

## 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.**



**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)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials		0	0

*Programs that lead to additional or advanced credentials for already-licensed educators*



	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.





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



#### **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



<p>1d. Assessment of and for student learning, assessment of data literacy, and the use of data to inform practice.</p>	<p>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.</p>	<p>100% of candidates (<math>n= 218</math>) passed the CNDV 5330 key assessment. The mean score was 94.2%.</p>
<p>1e. Creation and development of positive working environments.</p>	<p>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.</p>	<p>Of the two items scored in the area of positive working environments, on a 5-point Likert scale, candidates' supervisors (<math>n = 349</math>) 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.</p>



	<p>feelings, actions, and professional functioning as measured by the Candidate Professional Characteristics and Disposition Form completed during Residency.</p> <p>Proficiency is demonstrated by 90% of candidates by scoring “Meets Expectations” or a score of 4 of 5 on the Likert scale.</p>	
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
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.



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







## Part II: Self-Assessment and Continuous Growth



<b>Reflections or comments</b>	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.
	<b>Standard 3</b>
<b>Goals for the 2024-25 year</b>	Faculty will consistently implement IRR in all courses and revisit the key assessment rubric for improvements.
<b>Actions</b>	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.
<b>Expected outcomes</b>	Increased fidelity to validity/reliability of key assessments.
<b>Reflections or comments</b>	The departmental curricula.87 A7.39 183.8383.68 reW*nBT/F2 1(7.39 183t)13( )-433te/ryo Tf1 C



## 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.

