



AAQEP Annual Report for 2023

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 2022-2023

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 05/23)	Number of Completers in most recently completed academic year (12 months ending 05/23)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials		0	0
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
School Counseling			
Total for programs that lead to additional/advanced credentials		1132	334
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

C. Number of recommendations for certificate, license, or endorsement included in Table 1.		
310		
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.		
269 (80.5%) candidates completed in expected time frame. 56 (16.8%) 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%.		
School Counseling candidates (n =254) took the TExES 252 between September 2022, and May 2023. Of the 254 students who took the TExES 252, 252 students passed the exam with a 240-scale score which was 240 out of 300 points (99.2%).		
F. Narrative explanation of evidence available from program completers , with a characterization of findings.		
An exit survey was completed by 170 school counseling students at the end of their program during the 2022-2023 school year. See the table below for the results of the exit survey.		
Survey Question	AY 22-23 Average Score (n =. 170)	AY 22-23 Percentage of Students who indicated agreed (6) or strongly agreed (7) (n =. 170)
1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	6.36	92%
2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment.	6.46	97%

3. I have a strong foundation to understand current issues and trends within my field.	6.64	99%
4. My written communication skills have improved.	6.58	95%
5. My public speaking skills have improved.	6.33	89%
6. I am better able to analyze issues, make decisions and overcome problems.	6.64	99%
7. I demonstrate originality and inventiveness to a higher level.	6.52	96%
8. I am better able to utilize technology as part of my job and/or future career.	6.5	94%
9. I am able to articulate the ethics of my field.	6.67	100%
10. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	6.61	100%
11. I would recommend this program to others.	6.58	97%

Additionally, in September 2023, a survey was sent to 333 program completers who completed the School Counseling preparation program during the 2022-2023 academic year to determine the rate of completers who obtained school counselor positions. Of the

81 respondents, 76 (93.8%) completers stated that they had applied for school counselor positions, 67 (82.7%) 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 employers of the 67 program completers who indicated that they have been hired as school counselors. Direct supervisors (N= 40) completed the survey which was a 59.7 % 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	3.9
2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	3.9
3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	3.9
4. Support students' growth in international and global perspectives	3.4

	5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	3.85
	6. Collaborate with colleagues to support professional learning	3.9
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.		
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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				
1a. <i>Content, pedagogical, and or/professional knowledge relevant to the credential or degree sought</i>	School Counseling candidates taking the TExES 252 will pass at a 90% or higher rate which is higher than the average state passing rate for the TExES 252 examination.	School Counseling candidates (n =254) took the TExES 252 between September 2022, and May 2023. Of the 254 students who took the TExES 252, 252 students passed the exam with a 240-scale score which was 240 out of 300 points (99.2%).				
1b. <i>Learners, learning theory, including social, emotional, and academic dimensions; and application of learning theory</i> Human Growth & Development Theory Paper- Key Assessment (CNDV 5301)	Performance Expectation: 90% of students will pass each area of the assignment (rubric item) with a grade of 80 or better.	N =327 <table border="1"> <tr> <td>Rubric Item and Description</td> <td>Percentage above 80%</td> </tr> <tr> <td>Part I: Early Years</td> <td>99.8%</td> </tr> </table>	Rubric Item and Description	Percentage above 80%	Part I: Early Years	99.8%
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<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>		<table border="1"> <tr> <td>Part II: Middle Childhood</td> <td>99.6%</td> </tr> <tr> <td>Part III: Adolescence</td> <td>99.5%</td> </tr> <tr> <td>Part IV: Early/Middle Childhood</td> <td>99.7%</td> </tr> <tr> <td>Part V: Late Adulthood</td> <td>99%</td> </tr> </table>	Part II: Middle Childhood	99.6%	Part III: Adolescence	99.5%	Part IV: Early/Middle Childhood	99.7%	Part V: Late Adulthood	99%																
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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>x% of internship candidates will earn a 4 or higher average on their midterm evaluation on the multicultural areas evaluated.</p> <p>x 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 border="1"> <thead> <tr> <th>Score</th> <th>Explanation</th> </tr> </thead> <tbody> <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> </tbody> </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 2022 and Spring 2023 Midterm & Final Evaluation Results:</p> <table border="1"> <thead> <tr> <th>Midterm Evaluation N= 297 Final Evaluation N= 297</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> </thead> <tbody> <tr> <td>Demonstrates multicultural awareness of cultural differences.</td> <td>92.3% Average Score = 4.51</td> <td>95.9% Average Score = 4.65</td> </tr> <tr> <td>Demonstrates multicultural competency in the deliverance of school counseling services.</td> <td>90.90% Average Score = 4.40</td> <td>93.90% Average Score = 4.59</td> </tr> <tr> <td>Demonstrates knowledge regarding</td> <td>92.2%</td> <td>96.6%</td> </tr> </tbody> </table>	Midterm Evaluation N= 297 Final Evaluation N= 297	Percentage of Midterm Evaluation scores with 4 and above Target 80%	Percentage of Final Evaluation scores with 4 and above Target 90%	Demonstrates multicultural awareness of cultural differences.	92.3% Average Score = 4.51	95.9% Average Score = 4.65	Demonstrates multicultural competency in the deliverance of school counseling services.	90.90% Average Score = 4.40	93.90% Average Score = 4.59	Demonstrates knowledge regarding	92.2%	96.6%
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		needs of underserved students.	Average Score = 4.48	Average Score = 4.66									
<p>1d. <i>Assessment of and for student learning, assessment of data literacy, and the use of data to inform practice.</i></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>Students score 80% or higher on the final course project Designing a Comprehensive School Counseling Program.</p> <p>90% of students enrolled in CNDV 5330 will score an 80 or above on their key assessment.</p>	<p>N = 177 (Fall 2022) N= 116 (Spring 2023)</p> <p>96% of students in Fall 2022 passed the key assessment with an 80% mastery.</p> <p>100% of students in Spring 2023 passed the key assessment with an 80% mastery</p> <p>The average of all grades when the five items are summed and averaged was a breakdown with percentages for the five rubric items: Fall 2022: 92.6% Spring 2023: 96.82%</p> <table border="1"> <thead> <tr> <th>Rubric Item</th> <th>Fall 2022 Overall Percentage (N= 177)</th> <th>Spring 2023 Percentage (N= 116)</th> </tr> </thead> <tbody> <tr> <td>Addressed all ten questions</td> <td>94.7%</td> <td>99%</td> </tr> <tr> <td>Included personal reflection response rate and</td> <td>97%</td> <td>99.6%</td> </tr> </tbody> </table>			Rubric Item	Fall 2022 Overall Percentage (N= 177)	Spring 2023 Percentage (N= 116)	Addressed all ten questions	94.7%	99%	Included personal reflection response rate and	97%	99.6%
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		conceptualized results			
		Infused/integrated former course assignments like survey results, design priorities, roles and responsibilities	93.6%	100%	
		Assignment research requirement fulfilled (include all peer reviewed articles)	89.3%	99.1%	
		APA criteria were followed according to course policy:	88.4%	86.4%	
<i>Ie. Creation and development of positive working environments</i> Site Supervisor Midterm and Final Evaluation from internship (consultation/collaboration questions)	80% of internship candidates will earn a 4 or higher average on their midterm evaluation on the multicultural areas evaluated.	Midterm and Final Evaluation Ratings: Fall 2022 and Spring 2023 Midterm & Final Evaluation Results:			

<p>*Conducts successful consultation /collaboration with school stakeholders</p> <p>*Conducts successful consultation/ collaboration with colleagues</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 border="1" data-bbox="764 418 1310 841"> <thead> <tr> <th>Score</th> <th>Explanation</th> </tr> </thead> <tbody> <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> </tbody> </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	<table border="1" data-bbox="1335 181 1881 799"> <thead> <tr> <th>Midterm Evaluation- N= 297 Final Evaluation- N=297</th> <th>Percentage of Midterm Evaluation with scores 4 and above Target 80% Average Score</th> <th>Percentage of Final Evaluation with scores 4 and above Target 90%</th> </tr> </thead> <tbody> <tr> <td>Conducts successful consultation /collaboration with school stakeholders</td> <td>83.16% Average Score = 4.09</td> <td>90.90% Average Score = 4.33</td> </tr> <tr> <td>Conducts successful consultation/ collaboration with colleagues</td> <td>86.50% Average Score = 4.18</td> <td>91.20% Average Score = 4.40</td> </tr> </tbody> </table>	Midterm Evaluation- N= 297 Final Evaluation- N=297	Percentage of Midterm Evaluation with scores 4 and above Target 80% Average Score	Percentage of Final Evaluation with scores 4 and above Target 90%	Conducts successful consultation /collaboration with school stakeholders	83.16% Average Score = 4.09	90.90% Average Score = 4.33	Conducts successful consultation/ collaboration with colleagues	86.50% Average Score = 4.18	91.20% Average Score = 4.40
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<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> <ul style="list-style-type: none"> * Manages emotional reactions * Demonstrates willingness to accept feedback *Demonstrates professional conduct *Demonstrates flexibility/adaptability *Adheres to ethical standards *Takes Initiative *Demonstrates commitment to ongoing education/professional development 	<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 border="1" data-bbox="764 1305 1310 1409"> <thead> <tr> <th>Score</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Rare & Insufficient: Not meeting developmental expectations</td> </tr> </tbody> </table>	Score	Explanation	1	Rare & Insufficient: Not meeting developmental expectations	<p>Midterm and Final Evaluation Ratings:</p> <p>Fall 202 and Spring 2023 Midterm & Final Evaluation Results:</p> <table border="1" data-bbox="1335 1068 1881 1409"> <thead> <tr> <th>Midterm Evaluation N=297 Final Evaluation N= 297</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> </thead> <tbody> <tr> <td>Manages emotional reactions</td> <td>92.2% Average Score = 4.51</td> <td>93.6% Average Score = 4.61</td> </tr> </tbody> </table>	Midterm Evaluation N=297 Final Evaluation N= 297	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	92.2% Average Score = 4.51	93.6% Average Score = 4.61											
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	2	Inconsistent & Limited: Emerges to meet developmental expectations	Demonstrates willingness to accept feedback	97.6% Average Score = 4.66	97.6% Average Score = 4.75
	3	Expectations Consistent: Meets minimal developmental expectations	Demonstrates professional conduct	95.2% Average Score = 4.67	96.9% Average Score = 4.73
	4	Consistently Strong: Meets developmental expectations	Demonstrates flexibility/adaptability	95.9% Average Score = 4.64	97.6% Average Score = 4.73
	5	Exceedingly Strong: Exceeds developmental expectations	Adheres to ethical standards:	96.9% Average Score = 4.70	97.3% Average Score = 4.78
			Takes Initiative	94.2% Average Score = 4.64	94.9% Average Score = 4.73
			Demonstrates commitment to ongoing education/professional development	96.29% Average Score = 4.66	96.9% Average Score = 4.75

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 border="1" data-bbox="764 602 1310 776"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <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> </tbody> </table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p>N= 40 Of the 40 employers completing the survey, 36 (90%) indicated that there was strong evidence that school counselor completers understand and engage in local school and cultural communities.</p> <p>Average Score= 3.9</p>
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1	Opposing Evidence											
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<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 border="1" data-bbox="764 1154 1310 1328"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <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> </tbody> </table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p>N= 40 Of the employers completing the survey, 38(95%) 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= 3.9</p>
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<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. See table below for Employer Survey Ratings:</p> <table border="1" data-bbox="764 451 1310 626"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <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> </tbody> </table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p>N= 40 Of the employers completing the survey, 39 (97.5%) 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= 3.9</p>
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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 border="1" data-bbox="764 724 1310 901"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <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> </tbody> </table>	Score	Description	1	Opposing Evidence	2	Not Seen	3	Limited Evidence	4	Strong Evidence	<p>N= 40 Of the employers completing the survey, 38 (95%) indicated that there was strong evidence that school counselor completers collaborated with colleagues to support professional learning.</p> <p>Average Score= 3.85</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.

The main program accomplishment that occurred this year is how the program has maintained a 98% pass rate on the school counseling state certification exam. An additional accomplishment encountered was successfully resuming face to face Residency serving over 400 students during the Summer and Fall 2022 and Spring 2023 semesters. By resuming face to face Residency, the instructors were able to assess students' counseling skills and dispositions. It's important to note that Residency was offered online from Summer 2020- Spring 2022 due to COVID-19- safety precautions.