



## AAQEP Annual Report for 2022-23

Provider/Program Name:	Utah State University Master's in School Counseling Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2026

### 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.

Utah State University is Utah's land-grant and space-grant institution, with a main campus in Logan, Utah, and several regional campuses across the state. Its Carnegie classification is RU/H, a research university with high research activity. In 1927, Utah State University started a school of education. The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, administrators, and supervisors in education. It also provides preparation for professionals in human service areas and corporate settings. The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University, serving over 5,000 students. The College is comprised of eight departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Nursing, Psychology, Teacher Education and Leadership, and Special Education and Rehabilitation. The MEd in School Counseling program is housed in USU's Department of Psychology. The department graduated 207 bachelor's-level and an additional 69 graduate students across their MEd and PhD programs last year.

(2022-23). The Department of Psychology offers a Master's of Education in School Counseling and six doctoral specializations: Behavior Analysis, Brain and Cognition, Combined Clinical/Counseling, School Psychology, Data Science and Research Methodology, and Neuroscience.

USU's MEd in School Counseling was offered exclusively as an on-campus program until 1997. At that time, the Utah State Board of Education recognized the critical shortage of school counselors in rural areas in Utah. USU's Department of Psychology faculty adjusted the on-campus school counseling program to facilitate a part-time, evening design offered using two formats in alternating years. In odd-numbered years the program utilized the Utah Educational Network (UEN), featuring a live, two-way, interactive video broadcast to 12 – 16 sites across the state of Utah. Broadcast centers are located across the state of Utah at 32 USU sites, with center usage varying based on the geographic location of accepted students. In even-numbered years the program was offered in Kaysville, Utah, utilizing face-to-face instructorship. In the fall of 2022, after a detailed analysis of admissions data, the M.Ed. in School Counseling program transitioned out of the alternating year format and began offering the program across the state of Utah every year through a web-based program. Classes are now offered via Zoom, broadcast, or online asynchronous, with courses delivered in the method that is deemed best for student learning and course content.

Through the cooperative efforts of USU's Department of Psychology and Regional Campus and Distance Education (RCDE), the program will continue to be offered to students in both urban and rural areas across the state. Graduates of the program are working as school counselors in approximately 90% of Utah school districts. USU's MEd in School Counseling Program has achieved the vision of having professional school counselors available to serve the needs of Utah's children and youth located across the state of Utah.

### **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://cehs.usu.edu/about/annual-report-school-counseling>

## 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)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Master of Education	Utah Associate Educator License Utah Professional Educator License	141	49*
Total for programs that lead to initial credentials		141	49*
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Total for programs that lead to additional/advanced credentials		N/A	N/A
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		141	49*
Unduplicated total of all program candidates and completers		141	49*
<p>*This number includes an individual from our 2019 cohort who graduated Summer 2022 rather than during the 2021-22 academic year. The individual was not enrolled in coursework during the 2022-23 academic year. They completed all coursework but still needed to pass the Praxis exam to graduate from the program.</p>			

### 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.)

### 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**

<p><b>A. Total enrollment</b> 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.</p>				
<p><b>Number of Students by Cohort</b></p>				
<b>Cohort Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	
<b>Location/Format</b>	IVC	Kaysville/Face-to-Face	Web-broadcast	
<b>Number of Students</b>	50*	59**	32***	
<p>*Includes one student who previously graduated but needed to enroll in coursework to get up to date with state licensure requirements. Includes one student who was enrolled in the summer 2022 semester of the 2022-23 academic year but took a leave of absence beginning fall 2022.  **One student from the 2021 cohort was enrolled during the summer 2022 semester of the 2022-23 academic year but took a leave of absence beginning fall 2022. One student joined the 2021 cohort after a leave of absence but was only enrolled in courses during spring 2023; they withdrew from the program after spring 2023.  ***Four students from the 2022 cohort were enrolled during the 2022-23 but withdrew at some point. One student rejoined the 2022 cohort after a leave of absence from the 2021 cohort.</p>				
<p><b>B. Total number of unique completers</b> (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.</p>				
<p><b>2021-22 Completion Year Graduation Rate (2020 Cohort)</b></p>				
<b>Initial Enrollment</b>	<b>Students Graduated</b>	<b>Student Taking Leave of Absence</b>	<b>Students Withdrawn</b>	<b>Graduation Rate</b>
53	48	1*	4	90.56%
<p><b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>				
<p>During the 2022-23 academic year, the program recommended a total of 49 individuals to the Utah State Board of Education for a Professional Educator License in School Counseling.</p>				

**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.

Of the 49 individuals who completed the program in 2022-23, one individual completed the program outside the expected time frame. That individual completed the program during the summer 2022 semester of the 2022-23 academic year. The other members of that individual’s cohort (2019 cohort) graduated during the 2021-22 academic year. The remaining candidates completed the program in the expected timeframe.

**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 Praxis School Counselor II Exam is a graduation requirement for all students. Students must take and pass the exam at or above the Utah cutoff score which is 164. Taking and passing the Praxis is also required for students to earn their Utah Professional Educator License upon graduation. All students send a copy of their official score report to the program, and it is saved in each student’s file. Subtest and overall scores are recorded. Data analysis on the Praxis results is done each year. One hundred percent of the completers in this data cycle passed the Praxis School Counselor II Exam.

***Professional School Counselor Praxis II Scores***

<b>N</b>	<b>Mean</b>	<b>Range</b>	<b>SD</b>
49	174.41	164-187	6.22

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

The Completer (Graduate) Survey is distributed to program completers every year to gather feedback and assess how well graduates feel the program prepared them for employment. The survey consists of demographic and quantitative items, as well as open-ended questions. They were asked to rate 24 quantitative items using a 5-point scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent. A rating of three is the level at which we consider our program to be providing the training necessary for students to be successful in their employment settings. The mean for all items exceeded 3.66, with an average rating across all mean scores of 4.00. Please visit the following link to find a complete analysis of the survey results and a copy of the Graduate Survey: <https://cehs.usu.edu/about/annual-report-school-counseling>

The 2023 Graduate Survey was sent to our program completers of the 2019-20, 2020-21, and 2021-2022 academic years. This year we had 70/177 people respond (response rate of 39.5%) compared to last year’s response rate of 52.5% (147/280 responders).

While we are satisfied with the results of the survey, program personnel regularly meet to analyze and review the Completer Survey results in order to continue making improvements in the instruction and support provided by our program.

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

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employees in all areas of school counseling. The survey consists of demographic and quantitative items, as well as open-ended questions. They were asked to rate 24 quantitative items using a 5-point scale where 1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, and 5 = Excellent. A rating of three is the level at which we consider our program to be providing the training necessary for students to be successful in their employment settings. The mean for all items exceeded 4.08, with an average rating across all mean scores of 4.43. Please visit the following link to find a complete analysis of the survey results and a copy of the Employer Survey: <https://cehs.usu.edu/about/annual-report-school-counseling>.

While we are satisfied with the results of the survey, the response rate for this survey is very low. We sent the survey to 132 principals across the state of Utah with only 16 responding (12% response rate). The program will make efforts in the future to improve the response rate of the Employer Survey. Program personnel regularly meet to analyze and review the Employer Survey results in order to continue making improvements in the instruction and support provided by our program.

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.

USU's MEd in School Counseling program tracks the completer employment rate post-graduation. We do this by utilizing the Licensing Coordinator in USU's College of Education and Human Services, tracking current assignments for completers in the Utah State Board of Education Educator Lookup website and having direct email communication with our completers. The table below shows where our completers were hired post-graduation. Seventy-six percent of the 2022-23 completers were hired in secondary or elementary school counselor positions. Twelve percent of the 2022-23 completers are unknown and do not have current licensed positions according to the Utah State Board of Education Educator Lookup website. Emails to these individuals requesting information have gone unanswered.

2020 Cohort (2022-23 Completion Year) Hire Information Post Graduation (n = 49)										
	High School Counselor	Jr. High/Middle School Counselor	Elementary School Counselor	K-8 School Counselor	7-12 School Counselor	K-12 School Counselor	Employed Outside of School Counseling	Unemployed by Choice	Unknown	Total School Counselor Positions
% of Completers	24%	24%	20%	2%	2%	2%	12%	2%	8%	76%

<b># of Completers</b>	12	12	10	1	1	1	6	1	4	37
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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**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Key Performance Indicators (KPIs). KPIs are specific assignments associated with courses. These assignments allow students to show their level of knowledge and understanding related to course and program objectives.	Grades of B (3.0) or better	KPIs were incorporated with the 2022 cohort. KPI grades for the fall 2022 semester and spring 2023 semester were collected. One hundred percent of students met performance expectations for both semesters.
Course grades for internship experience.	All students are expected to receive a Pass for their internship experience.	All students passed their internship experience during the 2022-23 academic year.

<p>Grades in courses pertaining to content and professional knowledge, developmental theories and applications, data literacy, and the creation of inclusive school environments.</p>	<p>Grades of B (3.0) or better</p>	<p>The cohorts covered in this annual report include cohorts 2020, 2021, and 2022. During the 2022-23 academic year, there was one instance of a student earning less than a B (3.0). The instance occurred with a member of the 2021 cohort receiving a B- in one course. Of all students completing coursework during the 2022-23 academic year, 99.8% met the performance expectation of a B (3.0) grade or higher.</p>
<p>Praxis Scores</p>	<p>Passing score of 164 or greater</p>	<p>100% attainment. Below are the statistics for the 2022-23 program completers:</p> <p>Mean = 174.41  Range = 164-187  SD = 6.22  N = 49</p>
<p>Tier I/II/III videos from PSY 6370</p>	<p>Completion and acceptable performance of supporting K-12 students within the practicum experience where students were rated by their supervisor on a scale of 1-5 (1-no evidence to 5-above expectation) of their clinical skills used. Students rated with a 1 or 2 were asked to support additional evidence of clinical skill development in that area. Students were also expected to reflect on their video by watching the video after they had recorded it (15 minutes maximum). They were asked to write a 1-2 paragraph review to their skills and identify at least 2 areas of success and 2 areas to grown in.</p>	<p>Data on these three practicum skill evaluation videos were recorded throughout the PSY 6370 experience. Of the 58 students, there was no evidence of students exhibiting a score of 2 or below for any video.</p>



<p><b>Graduate survey responses for the following questions:</b></p> <ul style="list-style-type: none"> <li>• How well did the program prepare you to act in a caring and professional manner with your students? (Mean = 4.13)</li> <li>• How well did the program train you to collaborate with other colleagues to support professional learning? (Mean = 4.10)</li> <li>• How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system? (Mean = 4.05)</li> <li>• How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your role/school(s)? (Mean = 3.77)</li> <li>• Please rate the contribution of the USU program to your development of the skills necessary to evaluate and make changes based on empirical evidence? (Mean = 3.87)</li> <li>• Do you think you have the necessary skills to provide information to students, parents, educators, and other stakeholders? (Mean = 4.08)</li> <li>• Please rate your preparation in terms of the skills required to be an effective school counselor? (Mean = 4.11)</li> </ul>	<p>Based on the following scale, we expect that graduates will rate themselves at a 3 or higher when responding to the question/prompt.</p> <p>1 = Poor  2 = Below Average  3 = Average  4 = Above Average  5 = Excellent</p>	<p>Our graduates' rate themselves at an average of 4 or above on most items. The three items with an average below a 4 still met program expectations of at least a 3. Most criteria have an average rating of at least 3. This indicates to us that our students have the skills and abilities needed to be successful school counselors.</p>
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<ul style="list-style-type: none"> <li>• How well do you think the program trained you in College and Career Readiness? (Mean = 4.08)</li> <li>• Please rate your preparation to work within the framework established by the American School Counselor Association (ASCA) National Model (Define, Manage, Deliver, Assess). (Mean = 3.67)</li> </ul>		
<p><b>Employer Survey Responses.</b> This assessment refers to the questions referenced in Table 2 Section G above. A detailed analysis of the questions, including the specific questions, can be found here: <a href="https://cehs.usu.edu/about/annual-report-school-counseling">https://cehs.usu.edu/about/annual-report-school-counseling</a></p>	<p>Based on the following scale, we expect that employers will rate our graduates at a 3 or higher when responding to the question/prompt, “How would you rate the USU graduate’s performance in the following skill areas...”</p> <p>1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Excellent</p>	<p>The average rating employers gave our graduates was at least 4 on every item. This indicates that our employers are satisfied with the preparation of our graduates.</p>

**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
Practicum Secondary Supervisor Evaluation Ratings pertaining to dispositions and behaviors required for successful professional practice and content and professional knowledge	Score of 3 “Average” or better, using a 5-point Likert-type scale.	The 2021 cohort completed their practicum experience during the 2022-23 academic year. Overall, 98% of the students had 100% attainment in all areas of the evaluation. One student received two ratings of 2 for “Weekly preparation for class,

		completion of tasks and assignments” and “Initiative, ability to work without prompting.”
Practicum Site Supervisor Evaluation Ratings pertaining to dispositions and behavior required for successful professional practice and content and professional knowledge.	A Behaviorally Anchored Rating Scale is used with scores ranging from 1 to 5. A score of 3: “performance is satisfactory or commensurate with that of other practicum students” or higher is expected.	The 2021 cohort completed their practicum experience during the 2022-23 academic year. Overall, 95% of the 2021 cohort achieved full attainment in areas relating to Standard 2. Three students received scores of 2 - “Fair” in areas associated with Standard 2.
Internship Site Supervisor Evaluation Ratings pertaining to dispositions and behavior required for successful professional practice and content and professional knowledge.	A Behaviorally Anchored Rating Scale is used with scores ranging from 1 to 5. A score of 3: “performance is satisfactory or commensurate with that of other practicum students” or higher is expected.	The 2020 cohort completed their practicum experience during the 2022-23 academic year. Overall, 94% of the 2020 cohort achieved full attainment in areas relating to Standard 2. Three students received scores of 2 - “Fair” in areas associated with Standard 2.  One of the three students received scores of 1 - “Inadequate” in two areas. The program consulted with both the site and secondary supervisors in this situation. It was determined that, although the student had continued professional development to engage in, the ratings did not need to result in remediation. The student successfully passed the internship experience and completed the program.
Practicum Dispositional Assessment Evaluation by secondary supervisors at the end of practicum completion pertaining to professional dispositions and behavior required for successful professional practice.	Score of 3 “Average” or better, using a 5-point Likert-type scale.	There were six students who were identified as having one rating of a 2 (approaching meeting expectation) within their PDCA-R rating by their secondary supervisors at the mid-semester evaluation meeting. Where there were two students who had two ratings of a 2 by their secondary supervisor at the mid-semester meeting. By the time the students had their end-of-semester meetings completed, they were able to move up to a 3 or higher (meets expectation). Secondary supervisors, site supervisors, and the practicum

		student who had an approaching or below expectation rating were able to discuss appropriate goals and expected development and behavioral dispositions appropriate to the counseling field.
Internship Dispositional Assessment Evaluation by secondary supervisors at the end of internship completion pertaining to professional dispositions and behavior required for successful professional practice.	Score of 3 "Average" or better, using a 5-point Likert-type scale.	The 2020 cohort completed their internship experience during the 2022-23 academic year. Across all dispositions, the average rating was 4.29, with one instance of a rating falling under a 3. One student received a 2 in Coping and Self Care.

## 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.

### Progress

#### Admissions Process

The admissions process was revamped during the spring 2022 semester for the fall 2022 student population. Implementation and the adjustment of the admissions process stemmed from the incorporation of the Professional Dispositions Competency Assessment, Revised Admissions (PDCA-RA). This process included three phases, (1) an overall prescreen scoring of the following, the score of all three prerequisite requirements with a B grade or higher, an undergraduate GPA from the past 60 credit hours or graduate GPA from last 30 credits, the GRE/MAT score, and three letters of recommendation; (2) review of statement of purpose; and (3) 30-minute Zoom interview with two admissions committee members asking questions pertaining to the PDCA-R Admissions review questions to assess professional dispositions competencies appropriate to the counseling field.

The admissions committee comprised of four committee members upholding the Zoom interviews including the program director representing the faculty of the school counseling program and three adjunct faculty who applied to support the review process for the 2023 admissions screening. The program coordinator and the program assistant supported organizing the prescreen overview of applicant credentials prior to getting to the second stage of reviewing applicants' statement of purpose. The core faculty and

three adjunct faculty reviewed each applicant's statement of purpose and concluded inviting qualified applicants to a 30-minute Zoom interview where two faculty were present in each interview meeting.

Utilizing a rubric within the prescreening assessment process and during the 30-minute interview with potential candidates was continued. Since the interview process utilized a PDCA-RA form, all interviewers needed to go through a training of how to rate the candidates; this was meant to develop accuracy, cohesion, and overall equal reporting from each interviewer on the dispositions measured during the interview. The admissions criteria for the master's in counseling considers three broad factors:

- Appropriate student dispositions (letters of recommendation, statement of purpose, interview)
- Academic potential (prerequisites, GPA, GRE/MAT scores, statement of purpose)
- Counseling career fit (letters of recommendation, statement of purpose, interview)

#### Student Advisory Board

A student advisory board (SAB) was established in the spring of 2022 to support the voices of our program's graduate students through open conversation and discussion regarding such graduate program topics as program delivery and development, student support, socials, Zoom panels on various ideas/information, colloquiums, and orientation. SAB members meet once a month with the program director and program staff. The SAB intends to continue as an avenue to support students' voices by meeting monthly throughout the academic year (August through May). The program director has asked to have SAB member support at orientation in-person activities during August for the incoming cohort members and is intending to have in person meetings twice annually starting in the fall of 2023.

#### Tenure Track Assistant Professor Search

A search to support bringing on a term faculty appointment began in late November/early December 2022. The tenure track assistant professor search was successful at the end of the spring 2023 semester where the program welcomed one additional tenure track assistant professor to join the core faculty (now of 2, including the program director) for the fall of 2023.

#### PSY 6370: Practicum in School Counseling

The practicum small group format and secondary supervisor recruitment process underwent adjustments during the fall of 2021 and was implemented as a new setup for the spring 2022 practicum course. This included the director initially posting an advertisement to hire facilitators and secondary supervisors through the USU career platform where the recruitment of supervisors targeted those who had been in a school counseling position for at least five years and had previous experience supervising

practicum or internship students. The secondary supervision groups included 7-8 students per group which was an increase in the number of students from groups of 4-6 students that were previously in small groups for the practicum course in 2022. These changes are being implemented to bring the program in line with other graduate programs in the department and were intended to plan for the inclusion of additional full-term core faculty who will serve as secondary faculty supervisors in the future. The new practicum model will reflect the alignment with other Psychology and Counselor Education graduate programs across the United States and will align with the ratio of 12:1 student to secondary supervisor training specific to a PhD program of Counselor Education and Supervision. Once we have additional full-term faculty hired, further review will take place.

During the spring of 2023, the program director implemented a training program to support moving the current .75 FTE program coordinator into a .75 FTE position title of practicum-internship coordinator to support practicum and internship coordination and tasks associated with building the practicum and internship components of the school counseling program.

For the spring 2023 semester of practicum, the introduction of implementing skills-based videos that included four peer-to-peer videos that were implemented during secondary supervision times and one video supporting understanding of a tier I classroom lesson, tier II group counseling, and tier III individual counseling video to support equitable supervision and an overall understanding of supporting K-12 student populations with clinical skills in a school setting.

#### Program Recruitment

The program expanded recruitment endeavors for potential students during the fall 2022 and spring 2023 semesters. Procedures included continuing to utilize the Zoom platform to reach candidates more broadly through a virtual open house event in the fall of 2022 and spring of 2023. Pre-event social media marketing continued with Facebook and Instagram ad postings 7-14 days before the event. An email with an invitation to register for the open house was then sent to superintendents and LEAs seven days before the event. The event included the use of breakout rooms to allow participants to speak individually with a graduate program coordinator.

#### Program Changes

There were a few changes relating to the school counseling program for the 2022-2023 academic year.

The first being the change of the role of a hired Graduate Assistant that has historically been an active student within the M.Ed. program, to the advertising and hiring of a Program Assistant who is not currently enrolled in the master's program. The reason for this change was to support future stability of the program, not having as much turnover year to year where there will be more consistency and less training and time to support the new person within this role from the program director.

The name change of the degree was updated in the spring 2023 to a Master's of Education in School Counseling instead of the previous name of Master's of Education in Psychology with a concentration in School Counseling. The program director submitted a Curriculog proposal during the fall 2022 and it was approved in the spring 2023.

Continued annual changes within the program handbook were updated and included for the incoming fall 2023 cohort - including adding an updated mission and vision statement to support the school counseling program. An addition to the incoming cohort's experiential connection activity included an adventure-based counseling activity during orientation in collaboration with the Aggie (USU) Recreation Center to support group cohesion, communication, and interactions to get to know cohort members. Current advisory board members, faculty, staff, and instructors were also involved. Planning to support the fall 2023 orientation in general included more social interactions where volunteer participation for two evening meals before and after orientation were optional for incoming students.

The program director supported instructor one-on-one meetings during the fall of 2022 and spring of 2023 to ensure communication with program instructors was upheld to support student and instructor needs and circumstances. During the spring of 2023, the overall outline of graduation for program graduates changed a bit to support graduate attendance at the college-wide graduation social. This was adjusted to decrease funding spent on a program specific graduation ceremony for the program and also to support cohesion of other graduate student interactions within the college of education.

The program director established a program stakeholder committee during the fall of 2022. This committee is comprised of stakeholders across the state of Utah who have been involved in various capacities within the M.Ed. program.

- Implement a Microsoft form for student evaluations of site and secondary supervisors that will be achieved with the program director to support future hiring of site and secondary supervisors in practicum and internship settings.
- The incorporation of web-based advising where there will be recorded advisement sessions (Canvas implementation) to support ease of information in one area.
- Implementation of co-instructors for classes, who have, at minimum, a master's degree or higher to support courses throughout the MEd in School Counseling program instead of hiring student teaching assistants who are in their second or third year within the MEd program.
- Creation of an excel file (evidence box) to support AAQEP data collection measures such as practicum evaluations of students by site and secondary supervisors.

## 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**

	<b>Standard 1: Candidate/Completer Performance</b>
<b>Goals for the 2023-24 year</b>	
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	
	<b>Standard 2: Completer Professional Competence and Growth</b>
<b>Goals for the 2023-24 year</b>	Implementation of sections of classes or implement having co-instructors for classes. These instructors will have, at minimum, a master's degree or higher to support courses throughout the MEd in School Counseling program. This will be implemented instead of hiring student teaching assistants who are in their second or third years within the MEd program.
<b>Actions</b>	Program will move to having a co-teaching format of courses instead of hiring student TAs who have historically been active students in their second or third year within the program for the 22-23 academic year and moving toward implementing two sections of courses starting in the 23-24 and/or 24-25 academic year.
<b>Expected outcomes</b>	Support courses to incorporate smaller class sizes with a core instructor without a TA and move towards having two sections of courses instead of one large section of a course.
<b>Reflections or comments</b>	Assessment of teaching evaluations may be unsuccessful with a co-teaching support so the movement to smaller student numbers in courses with more sections would better support student engagement and learning.
	<b>Standard 3: Quality Program Practices</b>
<b>Goals for the 2023-24 year</b>	Gather and implement evidence to support possibly incorporating ASCA standards to support the M.Ed. program for our re-accreditation cycle in 2026 (standard 4).



<b>Actions</b>	
<b>Expected outcomes</b>	Look into what an ASCA recognized school counseling program would entail and the adjustments of what is needed for our master's program.
<b>Reflections or comments</b>	
	<b>Standard 4: Program Engagement in System Improvement</b>
<b>Goals for the 2023-24 year</b>	From USHE grant dollars, search, and hire another full-time faculty member
<b>Actions</b>	Program director tasked to lead search as committee chair, advertising the faculty position within the program during the Fall 2023.
<b>Expected outcomes</b>	Hire a new tenure track assistant professor with a teaching excellence role statement.
<b>Reflections or comments</b>	
<b>Goals for the 2023-24 year</b>	Establishing the role and areas in which the practicum and internship coordinator would support the M.Ed. program.
<b>Actions</b>	Discuss role objectives and establish the roles and service the practicum and internship coordinator would have within the program, working with program director.
<b>Expected outcomes</b>	Have a practicum and internship coordinator who would have a written job description that would work in consultation and collaboration with the program director, to coordinate the daily operation of the practicum/internship components of the program and tasks associated with student graduation and program accreditation. Responsibilities include, but are not limited to fulfill Instructor duties for PSY 6370 Practicum in School Counseling (Spring) and PSY 6250 Internship (Fall and Spring) including, but not limited to: (1) development, implementation and maintenance of Canvas courses; (2) coordinate weekly class time, including secondary supervision (placements) in collaboration with the program director (who is hiring on secondary supervisors); (3) course grading and grade submission; and, (4) delivery of course content in collaboration with the program director
<b>Reflections or comments</b>	
<b>Goals for the 2023-24 year</b>	Realignment of AAQEP, CACREP, and ASCA standards, objectives, and competencies throughout all courses
<b>Actions</b>	Program director will look at all of the AAQEP, CACREP, and ASCA learning standards, objectives, and competencies within each course in the program and support an overall program evaluation of learning standards and outcomes.
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	

## 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.

The search for a new full-time term faculty member was approved in September 2022 (continuing into the spring of 2023) to support the search for one additional full-time tenure-track faculty member within the program. One additional tenure track assistant professor was hired to start in the fall of 2023 to support the M.Ed. in School Counseling program.

## 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.

Please see Section 5 in Part I relating to program progress over the 2022-2023 academic year, along with the following to support planned improvements for the program relating to the status of our previous goals and ongoing program progress.

Below is information relating to the status of our previous goals from the 2021-22 report:

*1a. The program will implement Key Performance Indicators (KPIs) that are expected for students to pass to be able to show successful knowledge, practice applicable skills, and ensure professional outcomes are met prior to program completion.*

There was continual assessment of student dispositions and overall performance throughout their program. The program director set up a program meeting with program faculty, staff, and instructors to identify needs and students of concern. This will be continued in the years to follow.

There was also the implementation of the PDCA-R Incident Report for instructors, faculty, and staff to fill out in relation to areas of concern from students in their professional dispositions and overall performance within the program. Overall, this was utilized two times during the 2022-23 academic year where there were two remediation plans that were put into place due to the concerns that arose within the incident report.

*2f. Continuing from previous years of program self-assessment and revisions, program faculty and staff will support program adjustments, i.e., instructors hired, secondary supervisors supporting practicum and internship, course objectives relating to 2016 CACREP standards and soon-to-be revised 2024 CACREP standards and alignment with current AAQEP standards to be identified and executed within each course in the program.*

Program faculty supported this goal throughout the 2022-2023 academic year by continuing to discuss the program budget with their department head to adjust secondary supervisors and instructors hired for the year to better meet the 1:12 faculty to student ratio of secondary supervision.

*2e. Continually engage students in their own professional understanding of dispositions and competencies while evaluating students on their growth and areas for improvement by stakeholders, inclusive of external supervisors, faculty, and staff through the integration of the Professional Dispositions Competency Assessment – Revised process from admissions through exit of the program.*

Students have been introduced to what program dispositions are and how students are evaluated throughout their training within their practicum course where there was a video and audio podcast upheld by the program director with the authors of the PDCA-R rating system. Students were also introduced to the PDCA-R in the fall of their first and second years of their program where they were able to self-assess their own dispositions to become aware of what their site and secondary supervisors are going to be looking for within their experiential components during practicum and internship. Practicum and internship students were also actively involved within their mid- and end-of-semester meeting with their site and secondary supervisor where they actively were a part of the discussion around their PDCA-R ratings up to that point within the semester.

*3f. Train school counseling site and secondary supervisors in supervision expectations to support practicum and internship experiences of school counselors in training.*

The program director upheld two separate 1.5-hour trainings prior to internship and practicum in the fall of 2022 and spring of 2023, respectfully, to support this goal to ensure site and secondary supervisors were informed on supervisory expectations and the practicum and internship experiences students were expected to have to support program requirements.

*4a. Establishing and implementation of a stakeholder committee by the program director to support stakeholder engagement, active reflection on the changes identified within the school counseling program, and ensure voices are heard from stakeholders throughout the state of Utah from critical perspectives regarding the landscape of the school counseling profession and needs to support educational outcomes.*

Bi-annual meetings for the stakeholder committee continue to occur once in fall and spring semester. During the 2022-23 academic year, there were two total meetings that occurred where stakeholders were present and updates relating to the program were shared by program representation (director, coordinator, department head, and student advisory board member).

## 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).

N/A

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jessie Koltz, Ph.D., Program Director, Assistant Professor	Sylvia Read, Ph.D., Associate Dean for Accreditation and Undergraduate Studies

Date sent to AAQEP:	12/12/23
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