

## Counseling & Development (Professional School Counseling)

### Annual Program Report Template

<b>Year:</b>	2022-2023
<b>Program:</b>	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 Spring 2022, the Department of Counseling purchased a representative exam from TEA (Person) for the new certification test (TExES 252). We have used this exam to gauge candidate readiness for the TExES 252 since the Spring 2022 semester. It is to be noted that this exam is proctored through Honorlock and students take the practice test toward the end of their school counseling program coursework. Conditions of the proctored exam such as scrambled questions and not being permitted to backtrack have had an impact on the results especially for those with testing anxiety. Also, students who do not pass the exam the first time, have opportunities to remediate through the Pearson interactive exam for the 252 and through Certify Teacher.

Our passing rate on the certification test (TExES 252) is 98.6 % from September 2022- April 2023 (May 2023 scores are still being configured by the College of Education). This high passing percentage shows that the coursework and test preparation in Internship is working despite the low practice/competency scores reported in the following paragraph.

The passing rate for the 2022-2023 school year for the practice exam was set to 70% (63 out of 90 questions answered correctly). There were nine competencies measured on the test regarding the percentage of students who mastered each competency. During the 2022-2023 school year, School Counseling Internship students (N= 334) took the practice exam to determine readiness for the TExES 252. The mean raw score was 59.4 questions answered correctly out of 90 questions ((66%).

By looking at the sub-scores of each competency, the PSC program faculty can determine which areas are strong and which areas require additional development. There are 10 questions per competency. Competency 001: Human Development and Learning, Competency 002: Diversity and Cultural Competency, Competency 003: Guidance, Competency 004: Responsive Services, Competency 005: Individual Planning, Competency 006: System Support, Competency 007: Program Management, Competency 008: Communication, Consultation, and Collaboration, and Competency 009: Professional Practice.

Internship students in Fall 2022 and Spring 2023 scored lowest in Competency 002: Diversity and Cultural Competency (19%) and highest in Competency 007: Program Management (72%). The SC Program Faculty continues to meet 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. These students will be taking internship during the 2023-2024 school year. We will continue to track the results and enhance coursework in the areas of diversity and cultural competency throughout the program.

### **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:**

A new Crisis Course for School Counseling has been approved and is in development to launch in Summer 2024. The rationale for this new course is to address the specific responsibilities school counselors experience regarding crisis prevention and intervention in PK-12 settings.

The Multicultural Course- CNDV 5320 (which is a shared course in the Department) was revised to include specific resources and assignments for school counseling program students.

**Do not fill out TABLE 1 or 2. The information you entered in Smartsheet will be copied by someone on our team.**

**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 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 competency exam to show readiness for the TExEs 252. Those who do not pass the practice exam (benchmark) will complete a remediation plan to be cleared to take the certification exam through Certify Teacher.	Pass the competency exam (TExES 252 benchmark/practice exam) with a minimum raw score of 63 out of 90 questions (70%) during the first quarter of the Internship course. Students who do not make the raw score of 63 out of 90 questions will undergo a tiered remediation process. By week 12 of the internship course, all Texas students seeking school counseling certification will pass the	(N= 334) School Counseling Internship students take the practice exam to determine readiness for the TExES 252.. The mean raw score was 59.4 questions answered correctly out of 90 questions ((66%).	It's important to note that the practice exam is difficult and is a benchmark to decipher which students are ready to test at the beginning of Internship. By looking at the sub-scores of each competency, the PSC program faculty can determine which areas are strong and which areas require additional development. There are 10 questions per competency. Competency 001: Human Development and Learning, Competency 002: Diversity and Cultural Competency, Competency 003: Guidance, Competency 004: Responsive Services, Competency 005: Individual Planning, Competency 006: System Support, Competency 007: Program Management, Competency 008: Communication, Consultation, and Collaboration, and Competency 009: Professional Practice. Internship students in

				remediation plan set forth by their internship professor and will be clear to take the TExES 252.		Fall 2022 and Spring 2023 scored lowest in Competency 002 (19%) and highest in Competency 007 (72%).
School counseling students will demonstrate competence in utilizing counseling skills and techniques to foster 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.	Students will demonstrate competence in providing individual, group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	School Counselor Certification Exam. Students' performance on the Certification Preparation 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 252 during their Internship semester as determined by the program faculty of the Professional School Counseling (PSC) .	Pass rates on the TExES School Counselor 252 will be collected and analyzed.	At least 90% of School Counseling students who completed their fieldwork in Texas will pass the Certification Exam (TExEs 252)	Between June 2022 and April 2023, 228 students took the TExES 252 and 225 students passed the state exam with a 98.6% passing rate.	The data for the 2022-2023 term indicate that we are on track for the certification exam as the passing percentage remains high, even though students are not performing as well on the practice exam used as a benchmark. Candidates began taking this new certification exam in September 2021.
	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	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= 227, The average passing rate was 100%. The average score was a 98%. Students scored 90% or above across each rubric item. The lowest	Students met the minimum objective of 90% across all individual rubric items and overall. For item 2 (93%) "Address the licensure and certification process you intend to complete as a professional counselor" additional course materials could be created to

		<p>project addresses the following:  Discuss your initial apprehensions about entering a profession where legal and ethical issues are continuously present. What have you learned that has helped attend to those apprehensions  Address the licensure and certification process you intend to complete as a professional counselor  Discuss the importance of informed consent including its role and function as an ethical and legal counselor  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</p>			<p>rubric items were items 2 and 4 at 93% and 98%, respectively.</p>	<p>further educate students on the licensure process..</p>
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		<p>to warn, competence, etc.) Reflect on where you started in this process of learning legal and ethical considerations in counseling.</p> <p>Rationale: 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.</p>				
	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	<p>Research skills. Students complete their research proposal for the final project. The project includes the following areas: Background of the topic area Results</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	n = 207. The average passing rate was 98%. The average score was a 97%. Students scored 90% or above across each rubric item. The lowest rubric items were items 5	Students met the minimum objective of 80% across all individual rubric items except for one and overall. The 80% criteria for a final grade was met. For item 4 (92%) "Assignment research articles" additional course materials could be created to further educate students on research articles. Item 5, was the lowest scoring item, and related to

	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>Discussion Implications Mechanics and style formatting Overall Organization and Presentation</p> <p>Rationale: Members of the PSC faculty included this measure to determine students' ability to synthesize and analyze research in the field of counseling.</p>			and 6 at 90.5% and 89.5%, respectively.	APA requirements. Additional resources could be provided to further enhance students' understanding of APA requirements
		<p>CNDV 5330 Developing and monitoring a Comprehensive School Counseling Program. Students gather information from multiples sources on campus and evaluate the progress of the comprehensive school counseling program on their campus. Rationale: The PSC faculty agreed that this assignment is essential in allowing</p>	In this course, students will interview a school counselor and campus principal and also evaluate data collected throughout the term.	Students score 80% or higher on the final course project Designing a Comprehensive School Counseling Program	<p>n = 293. 100% of the evaluated submissions met a passing score. The average score was a 98% With 5 rows scored, results were as follows: 95.5%- Addressed all 10 questions 92.5%- Included Personal Reflection response rate and conceptualized results 95%- Infused/integrated former course assignments like survey results,</p>	Students met the minimum objective of 80% across all individual rubric items. The 80% criteria for a final grade was met. For item 4 (92%) "Assignment research articles" additional course materials could be created to further educate students on research articles. Item 5, was the lowest scoring item, and related to APA requirements. Additional resources could be provided to further enhance students' understanding of APA requirements

		students to gather information from campus counselors and administrators to evaluate the comprehensive school counseling program on their campus.			design priorities, roles, and responsibilities 92%APA criteria were followed according to course policy.	
Students will demonstrate professional dispositions throughout the program. Dispositions include respect for all people and others in the helping field, and advocacy for equity for marginalized populations.	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.	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.	At least 90% of students will have met or exceeded professional dispositions as indicated by scoring on rubric.	N= 98. 97.96% of students passed this assignment (n= 96) and two students did not pass the professional disposition in Residency	The lowest scored area on the disposition rubric was (85.3 %) in the area of Cultural Competency and Integrity. This rubric item was below the goal of 90%. Another rubric item just below the 90% goal was Flexibility and Adaptability (89.6%). The highest scored disposition rubric item was (93.9 %) Professional Responsibility. Other rubric items that exceeded the 90% goal were Personal Comportment (91.1%) and Self Awareness (91.6%).
		CNDV 5380 Residency. The advocacy project is	Students work cooperatively on counseling skills and	80% students score Advanced or Exemplary	N = 122. The percentage average of all grades when the	The percentage of Residency students earning advanced or exemplary status on each rubric item is as follows: The Learning



		<p>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 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.</p>	advocacy issues and present a poster project on one advocacy point with an action plan and measurement plan.		five items are summed and the average percentage was a 97.5%.	Process (90.2%); Professional identity and Practice(99.1%); Social justice and personal mission (100%); Communication (99.1%); and Peer Evaluation and Contributions (98.2%)
		Field Experience Evaluations. Field supervisors, site supervisors (site	School Counseling Interns will earn satisfactory midterm and	Target: School Counseling Internship candidates will receive average	Fall 2022 (N= 140) and Spring 2023 (N= 158) midterm evaluations	School Counseling Internship Students were rated by their site supervisors in the following areas : Classroom Management, General

		<p>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 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</p>	final semester evaluations. .	scores 4.25 or higher from site supervisors on midterm evaluations and 4.5 or higher on final evaluations. .	yielded an average score of 4.34 out of 5 points. Combined Fall 2022 and Spring 2023 final evaluations yielded an average score of 4.52.	<p>Education and Special Education, Data and Accountability Multicultural Considerations and Student Services , and Foundational Skills and Disposition. Between both semesters (Fall 2022 and Spring 2023), students were scored highest in Foundational Skills and Disposition with an overall score of 4.64 on the midterm evaluation and an average score of 4.74 on the final evaluation. Students scored lowest on Classroom Management with an average score of 4.14 on the midterm and 4.34 on the final evaluation.</p>
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		from the Qualtrics survey to assess collective strengths and deficit of the school counseling candidates.				
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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 practice exam. We are currently not meeting the goal set forth for the previous practice TExES 152 exam, yet our passing rates remain high for the new certification exam (TExES 252 ) despite the lower practice exam scores.	P	The SC Program Faculty continues to meet 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. These students will be taking internship during the 2023-2024 school year.
In 2021-2022, internship students who took the TExES 252 exceeded the 80% passing mark. This school year (n= 228) we continue to exceed this mark with 98.6% of students taking the exam. School counseling faculty will continue to monitor test results while aligning school counseling curriculum to impact student success on the School Counseling certification exam.	P	We will continue to monitor the passing rate of the new exam.
The goal was set for 90% of students to pass the assessment with a 80% or better. In 2021-2022, 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.) In the 2022-2023 school year, the average passing rate remains high at 100% with an average score of 98%. Scores increased for the rubric item on ethical concepts, but decreased slightly in the area of licensure process. To increase the average in this area, Information about the licensure shall be infused into faculty advising sessions and school	P	Counseling Faculty will focus more time on the licensure process in the Ethics course in addition to advising sessions and other counseling coursework.

counseling coursework including, but not limited to: Foundations of Professional Counseling and Residency.		
The goal in 2021-2022 was for 90% of students to earn 80% or higher on the final project in PEDG 5307. This goal was met for the 2022-2023 school year for the overall passing rate. It is to be noted that one rubric item was below the 90% benchmark at 89.5% relating to APA requirements. Perhaps more time should be spent on APA formatting by course professors during webinars in addition to additional resources for APA formatting meeting the needs of students with varying learning styles (i.e. videos, templates, step by step instructions).	P	PEDG 5307 will run again in Summer 2 (the first five- week term) of the Summer 2024 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 in addition to providing additional resources on APA formatting.
In 2021-2022, the average percentage of students scoring 80% or higher on their final project in CNDV 5330 was 97%. This year (2022-2023), the percentage of students who passed the assignment at a 80% passing rate was 100%. With the lowest rubric item concentrated on APA formatting, additional support using course materials to enhance student application of APA formatting could be introduced.	P	Although the goals have been met for this assignment, it is to be noted that this assignment needs to be revised so that the students focus more on the content and assignment objectives rather than APA formatting.
In 2021- 2022, each rubric item exceeded the 90% goal except for Cultural Competence 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%), and Candidate Personal Reflection (92.4%) In 2022-2023 Cultural Competency and Integrity decreased to 85.3% and Flexibility and Adaptability decreased to 89.6%. The other scores remained close to the previous year average. This decrease in the two areas might be attributed to face to face Residency resuming in which Residency professors are able to better assess and gauge student dispositions. The previous year, this was done online and therefore scores may have been slightly inflated.	P	During face to face Residency this year, faculty members can put a greater emphasis on cultural competence and integrity while creating experiential opportunities for students to practice flexibility and adaptability.
In 2021-2022, (n= 87), of the 5 rows, summary statistics show a standardized score of $4.92/5 = 99$ percent which is above the passing score of 85%. In the current year (n= 122), the average percentage dipped slightly to 97.5%. Each rubric item exceeded the 80% of students earning the rating of Advanced or Exemplary. The Learning	P	This assessment will continue to be reviewed and be monitored for validity as Residency students continue to complete this assignment after attending face to face Residency.

<p>Process was the lowest of the rubric items with only 90.2% of students earning advanced or exemplary. This could be remedied with Residency professors explaining the expectations for each rubric item for the advocacy assignment.</p>		
<p>In 2021-2022, 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). In 2022-2023, midterm and final evaluation scores decreased from the previous year, but the designated benchmarks were met for the midterm and final evaluations completed by the site supervisor this year. Moving forward, in an effort to see a greater increase in scores between the midterm and final evaluations, site supervisors will be able to print their responses entered into the Qualtrics for the evaluation and provide real time feedback to the school counseling intern.</p>	<p>P</p>	<p>The average baseline score was set at 4.25 for the midterm evaluation and 4.5 for the final evaluation which is between consistently strong (4) and exceedingly strong (5). In future semesters, items falling below the baseline score will require further coaching by the internship professor. This, in addition to site supervisors being able to have a copy of their responses to the midterm and final evaluations will increase the rigor and responsiveness to the school counseling intern.</p>