with the shifting of the competencies from the 152 to the 252. The passing rate for the first round of the 252 Practice Exam was set at 60 % (55 out of 90 questions answered correctly). There was an overall passing rate of 66%. There were nine competencies measured on the test regarding the percentage of students who mastered each competency. The passing score was calculated by taking the average of the competency passing rates. The lowest passing rate was 51% for Competency 002: Diversity and Cultural Competence

The highest passing rate was 74% for competency 009: Professional Practice. It is essential to note that several competency areas were above the 60% passing mark including the following:

Competency 004: Responsive Services 69%

Competency 005: Individual Planning 72 %

Competency 006: System Support 68%

Competency 007: Program Management 67%

In summary, although the results cannot be compared to previous years due to a new exam with different domains and competencies, the first round of the practice exam provided information on the areas for improvement. Future semester scores (Fall 2022 and Spring 2023) will be compared to the first round of scores in the 2022-2023 report. Students that do not pass the Practice Exam will complete a Remediation plan to prepare them for the TExES 252 consisting of the Interactive Exam and Certify Teacher which will be available in Spring 2023.

### **Program Highlights Since Last Report**

*Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).*

Respond here:

The TExES 252 Practice Exam results in Spring 2022, indicate that Competency 002 (Diversity and Cultural Competence) had the lowest score (51%). During the 2022-2023 school year, the Multicultural Counseling Course included practice 252 questions to help improve results for Competency 002.

In Summer 2022, CNDV 5380 (School Counseling Residency) returned to face-to-face delivery after offering it online from Summer 2020-Spring 2022.

Starting in Fall 2022, a discussion board assignment was added to Practicum that provided students with an opportunity to respond to a sample constructed response question of 400-600 words in their initial post. Then, students will evaluate the responses of their peers in their peer responses and provide suggestions for improvement to their answers.

**Table 1. Assessment Results and Analyses for Current Cycle.**

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
To have a nationally recognized school counseling program where students demonstrate knowledge and competence in core school counseling areas as evidenced by scores on certification examinations. Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all PK–12 learners.	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 152/252) includes measures for effective counseling, wellness programs for individuals and groups of students.	School Counselor Certification Exam. Students' performance on the Certification Preparation Exam will be assessed during the Internship course. Rationale: The Professional School Counseling (PSC) program faculty utilize the results of this exam (TExES 152/252) to ensure that candidates are adequately prepared to fulfill the role of school counselor.	Pass the certification preparation exam with a minimum score of 75 during the Internship course. At least 80% of Lamar school counseling graduates will earn a passing score on the practice test and TExES School Counselor 152.	Pass the certification preparation exam with a minimum score of 75 during the Internship course. At least 80% of Lamar school counseling graduates will earn a passing score on the practice test and TExES School Counselor 152.	The results of the pretest for the 152 were evaluated in Summer 2021 for the Fall 2021 Internship students (N= 132) as the TExES 152 changed to the 252 in September 2021. See results below Under analysis.  There was an overall passing rate of 80 %.	No actions will be taken for the 152 as the test changed to the 252 in September 2021. Since the 252 is new exam and we didn't gain access to the representative exam from TEA until Spring 2022, we did not know how our students were going to perform on this new assessment. Using the results from Spring 2022, we have identified the competency with the lowest percentage (Diversity and Cultural Competence) to focus our attention.
School counseling students will demonstrate competence in utilizing counseling skills and techniques to foster	Students will demonstrate competence in providing individual, group counseling and classroom guidance to promote the academic,	School Counselor Certification Exam. Students' performance on the Certification Preparation	.Pass rates on the TExES School Counselor 152 will be collected and analyzed.	At least 80% of School Counseling students will pass the Certification Preparation Exam with a	The passing rate for the TExES 152 by Lamar students (N= 192) in the Summer of 2021 was 90.7 % for	No actions taken for the TExES 152 as the test was not administered to School Counseling candidates after September 2021. Passing rate exceeded the goal. In Spring 2022, the passing rate was

collaboration and teamwork for the benefit of students' personal/social/emotional development in school settings. The TExES 152 measures competencies for personal/social, and emotional development of students in Domain 1: Understanding Students.	career, and personal/social development of students.	Exam will be assessed during the Internship course. Rationale: It is a requirement that school counseling students take the Certification Preparation Exam for the TExEs 152/252 during their Internship semester as determined by the program faculty of the Professional School Counseling (PSC) .		minimum score of 75 or better during the Internship course. At least 80% of graduates will earn a passing score on the TExES School Counselor 152.	those testing between May 15, 2021 and September 5, 2021.  School Counseling Internship students in the Spring of 2022 took the TExES 252.	100%. The School Counseling Program Faculty will continue to monitor the passing rate each semester.
	Students will demonstrate the ability to apply and adhere to ethical and legal standards in school counseling. CNDV 5322 Ethics and Law provides content for professional behavior in the field.	Successful Completion of final course project in the Ethics Course (CNDV 5322) .In the ethics course, students complete their final course project addresses the following: Discuss your initial apprehensions about entering a profession where legal and ethical issues are continuously present. What have you	Instructors evaluate students' reflective assignments, application assignments and discussion board assignments.	At least 90% of School Counseling students will earn a 80% on the final course project in the Ethics course (CNDV 5322).	n= 398, With five rubric rows, the final average percent on the assignment was 99%, with the lowest four row at 98 %	No actions taken for this assignment as students are exceeding the goal.

		<p>learned that has helped attend to those apprehensions</p> <p>Address the licensure and certification process you intend to complete as a professional counselor</p> <p>Discuss the importance of informed consent including its role and function as an ethical and legal counselor</p> <p>Discuss three important ethical concepts and how they are currently being addressed in the field of counseling (e.g. confidentiality, boundary violations and difficulties, diagnosis, duty to warn, competence, etc.)</p> <p>Reflect on where you started in this process of learning legal and ethical considerations in counseling.</p> <p>Rationale:</p>				
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		Members of the PSC faculty determined that this final project allows future school counselors and practitioners in the field of counseling to demonstrate how they conceptualize their role in the field of counseling as they strive to uphold various ethical standards and board rules.				
	Students will demonstrate competence in designing a research proposal related to the effects of common issues in education related to: (a) atypical growth and development, (b) health and wellness, (c) language acquisition, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. Students will complete a research proposal for their final project in CNDV 5353/PEDG 5307	<p>Research skills. Students complete their research proposal for the final project. The project includes the following areas: Background of the topic area Results Discussion Implications Mechanics and style formatting Overall Organization and Presentation</p> <p>Rationale: Members of the PSC faculty included this</p>	Students create a research proposal with all pertinent sections.	At least 90% of School Counseling students will earn 80% or higher on the Final Research Project in PEDG 5307	<p>2.31: Measure: At least 90% of School Counseling students will earn 80% or higher on the Final Research Project. Previous Findings: n = 576. With 8 rows scored, results were as follows:</p> <p>0.979 0.939 0.959 0.953 0.927 0.925 0.942 0.913</p>	With the new course being delivered, instructors provided academic support for students via webinars and office hours as students strived to write their manuscript for the final research project. Also, each assignment leading up the final project assisted students with their final project/research manuscript.

		measure to determine students' ability to synthesize and analyze research in the field of counseling.				
	Students demonstrate competence in designing, implementing, managing, and evaluating programs to enhance the academic, career, and personal/social development of students. Tasks in CNDV 5330 are performed in a school setting for the course to design, manage, and evaluate programs.	Successful Completion of CNDV 5330 (Developmental Guidance) Students meet with the school counselor and demonstrate professional attributes through questions and written reflections of the experience. Rationale; The faculty members of the PSC program included the successful completion of CNDV 5330 as it contains critical course content for implementing a Comprehensive Developmental Guidance Program.	In this course, students will interview a school counselor and campus principal and also evaluate data collected throughout the term.	At least 90% of school counseling students will earn a B or higher in CNDV 5330 (Developmental Guidance).	In Fall 2021, 93.7 % of school counseling students taking CNDV 5330 (n= 192) earned a B or higher in the course.	Instructor of record provided additional academic support to students in the course
		CNDV 5330 Developing and monitoring a Comprehensive School Counseling	In this course, students will interview a school counselor and campus	Students score 80% or higher on the final course project Designing a Comprehensive School	n = 300. The percentage average of all grades when the five items are summed and the	The percentage with an 80% passing rate on this assignment continues to exceed 90% for all rubric items on this final project. This shows that students are performing well on their final

		<p>Program. Students gather information from multiples sources on campus and evaluate the progress of the comprehensive school counseling program on their campus.</p> <p>Rationale: The PSC faculty agreed that this assignment is essential in allowing students to gather information from campus counselors and administrators to evaluate the comprehensive school counseling program on their campus.</p>	principal and also evaluate data collected throughout the term.	Counseling Program	average percentage was a 97%.	project as they continue to apply aspects of a Comprehensive School Counseling Program.
<p>Students will demonstrate professional dispositions throughout the program.</p> <p>Dispositions include respect for all people and others in the helping field, and advocacy for equity for marginalized populations.</p>	<p>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.</p>	<p>Candidate Professional Characteristics and Disposition Form. This includes the relationship between personal beliefs, thoughts, feelings, actions and professional functioning.</p> <p>Rationale: The Faculty of the</p>	<p>Students are observed and assessed throughout the program. Instructors complete a Candidate Characteristics and Disposition Form on every Residency student during the face-to-face</p>	<p>At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric.</p>	<p>Description Value Scored Evaluations 82 (N= 82)</p> <p>Rows 6 Possible Item Scores 492</p> <p>Actual Item Scores 492</p> <p># Pass 82</p> <p>% Pass 100</p> <p>Highest Score 6</p> <p>Lowest Score 4.5</p>	<p>In the analysis, it can be determined that each rubric item was above 90% except for Cultural Competency and Integrity which was 89.8%. However, the other rubric areas exceeded 90% including: Professional Responsibility(95%) Self-Awareness (92.1%) Personal Comportment (93%) Flexibility and Adaptability( 92%) Candidate Personal Reflection (92.4%)</p>



		PSC program included the Professional Characteristics and Disposition form during Residency because students are evaluated by their Residency instructor in a smaller setting with a maximum 1 to 25 ratio.	component of the course.		Mean Score 5.55 Median Score 5.59 Std Dev 0.3 KR(20) / Cronbach Alpha 0.21	
		<p>CNDV 5380 Residency. The advocacy project is assessed through the advocacy project and the rubric rows: The Learning Process Professional Identity and Practice Social Justice and Personal Mission Communication Peer Evaluation and Contributions</p> <p>Rationale: The PSC Faculty included these rubric items during the stint that Residency was taught online as they captured the</p>	Students work cooperatively on counseling skills and advocacy issues and present a poster project on one advocacy point with an action plan and measurement plan.	80% students score Advanced or Exemplary	(n= 87). To score advanced to exemplary according to the rubric, a 170/200 is required, or a target of 85%. Of the 5 rows, summary statistics show a standardized score of 4.92/5 = 99 percent which is above the passing score of 85%	<p>In the analysis, the percentage of each rubric item was calculated at the 85% passing rate. In looking at the percentages, it is clear that each rubric item exceeded the established passing rate.</p> <p>The Learning Process 100% Professional identity and Practice 99.9% Social justice and personal mission 99% Communication 94% Peer Evaluation and Contributions 98.9%</p>

		essence of the Advocacy Project and Paper. This assignment gives students an opportunity to work collaboratively on an advocacy project that can be implemented on their home campus.				
	Students will develop and demonstrate emotional sensitivity, interpersonal respect, and professional decorum in all professional interactions. Proficiency in understanding and relating to others in an emotionally sensitive and respectful manner.	Candidate Professional Characteristics and Disposition Form. This includes the relationship between personal beliefs, thoughts, feelings, actions and professional functioning. Rationale: The Faculty of the PSC program included the Professional Characteristics and Disposition form during Residency because students are evaluated by their Residency instructor in a smaller setting with a maximum 1 to 25 ratio.	Students are observed and assessed throughout the program. Instructors complete a Candidate Characteristics and Disposition Form on every Residency student during the face-to-face component of the course. Since Summer 2020, Residency was not offered in a face to face setting. Therefore Residency professors assess professional disposition in an online setting.	At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric.	n = 167 from Residencies in 2020-21. Percentage passing was 97.6 with a standard deviation of .77 and alpha of 1.15.	In the analysis, it can be determined that each rubric item was above 90% except for Cultural Competency and Integrity which was 89.8%. However, the other rubric areas exceeded 90% including: Professional Responsibility(95%) Self-Awareness (92.1%) Personal Comportment (93%) Flexibility and Adaptability( 92%) Candidate Personal Reflection (92.4%)
			Students are observed and	At least 90% of students will	Description Value	In the analysis, it can be determined that each rubric

			<p>assessed throughout the program. Instructors complete a Candidate Characteristics and Disposition Form on every Residency student during the face-to-face component of the course. Since Summer 2020, Residency was not offered in a face to face setting. Therefore Residency professors assess professional disposition in an online setting.</p>	<p>have met or exceeded professional dispositions as indicated by scoring on rubric.</p>	<p>Scored Evaluations 82 (N= 82)  Rows 6  Possible Item Scores 492  Actual Item Scores 492  # Pass 82  % Pass 100  Highest Score 6  Lowest Score 4.5  Mean Score 5.55  Median Score 5.59  Std Dev 0.3  KR(20) /  Cronbach Alpha 0.21</p>	<p>item was above 90% except for Cultural Competency and Integrity which was 89.8%. However, the other rubric areas exceeded 90% including:  Professional Responsibility(95%)  Self-Awareness (92.1%)  Personal Comportment (93%)  Flexibility and Adaptability( 92%)  Candidate Personal Reflection (92.4%)</p>
		<p>Field Experience Evaluations. Field supervisors, site supervisors (site mentors) and instructors evaluate the professional dispositions of students in Practicum and Internship. During Internship, a Qualtrics survey is sent to all site supervisors for</p>	<p>Methodology: Students will earn satisfactory mid and final semester evaluations. Students will successfully complete Practicum and Internship.</p>	<p>Target: At least 90% of School Counseling Field Experience students will successfully complete the course.  Target: At least 90% of School Counseling Field Experience students will earn satisfactory evaluations from their site supervisors.</p>	<p>98.5% of Practicum students successfully completed 5390 and 99.4% of Internship students successfully completed 5394. Midterm Evaluations yielded an average score of 4.5 out of 5 points. Final Evaluations yielded an</p>	<p>Final grades were analyzed for both Practicum and Internship for the Fall 2021 semester. In Practicum (n= 190) , three students withdrew from the course . There were 187 students who successfully completed Practicum with. a grade of Satisfactory (S). In Internship (n= 146), one student had a Q drop, There were 145 students who completed Internship successfully with a grade of Satisfactory (S).   Regarding, midterm and final evaluations filled out by the site supervisors. Each of the 42</p>

		<p>Part I of the midterm and final evaluations to gauge the progress of school counseling interns (candidates) in the following areas:</p> <p>Classroom Management/ Collaboration/ Consultation General Education &amp; Special Education Process Data &amp; Accountability Multicultural Considerations and Student Services</p> <p>Rationale: The faculty members of the PSC program utilize the information from the Qualtrics survey to assess collective strengths and deficit of the school counseling candidates.</p>			average score of 4.53 out of 5 points	<p>areas of the evaluation was averaged for the midterm evaluation and the final evaluation. A cumulative average was compiled for all scores for both the midterm and final evaluation. The increase in score demonstrates growth in the field experience candidates in Internship during their Fall 2021 and Spring 2022 semesters.</p> <p>Internship Midterm and Final Evaluation Results: Fall 2021 Midterm Evaluations for Internship (n= 127) yielded an average score of 4.54 out of 5 points. Fall 2021 Final Evaluations (n= 127) yielded an average score of 4.54 out of 5 points. Spring 2022 Midterm Evaluations (n= 167) yielded an average score of 4.47 out of 5. Spring 2022 Final Evaluations (n= 167) yielded an average score of 4.59 out of 5.</p>
	Students will demonstrate openness to personal and professional growth in	Candidate Professional Characteristics and Disposition	Students are observed and assessed throughout the	Target: At least 90% of students will have met or exceeded	Description Value Scored Evaluations 82	In the analysis, it can be determined that each rubric item was above 90% except for Cultural Competency and

	<p>the professional learning process. Proficiency in the ability to seek, reflect upon, and respond to supervisory feedback in a manner that enhances personal and professional growth and learning.</p>	<p>Form. This includes the relationship between personal beliefs, thoughts, feelings, actions and professional functioning. Rationale: The Faculty of the PSC program included the Professional Characteristics and Disposition form during Residency because students are evaluated by their Residency instructor in a smaller setting with a maximum 1 to 25 ratio.</p>	<p>program. Instructors complete a Candidate Characteristics and Disposition Form on every Residency student during the face-to-face component of the course.</p>	<p>professional dispositions as indicated by scoring on rubric.</p>	<p>(N= 82) Rows 6 Possible Item Scores 492 Actual Item Scores 492 # Pass 82 % Pass 100 Highest Score 6 Lowest Score 4.5 Mean Score 5.55 Median Score 5.59 Std Dev 0.3 KR(20) / Cronbach Alpha 0.21</p>	<p>Integrity which was 89.8%. However, the other rubric areas exceeded 90% including: Professional Responsibility(95%) Self-Awareness (92.1%) Personal Comportment (93%) Flexibility and Adaptability( 92%) Candidate Personal Reflection (92.4%)</p>
		<p>Field Experience Evaluations. Field supervisors, site supervisors (site mentors) and instructors evaluate the professional dispositions of students in Practicum and Internship. During Internship, a Qualtrics survey is sent to all site supervisors for Part I of the midterm and</p>	<p>Students will earn satisfactory mid and final semester evaluations. Students will successfully complete Practicum and Internship.</p>	<p>Target: At least 90% of School Counseling Field Experience students will successfully complete the course. Target: At least 90% of School Counseling Field Experience students will earn satisfactory evaluations from their site supervisors.</p>	<p>98.5% of Practicum students successfully completed 5390 and 99.4% of Internship students successfully completed 5394.  Midterm Evaluations yielded an average score of 4.5 out of 5 points. Final Evaluations yielded an average score of</p>	<p>Final grades were analyzed for both Practicum and Internship for the Fall 2021 semester. In Practicum (n= 190) , three students withdrew from the course . There were 187 students who successfully completed Practicum with. a grade of Satisfactory (S). In Internship (n= 146), one student had a Q drop, There were 145 students who completed Internship successfully with a grade of Satisfactory (S).  Regarding, midterm and final evaluations filled out by the site supervisors. Each of the 42 areas of the evaluation was averaged for the midterm</p>

		<p>final evaluations to gauge the progress of school counseling interns (candidates) in the following areas:</p> <p>Classroom Management/ Collaboration/ Consultation General Education &amp; Special Education Process Data &amp; Accountability Multicultural Considerations and Student Services</p> <p>Rationale: The faculty members of the PSC program utilize the information from the Qualtrics survey to assess collective strengths and deficit of the school counseling candidates.</p>			4.53 out of 5 points	<p>evaluation and the final evaluation. A cumulative average was compiled for all scores for both the midterm and final evaluation. The increase in score demonstrates growth in the field experience candidates in Internship during their Fall 2021 and Spring 2022 semesters.</p> <p>Internship Midterm and Final Evaluation Results: Fall 2021 Midterm Evaluations for Internship (n= 127) yielded an average score of 4.54 out of 5 points. Fall 2021 Final Evaluations (n= 127) yielded an average score of 4.54 out of 5 points. Spring 2022 Midterm Evaluations (n= 167) yielded an average score of 4.47 out of 5. Spring 2022 Final Evaluations (n= 167) yielded an average score of 4.59 out of 5.</p>
	Students will develop and demonstrate ethical responsibility, and the attitudes, demeanor and maturity necessary to perform	Candidate Professional Characteristics and Disposition Form. This includes the	Students are observed and assessed throughout the program. Instructors	At least 90% of students will have met or exceeded professional dispositions as	Description Value Scored Evaluations 82 (N= 82) Rows 6	In the analysis, it can be determined that each rubric item was above 90% except for Cultural Competency and Integrity which was 89.8%. However, the other rubric areas

	<p>duties of a professional counselor. Proficiency in behaving in a highly professional, ethical and mature manner in interactions with students, colleagues, professionals and other school personnel.</p>	<p>relationship between personal beliefs, thoughts, feelings, actions and professional functioning. Rationale: The Faculty of the PSC program included the Professional Characteristics and Disposition form during Residency because students are evaluated by their Residency instructor in a smaller setting with a maximum 1 to 25 ratio.</p>	<p>complete a Candidate Characteristics and Disposition Form on every Residency student during the face-to-face component of the course. Since Summer 2020, Residency was not offered in a face to face setting. Therefore Residency professors assess professional disposition in an online setting.</p>	<p>indicated by scoring on rubric.</p>	<p>Possible Item Scores 492 Actual Item Scores 492 # Pass 82 % Pass 100 Highest Score 6 Lowest Score 4.5 Mean Score 5.55 Median Score 5.59 Std Dev 0.3 KR(20) / Cronbach Alpha 0.21</p>	<p>exceeded 90% including: Professional Responsibility(95%) Self-Awareness (92.1%) Personal Comportment (93%) Flexibility and Adaptability( 92%) Candidate Personal Reflection (92.4%)</p>
		<p>Field Experience Evaluations. Field Experience supervisors and instructors observe and evaluate the professional dispositions of students as they complete requirements in Practicum and Internship to determine successful completion of the field experience course.</p> <p>Rationale: The</p>	<p>Students will successfully complete Practicum and Internship. Final grades for Practicum and Internship will be evaluated.</p>	<p>At least 90% of School Counseling Field Experience students will successfully complete the course.</p>	<p>98.5% of Practicum students successfully completed 5390 and 99.4% of Internship students successfully completed 5394.</p>	<p>Final grades were analyzed for both Practicum and Internship for the Fall 2021 semester. In Practicum (n= 190) , three students withdrew from the course . There were 187 students who successfully completed Practicum with. a grade of Satisfactory (S). In Internship (n= 146), one student had a Q drop, There were 145 students who completed Internship successfully with a grade of Satisfactory (S).</p> <p>Regarding, midterm and final evaluations filled out by the site supervisors. Each of the 42 areas of the evaluation was averaged for the midterm evaluation and the final evaluation. A cumulative</p>

		<p>faculty members of the PSC program review candidate progress from multiple sources including field supervisor feedback on their observations, attendance in group supervision, completion of course assignments, and successful completion of documentation being uploaded to Portfolium. If all course requirements are not met, the candidate (field experience student) will not pass their Practicum and Internship coursework.</p>				<p>average was compiled for all scores for both the midterm and final evaluation. The increase in score demonstrates growth in the field experience candidates in Internship during their Fall 2021 and Spring 2022 semesters.</p> <p>Internship Midterm and Final Evaluation Results:  Fall 2021 Midterm Evaluations for Internship (n= 127) yielded an average score of 4.54 out of 5 points. Fall 2021 Final Evaluations (n= 127) yielded an average score of 4.54 out of 5 points. Spring 2022 Midterm Evaluations (n= 167) yielded an average score of 4.47 out of 5. Spring 2022 Final Evaluations (n= 167) yielded an average score of 4.59 out of 5.</p>
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**Table 2. Continuous Improvement Results Since Last Report**

<b>Stage 4: ACT</b>		
<b>Actions/Goals Based on Data Results</b> <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<b>Status</b> <i>C=Complete P=Progressing N=No Action Taken</i>	<b>Discussion of Status</b> <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Goals were met for the outgoing practice exam for the 152 in Summer 2021. Since the 252 is new, the School Counseling Program Faculty is working to establish a baseline percentage on the new exam.	P	Using the first round of data in Spring 2022, the SC Program Faculty met to determine how to best increase the competency with the lowest scores (Diversity and Cultural Competency). The Course lead for the Multicultural Course added a quiz in the course to help student increase their knowledge of diversity and cultural competency in the school setting.
At least 80% of School Counseling students will pass the Certification Preparation Exam with a minimum score of 75 or better during the Internship course. At least 80% of graduates will earn a passing score on the TExES School Counselor 152. We will continue to monitor the passing rates for the new exam (252) each semester.	P	We will continue to monitor the passing rate of the new exam once data becomes available from TEA for our EPP.
The goal was set for 90% of students to pass the assessment with a 80% or better. With five rubric rows, the final average percent on the assignment was 99%, with the lowest four row at 98 % which was Discuss three important ethical concepts and how they are currently being addressed in the field of counseling (e.g. confidentiality, boundary violations and difficulties, diagnosis, duty to warn, competence, etc.)	C	This assignment tied real world application into the students' learning experience. Additionally, the materials and resources included in the course leading up to this final assessment allowed for practical and hands-on instruction with real world case scenarios.
The goal was for 90% of students to earn 80% or higher on the final project in PEDG 5307. See below for the percentages above 80% on each rubric item. 0.979 - Suitable Topic) 0.939 - Includes at least 10 articles) 0.959 - Background 0.953- Results 0.927- Discussion 0.925- Implications	P	PEDG 5307 will run again in Spring 13 (third five-week term) of the Spring 2023 semester. Instructors will continue to provide academic support for students via webinars and office hours to maintain 90% of students earning an 80% or higher on the final project/research manuscript.

0.942- Mechanics and formatting 0.913- Overall organization and presentation. Since all rubric items were 90% or higher, no changes will be necessary. It is to be noted that the instructors teaching PEDG 5307 in Spring 2023 should spend time on overall organization and presentation of a research manuscript since this area had the lowest score on the rubric.		
In Fall 2021, 93.7 % of school counseling students taking CNDV 5330 (n= 192) earned a B or higher in the course.	P	The CNDV 5330 course continues to be taught with academic support provided by the same professor across all sections. This streamlined approach maintains a high passing rate in this critical course and also on the TExES 252 in which five of the ten competencies are tied to the Texas Model which is covered exclusively in this course.
The average percentage of students scoring 80% or higher on their final project in CNDV 5330 was 97%. Percentages of each rubric item that were 80% and above: Addressed all 10 questions (97.1%) Included Personal Reflection response rate and conceptualized results(97.6%) Infused/integrated former course assignments like survey results, design priorities, roles and responsibilities (98%) Assignment research requirement (97.3%) APA criteria were followed according to course policy (94.8%).	P	The CNDV 5330 course continues to be taught with academic support provided by the same professor across all sections. This streamlined approach maintains a high passing rate on this assignment as the instructor breaks down the assignment components into manageable pieces for the students to complete throughout the 15 week course with resources, videos, and examples embedded in the course.
At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric. Each percentage, with the exception of Cultural Competence and Integrity exceeded 90% which was 89.8 which can be rounded up to 90%. Professional Responsibility(95%) Self-Awareness (92.1%) Personal Comportment (93%) Flexibility and Adaptability( 92%) Candidate Personal Reflection (92.4%)	P	Residency resumed face to face instruction in Summer 2022. With this critical course being offered face to face, it is our hope that student scores on their disposition will continue to increase
The goal was for 80% of students to pass with 85% mastery which included the Advanced or Exemplary Rubric Score. Of the 5 rows, summary statistics show a standardized score of $4.92/5 = 99$ percent which is above the passing score of 85%	P	Assessment was reviewed and will be continued to be monitored for validity as face to face Residency was resumed in Summer 2022. Also, participation was added as a rubric item in which the professor inputs a participation score based on average score on peer feedback forms from their advocacy group.
At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric. Each percentage, with the exception of Cultural Competence and Integrity exceeded 90%	P	Residency resumed face to face instruction in Summer 2022. With this critical course being offered face to face, it is our hope that student scores on their disposition will continue to increase

<p>which was 89.8 which can be rounded up to 90%.  Professional Responsibility(95%)  Self-Awareness (92.1%)  Personal Comportment (93%)  Flexibility and Adaptability( 92%)  Candidate Personal Reflection (92.4%)</p>		
<p>At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric. Each percentage, with the exception of Cultural Competence and Integrity exceeded 90% which was 89.8 which can be rounded up to 90%.  Professional Responsibility(95%)  Self-Awareness (92.1%)  Personal Comportment (93%)  Flexibility and Adaptability( 92%)  Candidate Personal Reflection (92.4%)</p>	P	<p>Residency resumed face to face instruction in Summer 2022. With this critical course being offered face to face, it is our hope that student scores on their disposition will continue to increase</p>
<p>The goal was at least 90% of School Counseling Field Experience students will successfully complete the course and for 90% of students to score satisfactory on their midterm and final evaluations. 98.5% of Practicum students successfully completed 5390 and 99.4% of Internship students successfully completed 5394. Midterm Evaluations yielded an average score of 4.5 out of 5 points. Final Evaluations yielded an average score of 4.53 out of 5 points which is between consistently strong (4) and exceedingly strong (5).</p>	P	<p>Baseline scores were established after looking at data from multiple semesters of midterm and final evaluations of internship students. The average baseline score was set at 4.5 which is between consistently strong (4) and exceedingly strong (5). In future semesters, items falling below the baseline score will be further disaggregated.</p>
<p>At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric. Each percentage, with the exception of Cultural Competence and Integrity exceeded 90% which was 89.8 which can be rounded up to 90%.  Professional Responsibility(95%)  Self-Awareness (92.1%)  Personal Comportment (93%)  Flexibility and Adaptability( 92%)  Candidate Personal Reflection (92.4%)</p>	P	<p>Residency resumed face to face instruction in Summer 2022. With this critical course being offered face to face, it is our hope that student scores on their disposition will continue to increase</p>
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