



## AAQEP Annual Report for 2022

Provider/Program Name:	Utah State University School Counselor Education 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 6,000 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 177 bachelor's-level and an additional 98 graduate students across their MEd and PhD programs last year.

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, Sociobehavioral Epidemiology 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. Beginning Fall 2022 the M.Ed. in School Counseling program at USU transitioned out of the alternating year format, where the program is now offered across the state of Utah via a web-based live, interactive, hybrid format with classes offered via Zoom, broadcast, or online asynchronous. Courses are 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 public and private schools in at least two-thirds of Utah school districts. USU's Professional 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.

Covid has required program personnel to work with a hybrid format where broadcast cohort students were allowed to utilize the Zoom platform during the Fall 2020, and Spring, Summer, and Fall 2021 semesters.

### **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: M.Ed. in School Counseling Enrollment and Completers for Academic Year 2021-2022**

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 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Master of Education	Utah Associate Educator License Utah Professional Educator License	193	85
Total for programs that lead to initial credentials		193	85
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
		N/A	N/A
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>			
		N/A	N/A
Total for additional programs		N/A	N/A
TOTAL enrollment and productivity for all programs		193	85
Unduplicated total of all program candidates and completers		193	85

### 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.)

N/A
-----

### 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>				
<b>Number of Students by Cohort</b>				
<b>Cohort Year</b>	<b>2018*</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Location/Format</b>	Kaysville/Face-to-Face	IVC	Kaysville/Face-to-Face	IVC
<b>Number of Students</b>	39**	85	49***	59
<p>*After an internal review of the 2020 and 2021 Annual Reports, we discovered an error in the methodology used to report information in Table 2: Program Performance Indicators. We are correcting this error with the 2022 Annual Report. However, the correction in the error will cause a gap in the information reported in our Annual Reports. Because of this we are including information for our 2018 cohort in Table 2 of the 2022 Annual Report. The 2018 cohort graduated in the 2020-21 academic year and is not included in Table 1 of the 2022 Annual Report which reflects the 2021-22 academic year.</p> <p>**A member from the 2017 cohort took a Leave of Absence. The student returned to the program with the 2018 cohort and graduated in 2020-21.</p> <p>***One student was enrolled in courses with the 2020 cohort in order to fulfill licensure requirements after an extended period of time between graduating with their school counseling degree and seeking licensure. They will not be included with graduation data for the 2023 Annual Report.</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>				
<b>2018 Cohort (Completion Year 2020-21)*</b>				
<b>Initial Enrollment</b>	<b>Students Graduated</b>	<b>Student Taking Leave of Absence</b>	<b>Students Withdrawn</b>	<b>Graduation Rate</b>
38	39**	0	0	102.63% <sup>†</sup>
<p>*After an internal review of the 2020 and 2021 Annual Reports, we discovered an error in the methodology used to report information in Table 2: Program Performance Indicators. We are correcting this error with the 2022 Annual Report. However, the correction in the error will cause a gap in the information reported in our Annual Reports. Because of this we are including information for our 2018 cohort in Table 2 of the 2022 Annual Report. The 2018 cohort graduated in the 2020-21 academic year and is not included in Table 1 of the 2022 Annual Report which reflects the 2021-22 academic year.</p> <p>**A member from the 2017 cohort took a Leave of Absence. The student returned to the program with the 2018 cohort and graduated in 2020-21.</p>				
<b>2019 Cohort (Completion Year 2021-22)</b>				
<b>Initial Enrollment</b>	<b>Students Graduated</b>	<b>Student Taking Leave of Absence</b>	<b>Students Withdrawn</b>	<b>Graduation Rate</b>
90	85	2	3	94.44%

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

Cohort Year Recommendation Year	2018* 2020-21	2019 2021-22
Location/Format	Kaysville/Face-to-Face	Statewide/Broadcast
Number of Completers	39**	85

\*After an internal review of the 2020 and 2021 Annual Reports, we discovered an error in the methodology used to report information in Table 2: Program Performance Indicators. We are correcting this error with the 2022 Annual Report. However, the correction in the error will cause a gap in the information reported in our Annual Reports. Because of this we are including information for our 2018 cohort in Table 2 of the 2022 Annual Report. The 2018 cohort graduated in the 2020-21 academic year and is not included in Table 1 of the 2022 Annual Report which reflects the 2021-22 academic year.

\*\*A member from the 2017 cohort took a Leave of Absence. The student returned to the program with the 2018 cohort and graduated in 2020-21.

**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.

Completion Year	Number of students graduated in fall term (2.5 years)	Number of students graduated in spring term (3 years)	Number of students graduated in summer term (3.25 years)	Total Number of Graduates
2020-21 (2018 Cohort)*	32	7**	0	39
2021-22 (2019 Cohort)	62	22	1	85

\*After an internal review of the 2020 and 2021 Annual Reports, we discovered an error in the methodology used to report information in Table 2: Program Performance Indicators. We are correcting this error with the 2022 Annual Report. However, the correction in the error will cause a gap in the information reported in our Annual Reports. Because of this we are including information for our 2018 cohort in the 2022 Annual Report. The 2018 cohort graduated in the 2020-21 academic year and is not included in Table 1 of the 2022 Annual Report which reflects the 2021-22 academic year.

\*\*A member from the 2017 cohort took a Leave of Absence. The student returned to the program with the 2018 cohort and graduated in 2020-21.

**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 and it is saved in each student 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		
Cohort Year Completion Year	2018* 2020-21	2019 2021-22
	Mean = 176.46	Mean = 175.14

	Range: 166 - 192 SD = 6.02 N = 39	Range = 164 - 193 SD = 6.4 N = 85
<b>Qualifying Score Rate</b>	100%	100%

\*After an internal review of the 2020 and 2021 Annual Reports, we discovered an error in the methodology used to report information in Table 2: Program Performance Indicators. We are correcting this error with the 2022 Annual Report. However, the correction in the error will cause a gap in the information reported in our Annual Reports. Because of this we are including information for our 2018 cohort in 2022 Annual Report. The 2018 cohort graduated in the 2020-21 academic year and is not included in Table 1 of the 2022 Annual Report which reflects the 2021-22 academic year.

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

For the 2022 Graduate Survey we reduced the number of graduates that we sent the survey to. In the past we sent the survey to graduates reaching back 8-10 years. During last year's analysis of the surveys, our survey review committee concluded that information older than about 3-5 years did not accurately reflect the current program due to changes that happen in the program. It was concluded that we would begin surveying graduates from the previous 5 years.

Last year's (2021) data showed that we had 190/419 people respond (response rate of 45.34%). This year (2022) we had 147/280 people respond (response rate of 52.5%). This year we implemented the reduction in the number of cohorts we sent the survey to. We also sent the second email reminder two months after the first reminder. This could have interfered with the data because individuals received the second reminder a couple months after the initial reminder. There is the potential that respondents forgot they originally responded to the survey and resubmitted their answers, causing duplicate information.

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 22 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 3.76, with an average rating across all mean scores of 4.05. 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>

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 employee 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 4.24, with an average rating across all mean scores of 4.44. 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, 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.

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 employment rate of students post-graduation. We do this by surveying the completers, utilizing the Licensing Coordinator in USU's College of Education and Human Services, and tracking current assignments for completers in the Utah State Board of Education Teacher Verification website. The tables below show where our completers were hired post-graduation. Eighty percent of the 2021-22 completers were hired in secondary or elementary school counselor positions. Five percent of the 2021-22 completers are unknown and do not have current licensed positions according to the Utah State Board of Education Teacher Verification website. Emails to these individuals requesting information has gone unanswered.

2019 Cohort (2021-22 Completion Year): Hire Information Post Graduation						
	Secondary Counselor	Elementary Counselor	K-12 Teacher	Employed Outside of School Counseling	Not Employed by Personal Choice	Unknown
% of Completers	55%	25%	5%	7%	4%	5%
# of Completers	47	21	4	6	3	4

#### 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
Grades in coursework in courses pertaining to content and professional knowledge, developmental theories and applications, data literacy, and the creation of inclusive school environments	Grades of B (3.0) or better	<p>The cohorts covered in this annual report include cohorts 2019, 2020, and 2021. During the 2021-22 academic year, there were four instances of a student earning less than a B (3.0). All four instances occurred with members of the 2021 cohort receiving a B- in one or more courses. Of all students completing coursework during the 2021-22 academic year, 98% met the performance expectation of a B (3.0) grade or higher.</p> <p>2018 Cohort Data*: Throughout the course of their program of study, 100% of students met the performance expectation.</p>
Praxis Scores	Passing score of 164 or greater	<p>100% attainment. Below are the statistics for the 2019 Cohort:</p> <p>Mean = 175.14 Range = 164 - 193 SD = 6.4 N = 85</p> <p>2018 Cohort Data*: 100% attainment. Below are the statistics for this cohort:</p> <p>Mean = 176.46 Range: 166 - 192 SD = 6.02 N = 39</p>



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	<p>The 2019 cohort completed their practicum experience during the 2020-21 academic year. Overall, 98% of the students had 100% attainment in all areas of the evaluation. One student received a single rating of 2 “Fair” for “Weekly preparation for class (completion of tasks and assignments). One student received seven ratings of 2 “Fair” in various areas.</p> <p>The 2020 cohort completed their practicum experience during the 2021-22 academic year. Overall, 98% of the students had 100% attainment in all areas of the evaluation. One student received a single rating of 2 for “Initiative, ability to work without prompting.”</p>
Practicum Site Supervisor Evaluation Ratings	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.	<p>The 2019 cohort completed their practicum experience during the 2020-21 academic year. Overall, 98% of the 2019 cohort achieved full attainment in all areas relating to Standard 1. Two students received scores of 2 - “Fair” in areas associated with Standard 1.</p> <p>The 2020 cohort completed their practicum experience during the 2021-22 academic year. Overall, 100% of the 2020 cohort achieved full attainment in all areas relating to Standard 1.</p>
Practicum Dispositional Assessment Evaluation by secondary supervisors at the end of practicum completion pertaining to professional dispositions and behavior required for successful professional practice.	Secondary supervisors were asked to note if the following dispositions were shown by the student during interactions with the student: Conscientiousness, Self-Awareness, Coping and Self-Care, Interpersonal Skills, Ethical Behavior, Emotional Stability, Honesty, Openness, Cultural Sensitivity, and Cooperativeness. A rating of “Showed or Shows” or “Did or Does Not Show” were used, with additional areas for notes on the rating.	<p>Overall, 96% of the 2020 cohort completing their practicum received “Showed or Shows” ratings in all areas.</p> <p>One student received five ratings of “Did or Does Not Show” in the following areas: Conscientiousness, Self-Awareness, Interpersonal Skills, Ethical Behavior, Openness. The student was provided guidance to work on these areas during their internship.</p> <p>One student received two ratings of “Did or Does Not Show” in the following areas: Coping and Self-Care and Conscientiousness. The student did not receive</p>

	A “Showed or Shows” rating is expected in all areas.	intervention, as the secondary supervisor noted no concern for these areas.
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.	<p>The 2019 cohort completed their internship experience during the 2021-22 academic year. Overall, 93% of the students had 100% attainment in all areas of the evaluation relating to Standard 1.</p> <p>A total of six students (out of 85) received one or more scores below a three. A total of 12 scores of 2 were given, with the majority (67%) given in the Professional Counseling Identity section.</p>

\*After an internal review of the 2020 and 2021 Annual Reports, we discovered an error in the methodology used to report information in Table 2: Program Performance Indicators. We are correcting this error with the 2022 Annual Report. However, the correction in the error will cause a gap in the information reported in our Annual Reports. Because of this we are including information for our 2018 cohort in 2022 Annual Report. The 2018 cohort graduated in the 2020-21 academic year and is not included in Table 1 of the 2022 Annual Report which reflects the 2021-22 academic year.

**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>
Practicum Secondary Supervisor Evaluation Ratings	Score of 3 “Average” or better using a 5-point Likert-type scale	Overall, 99% of students in the 2019 cohort reached 100% attainment in this area. One student received a rating of 2 “Fair” in four areas associated with Standard 2.
Practicum Site Supervisor Evaluation Ratings pertaining to working in a variety of contexts and growing as a professional, engaging with diverse communities, and creating and effective and responsive learning environment	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 2019 cohort completed their practicum experience during the 2020-21 academic year. Overall, 99% of the 2019 cohort achieved 100% attainment in all areas. One student received scores of 2 “Fair” in areas associated with Standard 2.

<p>Internship Site Supervisor Evaluation Ratings pertaining to working in a variety of contexts and growing as a professional, engaging with diverse communities, and creating and effective and responsive learning environment.</p>	<p>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.</p>	<p>The 2019 cohort completed their internship experience during the 2021-22 academic year. Overall, 93% of the students had 100% attainment in all areas of the evaluation.</p> <p>A total of six students (out of 85) received one or more scores below a three. A total of 12 scores of 2 were given, with the majority (67%) given in the Professional Counseling Identity section.</p>
---	---	--

## 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 incoming 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). The addition of a rubric was implemented to the prescreening assessment process and a 30-minute interview with potential candidates was added as a final phase in admissions. 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 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. This was implemented in the spring of 2022 and intends to continue as an avenue to support students' voices.

#### Peer Mentoring Program

A student-to-student peer mentoring program began in September 2021. Students were supported by a faculty and staff leadership committee that met monthly to support feedback and growth for program. A total of 26 first-, second- and third-year students were involved in the program serving as mentees or mentors. The leadership committee met with the second- and third-year mentors in December 2021 to discuss outcomes, feedback, and areas of support needed moving forward for the spring 2022 semester. As a result, the committee created a survey relating to effectiveness of the program to support change in the overall model. The findings from the report included information from nine participating mentees, one mentor, and one non-participating student. Of the 11 respondents, 54.5% (6) individuals were satisfied with the program, stating that it provided the experience they were hoping for, 36.4% (4) were neutral, and 9.1% (1) was dissatisfied. A question asking respondents: "Why did you choose to take part in the Mentoring Program? Please select all that apply." Produced the following results:

1. 45.5% (5) stated: I was just curious about peer mentoring
2. 36.4% (4) stated: I was concerned about entering grad school following a break in my schooling
3. 54.5% (6) stated: I wanted someone to give me feedback and tips on navigating the program
4. 54.5% (6) stated: I wanted to develop a friendship among classmates
5. 54.5% (6) stated: I want to increase my networking
6. 9.1% (1) stated: I struggled when I entered the program, so I wanted to help others avoid the difficulties I faced
7. 0% (0) stated: I have done well navigating grad school and wanted to assist others
8. 18.2% (2) stated: I plan to incorporate my service experience as a mentor into my resume

Responses to the following question: "If you could change something about the Mentoring Program, what would it be?" Included the following:

- probably a more concrete outline that mentors can follow to help first and second year students during the group meetings.
- I don't think I would participate next time. I didn't find it helpful
- Nothing! I enjoy the discussions we have and I feel like once a month is reasonable.
- Flexible as far as how often we meet - I don't prefer a required amount of meetings, just here and there as needed.
- I was the only one who attended our monthly meetings so it was kind of awkward just meeting with my mentor each month. Some of the meetings were helpful and others were really pointless. It would almost be helpful to have some structure if we were meeting.
- I know it's not super practical for our cohort, but I would love to meet in-person.
- It may be easier to participate and organize if it was built into our program or schedule.
- Not sure.

### Professional Practice Assistant Professor Search

A search to support bringing on a term faculty appointment began in late November/early December 2021. The professional practice assistant professor search was unsuccessful at the end of the spring 2022 semester. There will be a reevaluation of program needs to support a search for a tenure track assistant professor candidate to start in the fall of 2022.

### 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 groups included 5-6 students per group which was an increase in the number of students from groups of only 4 students that were previously in small groups for the practicum course. 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. For the spring 2023 semester, the ratio will increase to 6-8 students in each secondary supervision group. For now, the transition is also saving money.

### Leadership and Advocacy Committee: DEI Trainings

Due to requests from adjunct instructors within the leadership and advocacy meetings upheld during the 2021-2022 academic year, the school counseling program hosted two Equity and Diversity trainings during the Fall 2021 semester to support program instructors and faculty within the department of psychology. The trainings were held on the following dates relating to the identified topic areas:

- November 10, 2021: Focus on identities, privilege, biases + introduce concept of culturally responsive environment
- December 1, 2021: Focus on skill building

Both trainings supported the following objectives:

- Determine professionally and culturally appropriate responses to critical conversations within the classroom;
- Support faculty with modeling responses, relating to case studies, examples, and role-playing;
- Develop skills for professionals relating to how to support a culturally responsive environment and classroom; and
- Outcome of the training will prepare our professionals to think ethically and culturally around our professional field of study as we support and include all student populations.

### Program Recruitment

The program expanded recruitment endeavors for potential students during the fall 2021 and spring 2022 semesters. Procedures included utilizing the Zoom platform to reach candidates more broadly through a virtual open house event in the fall of 2021. Pre-event social media marketing started with Facebook and Instagram 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. There was a total of 66 attendees out of 76 registrants for the open house. The event included the use of breakout rooms to allow participants to speak individually with a graduate program coordinator. During the spring of 2022, recruitment efforts followed suit to the fall Zoom open house event. The fall open house even had a total of 34 registrants, where there were 12 who attended the event live.

## 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 2022-23 year</b>	<b>1a.</b> 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.
<b>Actions</b>	KPIs will be shared with program instructors and staff by the program director in August 2022. KPIs will be implemented within the advisement sessions by program staff to ensure students are uploading requirements into their respective Box (cumulative) program folders.
<b>Expected outcomes</b>	KPIs will be reviewed annually by program faculty, staff, and related instructors during annual program meetings to identify student needs and concerns. Students will be notified by program staff or faculty if they are in need of submitting missing KPI materials.
<b>Reflections or comments</b>	This will become easier to implement with the new addition of our online Canvas platform that our Program Coordinator created for our 2022 and 2021 cohorts this year; where announcements and requirements are streamlined in one mode of communication, i.e., via Canvas, through (1) announcements or (2) module assignments due at certain times, instead of through emails. This will also be easier to have program-related meetings once we hire another full-time faculty member, decreasing the number of part-time instructors from across the state of Utah involved within the program.
	<b>Standard 1: Candidate/Completer Performance</b>
<b>Goals for the 2022-23 year</b>	<b>1a.</b> Continual program evaluation of standards and learning objectives to reflect the changes that will be forthcoming for the 2024 CACREP revised education standards and AAQEP standards.
<b>Actions</b>	Continue to have program personnel meet intentionally once a semester to discuss updates, program evaluation efforts, and outcomes of standards updated and implemented into program coursework.



<b>Expected outcomes</b>	Realignment of standards and measures to support accuracy of assessments measuring standards and objectives students are expected to meet.
<b>Reflections or comments</b>	
	<b>Standard 1: Candidate/Completer Performance</b>
<b>Goals for the 2022-23 year</b>	Continual assessment of student dispositions and overall performance throughout their program by meeting once per year with program faculty, staff, and instructors, staff, to identify needs and students of concern. Implementation of the PDCA-R Incident Report for instructors to fill out in relation to areas of concern from students in their professional dispositions and overall performance within the program.
<b>Actions</b>	Director will share information to program personnel, instructors and staff, relating to the PDCA-R Incident Report process. This will be done in an informational recorded overview of program changes and implementation at the beginning of the fall 2022 semester (August). Program director will continue to meet with program staff weekly to identify areas of concern, if any, of program students and intervene and implement remediation tasks where needed. Program director will meet with program instructors one to two times per semester, at the middle and end of the semester to communicate via Zoom to discuss any concerns with students or within their courses.
<b>Expected outcomes</b>	Actively identify a platform for incidents to be recorded and communicated to program faculty and staff to ensure students are performing to expectations within their coursework and experiential learning.
<b>Reflections or comments</b>	
	<b>Standard 2: Completer Professional Competence and Growth</b>
<b>Goals for the 2022-23 year</b>	<b>2f.</b> 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.
<b>Actions</b>	Continue to collaborate with colleagues and stakeholders across the state and within the program to support the program's development and revisions. Continue to evaluate program with respect to AAQEP and CACREP standards to ensure continuous growth and improvement. Update all courses to align with 2024 CACREP standards and ensure AAQEP standards are identified within all courses by January 2024.
<b>Expected outcomes</b>	Updated syllabi to reflect CACREP standard revisions and ensure all syllabi and courses include AAQEP standards.
<b>Reflections or comments</b>	



	<b>Standard 2: Completer Professional Competence and Growth</b>
<b>Goals for the 2022-23 year</b>	<b>2e.</b> 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.
<b>Actions</b>	<p>Engage all students in their own self-assessment of the PDCA-R throughout their time in their graduate program at set times throughout their graduate program: (1) admissions and orientation; (2) prior to the start of practicum and throughout the practicum experience at mid- and end-of-term meetings with both site and secondary supervisors; (3) prior to the start of internship and throughout the internship experience at mid- and end-of-term meetings with both site and secondary supervisors.</p> <p>Engage stakeholders, inclusive of program faculty, instructors, staff, and supervisors in the evaluation process of the PDCA-R from admissions through exit of each student's graduate experience: (1) admissions interviews and rating of the PDCA-RA (admissions) where training is upheld prior to the admissions process with all stakeholders involved in the interview and admissions committee; (2) systemic review of all students by instructors and faculty involved in the student learning experience upon completion of the first year of graduate work (to being in August 2023); (3) site and secondary supervisor evaluation of student at mid- and end of the practicum semester are due by the final day of the student's practicum experience; and (4) Site and secondary supervisor evaluations of student at both mid- and end of internship semesters are due by the final day of the student's internship experience.</p>
<b>Expected outcomes</b>	Identifying areas of concern as they arise and throughout each student's training program while supporting gatekeeping concerns of students in relation to the professional dispositions identified by the Utah State University Department of Psychology school counseling faculty, instructors, and staff as representing dispositions that are desirable in counselors-in-training because they will serve the students well in the education and professional counseling fields. Early identification and intervention along with systemic support to improve on identified dispositional areas of concern of the student of concern.
<b>Reflections or comments</b>	Individual links will be created for each student to access a Qualtrics form for both the 2021 and 2022 cohorts. This will support ease of assessment of dispositions during students' 2 <sup>nd</sup> and 3 <sup>rd</sup> year of their programs.

	<b>Standard 3: Quality Program Practices</b>
<b>Goals for the 2022-23 year</b>	<b>3f.</b> Train school counseling site and secondary supervisors in supervision expectations to support practicum and internship experiences of school counselors in training.
<b>Actions</b>	Ensure all new supervisors (site and secondary) are trained in program procedures, updates, and expectations through an annual supervision training upheld by the program director.
<b>Expected outcomes</b>	Uphold annual trainings for supervisors during internship and practicum semesters.
<b>Reflections or comments</b>	
	<b>Standard 3: Quality Program Practices</b>
<b>Goals for the 2022-23 year</b>	<b>3f.</b> Actively recruit and hire a Tenure Track Assistant Professor as the second full-time faculty for the school counseling program.
<b>Actions</b>	Dr. Koltz is the active search committee chair for this search, advertised on CESnet, at WACES, RMACES, on the ACES Career Center, and emailed to colleagues within the field of Counselor Education, specifically those colleagues employed at a CACREP accredited doctoral Counselor Education and Supervision program, and through word of mouth between August 2022-December 2022.
<b>Expected outcomes</b>	Hire at least one full-time assistant professor to be employed by USU and engage in the M.Ed. in School Counseling program for the 2023-2024 academic year; where the faculty member will teach in a 3:3 load during a nine-month appointment, where one of each semester's three courses will be serving as a secondary faculty supervisor for our Fall 2023 internship students and Spring 2024 practicum students.
<b>Reflections or comments</b>	As of November 2022, we had a total of 13 applicants for this position, where four moved forward with 30-minute Zoom interviews with the search committee, and two were invited for an on-campus interview before the winter break.
	<b>Standard 4: Program Engagement in System Improvement</b>
<b>Goals for the 2022-23 year</b>	<b>4a.</b> 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 throughout the state of Utah from critical perspectives regarding the landscape of the school counseling profession and needs to support educational outcomes.
<b>Actions</b>	Uphold one meeting during the fall 2022 and spring 2023 semesters with all stakeholders. Invite stakeholders to be involved in critical discussion on program improvements and evaluation.
<b>Expected outcomes</b>	Increase in knowledge of USU's School Counseling program with stakeholders throughout the state of Utah. Increase in collaboration with stakeholders and program personnel relating to new program implementations.
<b>Reflections or comments</b>	

<b>Goals for the 2022-23 year</b>	Crosswalk the supervisor evaluation with the newly implemented PDCA-R evaluation process for program students in practicum and internship to ensure we are not overlapping on the evaluation measures we are assessing.
<b>Actions</b>	Evaluate areas of overlap or areas that are needed to be included and create one document relating to dispositions and assessment of students.
<b>Expected outcomes</b>	This is anticipated to reduce the amount of time supervisors spend on documentation of their evaluations.
<b>Reflections or comments</b>	
<b>Goals for the 2022-23 year</b>	Implement a 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.
<b>Actions</b>	This form will reflect the current USU IDEA evaluation of teaching efforts but will replace the words relating to 'teaching' with 'supervising.' Supervisor evaluation forms will be implemented during the Fall 2022 internship semester to support information from the students' perspectives.
<b>Expected outcomes</b>	This goal will allow for data-driven decision making when hiring site and secondary supervisors. Additionally, it will improve the supervision that students receive.
<b>Reflections or comments</b>	
<b>Goals for the 2022-23 year</b>	The incorporation of web-based advising where there will be recorded advisement sessions (Canvas implementation) to support ease of information in one area.
<b>Actions</b>	Create and complete a Canvas advising course (Program Coordinator) to be included for each cohort.
<b>Expected outcomes</b>	Ease of access for students to get program information from program personnel. Increased understanding from students regarding program expectations.
<b>Reflections or comments</b>	
<b>Goals for the 2022-23 year</b>	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.
<b>Actions</b>	Move to a co-teaching format of courses instead of having TAs being active students in upper years for the 22-23 academic year and moving toward implementing two sections of courses starting in the 23-24 or 24-25 academic year.

<b>Expected outcomes</b>	Support courses to include smaller class sizes with a core instructor and no 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>Goals for the 2022-23 year</b>	Creation of an excel file (evidence box) to support AAQEP data collection measures such as practicum evaluations of students by site and secondary supervisors.
<b>Actions</b>	Program coordinator to create an excel file to help data collection measures for the program overall.
<b>Expected outcomes</b>	Ease of access to view and analyze information from evaluations through practicum and internship experiences.
<b>Reflections or comments</b>	
<b>Goals for the 2022-23 year</b>	Apply to be an ASCA recognized program (2022-23 academic year) by March 2023.
<b>Actions</b>	Work with program faculty and staff to create a timeline for implementation and completion of requirements to be submitted by March 2023.
<b>Expected outcomes</b>	Have an ASCA recognized school counseling program!
<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 November 2021 (continuing into the fall of 2022) to support the search for additional full-time instructors within the program. Follow [this link](#) to review the ad for the term faculty position: [Assistant Professor - School Counselor Education in Logan, Utah | Careers at Logan Campus \(icims.com\)](#).

## 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

## 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).

**Pre-Service Collaborative.** The USU Professional School Counselor Education program is a member of the Utah State Board of Education Pre-Service Collaborative. Meetings are held twice a year, in the spring and fall. The collaborative consists of the directors of the four school counselor training programs in the state, including a new training program which opened this fall at Utah Valley University.

New leadership for the collaborative began summer 2021 where the positions have been filled by Bethany Marker and Michelle Glaittli. Organizational changes at the Utah State Board of Education moved School Counseling programs under the Department of Prevention and At-Risk Programs. To review the placement of School Counseling, and other information regarding the state-level School Counseling program, please review the website located at [School Counseling Programs \(utah.gov\)](https://schools.utah.gov/prevention/schoolcounselingprograms/)

**Grow Your Own Teacher and School Counselor Pipeline Program Grant.** In February 2021 the Utah legislature appropriated funding for a pilot program designed to encourage qualified and interested Utahns to engage in training to be a teacher or school counselor in Utah's K-12 public schools. Funding is available through a competitive grant process to local education agencies (LEAs) to support students enrolled in approved training programs. USU's MEd program in Professional School Counselor Education is an approved program. USU's program does not have a financial obligation to students, nor is the program obligated to admit students who qualify for funding by the grant. However, students who are admitted to USU's MEd program are able to participate in the Grow Your Own Teacher and School Counselor Pipeline Program Grant. The program is obligated to work with LEAs who receive funding. Detailed information about this grant is located via this link <https://www.schools.utah.gov/prevention/schoolcounselingprograms/grantopportunities?mid=5474&tid=2> This grant is funded through Spring of 2024.

**Elementary School Counselor Grant Program:** The Utah State Board of Education will continue with state board rule [R277-461. Elementary School Counselor Grant Program](#) to increase employment of elementary school counselors in LEAs across the state of Utah.

**USBE Board Rule R277-301.** The director of the M.Ed. program advocated on behalf of eliminating an LEA specific license avenue for licensed school counselors. She encouraged other stakeholders to make and individually made a public comment during a USBE legislative session meeting in the Spring of 2022 to advocate on behalf of ensuring school counselors have an Associate School Counselor License or a Professional School Counselor License instead of an LEA specific license.

Please reference the following board rule:

[R277-301 - Draft 1 - March 2022.](#)

This decision is currently being considered to remove the LEA specific license avenue.

[Educator Licensing Questions | CEHS | USU](#)

[2022.11.07 - LAGG Recommendations](#)

[11\\_7\\_22 Educator Licensing Newsletter](#)

## 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:	12/19/22
---------------------	----------