| 2022-2023 |
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| School Counseling |
| Dr. McGough (kmcgough@lamar.edu; 832-4992470 |

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:

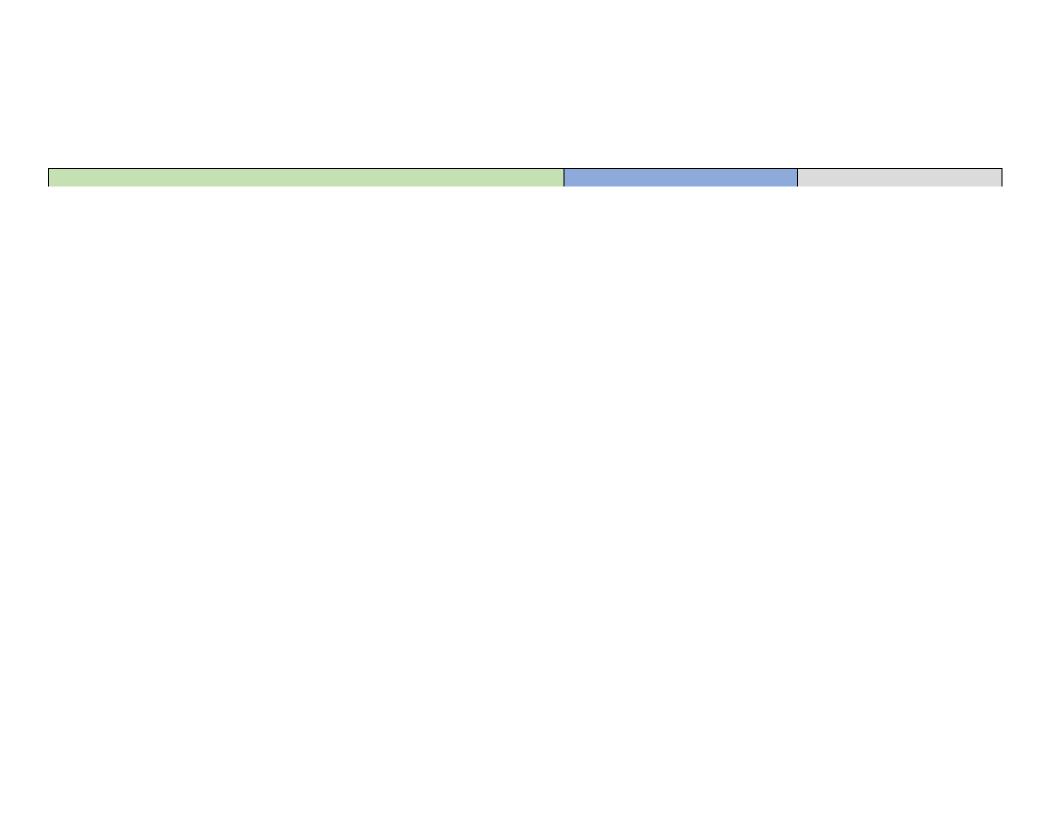
In Spring 2022, the Department of Counseling purchased a representative exam from TEA (Person) for the new certification test (TExES252). We have used this exam to gauge candidate readiness for the TExES252 since the Spring 2022 semester. It is to be noted that this exam is proctored through Honorlock 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

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 knrse addi8pent increase their knrs(C)3(id)-5(et)--4(lt



| remediation plan set forth by their internship professor and will be clear to take | Fall 2022 and Spring 2023 scored lowest in Competency 002 (19%) and highest in Competency 007 (72%). |
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| the TEXES 252. | |

School counseling students will demonstrate competence in utilizing counseling project
addresses the
following:
Discuss your
initial
apprehensions
about entering a
profession
where legal and
ethical issues
are continuously
present. What

to warn,
competence,
etc.)
Reflect on
where you
started in this
process of
learning legal
and ethical
considerations
in counseling.

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.

mentors) and instructors evaluate the professional (candidates) in the following areas:

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

Classroom Management/Co llaboration/Cons ultation General Education & Special Education **Process** Data & Accountability Multicultural Considerations and Student Services

Rationale: The faculty members of the PSC program utilize the information

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.

Education and Special Education, Data and Accountability Multicultural *n /Span &MCID 3/Lang (en-US)>B

| from the |
|------------------|
| Qualtrics survey |
| to assess |
| collective |
| strengths and |
| deficit of the |
| school |
| counseling |
| candidates. |

| *Copy last cycle's actions/goals and report on progress toward continuous improvement on those here. | C=Complete P=Progressing N=No Action Taken | 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. |
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| 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. |

| counseling coursework including, but not limited to: | |
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| Foundations of Professional Counseling and | |
| Residency. | |
| TI II 0004 | |

The goal in 2021-

| 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. | | |
|--|---|--|
| 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 | 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. |