



AAQEP Annual Report for 2022

Provider/Program Name:	Lamar University/School Counseling Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar University has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace.
The School Counseling Program is presented in this report.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.lamar.edu/education/aaqep.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/22)	Number of Completers in most recently completed academic year (12 months ending 05/22)
Programs that lead to initial teaching credentials			
		0	0
Total for programs that lead to initial credentials		0	0
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials		1108	300
Programs that lead to credentials for other school professionals or to no specific credential			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		1108	300
Unduplicated total of all program candidates and completers		1108	300

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
1108
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
300
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
372
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.
268(89.3%) candidates completed in expected time frame. 8(2.7%) candidates completed within 1.5 times expected time frame.
E. Summary of state license examination results , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
The pass rate was 96.4% on the TEXES 152/252 for this reporting year.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

An exit survey was completed by 251 school counseling students at the end of their program during the 2021-2022 school year. See the table below for the results of the exit survey.

Survey Question	Average Score	Percentage of Students who indicated agreed (6) or strongly agreed (7)
I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	6.58	96%
I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.	6.61	98%
I have a strong foundation to understand current issues and trends within my field.	6.66	98%
My written communication skills have improved.	6.68	98%
My public speaking skills have improved.	6.34	86%
I am better able to analyze issues, make decisions and overcome problems.	6.66	97%
I demonstrate originality and inventiveness to a higher level.	6.45	91%
I am better able to utilize technology as part of my job and/or future career.	6.45	89%
I am able to articulate the ethics of my field.	6.67	99.2%
I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	6.56	96%
I would recommend this program to others.	6.45	89%

Additionally, in October 2022, a survey was sent to 210 program completers who completed the School Counseling preparation program during the 2021-2022 academic year to determine the rate of completers who obtained school counselor positions. Of the 112 respondents, 108 stated that they had applied for school counselor positions, 94 (87%) indicated that they were employed as a school counselor.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Surveys were sent to the employers of the 112 program completers who indicated that they have been hired as school counselors. Fifty-eight direct supervisors completed the survey which was a 51% response rate. Survey questions were written using the language from Standard Two. Survey participants (employers) rated the above questions on a four-point scale. 4= strong evidence, 3= limited evidence, 2= not seen, and 1= opposing evidence.

Survey Question	Average Score
1. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	3.84
2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	3.84
3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	3.86
4. Support students' growth in international and global perspectives	3.5
5. Establish goals for their own professional growth and	3.86

engage in self-assessment, goal setting, and reflection	
6. Collaborate with colleagues to support professional learning	3.93

By way of convenience sampling, a Focus Group interview was held on Friday, October 2, 2022, with six school district School Counselor Coordinators/Directors, located in Southeast Texas who work closely with school counselor completers from the School Counseling Program at Lamar University. During the focus group interview, the six participants provided specific examples about the impact that the school counseling program completers have on their students and communities.

*When asked how the school counselor completers engage, communicate, and foster relationships with cultural communities, the focus group participants spoke about endeavors that Lamar University school counselor completers have both led and engaged, including, but not limited to: parent nights, cultural calendars, Hispanic Awareness, and building a list of community resources that is inclusive of multiple cultures.

* When asked about productive learning environments in a variety of school contexts, the focus group participants spoke about some of the initiatives that Lamar University school counselor completers have been directly involved. These include training campus faculty on working with students through a trauma-informed lens, holding individualized meetings to ensure student success, and partnering with classroom teachers for classroom guidance lessons, and tier two and three behavior and academic support.

*When asked how school counselor completers from Lamar University establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection, the focus group participants reported that they meet with every counselor to discuss their personal goals. Additionally, the type of goals was prescribed by some of the coordinators (i.e. student outcome goals, counseling skillset goals, data driven goals, and socio-emotional learning goals). They also visit the counselors on their campuses both formally and informally a few times per year.

*When asked about the strengths that Lamar University school counselor completers possess, several of the focus group participants agreed that the main strength is resilience as they have a strong propensity to hang in there and to do their very best. They also agreed that Lamar University school counselors are confident, knowledgeable, and well prepared. They also commented that school counselors from Lamar University are organized and they mentioned that they start to notice their organization when they are in Practicum.

*When asked about overall areas needed for further development, the focus group participants agreed that Lamar University students need additional training in Crisis Prevention and Intervention, particularly surrounding suicide and self-harm.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

A survey was sent to 210 program completers who completed the School Counseling preparation program within the 2021-2022 academic year to determine the rate of completers who obtained school counselor positions. Of the 112 respondents, 108 stated that they had applied for school counselor positions, 94 indicated that they were employed as a school counselor, or 87%.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>1a. Content, pedagogical, and or/professional knowledge relevant to the credential or degree sought</p> <p>TExES State Certification Exam</p>	<p>School Counseling candidates taking the TExES 152 (prior certification exam) will pass at a 90% or higher rate which is higher than the average passing rate for the TExES 152 examination.</p> <p>Candidates taking the new exam, TExES 252, between September 2021-May 2022.</p>	<p>School Counseling candidates (n = 173) took the TExES 152 between June 1, 2021, and September 5, 2021. Of the 173 students who took the TExES 152, 160 students passed the exam with a 240-scale score which was 240 out of 300 points (92%). The average scaled score of those who tested during the testing window was 258.</p> <p>School Counseling Internship students in the Spring of 2022 took the TExES 252. TEA is setting a standard score in May of 2022. The passing rate for students who took the new exam from September 2021 to May 2022 was 100% (without established standard score).</p>

<p>1b. Learners, learning theory, including social, emotional, and academic dimensions; and application of learning theory</p> <p>Human Growth & Development Theory Paper- Key Assessment (CNDV 5301)</p> <p>School Counseling students taking Human Growth and Development completed their Key Assessment – Autobiography paper in which students reflected on their personal development by from their early years to present. Further, students reflected on physical, emotional, and cognitive development as they pertain to learning theory, social, and emotional dimensions.</p>	<p>Performance Expectation: 90% of students will pass each area of the assignment (rubric item) with a grade of 80 or better.</p>	<p>n =930</p> <table><tr><th>Rubric Item and Description</th><th>Percentage above 80%</th></tr><tr><td>Part I: Early Years</td><td>97%</td></tr><tr><td>Part II: Middle Childhood</td><td>98.4%</td></tr><tr><td>Part III: Adolescence</td><td>98.4%</td></tr><tr><td>Part IV: Early/Middle Childhood</td><td>99%</td></tr><tr><td>Part V: Late Adulthood</td><td>96.3%</td></tr></table> <p>For these five rubric areas, the average breakdown and number of students earning each score are reported below</p> <table><tr><th></th><th>Number of Students</th><th>Percentage</th></tr><tr><td>Highly Developed</td><td>854</td><td>91.5%</td></tr><tr><td>Well Developed</td><td>52</td><td>5.6 %</td></tr><tr><td>In Development</td><td>19</td><td>2%</td></tr><tr><td>Needs Development</td><td>5</td><td>.5%</td></tr></table>	Rubric Item and Description	Percentage above 80%	Part I: Early Years	97%	Part II: Middle Childhood	98.4%	Part III: Adolescence	98.4%	Part IV: Early/Middle Childhood	99%	Part V: Late Adulthood	96.3%		Number of Students	Percentage	Highly Developed	854	91.5%	Well Developed	52	5.6 %	In Development	19	2%	Needs Development	5	.5%
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<p>1c. <i>Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.</i></p> <p>Site Supervisor Midterm and Final Evaluation from internship (multicultural section).</p> <p>Demonstrates multicultural awareness of cultural differences: Demonstrates multicultural competency in the deliverance of school counseling services: Demonstrates knowledge regarding needs of underserved students:</p>	<p>8% of internship candidates will earn a 4 or higher average on their midterm evaluation on the multicultural areas evaluated.</p> <p>90% of internship candidates will earn a 4 or higher average on their final evaluation on the multicultural areas evaluated.</p> <p>See table below for Midterm/Final Evaluation Definition of Ratings</p> <table><tr><th>Score</th><th>Explanation</th></tr><tr><td>1</td><td>Rare & Insufficient: Not meeting developmental expectations</td></tr><tr><td>2</td><td>Inconsistent & Limited: Emerges to meet developmental expectations</td></tr><tr><td>3</td><td>Expectations Consistent: Meets minimal developmental expectations</td></tr><tr><td>4</td><td>Consistently Strong: Meets developmental expectation</td></tr><tr><td>5</td><td>Exceedingly Strong: Exceeds developmental expectations</td></tr></table>	Score	Explanation	1	Rare & Insufficient: Not meeting developmental expectations	2	Inconsistent & Limited: Emerges to meet developmental expectations	3	Expectations Consistent: Meets minimal developmental expectations	4	Consistently Strong: Meets developmental expectation	5	Exceedingly Strong: Exceeds developmental expectations	<p>Midterm and Final Evaluation Ratings:</p> <p>Fall 2021 and Spring 2022 Midterm & Final Evaluation Results:</p> <table><tr><th>Midterm Evaluation <i>n</i> = 288 Final Evaluation <i>n</i> = 300</th><th>Percentage of Midterm Evaluation scores with 4 and above Target 80%</th><th>Percentage of Final Evaluation scores with 4 and above Target 90%</th></tr><tr><td>Demonstrate s multicultural awareness of cultural differences.</td><td>96.5%</td><td>96.6%</td></tr><tr><td>Demonstrate s multicultural competency in the deliverance of school counseling services.</td><td>93.75%</td><td>95.3%</td></tr><tr><td>Demonstrate s knowledge regarding needs of underserved students.</td><td>95.1%</td><td>95%</td></tr></table>	Midterm Evaluation <i>n</i> = 288 Final Evaluation <i>n</i> = 300	Percentage of Midterm Evaluation scores with 4 and above Target 80%	Percentage of Final Evaluation scores with 4 and above Target 90%	Demonstrate s multicultural awareness of cultural differences.	96.5%	96.6%	Demonstrate s multicultural competency in the deliverance of school counseling services.	93.75%	95.3%	Demonstrate s knowledge regarding needs of underserved students.	95.1%	95%
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<p>1d. <i>Assessment of and for student learning, assessment of data literacy, and the use of data to inform practice.</i></p>	<p>Students score 80% or higher on the final course project Designing a Comprehensive School Counseling Program.</p>	<p><i>n</i> = 300. The average of all grades when the five items are summed and averaged was a 97%.</p>																								

<p>The key assessment for CNDV 5330 (Developmental Guidance). While completing the final course project, designing a Comprehensive School Counseling Program, students will: gather information from multiple sources on campus and evaluate the progress of the comprehensive school counseling program on their campus.</p>	<p>90% of students enrolled in CNDV 5330 will score an 80 or above on their key assessment.</p>	<p>Breakdown with percentages for the five rubric items:</p> <table border="1"> <thead> <tr> <th>Rubric Item</th><th>N</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Addressed all ten questions</td><td>291</td><td>97%</td></tr> <tr> <td>Included personal reflection response rate and conceptualized results</td><td>293</td><td>97.6%</td></tr> <tr> <td>Infused/integrated former course assignments like survey results, design priorities, roles and responsibilities</td><td>294</td><td>98%</td></tr> <tr> <td>Assignment research requirement fulfilled (include all peer reviewed articles)</td><td>291</td><td>97.3%</td></tr> <tr> <td>APA criteria were followed according to course policy: 94.8%</td><td>284</td><td>94.8%</td></tr> </tbody> </table>	Rubric Item	N	Percentage	Addressed all ten questions	291	97%	Included personal reflection response rate and conceptualized results	293	97.6%	Infused/integrated former course assignments like survey results, design priorities, roles and responsibilities	294	98%	Assignment research requirement fulfilled (include all peer reviewed articles)	291	97.3%	APA criteria were followed according to course policy: 94.8%	284	94.8%
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<p><i>1e. Creation and development of positive working environments</i></p> <p>Site Supervisor Midterm and Final Evaluation from internship (consultation/collaboration questions)</p>	<p>80% of internship candidates will earn a 4 or higher average on their midterm evaluation on the multicultural areas evaluated.</p> <p>90% of internship candidates will earn a 4 or higher average on their final evaluation on the multicultural areas evaluated</p>	<p>Midterm and Final Evaluation Ratings:</p> <p>Fall 2021 and Spring 2022 Midterm & Final Evaluation Results:</p>																		

<p>*Conducts successful consultation and collaboration with school stakeholders</p> <p>*Conducts successful consultation/ collaboration with colleagues</p>	See table below for Midterm/Final Evaluation Definition of Ratings		Midterm Evaluation <i>n</i> = 292 Final Evaluation N= 303	Percentage of Midterm Evaluation with scores 4 and above Target 80%	Percentage of Final Evaluation with scores 4 and above Target 90%
	Score	Explanation			
	1	Rare & Insufficient: Not meeting developmental expectations			
	2	Inconsistent & Limited: Emerges to meet developmental expectations	Conducts successful consultation /collaboration with school stakeholders	88.3%	88.8%
	3	Expectations Consistent: Meets minimal developmental expectations			
	4	Consistently Strong: Meets developmental expectations	Conducts successful consultation/ collaboration with colleagues	91.3%	92.4%
	5	Exceedingly Strong: Exceeds developmental expectations			

<p>1f. <i>Dispositions and behaviors required for successful professional practice</i></p> <p>Site Supervisor Midterm and Final Evaluation from internship (disposition section)</p> <p>* Manages emotional reactions</p> <p>* Demonstrates willingness to accept feedback</p> <p>*Demonstrates professional conduct</p> <p>*Demonstrates flexibility/adaptability</p> <p>*Adheres to ethical standards</p> <p>*Takes Initiative</p> <p>*Demonstrates commitment to ongoing education/professional development</p>	<p>80% of internship candidates will earn a 4 or higher average on their midterm evaluation on the dispositional areas evaluated.</p> <p>90% of internship candidates will earn a 4 or higher average on their final evaluation on the dispositional areas evaluated</p> <p>See table below for Midterm/Final Evaluation Definition of Ratings</p> <table><tr><th>Score</th><th>Explanation</th></tr><tr><td>1</td><td>Rare & Insufficient: Not meeting developmental expectations</td></tr><tr><td>2</td><td>Inconsistent & Limited: Emerges to meet developmental expectations</td></tr><tr><td>3</td><td>Expectations Consistent: Meets minimal developmental expectations</td></tr><tr><td>4</td><td>Consistently Strong: Meets developmental expectations</td></tr><tr><td>5</td><td>Exceedingly Strong: Exceeds developmental expectations</td></tr></table>	Score	Explanation	1	Rare & Insufficient: Not meeting developmental expectations	2	Inconsistent & Limited: Emerges to meet developmental expectations	3	Expectations Consistent: Meets minimal developmental expectations	4	Consistently Strong: Meets developmental expectations	5	Exceedingly Strong: Exceeds developmental expectations	<p>Midterm and Final Evaluation Ratings:</p> <p>Fall 2021 and Spring 2022 Midterm & Final Evaluation Results:</p> <table><tr><th>Midterm Evaluation <i>n</i> = 290 Final Evaluation <i>n</i> = 302</th><th>Percentage of Midterm Evaluation with scores 4 and above. Target 80%</th><th>Percentage of Final Evaluation with scores 4 and above Target 90%</th></tr><tr><td>Manages emotional reactions</td><td>95.5%</td><td>95.3%</td></tr><tr><td>Demonstrates willingness to accept feedback</td><td>97.9%</td><td>96.3%</td></tr><tr><td>Demonstrates professional conduct:</td><td>98.2%</td><td>96.6%</td></tr><tr><td>Demonstrates flexibility/ adaptability</td><td>99%</td><td>96.3%</td></tr><tr><td>Adheres to ethical standards:</td><td>98.6%</td><td>97.6%</td></tr><tr><td>Takes Initiative</td><td>97.9%</td><td>94%</td></tr><tr><td>Demonstrates commitment to ongoing education/prof essional development</td><td>99.3%</td><td>97.6%</td></tr></table>	Midterm Evaluation <i>n</i> = 290 Final Evaluation <i>n</i> = 302	Percentage of Midterm Evaluation with scores 4 and above. Target 80%	Percentage of Final Evaluation with scores 4 and above Target 90%	Manages emotional reactions	95.5%	95.3%	Demonstrates willingness to accept feedback	97.9%	96.3%	Demonstrates professional conduct:	98.2%	96.6%	Demonstrates flexibility/ adaptability	99%	96.3%	Adheres to ethical standards:	98.6%	97.6%	Takes Initiative	97.9%	94%	Demonstrates commitment to ongoing education/prof essional development	99.3%	97.6%
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation										
<p><i>2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</i></p> <p>Employer Survey Question: Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</p>	<p>80% of Employers of School Counseling Completers indicate there is strong evidence of the school counselor completers understanding and engaging in local school and cultural communities.</p> <p>See table below for Employer Survey Ratings:</p> <table><tr><th>Score</th><th>Description</th></tr><tr><td>1</td><td>Opposing Evidence</td></tr><tr><td>2</td><td>Not Seen</td></tr><tr><td>3</td><td>Limited Evidence</td></tr><tr><td>4</td><td>Strong Evidence</td></tr></table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p><i>n</i> = 58 Of the 58 employers completing the survey, 50 (86.2%) indicated that there was strong evidence that school counselor completers understand and engage in local school and cultural communities.</p> <p>Average Score= 3.84</p>
Score	Description											
1	Opposing Evidence											
2	Not Seen											
3	Limited Evidence											
4	Strong Evidence											
<p><i>2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts</i></p> <p>Employer Survey Question: Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts</p>	<p>80% of Employers of School Counseling Completers indicate there is strong evidence of school counselor completers engaging in culturally responsive educational practices with diverse learners and in diverse cultural and socioeconomic contexts.</p> <p>See table below for Employer Survey Ratings:</p> <table><tr><th>Score</th><th>Description</th></tr><tr><td>1</td><td>Opposing Evidence</td></tr><tr><td>2</td><td>Not Seen</td></tr><tr><td>3</td><td>Limited Evidence</td></tr><tr><td>4</td><td>Strong Evidence</td></tr></table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p><i>n</i> = 58 Of the employers completing the survey, 51 (87.9%) indicated that there was strong evidence that school counselor completers engaged in culturally responsive educational practices with diverse learners and in diverse cultural and socioeconomic contexts</p> <p>Average Score= 3.84</p>
Score	Description											
1	Opposing Evidence											
2	Not Seen											
3	Limited Evidence											
4	Strong Evidence											

<p><i>2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.</i></p> <p>Employer Survey Question: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts</p>	<p>80% of Employers of School Counseling Completers indicate there is strong evidence of school counselor completers creating productive learning environments and using strategies to develop productive learning environments in a variety of school contexts.</p> <p>See table below for Employer Survey Ratings:</p> <table><tr><th>Score</th><th>Description</th></tr><tr><td>1</td><td>Opposing Evidence</td></tr><tr><td>2</td><td>Not Seen</td></tr><tr><td>3</td><td>Limited Evidence</td></tr><tr><td>4</td><td>Strong Evidence</td></tr></table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p>$n = 58$ Of the employers completing the survey, 50 (86.2%) indicated that there was strong evidence that school counselor completers created productive learning environments and used strategies to develop productive learning environments in a variety of school contexts.</p> <p>Average Score= 3.86</p>
Score	Description											
1	Opposing Evidence											
2	Not Seen											
3	Limited Evidence											
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<p><i>2d. Support students' growth in international and global perspectives</i></p> <p>Employer Survey Question: Support students' growth in international and global perspectives</p>	<p>80% of Employers of School Counseling Completers indicate there is strong evidence of school counselor completers supporting students' growth in international and global perspectives</p> <p>See table below for Employer Survey Ratings:</p> <table><tr><th>Score</th><th>Description</th></tr><tr><td>1</td><td>Opposing Evidence</td></tr><tr><td>2</td><td>Not Seen</td></tr><tr><td>3</td><td>Limited Evidence</td></tr><tr><td>4</td><td>Strong Evidence</td></tr></table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p>$n = 58$ Of the employers completing the survey, 40 (68.9%) indicated that there was strong evidence that school counselor completers supported students' growth in international and global perspectives</p> <p>Average Score= 3.5</p>
Score	Description											
1	Opposing Evidence											
2	Not Seen											
3	Limited Evidence											
4	Strong Evidence											

<p><i>2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</i></p> <p>Employer Survey Question: Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</p>	<p>80% of Employers of School Counseling Completers indicate there is strong evidence of school counselor completers establishing goals for their own professional growth and engaging in self-assessment, goal setting, and reflection</p> <p>See table below for Employer Survey Ratings:</p> <table><tr><th>Score</th><th>Description</th></tr><tr><td>1</td><td>Opposing Evidence</td></tr><tr><td>2</td><td>Not Seen</td></tr><tr><td>3</td><td>Limited Evidence</td></tr><tr><td>4</td><td>Strong Evidence</td></tr></table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p><i>n</i> = 58 Of the employers completing the survey, 51 (87.9%) indicated that there was strong evidence that school counselor completers established goals for their own professional growth and engaged in self-assessment, goal setting, and reflection</p> <p>Average Score= 3.86</p>
Score	Description											
1	Opposing Evidence											
2	Not Seen											
3	Limited Evidence											
4	Strong Evidence											
<p><i>2f. Collaborate with colleagues to support professional learning.</i></p> <p>Employer Survey Question: Collaborate with colleagues to support professional learning</p>	<p>80% of Employers of School Counseling Completers indicate there is strong evidence of school counselor completers collaborating with colleagues to support professional learning.</p> <p>See table below for Employer Survey Ratings:</p> <table><tr><th>Score</th><th>Description</th></tr><tr><td>1</td><td>Opposing Evidence</td></tr><tr><td>2</td><td>Not Seen</td></tr><tr><td>3</td><td>Limited Evidence</td></tr><tr><td>4</td><td>Strong Evidence</td></tr></table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p><i>n</i> = 58 Of the employers completing the survey, 54 (93.1%) indicated that there was strong evidence that school counselor completers collaborated with colleagues to support professional learning.</p> <p>Average Score= 3.93</p>
Score	Description											
1	Opposing Evidence											
2	Not Seen											
3	Limited Evidence											
4	Strong Evidence											

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Due to COVID 19 safety precautions, Residency, the advanced counseling skills course, was moved online from Summer 2020 until Spring 2022. Offering this foundational course online created a hurdle for Residency faculty in measuring counseling skills and dispositions through a computer screen. We were pleased to resume Residency in a face-to-face setting in Summer 2022 on the Lamar University campus. Our hope is that by resuming the intensive face to face Skills Lab week on campus, our school counseling students will continue to benefit from a learning environment that creates a firm foundation for counseling skills and dispositions.

In September, the Texas Education Agency changed the School Counselor Certification Exam from the TExES 152 to the TExES 252. With little information about the new test and a standard score not being set until May 2022, it has been challenging to prepare current students to be successful on this new exam. The domains and competencies shifted considerably from the previous exam (TExES 152). Additionally, the new exam includes a constructed-response question in which candidates prepare a 400-600 word written response based on exhibits with student data.