AAQEP Annual Report for 2024

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 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.
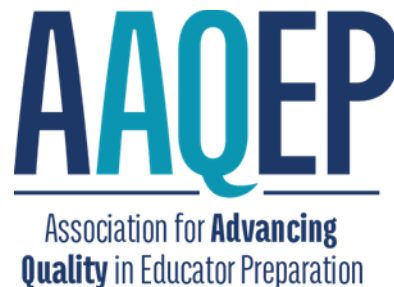
Public Posting URL

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 2023-2024

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 05/24)	**Number of Completers** in most recently completed academic year (12 months ending 05/24)
Programs that lead to initial teaching credentials			
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		1125	284
Programs that lead to credentials for other school professionals or to no specific credential			
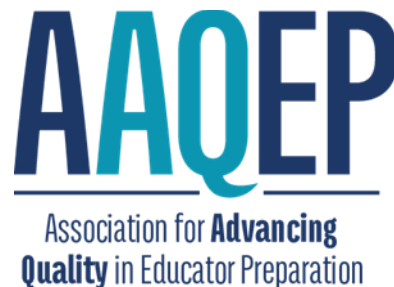
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		1125	284
Unduplicated total of all program candidates and completers		1125	284

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.)
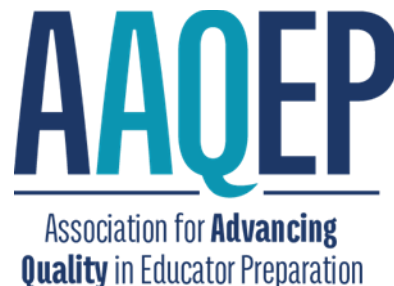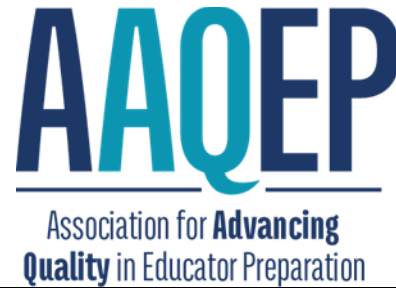
None

3. Program Performance Indicators

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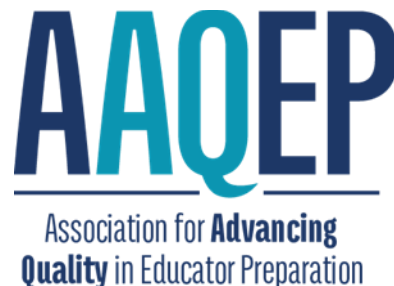
Table 2. Program Performance Indicators

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.
1125
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.
284

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
301

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.
208 (73.2%) of candidates completed in the expected time frame. 64 (22.5%) of candidates completed within 1.5 times the 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 2023, and May 2024. Of the 254 students who took the TExES 252, 248 students passed the exam with a 240-scale score which was 240 out of 300 points (98%)

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
The School Counseling Exit Survey is presented to candidates at the completion of their program. In AY 2023/24, results were as follows (*n*=121).

Item	Average Score	% Agree or Strongly Agree
I am prepared to implement K-12 career/college readiness pathways as a major part of my work	6.34	90
I am aware of more than one model and/or indicator of cultural competence in the P-20 setting	6.58	92
I have a strong foundation to understand current issues and trends within my field	6.64	96
My written communication skills have improved	6.60	94
My public speaking skills have improved	6.10	84
I am better able to analyze issues, make decisions and overcome problems	6.64	96
I demonstrate originality and inventiveness to a higher level	6.62	95
I am better able to utilize technology as part of my job/career	6.58	92
I am able to articulate the ethics of my field	6.85	98
I would recommend this program to others	6.61	95

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

In AY 2022/23, an employer survey was completed by 40 direct supervisors/employers of candidates, revealing that graduates scored relatively high (3.2-3.9 on a 4.0 scale) for job performance.

Item	Average Score (n = 40)
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	3.6
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	3.75
Create productive learning environments and use strategies to develop productive learning in a variety of school contexts	3.88
Support students' growth in international and global perspectives	3.2
Establish professional growth and engage in self-assessment, goal setting, and reflection	3.85
Collaborate with colleagues to support professional learning	3.8

Due to a very low response (n =40, for the AY 2023-24) with respect to recent graduates, data were inconclusive. As such, new structures are being implemented for increased participation on this measure for new graduates.

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.

The alumni survey of AY 2023/24 (n = 26) revealed employment rates are 85% for program completers, and of these employed, 100% of candidates secured employment within 6 months. These findings are interpreted with the understanding that the sample represented 1% of the population. Measures are being implemented to increase participation on this instrument.
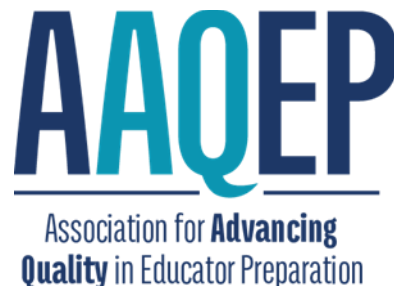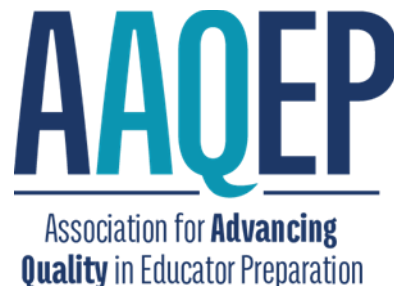
4. Candidate Academic Performance Indicators

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. Content, pedagogical and professional knowledge relevant to the credential or degree being sought.	Candidates completing the program will be successful on the state certification exam at a 90% pass rate.	The annual pass rate of completers (n = 252) for 2023/24 was 98%, exceeding the overall state pass rate of 96%.
1b. Learners, learning theory, including social emotional, and academic dimensions and application of learning theory.	In the course CNDV 5301 Human Growth and Development, aspect 1b is measured through the key assessment. The benchmark on this assessment is that 90% of candidates will score 80% or higher.	100% of candidates (n= 153) passed the CNDV 5301 key assessment. The mean score was 99.1%.
1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identify and expression, sexual identity, and thte impact of language acquisition and literacy development on learning.	Within the Site Supervisor Midterm and Final Evaluation of candidates in the field, the items for multicultural effectiveness and services for underserved populations address this aspect. Proficiency is demonstrated by candidates with a score of "Meets Developmental Expectations" or a level 4 of 5 on the Likert scale.	Of the ten items scored in the area of culturally responsive practices, on a 5-point Likert scale, candidates' supervisors (n = 349) ranked candidates at 4.14 at the midpoint range and completers at 4.66 in the final evaluation. This measure demonstrated proficiency of this aspect.

1d. Assessment of and for student learning, assessment of data literacy, and the use of data to inform practice.	The School Counseling program set a program goal that candidates will develop an assessment plan for student learning and development and will demonstrate the use of data to inform practice, measured by the key assessment of CNDV 5330 Developmental Guidance. Proficiency for this goal is demonstrated by 90% of candidates scoring 80% or higher on this measure.	100% of candidates (n= 218) passed the CNDV 5330 key assessment. The mean score was 94.2%.
1e. Creation and development of positive working environments.	Two items on the Site Supervisor Midterm and Final Evaluation of candidates measure Aspect 1e: a) Candidate conducts successful consultation and collaboration with stakeholders and b) candidate conducts successful consultation and collaboration with colleagues. Proficiency is demonstrated by 90% of candidates scoring 4 of 5 on the Likert scale.	Of the two items scored in the area of positive working environments, on a 5-point Likert scale, candidates' supervisors (n = 349) ranked 100% of candidates at 4.80 at the midpoint range and completers at 4.82 in the final evaluation. This measure demonstrated proficiency for meeting this aspect.
1f. Dispositions and behaviors required for successful professional practice.	The School Counseling program set a program goal that candidates will develop and demonstrate intrapersonal awareness and an accurate understanding of the basic motivations of self. This includes the relationship between personal beliefs, thoughts,	100% of candidates scored at 90% proficiency across 4 areas: Professional responsibility; self-awareness; personal comportment; cultural competency; flexibility.

| | feelings, actions, and professional functioning as measured by the Candidate Professional Characteristics and Disposition Form completed during Residency. Proficiency is demonstrated by 90% of candidates by scoring "Meets Expectations" or a score of 4 of 5 on the Likert scale. | |

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

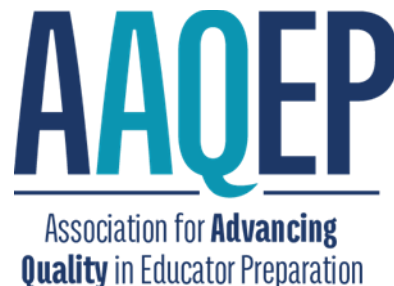| Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
2a. Understand and engage local and cultural communities and communicate and foster relationships with families/guardians/caregivers in a variety of communities	90% of candidates will score in the agree/strongly agree range of the School Counseling Exit Survey item: I understand and engage local school and cultural communities and communicate and foster relationships with families/guardians/caregivers in a variety of communities.	100% of Completers ($n = 121$) recognized a strong competency for meeting this aspect.
2b. Engage in culturally responsive educational practices with diverse	The School Counseling program set a program outcome as follows: Students will demonstrate culturally responsive	Of the ten items scored in the area of culturally responsive practices, on a 5-point Likert scale, candidates' supervisors

learners and do so in diverse cultural and socioeconomic contexts	practice and advocate for marginalized populations, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. The assessment method for this item is examination of the multicultural competency related questions on the Midterm and Final Evaluation completed by School Counseling Interns' site supervisors in the field. Proficiency is demonstrated by 90% of candidates scoring 4 of 5 on the Likert scale.	($n = 349$) ranked candidates at 4.14 at the midpoint range and completers at 4.66 in the final evaluation. This measure demonstrated proficiency of this aspect.
2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. As part of the School Counseling Exit Survey, candidates score their competency level with respect to implementing the mindsets with their students. In addition, they score their ability to identify ways and follow through	Completers ($n = 121$) recognized proficiency at a 99% success rate in meeting this aspect.

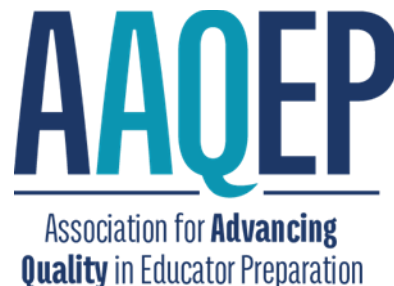|		
	to integrate diversity into tasks and initiatives in the majority of areas of work. For both of these items, the program benchmark is set that 90% of candidates agree or strongly agree that they are prepared to succeed in these goals.	
2d Support students' growth in international and global perspectives.	Measure 1: One of the ASCA mindsets for students is B-SS 10. Cultural awareness, sensitivity and responsiveness. As a school counselor, instilling this objective for K-20 learners is primary for this aspect. As part of the School Counseling Exit Survey, candidates score their competency level with respect to implementing the mindsets with their students. The program benchmark is set that 90% of candidates agree or strongly agree that they are prepared to succeed in implementing this skill for learners. Measure 2: In addition, the program established this item as part of the School Counseling Exit Survey: I engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic	Measure 1: Completers ($n = 121$) recognized proficiency at a 99% success rate in meeting this aspect. Measure 2: Completers ($n = 121$) recognized proficiency at a 100% success rate in meeting this aspect.

	contexts. The benchmark for indicating success for this aspect is that 90% of students will score in the agree and strongly agree categories.	
2f. Collaborate with colleagues to support professional learning.	Candidates who have spent a minimum of two semesters in the field as a school counselors intern completed the Exit Survey item: On a regular basis, I collaborate with colleagues to support my own professional learning. The benchmark for indicating success for this aspect is that 90% of students will score in the agree and strongly agree categories.	Completers (n = 121) recognized proficiency at a 100% success rate in meeting this aspect.

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.

A major accomplishment for AY 2023/24 is the continued high performance on the state certification exam, which was 97% in AY 2022/23, and is 98% in AY 2023/24 for this current reporting year. In addition, coursework is currently be aligned with the ASCA standards for the goal of seeking the ASCA recognition of school counseling programs. Within this effort, a new course specific to school counselors is being developed in the area of individual and school-wide assessment.
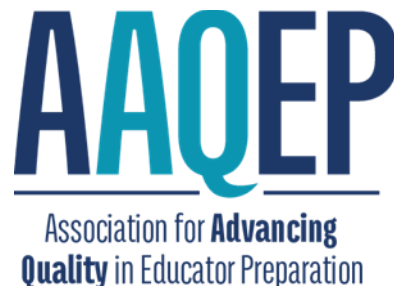
Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

## 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	Continue aligning the ASCA standards across all coursework in the School Counseling program for establishing the ASCA recognition.
Actions	Create student learning outcomes that align with ASCA standards.
Expected outcomes	Completion by AY 2026.
Reflections or comments	This goal has brought a renewed focus on the objectives within courses for the need of school specific elements. As such, opportunities for new courses and redesigned courses has been a focus.
	Standard 2
Goals for the 2024-25 year	Program faculty will implement an effective process for collecting alumni and employer data.
Actions	Program meetings will include a designated slot for discussing assessment.
Expected outcomes	Higher response rates on the alumni and employer surveys.

Reflections or comments	The AY 2023/24 has revealed a deficiency in the area of alumni/employer input. Faculty will explore two areas to address this deficiency: a) ways to increase participation on the alumni and employer surveys and b) other effective ways to collect data from alumni and employers.
Standard 3	
Goals for the 2024-25 year	Faculty will consistently implement IRR in all courses and revisit the key assessment rubric for improvements.
Actions	Course leads will reach out to faculty of all sections to facilitate the IRR process for one assessment in each course of the semester. Rubrics will undergo the validity/reliability process.
Expected outcomes	Increased fidelity to validity/reliability of key assessments.
Reflections or comments	The departmental curriculum committee has begun to take inventory of courses, which includes an evaluation of key assessments and data collection. Consistent use of the IRR process has also been established as a department goal.
Standard 4	
Goals for the 2024-25 year	Faculty will establish use of a program mission statement and vision as aligned with college and university missions.
Actions	Program meetings will include designated time to formalize it's program mission, vision, and goals and align these statements to program coursework.
Expected outcomes	Systematic application of ideas across program coursework.
Reflections or comments	The School Counseling program was established in 2011. Since that time, leadership and vision has changed over the years. In an effort to redesign courses to align with ASCA standards, faculty will implement the use of a mission and vision, articulate with students, and align with assessments.
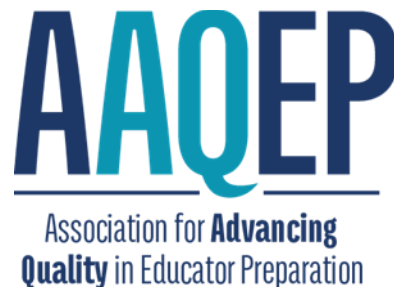
7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The School Counseling program continues to grow in numbers with 1124 candidates served by 7 full-time faculty for program improvements. Efforts in 2024-25 include filling one open full-time faculty position and advocating for another full-time position.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

No changes are anticipated.
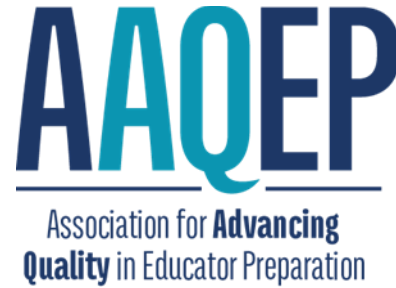
10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Jon Gray, Associate Dean for Educator Preparation, College of Education & Human Development	Dr. Johnny O'Connor, Dean, College of Education and Human Development

Date sent to AAQEP:	12/16/2024