



## AAQEP Annual Report for 2023-24

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

(2023-24). 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 MEd 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 the Statewide Campuses, 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 2023-2024**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/2024)	Number of Completers in most recently completed academic year (12 months ending 05/2024)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Master of Education	Utah Associate Educator License Utah Professional Educator License	115	55
Total for programs that lead to initial credentials		115	55
<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		115	55
Unduplicated total of all program candidates and completers		115	55

### 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> <table border="1"> <thead> <tr> <th>Cohort Year</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Location/Format</td> <td>Kaysville/Face-to-Face</td> <td>Web-broadcast</td> <td>Web-broadcast</td> </tr> <tr> <td>Number of Students</td> <td>59*</td> <td>32**</td> <td>24</td> </tr> </tbody> </table> <p>*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. One student from the 2021 cohort joined the 2022 cohort after a leave of absence.</p>					Cohort Year	2021	2022	2023	Location/Format	Kaysville/Face-to-Face	Web-broadcast	Web-broadcast	Number of Students	59*	32**	24			
Cohort Year	2021	2022	2023																
Location/Format	Kaysville/Face-to-Face	Web-broadcast	Web-broadcast																
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<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> <table border="1"> <thead> <tr> <th colspan="5">2023-24 Completion Year Graduation Rate (2021 Cohort)</th> </tr> <tr> <th>Initial Enrollment</th> <th>Students Graduated</th> <th>Student(s) Taking Leave of Absence</th> <th>Students Withdrawn</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>55</td> <td>5*</td> <td>4</td> <td>93%</td> </tr> </tbody> </table> <p>*There were 2 students in 2022 who took a leave and have not recontinued with the program. Two other students who took a leave of absence have returned to continue the program requirements and will be counted with future school counseling cohorts.</p>					2023-24 Completion Year Graduation Rate (2021 Cohort)					Initial Enrollment	Students Graduated	Student(s) Taking Leave of Absence	Students Withdrawn	Graduation Rate	59	55	5*	4	93%
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59	55	5*	4	93%															
<p><b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.  During the 2023-24 academic year, the program recommended a total of 55 individuals to the Utah State Board of Education for a Professional Educator License in School Counseling.</p>																			
<p><b>D. Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.  Of the 56 enrolled individuals during the 2023-2024 academic year who were set to complete the program in the fall of 2023 or spring of 2024, 55 individuals completed within the expected timeframe.</p>																			
<p><b>E. Summary of state license examination results</b>, 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 Exam is a graduation requirement for all students. Students must take and pass the exam at or above the Utah cutoff score which is 153. Taking and passing the Praxis is also required for students to earn their Utah Professional</p>																			

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 Exam.

**Professional School Counselor Praxis Scores**

N	Mean	Range	SD
56	174	155-187	8

**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 3.86. 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 2024 Graduate Survey was sent to our program completers of the 2021-22, 2022-23, and 2023-2024 academic years. This year we had 80/193 people respond (response rate of 41%) compared to last year's response rate of 39.5% (70/177 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 4.86. 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 somewhat low. We sent the survey to 177 principals across the state of Utah with only 40 responding (23% 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. Sixty-eight percent of the 2023-24 completers were hired in secondary or elementary school counselor positions. Twenty-nine percent of the 2023-24 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.

	High School Counselor	Jr. High/ Middle School Counselor	Elementary School Counselor	K-12 School Counselor	Employed Outside of School Counseling	College/University Advisor	Unknown	Total School Counselor Positions
<b>% of Completers</b>	36%	36%	15%	6%	2%	2%	16%	80%
<b># of Completers</b>	17	17	7	3	1	1	9	44

#### 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 2023 semester and spring 2024 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.	55/56 students passed their internship experience during the 2023-24 academic year. One student did not complete their internship experience and is on a leave of absence.
Grades 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	The cohorts covered in this annual report include cohorts 2021, 2022, and 2023. During the 2023-24 academic year, there were four instances of students earning less than a B (3.0). One student from the 2021 cohort received an F grade for two separate courses. One student from the 2023 cohort received a D for one course and another student from the 2023 cohort received a B- for one course. Of all students completing coursework during the 2023-24 academic year, 97.32% met the performance expectation of a B (3.0) grade or higher.
Praxis Scores	Passing score of 153 or greater for the test 5422 and a score of 164 for the 5421	100% attainment. Below are the statistics for the 2023-24 program completers:

	<p>exam. This was the final year the 5421 exam was able to be taken for our program students which highlighted the 3<sup>rd</sup> edition of the ASCA National Model. The 5422 exam looks at the 4<sup>th</sup> edition of the ASCA National Model.</p>	<p>Mean = 174 Range = 155-187 SD = 8.30 N = 56</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 have 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 grow in.</p>	<p>Data on these four practicum skill evaluation videos were recorded throughout the PSY 6370 experience. Of the 26 students, the average score across all videos was 3.68.</p> <p>This required downloading the Practicum Skill Evaluation Rubrics from Canvas and manually going through each to compile the data in a spreadsheet. There are a total of 26 students times four different videos for a total of 104 skill rubrics.</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 = 3.96)</li> <li>• How well did the program train you to collaborate with other colleagues to support professional learning? (Mean = 3.88)</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>The expectation of the program is that all items will receive an average rating of at least 3. All items exceeded this expectation, with scores ranging from 3.57 to 4.39. This indicates to us that our students have the skills and abilities needed to be successful school counselors.</p>

<ul style="list-style-type: none"> <li>• How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system? (Mean = 3.77)</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 = 3.75)</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 = 3.61)</li> <li>• Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders? (Mean = 3.87)</li> <li>• Please rate your preparation in terms of the skills required to be an effective school counselor? (Mean = 3.80)</li> <li>• How well do you think the program trained you in College and Career Readiness? (Mean = 3.90)</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 = 3.58)</li> </ul>		
<p><b>Employer Survey Responses.</b></p>	<p>Based on the following scale, we expect that employers will rate our graduates at a</p>	<p>The average rating employers gave our graduates was at least 4 on every item.</p>

<p>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>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>This indicates that our employers are satisfied with the preparation of our graduates.</p>
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
<p>Practicum Secondary Supervisor Evaluation Ratings pertaining to dispositions and behaviors required for successful professional practice and content and professional knowledge</p>	<p>Score of 3 “Average” or better, using a 5-point Likert-type scale.</p>	<p>The 2022 cohort completed their practicum experience during the 2023-24 academic year. Overall, 93% of the students had 100% attainment in all areas of the evaluation. Two students received two ratings of 2 on one or more items.</p>
<p>Practicum Site Supervisor Evaluation Ratings pertaining to dispositions and behavior required for successful professional practice and content and professional knowledge.</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 2022 cohort completed their practicum experience during the 2023-24 academic year. Overall, 93% of the 2022 cohort achieved full attainment in all areas. Two students received scores of 2 - “Fair” in one or more areas.</p>
<p>Internship Site Supervisor Evaluation Ratings pertaining to dispositions and behavior required for successful professional practice and content and professional knowledge.</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 2021 cohort completed their internship experience during the 2023-24 academic year. Overall, 89% of the 2021 cohort achieved full attainment in all</p>

		<p>areas. Six students received scores of 2 in one or more areas.</p> <p>The program consulted with both the site and secondary supervisors in these situations. It was determined that, although the students had continued professional development to engage in, the ratings did not need to result in remediation. The students successfully passed the internship experience and completed the program.</p>
<p>Practicum Dispositional Assessment Evaluation using the Professional Disposition Competency Assessment Revised rating scale by secondary supervisors at the end of practicum completion pertaining to professional dispositions and behavior required for successful professional practice.</p>	<p>Score of 3 “Average” or better, using a 5-point Likert-type scale.</p>	<p>The 2022 cohort completed their practicum experience during the 2023-24 academic year. Overall, 100% of the 2022 cohort achieved a 3 or better in the PDCA-R rating in all areas.</p>
<p>Internship Dispositional Assessment Evaluation using the Professional Disposition Competency Assessment Revised rating scale by secondary supervisors at the end of internship completion pertaining to professional dispositions and behavior required for successful professional practice.</p>	<p>Score of 3 “Average” or better, using a 5-point Likert-type scale.</p>	<p>The 2021 cohort completed their internship experience during the 2023-24 academic year. Across all dispositions, the average rating was 3.76.</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 again during the spring 2024 semester for the fall 2024 student cohort. Implementation and the adjustment of the admissions process stemmed from the incorporation of the Professional Dispositions Competency Assessment, Revised Admissions (PDCA-RA). The pre-requisite courses were dropped for this incoming cohort and completion of a 2000-level or higher statistics course or acceptance into the program with the completion of a co-requisite 2000-level or higher statistics course was required for all incoming students. The GRE/MAT entrance exam was also dismissed for our incoming Fall 2024 cohort of students. Phase three of the admissions process, the 30-minute Zoom interviews, transitioned into 1-hour small group interviews during an in-person event at the beginning of April inviting those who met program admission requirements following the screening of phase I and phase II ratings. Phase three also included a writing sample for applicants to complete which incorporated half of the questions from the PDCA-RA. The group interview included the other half of the questions relevant to a group interview format.

The admission process included three phases, (phase 1) an overall prescreen scoring of the following, the score of the prerequisite requirement with a B grade or higher, an undergraduate GPA from the past 60 credit hours or graduate GPA from last 30 credits, and three letters of recommendation; (phase 2) review of statement of purpose; and (phase 3) a 1-hour group interview with one faculty admissions committee member asking questions pertaining to the PDCA-R Admissions questions to assess professional dispositions competencies appropriate to the counseling field.

The admissions committee comprised of four committee members including the program director and the other full-time faculty member representing the two-core faculty of the school counseling program, the graduate program coordinator, and the graduate assistant for the school counseling program who is a current PhD student within the Rehabilitation Counselor Education Program to support the review process for the 2023-2024 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 reviewed each applicant's statement of purpose and concluded inviting qualified applicants to the in-person interview day where the two-core faculty lead the group interviews, the graduate assistant monitored the writing sample time, and the graduate program coordinator supported an in-formal discussion time for applicants during the in-person interview day activities and helped applicants get to their appropriate place for their interview.

Utilizing a rubric within the prescreening assessment process and during the group interviews 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 (pre-requisite, GPA, 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 graduate program topics such 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. We have integrated hosting an in-person meeting one to two times annually to connect and celebrate the service of our student advisory board members.

#### Hiring of a Tenure Track Assistant Professor

We welcomed our second full-time tenure track assistant professor in the fall of 2023, Dr. Tae-won Kim, who recently graduated from the University of Central Florida in Counselor Education and Supervision. Dr. Kim has a strong background in diversity, counseling, school systems, supervision, and clinical skill training. During the 2023-2024 academic year, the program director mentored Dr. Kim into the role of Practicum and Internship Coordinator, to begin his service starting in the fall of 2024.

#### Tenure Track Assistant Professor Search

We had another successful search to support bringing on a tenure track assistant professor as a teaching faculty appointment this year. The search began in late November/early December 2023 and continued through April 2024. The tenure track assistant professor search was successful at the end of the spring 2024 semester where the program welcomed one additional tenure track assistant professor to join the core faculty. The program now has three total tenure track faculty members with PhDs in Counselor

Education and Supervision from CACREP doctoral programs, inclusive of the program director, where all three faculty have backgrounds in school counseling.

#### PSY 6370: Practicum in School Counseling

During the 2023-2024 academic year, the program director mentored the newest faculty member to support practicum and internship coordination to begin in the fall of 2024. Training continued twice during the academic year to support the practicum-internship coordinator to oversee the evaluations and processes of practicum and internship.

#### Program Recruitment

The program continued to expand recruitment endeavors for potential students during the fall 2023 and spring 2024 semesters. Procedures included continuing to utilize the Zoom platform to reach candidates more broadly through a series of virtual open house events where open houses were offered during the first Wednesday of each month. Pre-event social media marketing continued with Facebook and Instagram ad postings 7-14 days before the event. Information about the invitation to register for the open house was shared on our website throughout the month before the event. The event included the use of breakout rooms to allow participants to speak individually with a graduate program representative following the overview of the information shared: <https://cehs.usu.edu/dev/psychology/masters/open-house> During the open house events from August through February there were a total of 129 registrants. The February open house was an in-person event, where 9 out of the 13 attendees applied to the program, where 7 of the 13 started the program in Fall of 2024. As a result of the USHE grant identified previously, there were 32 application fee waivers utilized from this year's group of applicants that waived their application fee. During each open house event, the program asks for data in the form of an exit survey relating to the information shared during the open house, including demographic information about the individuals in attendance. Of those individuals who completed the exit survey, 54% currently worked in a K-12 setting, and 46% did not. 100% of the responders answered "strongly agree" to the prompt: "My time was well spent attending the presentation" on a 5-point rating of strongly agree to strongly disagree.

During the fall 2023, the GPC attended three Graduation Fairs at UVU, Weber State University, and USU. In the College of Education and Human Services at USU, the program GPCs collaborate, attending all Utah grad fairs and promoting all CEHS graduate programs. Additionally relating to recruitment efforts, the GPC is the point of contact for interested individuals in the MEd program, where the GPC regularly has weekly appointments for pre-advising questions relating to the program.

#### Program Updates

There were a few changes relating to the school counseling program for the 2023-2024 academic year.

The program assistant moved into the role of the graduate program coordinator after the prior GPC had left for another position within the university. Additionally, the program was able to hire a graduate assistant who is a current PhD student within the department of Rehabilitation Counseling with a background from the MEd program and as a school counselor.

The name of the program was successfully changed to reflect a more appropriate degree from MEd in Psychology with a concentration in School Counseling to an MEd in School Counseling! This university Curriculog proposal was submitted during the Fall 2022 and approved Spring 2023 to begin the changes of the degree to be awarded upon completion of the program for incoming students starting in the Fall of 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.

Status of Goals from 2022-23 report:

- **1a.** The program continued to 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. This included a continual assessment of student dispositions and overall performance throughout their program by holding program meetings 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. Due to the complexity of having individualized links for each student, this changed for 2023-24 to one link for all supervisors to fill out.
- **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.

- **2e.** Continual engagement with students in their own professional understanding of dispositions and competencies while evaluating students on their growth and areas for improvement was done by stakeholders, inclusive of external (site) supervisors, faculty and secondary supervisors, and staff through the integration of the Professional Dispositions Competency Assessment – Revised process from admissions through exit of the program.
  - o Students continued to self-assess their own dispositions (1<sup>st</sup> year students and 2<sup>nd</sup> year students before practicum); the PDCA-R was incorporated into practicum and internship mid – and end – of semester meetings.
- **3f.** Training continued to support school counseling site and secondary supervisors in supervision expectations to support practicum and internship experiences of school counselors in training.
- **4a.** Continued 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 ensuring voices from stakeholders are heard throughout the state of Utah from critical perspectives regarding the landscape of the school counseling profession and needs to support educational outcomes.

## 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>	Reassessing the implementation of co-instruction and instead moving towards multiple sections of classes to support a smaller group of students in each class and more direct communication and feedback from instructors.
<b>Actions</b>	Program will move to having multiple sections of courses to not exceed 30 students in each course instead of hiring student TAs or having co-instruction for courses.
<b>Expected outcomes</b>	Support courses to include smaller class sizes with a core instructor and no TA and move towards having multiple sections of courses instead of one large section of a course.
<b>Reflections or comments</b>	Assessment of teaching evaluations were not as successful with a co-teaching approach 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 an ASCA recognized program for our re-accreditation cycle in 2026 (standard 4)
<b>Actions</b>	Attend the ASCA recognized school counseling program webinars
<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>	Successful search of a new assistant professor with 7 years of experience as an assistant professor at another institution and over 17 years of school counseling experience in K-12 settings.
<b>Goals for the 2023-24 year</b>	Establishing the role and areas in which the practicum and internship coordinator would support the MEd 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>	<p>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.</p> <p>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</p>
<b>Reflections or comments</b>	Successfully trained and supported our newest full-time faculty member (Fall 2023) to integrate into the position starting in the Fall of 2024
<b>Goals for the 2023-24 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>	This is an ongoing task to be supported again during the 2024-2025 academic year.
<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>	To ensure the program is meeting the USBE requirements and aligning with ASCA standards to support ASCA Recognition as a program in the future.
<b>Reflections or comments</b>	This is an ongoing task to be supported again during the 2024-2025 academic year.

## 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 2023 (continuing into the spring of 2024) to support the search for an additional full-time tenure track assistant professor within the program. One additional tenure track assistant professor was hired to start in the fall of 2024 to support the MEd in School Counseling program. <https://cehs.usu.edu/psychology/people/todd-anjanette> This was made possible by ongoing grant funding through USHE Healthcare Targeted Workforce Development Grant starting in the fall of 2023 where the awarded \$171,000 grant to increase student capacity in the MEd in School Counseling program at USU with the addition of a new faculty member and an additional teaching assistant (which is our current graduate assistant).

## 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 2023-2024 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 2022-23 report:

Program related progress is ongoing with program advisement through the integration of a cohort Canvas course and monthly open houses to support communication and transparency of information to support incoming students and currently enrolled students.

### 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, Associate Dean and Professor

Date sent to AAQEP:	11/11/24
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