



## AAQEP Annual Report for 2025

Provider/Program Name:	University of the Virgin Islands/School Counseling Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 2029

# 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.

The University of the Virgin Islands (UVI) School of Education (SOE) serves communities in and out of the territory. Within the territory, our partners are the Virgin Islands Department of Education (VIDE), Virgin Islands Board of Education (VIBOE), Infants and Toddlers Program, Virgin Islands Department of Human Services, Office of Childcare Regulatory Services and Young Children and Families. The SOE also serves communities in neighboring Caribbean islands through partnerships with schools/colleges of education at community colleges and ministries of education. SOE services include, but are not limited to: the preparation of school counselors, teachers, administrators, other school professionals; early care and education services; and consultation for certification requirements.

### **Vision, Mission, and Values**

The School of Education's strategic plan, *Enhancing School Outcomes Through a Culture of Innovation in the Preparation of Educators and Other School Professionals*, mapped the route of the University of the Virgin Islands School of Education (SOE) for the years, 2019-2024. This plan was established based on the following assertions: (1) The SOE would address the challenges of low student enrollment, evidenced across Schools and Colleges of Education in the United States; (2) The SOE would be a first choice for educator and other school professional preparation for the USVI, US mainland, and the wider Caribbean; (3) The SOE would increase program offerings and innovative ways in which to instruct preservice majors, as well as in-service professionals; (4) The SOE would develop a blueprint for transforming itself into a 21<sup>st</sup> century program; (5) The SOE would prepare its candidates to become change agents for embedding 21<sup>st</sup> century knowledge and skills in every aspect of P-12 curricula in accordance with national and state/territorial standards. The assumption of leadership and faculty in the School of Education was

that these assertions would be made realities only from strategic supports, such as responsible stewardship of the University, a robust faculty in expertise and size, and the contributions of alumni, current students, and collaborative partnerships.

The purpose of the SOE is to prepare professionals who are leaders that are reflective and active learners and that are committed to enabling students' academic development and success. The goal *is to produce high quality education professionals who are ethically and culturally competent to serve schools, foster innovation and change, and address social justice issues locally, regionally, and globally.*

The philosophical framework of the School of Education is rooted in the SOE's mission and is consistent with the mission of the university. The SOE believes the primary need of today's professional is a well-rounded knowledge base which provides one with the ability to deal with the complexities of the modern world. Specialization, therefore, is to supply that theoretical and practical knowledge which provides tools necessary for competent practice of the profession.

## **Leadership**

The UVI School of Education (SOE) is a small academic unit. The Dean, Dr. Karen H. Brown, is the Unit Manager. The interim Chair, Mr. Erik Heikkila, is the Academic Supervisor. Mr. Heikkila is a tenured assistant professor and Director of Physical Education. With the retirement of the prior department chair, Dr. Magdalene Tobias, in May 2024, Dean Brown now temporarily serves as the lead of the teacher education programs (Elementary Education, Inclusive Early Childhood Education (IECE) degree programs and certificate programs in Secondary Teaching and Teaching English as a Second Language (TESL). Junior, tenure-track faculty support the Dean in this role by serving as faculty advisors and assisting with curriculum development. Each graduate education program has a director or lead faculty who also serves as the faculty advisor. Dr. Clinton Valley serves as Program Director for the Master of Arts in Educational Leadership (MAEL). Dr. Xuri Maurice Allen serves as the Program Director for the Master of Arts in School Counseling (MASC). Dean Brown serves as lead for the Postbaccalaureate Certificate in Special Education and Education Specialist (EdS) in School Psychology programs.

## **Master of Arts in School Counseling (MASC)**

Accredited by the Association for Advancing Quality in Educator Preparation (AAQEP), the Master of Arts in School Counseling (MASC) program at the University of the Virgin Islands is a rigorous 48-credit hour program consistent with the 2024 School Counseling Specialty Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Students enrolled in the MASC program preparing for positions and careers as school counselors in the US Virgin Islands, the broader Caribbean, the Continental United States, or elsewhere in the world, undergo coursework and experiential learning activities to develop and demonstrate dispositions and the professional knowledge and skills that promote development among students in the three primary school counseling domains. The three domains, as identified by CACREP and the American School Counselor Association (ASCA) are academic development, career development (which includes college awareness, preparation, and selection), and social/emotional (i.e., personal) development.

The Master of Arts in School Counseling program “represents a synthesis of content and experiences that result in [MASC] students’ demonstration of the professional knowledge, skills, and dispositions articulated in [CACREP] standards needed for successful practice.” Additionally, the MASC program promotes the professional ethical standards and codes, competencies, and positions as advanced by the American School Counselor Association (ASCA) and the American Counseling Association (ACA). Moreover, MASC program students are encouraged throughout their enrollment to aspire to the professional ethical standards and codes, competencies, and positions of these organizations, especially in terms of advocacy, beneficence to student counselees, diversity, inclusivity, and rights of student counselees.

### **Key Features**

Key features of the Master of Arts in School Counseling program include:

- 48-credit hour program which includes 3 credit-hours (100 clock hours) of Practicum with host site and institutional supervision

- Accredited by the Association for Advancing Quality Educator Preparation (AAQEP)  
Current certification period expires December 2029
- Satisfies Association for Advancing Quality Educator Preparation (AAQEP, 2021), Council for the Accreditation of Counseling Related Educational Programs [School Counseling Specialty] (CACREP, 2024), and Virgin Islands Board of Education (VIBOE) certification standards
- Promotes familiarity with – and knowledge of – national, regional, and local school counseling and counseling professional associations including, but not limited to: the American School Counselor Association (ASCA), the American Counseling Association (ACA) and its Divisions, the US Virgin Islands School Counselor Association (USVISCA), and the US Virgin Islands branch of the American Counseling Association (ACAVI)
- Classes/Coursework conducted via virtual means (i.e., Microsoft Teams); Practicum Experience conducted in-person at practicum host site

### **Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.uvi.edu/academics/education/programs/master-arts-school-counseling/index.html>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<b>Programs that lead to initial teaching credentials</b>			
Total for programs that lead to initial credentials			
<b>Programs that lead to additional or advanced credentials for already-licensed educators</b>			
Total for programs that lead to additional/advanced credentials			
<b>Programs that lead to P-12 leader credentials</b>			
Total for programs that lead to P-12 leader credentials			
<b>Programs that lead to credentials for specialized professionals or to no specific credential</b>			
		22	11
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs			

Unduplicated total of all program candidates and completers	22	11
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### 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.)

No programs were added or discontinued during the reporting period.

## 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>A. <b>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>Total enrollment in the Master of Arts in School Counseling (MASC) program numbered <b>22</b> candidates during Academic Year 2024-2025. This total represents a 47% increase over the previous year (N = 15) and a 214% increase over the total (N = 7) reported to AAQEP within the program's Quality Assurance Report (QAR) of May 2022.</p>
<p>Total enrollment included a 10-member cohort sponsored by the Virgin Islands Department of Education (VIDE) that began the program in Summer Session II, 2022. The additional enrolled candidates were not members of the VIDE-sponsored cohort and consisted of four new USVI students, four continuing USVI students and four readmitted University of the Virgin Islands at University of St. Martin (i.e., UVI@USM) students.</p>

<p><b>B. Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p> <p>There were <b>11</b> unique Master of Arts in School Counseling (MASC) program completers during Academic Year 2024-2025.. This total includes nine members of the cohort sponsored by the VIDE, and 2 students who were not VIDE cohort members. The numbers and campus designations for completers are as follows:</p> <p><b>8</b> Completers: Orville E. Kean Campus (OEK – St. Thomas)</p> <p><b>3</b> Completers: Albert A. Sheen Campus (AAS – St. Croix)</p> <p><b>0</b> Completers: University of the Virgin Islands at University of St. Martin (UVI@USM – St. Maarten)</p>
<p><b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p> <p>The Master of Arts in School Counseling program prepares candidates, but does not formally extend recommendations, for school counselor certification.</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.</p> <p>The cohort completion rate for candidates who completed the MASC program within its expected timeframe, <b>and</b> in 1.5 times the expected timeframe is <b>91%</b>.</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%.</p>
N/A
<p><b>F. Explanation of evidence available from program completers</b>, with a characterization of findings.</p> <p><b><i>Education Completer Exit Survey - Graduate Programs.</i></b> The <i>Education Completer Exit Survey – Graduate Programs</i> is a 32-item instrument consisting of (a) three demographic items, (b) 25 four-point Likert scale items (i.e., “1 – Not Observed,” “2 – Needed Improvement,” “3 – Satisfactory,” “4 – Excellent,” and (c) four items specific to the School of Education that permit open-ended narrative responses. The survey was sent via email to the 11 MA in School Counseling (MASC) completers (i.e., graduates) after the conferral of their degrees. Submission of completed surveys were received from 9 completers, thereby yielding a response rate of 82%.</p>



MASC program completers were very satisfied with their graduate experience in regard to instructor performance, academic advising, learning, and the program's alignment with the School of Education's conceptual framework. The average score of **3.78** (out of 4.00) attained for Likert scale Item #28 (i.e., *My overall experience in my graduate program at UVI*) readily speaks to completers' favorable experiences, perspectives and satisfaction.

In terms of scores on each individual Likert scale item, average scores ranged from 3.14 to 3.89. Below is each Likert scale item, along with its average score based on completers' responses to the item:

- Item 4 – The program was relevant to my future career (**3.89/4.00**) **\*Highest Average Score**
- Item 5 – Faculty were interested in my progress as a student (**3.89/4.00**) **\*Highest Average Score**
- Item 6 – Faculty were accessible to respond to my queries (**3.63/4.00**)
- Item 7 – Faculty demonstrated fairness in assessment of course performance (**3.75/4.00**)
- Item 8 – Faculty gave helpful feedback on academic progress (**3.33/4.00**)
- Item 9 – Faculty treated students with respect (**3.67/4.00**)
- Item 10 – Faculty modeled best practice in instruction (**3.56/4.00**)
- Item 11 – Overall, I am satisfied with the quality of instruction and support I received for my degree (**3.67/4.00**)
- Item 12 – The overall approach (friendliness or student centeredness) displayed by faculty in their advising (**3.78/4.00**)
- Item 13 – The accuracy of advising in terms of my program requirements (**3.67/4.00**)
- Item 14 – The effectiveness of the system for resolving issues (**3.14/4.00**) **\*Lowest Average Score**
- Item 15 – Overall, the advisement received for my program (**3.88/4.00**)
- Item 16 – Quality of field experiences available (**3.67/4.00**)
- Item 17 – Length of field experience available (**3.67/4.00**)
- Item 18 – Use of technology to enhance learning (**3.56/4.00**)
- Item 19 – Rigor of my learning experience in preparation for the profession (**3.71/4.00**)
- Item 20 – Access to textbooks and other learning resources (**3.67/4.00**)

- Item 21 – Access to course grades and other academic information (**3.38/4.00**)
- Item 22 – My graduate program in the School of Education has prepared me to function in highly complex and diverse settings and to promote academic excellence and student success (**3.78/4.00**)
- Item 23 – My program of study helped me to become a more reflective practitioner, to be able to give and accept criticism; to evaluate the effects of choices and decisions, and to demonstrate high professional standards (**3.67/4.00**)
- Item 24 – Faculty enabled my learning by their knowledge of content, their pedagogical skills, and their maintaining a positive learning climate (**3.44/4.00**)
- Item 25 – My academic program helped me to be an active learner; to think critically, to use research-based best practices to inform decision-making, and to appreciate the importance of context in learning experiences (**3.67/4.00**)
- Item 26 – My academic program helped me to grow as a leader; to be self-motivated, collaborative, to care for and build positive relationships (**3.63/4.00**)
- Item 27 – My interactions with staff member(s) in the SOE (**3.57/4.00**)
- Item 28 – My overall experience in my graduate program at UVI (**3.78/4.00**)

While the number of responses to the open-ended items on the *Education Completer Exit Survey – Graduate Programs* were few, information gleaned from them was/is insightful in addressing strengths of the MASC program, as well as areas for improvement and enhancement. Below are the responses that were provided for each open-ended item.

- Item 29 – What do you see as the strengths of your program?  
*“The significant and up to date resources. The professors provide relevant and modern course text.”*  
*“Knowledgeable”*  
*“Up to date practices, deep dive in theories, discussion on relevant issues”*  
*“Individualized attention, professors are caring and invested in our success”*  
*“The rigour of the course helped me to retain the practices and theories necessary for the end goal of being a great masc graduate.”*
- Item 30 – What do you see as priorities for growth in the next three to five years?

*“More field and mentorship programs embedded into the program.”*

*“Direct link to job opportunities”*

*“Prepare MASC graduates for the Praxis 5422 instead of not mentioning that the test is required in order to be certified by VIBOE and hired by VIDE”*

*“Prompt feedback and grading”*

- Item 31 – What change(s), if any, need to be made to the program you did?

*“None”*

*“Three classes each semester are very rigorous and challenging to manage. Two is more reasonable because we are also full-time employees, parents, etc with busy lives. It was very challenging to juggle the course load and keep up with everything else.”*

*“Prompt Grading”*

- Item 32 – What needs to be discontinued?

*“Nothing”*

*“Nothing I can think of at this time”*

*“Nothing”*

**SmartEvals Teaching Evaluations.** MASC program faculty received favorable, informative SmartEvals teaching evaluations (i.e., quantitative and qualitative data) for fall 2024 – the only semester during which completers of this reporting period were enrolled. Each program faculty member (i.e., the lone full-time faculty member/program lead and the two part-time instructors) received overall SmartEvals scores of 6.00 and above on the 7.00 scale (i.e., scores at and between “Agree” and “Strongly Agree”). Below are the numeric scores, along with select narrative comments, submitted by completers for the full-time faculty member/program lead specific to the two courses taken in their final term of the MASC program.

EDC 545: Seminar in Current Trends in Counseling (RE: Counselor Self-Care)

**Numeric Score: 6.00/7.00**

*“He is very knowledgeable about the topic of self-care.”*

*“Professor is an excellent person and has shown much improvements. He has grown so much throughout the past two years which has made him an excellent professor. He provides insight to each student and fosters growth, knowledge and critical thinking skills.”*

*“This is one of the best classes if not the best class I[‘]ve had with this professor. Felt like I was learning and not being fact checked for reading the book.”*

EDC 586: Practicum in Counseling

**Numeric Score: 6.10/7.00**

*“The professor is very knowledgeable and encourages discussions.”*

*“Shares information readily such as resources, materials, feedback; seems genuinely interested in ensuring that the practicum experience is valuable and filled with opportunities for growth and new learning.”*

*“Professor is very Knowledgeable. Professor is very understanding and provides insight that greatly shaped the person me and my classmates have become.”*

**Note:** Both quantitative and qualitative SmartEvals data from a few respondents indicate three areas to enhance teaching effectiveness: (1) returning graded assignments promptly, (2) utilizing more experiential ways to assess student learning, and (3) using more varied pedagogical methods to provide instruction.

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

**UVI School of Education Stakeholders Satisfaction Survey: MA in School Counseling.** Subsequent to the conferral of the MASC degree to the 11 program completers for 2024-2025, the *UVI School of Education Stakeholders Satisfaction Survey: MA in School Counseling* was distributed to employed professional school counselors who served as Practicum host supervisors for completers in fall 2024. The 29-item survey consists of (a) three demographic items, (b) 22 four-point Likert scale items (i.e., “1 –

Not Satisfied,” “2 – Somewhat Satisfied,” “3 – Satisfied,” “4 – Very Satisfied”), and (c) four items specific to the School of Education that permit open-ended narrative responses. The survey was sent via email to the stakeholders who hosted and supervised the 2024-2025 MA in School Counseling completers within Virgin Islands Department of Education schools on St. Croix, St. John, and St. Thomas. The response rate for completed and submitted surveys was 60%.

The Likert scale items, along with those for which narrative responses can be provided, assess stakeholders’ perceptions of completers in the four foci themes of the School of Education ‘s conceptual framework that was influenced by research, theory, and practice: (1) the professional as reflective, (2) the professional as an enabler of student learning and development, (3) the professional as an active learner, and (4) the professional as a leader.

In terms of scores on each individual Likert scale item, average scores ranged from 2.83 to 3.83. Below is each Likert scale item, along with its average score based on stakeholders’ responses to the item.

#### The Professional as Reflective

Item 4 – Engage in opportunities for professional growth (**3.50/4.00**)

Item 5 – Use strengths and weaknesses as learning tools to modify and make appropriate adjustments (**3.33/4.00**)

Item 6 – Give and accept constructive criticism (**3.17/4.00**)

Item 7 – Evaluate the effects of choices and decisions on others (**3.33/4.00**)

Item 8 – Demonstrate high professional expectations and ethical practice (**3.67/4.00**)

#### The Professional as an Enabler of Student Learning and Development

Item 9 – Show respect for all students (**3.83/4.00**) **\*Highest Average Score**

Item 10 – Organize counseling services, activities and experiences for all students (**3.50/4.00**)

Item 11 – Use counseling strategies that respond to students’ individual needs (**3.50/4.00**)

Item 12 – Demonstrate an in-depth understanding of counseling content and counseling professional knowledge skills, and techniques (**3.33/4.00**)

Item 13 – Construct counseling environments that are student-centered and that encourage positive social interaction, engagement, and self-motivation (**3.17/4.00**)

Item 14 – Demonstrate sensitivity and appreciation for diversity (**3.67/4.00**)

Item 15 – Demonstrate an understanding of how students learn and develop (**3.33/4.00**)

Item 16 – Use knowledge of how students learn and develop to plan for delivery of counseling services and assessment (**3.50/4.00**)

Item 17 – Select, develop, and use formal and informal assessment strategies to evaluate student learning and development to strengthen counseling and inform decision making (**2.83/4.00**) ***\*Lowest Average Score***

#### The Professional as an Active Learner

Item 18 – Engage in critical thinking and problem-solving (**3.67/4.00**)

Item 19 – Use research-based best practices to inform decision-making to fit the needs of all students in the school environment (**3.00/4.00**)

Item 20 – Show an appreciation for context and relevance of learning and student development experiences (**3.17/4.00**)

Item 21 – Use knowledge of effective verbal, non-verbal, and media communication strategies to promote student learning and development (**3.50/4.00**)

#### The Professional as Leader

Item 22 – Show initiative and self-motivation in leadership (**3.17/4.00**)

Item 23 – Establish cooperative partnerships with school colleagues, parents, and the community to support student learning and development (**3.33/4.00**)

Item 24 – Demonstrate caring dispositions towards all students (**3.83/4.00**) ***\*Highest Average Score***

Item 25 – Seek opportunities to build interpersonal relationships with staff/colleagues, parents, and other stakeholders (**3.33/4.00**)

With an average score of 3.83 (out of 4.00) for Items 9 and 24, the stakeholders rated completers highest in “show[ing] respect for all students” and “demonstrat[ing] caring dispositions towards all students.” These results suggest that completers possess the most fundamental characteristics, attributes, and dispositions necessary to serve students and students’ families in the capacity of

professional school counselor. Conversely, with the only average score below 3.00 (out of 4.00), the stakeholders rated completers lowest in “select[ing], develop[ing], and us[ing] formal and informal assessment strategies to evaluate student learning and development to strengthen counseling and inform decision making.” While the average score of 2.83 (out of 4.00) for this item is not egregious, it does suggest that efforts to improve in the tasks addressed in the item are warranted.

Responses to the open-ended items on the *UVI School of Education Stakeholders Satisfaction Survey: MA in School Counseling* provided valuable narrative feedback for program consideration. The responses provided for each open-ended item are found below.

- Item 26 – What do you see as the strengths of the program?

*“Although the program has many strengths, the one that I would like to mention is the hands-on opportunities that allow the students to apply their learning in the school environments in which they can receive meaningful feedback. This helps the students build confidence in their [school] counseling abilities.”*

*“The candidates were very supported and prepared for their internship [practicum].”*

*“The engagement of males into the [school] counseling profession is indeed a strength of the program.”*

*“The School of Counseling allows MA students to delve into themselves as to my they want to become [school] counselors.”*

*\*Writing/typing corrected for clarity*

*“Students are eager to become school counselors”*

- Item 27 – What do you see as priorities for growth in the next three to five years?

*“Some priorities may include strengthening the practical experiences by having the students participate in hands-on learning opportunities for a longer duration of time. Another priority can be enhancing more partnerships with our schools, both private and public so the student is able to not only improve hands-on learning but to build professional networks.”* *\*Writing/typing corrected for clarity*

*“The program and communication seemed to be extremely unorganized.”*

*“Training [school] counselors in technology that impacts students’ social, personal and academic behaviors to include usage of A.I. and ChatGPT access and the knowledge of using these avenues as tools to counsel students is a priority needed to equip [school] counselors with this knowledge.”*

*“Priorities for growth should be to bridge the gap between the School of psychology and Counseling to garner more students.”*

*“Strengthen relationship with schools*

- Item 28 – What change(s), if any, need to be made to the program?

*“At this time, I do not think anything needs to change.” \*Writing/typing corrected for clarity*

*“I am not presently aware of the depth of the program that would acquire specific changes needed, but there is always room for continual growth.”*

*“None”*

*“The practicum program needs to be longer and designed for students wo practice on the elementary, middle and high school levels”*

- Item 29 – What needs to be discontinued?

*“At this time, I do not think anything needs to be discontinued.” \*Writing/typing corrected for clarity*

*“There is an urgent need for [school] counselors to address the rising and diverse social needs of students, therefore [school] counselors should not be deterred by such conditional exams as Praxis. This need[s] to be discontinued, and the use of relevant workshops should be inserted as avenues for continual professional upgrading for [school] counselors.”*

*“None for now.”*

*“Not sure”*

H. 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.

No formal mechanism exists presently to investigate the employment rates for MASC program completers. Given the small size of the program, however, and most completers residing and working in the territory, program faculty have knowledge of where completers are employed and/or continue their educational pursuits.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.



During this reporting period, staffing capacity for counseling-specific Master of Arts in School Counseling program courses increased to three instructional faculty: the lone full-time faculty member and two part-time instructors. The utilization of two qualified counseling and school counseling professionals of the territory assured quality instruction, supervision, delivery, administration, and assurance primarily for the MASC program's capstone experiential course, EDC 586: Practicum in Counseling. While both part-time instructors served as instructors and institutional supervisors for sections of EDC 586, one part-time instructor also taught EDC 543: Group and Family Counseling and Consultation. Staffing capacity also was comprised of the School of Education Administrative Specialist and SOE external partners/stakeholders (i.e., professional school counselors) within the Virgin Islands Department of Education. The external partners/stakeholders served willingly and diligently as volunteer Practicum host site supervisors.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
GPA for Admission and Program Entry	Minimum cumulative GPA of 2.5/4.0 for admission and program entry	100%
Student Advisement	Absence of reported grievances	90%

Comprehensive Examination	Receipt of “Pass” on first or second attempt	100%
School Counseling Field Placement (i.e., Practicum) Evaluation	Minimum score of “3 – Good, Average Performance”	100%
E-Portfolio Assessment	Minimum score of 80%	100%
Completer Exit Survey	Minimum score of “3 – Satisfactory”	100%
Stakeholders Survey	Minimum score of “3 – Satisfied”	100%
Program Completion Rate	Graduation rate of at least 80% within the program’s expected timeframe and in 1.5 times the expected timeframe	90%

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
School Counseling Field Placement (i.e., Practicum) Self-Assessment	Minimum self-rating of “Sufficient”	100%
School Counseling Field Placement (i.e., Practicum) Instructor/Institutional Supervisor Evaluation	Minimum score of “3 – Good”	100%
Completer Exit Survey	Minimum score of “3 – Satisfactory”	100%

Stakeholders Survey	Minimum score of “3 – Satisfied”	100%
Program Completion Rate	Graduation rate of at least 80% within the program’s expected timeframe and in 1.5 times the expected timeframe	90%
Program Completion/Graduation GPA	Minimum GPA of <b>3.0</b> /4.0	100%

## 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.

- The MASC program retained 100%, and graduated on-time 90%, of the Virgin Islands Department of Education (VIDE) sponsored cohort comprised of 10 local elementary, middle, and secondary school professionals and paraprofessionals who began the program in July 2022.
- MA in School Counseling (MASC) degrees were conferred upon 11 completers during 2024-2025; this marks the largest number of completers since the inception of the MASC degree almost a decade ago. Three males – a milestone achievement – were among these completers.
- Accomplishments of program candidates/completers in 2024-2025 include: (a) gaining certification in Mental Health First Aid (MHFA), (b) becoming certified in Question, Persuade, Refer (QPR) Suicide Prevention, and (c) receiving UVI institutional and School of Education academic achievement awards, including the School of Education’s Outstanding Graduate Student Award (i.e., the honor awarded to the graduate-level candidate within the School of Education who has

the highest grade point average among all SOE graduate-level candidates) and Outstanding Graduate Award (i.e., the honor awarded to the School of Education graduate who has the highest grade point average among all SOE graduates).

- Two new recognition awards were extended to MASC candidates/completers for the first time by the School of Education: the “Promising Professional Award” and the “Overcomer Award.” The MASC program lead conceptualized the “Promising Professional Award” to recognize a MASC student who reflects dispositions, knowledge, skills, awareness, and professionalism – and demonstrates professional growth (e.g., organization/association membership and engagement, certification[s] earned, and/or other evidence of self-initiated professional development).
- All MASC students were encouraged to become student members of at least one of the following professional organizations: the American Counseling Association (ACA), the St. Croix Branch of the American Counseling Association (ACAVI), the American School Counseling Association (ASCA), and the US Virgin Islands School Counselor Association (USVISCA). In addition, it was recommended to all MASC students that they attend the annual professional development conferences of ACAVI and USVISCA, if possible.
- The MASC program underwent a successful UVINext Academic Review in fall 2024. This institutional internal review resulted in UVINext Task Force assigning a favorable score of **3.36** (out of a maximum score of 4.0) to the review report, a validation of the feasibility and vitality of the MA in School Counseling program.
- Three virtual MASC Interest and Information recruitment sessions were conducted via Zoom for prospective students on April 9, 2025; June 23, 2025; and July 10, 2025.

- The MASC program lead worked collaboratively with UVI Enrollment Management and Admissions to help configure the newly adopted admissions platform GradCAS for program use, and to finalize the revamped admissions process for MASC applicants to include two essays and a formal admissions interview with MASC program faculty.
- Qualitative program action research (PAR) was conducted again in 2024-2025 with enrolled MASC students who responded to a items aimed at program improvement and enhancement. MASC student focus group members responded to the following questions:
  - How might recruitment and admissions be improved for future MASC applicants?;
  - How might the MASC program better serve you in facilitating your student success, persistence, and retention?
  - Based upon your experience, what do you believe are the strengths of the MASC program?
  - Based upon your experience, what do you believe are the shortcomings of the MASC program?
  - What would you like to see accomplished by the MASC program, its candidates, and its completers within the next . . .
    - one to two years?
    - five years?
    - more than five years?