THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Counseling Program

2006-2007 Program Assessment

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diversity, creativity, development
The Counseling Program at the University of Texas at San Antonio is located in the Durango Building at the Downtown Campus (DB 4.322). We offer a Master of Arts degree in Counseling, which provides coursework leading to a state-level counseling license (Licensed Professional Counselor) or certification as a School Counselor. We also offer the Doctor of Philosophy degree in Counselor Education and Supervision to prepare students for advanced work as a practitioner, counselor educator, and/or supervisor.

Counseling Program Mission
The mission of the University of Texas at San Antonio’s Counseling Program is to prepare multiculturally competent professional counselors and counselor educators for south Texas and beyond who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples’ lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.

Program Goals and Objectives
The program emphasizes and models creativity and diversity while fostering developmental and relational processes through its relationship with the community, other university programs, and its students. Further, we strive to prepare student knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations. In accordance with the Program’s stated mission and goal statements, our objectives include:
1. Preparing multiculturally competent professional counselors and counselor educators;
2. Actively promoting students’ professional counseling identity;
3. Researching topics of importance related to professional counseling;
4. Teaching and practicing to the highest standards and expectations;
5. Serving the profession and providing outreach to the community.

Program Assessment Summary
Recognizing that program assessment can be achieved through multiple measures and processes, the program has instituted formalized procedures to systematically assess progress toward program goals. This section provides an overview of the program objectives and specific strategies the program has employed to assess progress toward our goal statement.

Following is a summary of the specific strategies the program has employed to meet our mutually established program objectives:

Objective One
Preparing Multiculturally Competent Professional Counselors and Counselor Educators

Strategy 1: Offering introductory and advanced multicultural counseling graduate coursework and infuse multicultural theory throughout program curricula.

Assessment: The program has continually offered entry level multicultural counseling courses since its inception. Beginning in the fall of 2004, the program has continually offered an advanced multicultural counseling course on a regular basis. Further, a review of the all course syllabi reveals that multicultural theory is covered in many core courses.
**Strategy 2**: Administering alumni, employer, and supervisor survey questions to assess multicultural theory and skill competencies of students and graduates.

**Assessment**: In the summer of 2006, the program administered a formal survey to alumni, employers, and supervisors (See Program Survey Results on page ). Results indicated that each of these groups perceived that the counseling students were prepared to work with multicultural populations. For example, 57% of program graduates believed they were adequately prepared and 43% believed they were exceptionally prepared in multicultural counseling theory.

**Strategy 3**: Assessing student knowledge of multicultural counseling theory via the master’s and doctoral comprehensive examinations.

**Assessment**: Master’s students have been regularly assessed via the nationally administered Counselor Comprehensive Examination and the newly developed faculty comprehensive examination. On both exams, students score relatively high on this area. Likewise, doctoral student examinations cover in-depth analysis of multicultural practice and theory. In program meetings, the counseling faculty discussed designating specific cultural immersion experiences for master’s and doctoral students. As of Spring, 2007 there are several unique opportunities to encourage immersion experiences. For example, Shane Haberstroh has partnered with Methodist Healthcare Ministries to offer counseling to obese children on the Texas-Mexico border.

**Strategy 4**: Regular administration of Fitness to Practice (FTP) questions focused on multicultural competence.

**Assessment**: The FTP is administered at regular intervals during the counseling program.

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**OBJECTIVE TWO**

**ACTIVELY PROMOTING STUDENTS’ PROFESSIONAL COUNSELING IDENTITY**

**Strategy 1**: Offering introductory and advanced graduate coursework in professional counseling identity.

**Assessment**: The program has continually offered entry level professional identity courses since its inception. Beginning in the fall of 2004, the program has continually offered an advanced professional identity course on a regular basis. Further, a review of all course syllabi reveals that counseling identity is covered in many core courses.

**Strategy 2**: Administering alumni, employer, and supervisor survey questions to assess students’ knowledge of professional counseling identity.

**Assessment**: In the summer of 2006, the program administered a formal survey to alumni, employers, and supervisors. For example, counseling students perceived they were prepared in professional identity and professional foundations. 93% of program graduates believed they were at least adequately prepared in this area.

**Strategy 3**: Assessing student knowledge of counseling identity theory via the master’s and doctoral comprehensive examinations.

**Assessment**: Master’s students have been regularly assessed via the nationally administered Counselor Comprehensive Examination and the newly developed faculty comprehensive examination. On both exams, students score relatively high on this area. Likewise, via career theories, doctoral student ex-
aminees are asked to define their professional identity as counselor educators and supervisors on the doctoral comprehensive examinations.

**Strategy 4:** Inclusion of Fitness to Practice questions focused on professional responsibility.

**Assessment:** The FTP is administered at regular intervals during the counseling program.

**Strategy 5:** Encouragement and inclusion of students in professional counseling activities such as ACA, ACA divisions and professional journals.

**Assessment:** Counseling faculty members are engaged in ACA related leadership positions, publish in ACA journals and actively promote the counseling profession through involvement in ACA and ACA Divisions.

**Strategy 6:** Hiring faculty who maintain and advocate for a professional counseling identity.

**Assessment:** Over the past four years, the counseling faculty searches have either required that applicants graduate from a CACREP accredited program, or gave significant preference to CACREP graduates. Likewise faculty search rating forms included preference for individuals involved with ACA and ACA Divisions.

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**OBJECTIVE THREE**

**RESEARCHING TOPICS OF IMPORTANCE RELATED TO PROFESSIONAL COUNSELING**

**Strategy 1:** Encouraging and supporting faculty research in professional counseling journals.

**Assessment:** The counseling faculty is engaged in publishing in refereed ACA journals, writing books and presenting at national conferences. In addition, the college has allotted resources and travel reimbursement for faculty members presenting at National conferences.

**Strategy 2:** Supervising and encouraging student research in professional counseling via co-authoring journal articles and supervision of counseling related dissertations.

**Assessment:** Many faculty members have published and presented with students and several doctoral students are in the process of completing dissertation on counseling topics. In addition, the Journal for Creativity in Mental Health, a national peer reviewed scholarly journal, is housed within the counseling program. This academic publication gives select students opportunities to assist with the day to day operations of editing a national journal.

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**OBJECTIVE FOUR**

**TEACHING AND PRACTICING TO THE HIGHEST EXPECTATIONS AND STANDARDS**

**Strategy 1:** Encouraging and supporting faculty professional development and growth.

**Assessment:** Counseling program faculty members are regularly evaluated by peers annually, at third year review and for tenure and promotion. These evaluation processes provide opportunities for growth in progress toward tenure. Faculty have also been provided with travel money, and has scheduled a two day retreat to take place during August 2007.

**Strategy 2:** Fostering a collaborative and collegial professional environment.
Assessment: In discussions in faculty meetings and advertisements for recruiting new faculty, the faculty members in the program identify themselves as a collaborative and vibrant community. This spirit is further reflected in our mission statement that honors collaboration, relational development and creativity.

OBJECTIVE FIVE
SERVING THE PROFESSION AND PROVIDING OUTREACH TO THE COMMUNITY

Strategy 1: Encouraging faculty and student involvement with ACA and divisions.

Assessment: The counseling program faculty are actively engaged in ACA and ACA Divisions. In addition, students have been actively involved in collaborating with program faculty on publications and professional presentations. In addition, many faculty members hold and have held leadership positions in ACA and ACA Divisions. These are documents in the CACREP self study document.

ASSESSMENT OF GRADUATES, ALUMNI AND SUPERVISORS

The counseling program at the University of Texas at San Antonio has developed formalized survey to program graduates, current clinical supervisors, and employer’s of program graduates. To assess the perceptions of these individuals, faculty from the counseling program collaboratively created a formal survey instrument that was administered to all three groups using an online survey during the summer of 2006.

Summary of Program Graduates
Of the sample collected for 2006, 50% identified themselves as Hispanic American, 26% as Caucasian, 9% as Asian American, 6% as other, 3% as African American, and 3% as biracial and 3% as multiracial (Figure 1). A majority of those sampled (Figure 2) were between 25 and 35 years old (63%). Most graduates were licensed as an LPC intern (60%) and 30% were certified as school counselors. 48% of respondents indicated ‘other’ as their primary professional position (Figure 3). Analysis of the typed explanations for the other revealed that 7 respondents were in clinical positions, but called the position LPC intern, substance abuse counselor, etc. 4 respondents were in educational settings. 1 was unemployed and one was in a managerial position.

Program Graduates Perceptions of Academic Preparation
The respondents were asked to rate their perception of their academic training in the CACREP core areas. The majority of students reported that they were adequately prepared (Figure 5) in all of the CACREP areas. Analysis graduates responses to the core CACREP areas revealed that Research, appraisal and school counseling theories were rated the lowest with 71-83% to of students believing they were adequately prepared. Multicultural counseling and counseling skills were rated highest by respondents, and most reported at least adequate preparation in the other CACREP areas (Figures 5 and 6).

The Faculty reviewed these results, and discussed the implications for lower scores in preparation for research and assessment which correspond with lower scores on the comprehensive examinations. In the Spring of 2007, the counseling program formally changed the comprehensive examination to a faculty created multiple choice test. Because the program faculty created the items, the program can assess which constructs are most troublesome for students (reliability, validity, SEM, career theories, etc) and make adjustments to course curriculum and testing procedures.

Program Graduates Perceptions of Clinical Preparation
Program graduates were also asked to rate the quality of their clinical preparation. Ethical decision making and individual counseling skills emerged as the highest ranked domains, and applying research remained the lowest scored area. (Figures 7 and 8). Program faculty will continue to discuss how to better prepare students for applying clinical research. One effort underway is the program offering free capstone review course for the CACREP core areas offered each semester, pending availability of volunteer instructors, beginning the Spring semester 2007. This course covers all areas, and reviews areas typically found to be weak on our assessment measures.

**Employer and Supervisors Perceptions of Academic and Clinical Preparation**

Current student supervisors and employers of graduates were also asked to complete a survey measuring program graduates’ and students’ academic and clinical preparation in the CACREP core areas. Only 4 employers and 3 supervisors completed the survey. A review of the data reveals that supervisors generally believed students were adequately academically prepared (Figure 9), and prepared well in the applied aspects of professional counseling. Of note, one supervisor (Figures 10 & 11) had concerns about ethical and legal issues training of student counselors. To address this, the program has used the syllabus matrix to assess the level that ethics and legal issues are being infused throughout the curriculum because no titled class in ethics is required in the graduate catalogue. Typically, these topics are covered during professional orientation classes. Contrarily a majority of supervisors believed students were adequately prepared in ethical decision making and one believed students were exceptionally prepared. Due to the low sample size, this variation is not believed to be indicative of the supervisor and employer population of UTSA students, thus warranting another re-administration of the survey to these individuals.
Figure 1: Program Graduate Race/Ethnicity

- Hispanic-American, 53%
- Caucasian, 28%
- Asian-American, 9%
- Other (please specify), 6%
- African-American/Black, 3%
- Biracial, 3%
- Multiracial, 3%
- Native-American, 0%

Figure 2: Program Graduate Age

- 18-20: 0%
- 21-24: 0%
- 25-30: 41%
- 31-35: 22%
- 36-40: 16%
- 41-45: 9%
- 46-50: 3%
- 51-55: 6%
- 56-60: 3%
- 61-65: 0%
- 66+: 0%
Figure 3: Program Graduate Position

- Other (please specify): 48%
- Agency Counselor: 35%
- School Counselor: 13%
- Graduate Student (Doctoral): 10%
- Academic Advisor: 6%
- Counselor Education Faculty: 3%
- Private Practice: 0%
- College University Counselor: 0%
- Clinical Supervisor: 0%
- Administrative (Non-Clinical) Supervisor: 0%
- Non-Clinical Position: 0%
- Undergraduate Student: 0%
- Graduate Student (Master’s): 0%

Figure 4: Program Graduate Licensure or Certification

- LPC-Intern: 60%
- Licensed or Registered Professional Counselor: 30%
- Certified School Counselor: 5%
- Other (please specify): 5%

Certified School Counselor, 30%
Licensed or Registered Professional Counselor, 5%
Other (please specify), 5%
LPC-Intern, 60%
Figure 5: Academic Preparation Sorted by Percent of Respondents Reporting at least “Adequate Preparation” (n=29) - School Counseling (n=17)

- Multicultural Counseling Theories
- Counseling Skills and Techniques
- Group Counseling Theories
- Ethical and Legal Issues
- Career Development Theories
- Professional Orientation and Identity (Community and School Counseling)
- Human Growth and Development
- Theories of Counseling
- Child and Family Counseling
- Counseling Individuals with Emotional and Behavioral Disorders
- Appraisal and Assessment
- Research Methods and Program Evaluation
- School Counseling Theories and Models

Figure 6: Academic Preparation- Raw Scores Sorted by Course

- Appraisal and Assessment
- Career Development Theories
- Child and Family Counseling
- Counseling Skills and Techniques
- Ethical and Legal Issues
- Group Counseling Theories
- Human Growth and Development
- Professional Orientation and Identity (Community and School Counseling)
- Research Methods and Program Evaluation
- School Counseling Theories and Models
- Theories of Counseling
Figure 7: Clinical/Applied Preparation Sorted by Percent of Respondents Reporting at least "Adequate Preparation" (n=29)

- Ethical Decision: 100%
- Individual Counseling: 93%
- Multicultural Counseling Skills and Techniques: 93%
- Group Counseling Skills and Techniques: 90%
- Career Development Skills and Techniques: 83%
- Applying Theories of Counseling: 82%
- Child and/or Family Counseling Skills and Techniques: 81%
- Case Conceptualization: 78%
- Assessment Techniques and Processes: 70%
- Applying and Assessing Research: 69%

Figure 8: Clinical and Applied Preparation- Raw Scores Sorted by Course

- Ethical Decision
- Individual Counseling
- Multicultural Counseling Skills and Techniques
- Group Counseling Skills and Techniques
- Career Development Skills and Techniques
- Applying Theories of Counseling
- Child and/or Family Counseling Skills and Techniques
- Case Conceptualization
- Assessment Techniques and Processes
- Applying and Assessing Research
Figure 9: Employers Perception of Clinical and Applied Preparation - Raw Scores Sorted by Course

Figure 10: Practicum/Internship Supervisor's Perception of Academic Preparation - Raw Scores Sorted by Course
Figure 11: Practicum/Internship Supervisor’s Clinical and Applied Preparation - Raw Scores Sorted by Course

- Individual Counseling Skills and Techniques
- Group Counseling Skills and Techniques
- Child and/or Family Counseling Skills and Techniques
- Multicultural Counseling Skills and Techniques
- Career Development Skills and Techniques
- Assessment Techniques and Procedures
- Ethical Decision Making
- Case Conceptualization
- Applying Theories of Counseling
- Applying and Assessing Research

Legend:
- Very Unprepared
- Unprepared
- Adequately Prepared
- Exceptionally Prepared
**Degree Program:** M.A in Counseling  
**Department:** CEPAHE  
**College:** Education  
**Prepared by:** Shane Haberstroh

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<th>Essential Student Learning Goal</th>
<th>Learning Outcome/Objective</th>
<th>Assessment Method</th>
<th>Results of Assessment/Conclusions Reached</th>
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<td>Knowledge of CACREP core areas.</td>
<td>Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program(s) for which accreditation is sought. The common core curricular experiences include the following areas (see, Section II, Standards K. 1-8): Professional Identity Social and Cultural Diversity Human Growth and Development Career Development Helping Relationships Group Work Assessment Research and Program Evaluation* (CACREP, 2001)</td>
<td>1) Comprehensive Examination, 2) Fitness to Practice Evaluation, 3) Graduate, Alumni and Supervisor Surveys.</td>
<td>In the summer of 2006, the program administered a formal survey to alumni, employers, and supervisors. This survey asked program graduates, supervisors and Master’s students have been regularly assessed via the nationally administered Counselor Comprehensive Examination and the newly developed faculty comprehensive examination. A review of these examinations revealed that students scored relatively low in research, appraisal methods and career development.</td>
<td>In program meetings in 2005 and 2006, the counseling faculty discussed redesigning the comprehensive examination process to better assess student learning, and to evaluate instruction in the core CACREP areas. Therefore, a new multiple choice examination was developed by program faculty and was piloted in 2006 and 2007. Item and content area analysis will continue to assist program faculty enhance course and content delivery. For example, faculty discussion has centered on including standardized coverage of qualitative and quantitative research approaches for counseling students as this is one area where students do poorly. The career development course has been modified to cover in depth theory and practice of career counseling. In addition, the comprehensive examinations were transformed to electronic format to assist with more efficient scoring and data analysis. The previous national paper-based test had to be sent to VA for scoring.</td>
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<td>Multicultural Competence in Counseling Practice.</td>
<td>&quot;Know the application of: multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body, and theories of multicultural counseling, theories of identity development, and multicultural competencies; and ethical and legal considerations.&quot; (CACREP, 2001)</td>
<td>1) Comprehensive Examination, 2) Fitness to Practice Evaluation 3) Graduate, Alumni and Supervisor Surveys.</td>
<td>The program has continually offered entry level multicultural counseling courses since its inception. Beginning in the fall of 2004, the program has continually offered an advanced multicultural counseling course on a regular basis. Further, a review of the all course syllabi reveals that multicultural theory is covered in many core courses. In the summer of 2006, the program administered a formal survey to alumni, employers, and supervisors. Results indicated that each of these groups perceived that the counseling students were prepared to work with multicultural populations. For example, 57% of program graduates believed they were adequately prepared and 43% believed they were exceptionally prepared in multicultural counseling theory. Master’s students have been regularly assessed via the nationally administered Counselor Comprehensive Examination and the newly developed faculty comprehensive examination. On both exams, students score relatively high on this area. Likewise, doctoral student examinations cover in depth analysis of multicultural practice and theory.</td>
<td>After reviewing the national and local statistics of the national examination, the faculty has redesigned the comprehensive examination in order to better assess student learning outcomes. Furthermore, we offered instituted a comprehensive examination review course to assist students with synthesizing the knowledge associated with the CACREP requirements.</td>
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<td>Demonstrated counselor identity that includes knowledge of ethics, professional practice, history of the counseling profession, and the role of counselors in a pluralistic society. This was determined from the following collaborative mission and goal statement developed by program faculty: “Actively promoting students’ professional counseling identity.”</td>
<td>Knowledge of all of the following aspects of professional functioning: history and philosophy of the counseling profession, including significant factors and events; professional roles, functions, and relationships with other human service providers; technological competence and computer literacy; professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.” (CACREP, 2001)</td>
<td>1) Comprehensive Examination, 2) Fitness to Practice Evaluation, 3) Graduate, Alumni and Supervisor Surveys.</td>
<td>The program has continually offered entry level professional identity courses since its inception. Beginning in the fall of 2004, the program has continually offered an advanced professional identity course on a regular basis. Further, a review of the all core syllabi reveals that counseling identity is covered in many core courses. In the summer of 2006, the program administered a formal survey to alumni, employers, and supervisors. For example, counseling students perceived they were prepared in professional identity and professional foundations. 93% of program graduates believed they were at least adequately prepared in this area. Master’s students have been regularly assessed via the nationally administered Counselor Comprehensive Examination and the newly developed faculty comprehensive examination. On both exams, students score relatively high on this area. Likewise, via career theories, doctoral student examinees are asked to define their professional identity as counselor educators and supervisors on the doctoral comprehensive examinations. Counseling faculty members are engaged in ACA related leadership positions, publish in ACA journals and actively promote the counseling profession through involvement in ACA and ACA Divisions. Given that the Journal of Creativity in Mental Health and the Association for Creativity in Counseling are housed in the counseling program, students have ample opportunities to be involved in this ACA Division and official division journal.</td>
<td>Over the past four years, the counseling faculty searches have either required that applicants graduate from a CACREP accredited program, or gave significant preference to CACREP graduates. Likewise faculty search rating forms included preference for individuals involved with ACA and ACA Divisions. We will continue to advocate for student involvement in ACA and Divisions. In addition,</td>
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