

**DEPARTMENTAL ASSESSMENT AND EVALUATION
ANNUAL REPORT**

2023-2024

Department of Counseling

2023-2024 Departmental Annual Evaluation and Assessment Report

Overview:

The Department of Counseling utilizes continuous program evaluation and the systemic use of evaluation results to continually inform our improvement efforts. Counseling faculty regularly discuss departmental needs, goals, and initiatives at bi-weekly department meetings, where reports are provided by the department chair, program coordinators (Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision) and department committee chairs. Additionally, counseling faculty participate in targeted working retreats each semester to review guiding documents, such as strategic plans, mission statements, and course sequencing. The following sections summarize the Department of Counseling's 2023-2024 assessment activities and changes informed by assessment results.

This is the Annual Evaluation and Assessment Report for the Department of Counseling at UTSA. The report contains 5 major sections.

In section I, we provide information about department faculty, admission, retention, and graduation rates for students.

In section II, we provide information about student learning outcomes. Key performance indicators for CACREP core curricular and specialty standards are summarized.

In section III we discuss evaluation efforts connected to students, alumni, supervisors, and employers.

Section IV summarizes additional departmental program evaluations and assessments related to our regional accreditor, SACS.

In section V, we outline how these data are used to inform program modifications and share illustrative examples of major program revisions and improvements based on our ongoing systematic evaluation efforts. Other significant program modifications are also outlined.

Section I: Faculty Detail and Ratios, Admissions, Retention, and Graduate Rates

1. Full time T/T faculty: 9
2. Full time NTT: 6
3. Part-time NTT: 14

Table 1

Faculty who taught by Rank and Full-time, Part-time Status

	Term		
	Fall 2023	Spring 2024	Summer 2024
Professor	2	2	1
Associate Professor	2	2	2
Assistant Professor	5	5	5
Full-time NTT	6	6	3
Part-time NTT	14	11	11

4. Student: Faculty ratio

Table 2

Faculty FTE, Student FTE, and Student/Faculty Ratio

Term	Master's Total SCH	Doctoral Total SCH	Master's FTE	Doctoral FTE	Total SFTE	Total FFTE	Student to Faculty Ratio
Fall 2023	2451	57	204.3	6.3	210.6	19.4	10.9
Spring 2024	2,541	63	211.8	7.0	218.8	19.7	11.1
Summer 2024	1,113	9	123.7	3.0	126.7	12.1	10.5
AY24 Student to Faculty Ratio							10.8

5. Graduate Enrollment Data by Program

Table 3

5 Year Trend Doctoral Student Enrollment by Program

	Term				
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PHD-Counselor Education and Supervision	35	34	29	24	16

Table 4

5 Year PhD- Counselor Education and Supervision Demographics

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Gender	Female	34	31	25	19	13
	Male	1	3	4	5	3
Race/Ethnicity	Hispanic or Latino	10	8	6	4	5
	White	11	14	13	11	7
	Black or African American	5	5	4	3	
	International	1				
	American Indian or Alaskan Native	2	2	2	2	2
	Asian	2	2	1	2	1
	Unknown	4	2	1	1	1
	Two or More Races		1			
First-Generation College Student Status	First Generation	18	15	14	10	6
	Not First Generation	17	19	15	13	8
	Unknown				1	2

Table 5

5 Year Trend of Master's Student Enrollment by Program

Term				
Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023

MED-School Counseling	87	82	58	54	42
MS-Clinical Mental Health Counseling	325	355	309	345	352
Total	412	437	367	399	392

Table 6

5 Year MED- School Counseling Demographics

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Gender						
	Female		75	51	50	40
	Male		7	7	4	2
Race/Ethnicity						
	Hispanic or Latino	57	53	36	42	38
	White	22	19	12	8	1
	Black or African American	3	5	7	2	2
	International		1		1	1
	American Indian or Alaskan Native	1				
	Asian		1	1	1	
	Unknown	1	1	1		
	Two or More Races	2	2	1		
First-Generation College Student Status						
	First Generation		44	29	28	25
	Not First Generation		37	28	25	25
	Unknown		1	1	1	1

Table 7

5 Year MS-Clinical Mental Health Counseling Demographics

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Gender						
	Female		294	249	281	290
	Male		61	60	64	62
Race/Ethnicity						
	Hispanic or Latino	179	189	170	190	199
	White	89	117	96	103	100

Black or African American	27	25	27	29	22
International	5	4	3	5	5
American Indian or Alaskan Native	2	1	1	1	1
Asian	4	6	3	8	12
Unknown	15	9	7	4	1
Two or More Races	4	4	2	5	12
First-Generation College Student Status					
First Generation		173	146	153	144
Not First Generation		181	162	190	195
Unknown		1	1	2	13

6. Graduate Admissions by Program

Table 8

M.S. CMHC Student Applications, Admittance, and Enrollment

Term	Applied	Admitted	% Admitted	Enrolled	% Enrolled
Fall 2023	238	134	56%	75	56%
Fall 2022	227	108	48%	80	74%
Fall 2021	194	97	50%	69	71%
Fall 2020	180	156	87%	106	68%
Fall 2019	155	134	86%	99	74%

Table 9

M.S. CMHC Student Demographics by Applied, Admitted, Non-admitted Status

		Fall 2022			Fall 2023	
		Applied (N = 247)	Admitted (n = 135)	Non- admitted (n = 112)	Applied (N = 238)	Non- admitted (n = 76)
Gender						
	Female	211	115	96	204	67
	Male	36	20	16	34	0
Race/Ethnicity						
	Hispanic or Latino	125	67	58	120	43
	White	76	45	31	75	21
	Black or African American	14	6	8	12	6
	International					
	Asian	10	6	4	10	6

Residency	Unknown	5	5				
	Two or More Races	12	7	5	12	7	
	Texas Resident	221			213	121	71
	Out of State	20			20	11	5
	International	6			5	2	
Age Group							
	20 or younger	3			1	1	
	21-25	168			160	91	51
	26-30	38			41	25	13
	31-35	16			13	6	3
	36 or older	22			23	11	9

Table 10

M.Ed. School Counseling Student Applications, Admittance, and Enrollment

Term	Applied	Admitted	% Admitted	Enrolled	% Enrolled
Fall 2023	19	15	79%	12	80%
Fall 2022	23	21	91%	11	52%
Fall 2021	38	24	63%	13	54%
Fall 2020	26	25	96%	16	64%
Fall 2019	20	18	90%	17	94%

Table 11

M.Ed. School Counseling Student Demographics by Applied, Admitted, Non-admitted Status

		Fall 2021			Fall 2023		
		Applied (N = 25)	Admitted (n = 21)	Non-admitted (n = 4)	Applied (N = 19)	Admitted (n = 15)	Non-admitted (n = 4)
Gender							
	Female	24	20	4	17	13	4
	Not reported				2	2	
Race/Ethnicity							
	Hispanic or Latino	21	18	3	15	11	4
	White						
Residency							
	Texas Resident	19			17	13	4
	Out of State	6			2	2	
	International						

Age Group	Undeclared				
	20 or younger				
	21-25	11	8	6	2
	26-30	5	3	2	1
	31-35	4	2	2	
	36 or older	5	6	5	1

Table 12

Ph.D. Counselor Education and Supervision Student Applications, Admittance, and Enrollment

Term	Applied	Admitted	% Admitted	Enrolled	% Enrolled
Fall 2023	10	7	70%	4	57%
Fall 2022	18	7	39%	6	86%
Fall 2021	13	4	31%	1	25%
Fall 2020	25	6	24%	5	83%
Fall 2019	19	9	47%	6	67%

Table 13

Ph.D. Counselor Education and Supervision Student by Applied, Admitted, Non-admitted Status

		Fall 2022			Fall 2023		
		Applied (n = 23)	Admitted (n = 7)	Non- admitted (n = 16)	Applied (n = 10)	Admitted (n = 7)	Non- admitted (n = 3)
Gender							
	Female	18	5	13	8	6	2
	Male	5	2	3			
	Unknown				2	1	1
Race/Ethnicity							
	Hispanic or Latino	7	1	6	6	5	1
	White	10	5	5			
	Unknown		1		4	2	2
Residency							
	Texas Resident	17			5	4	1
	Out of State	6			5	3	2
Age Group							
	21-25	3			2	1	1
	26-30	8			1	1	
	31-35	1			4	4	

36 or older	11	3	1	2
-------------	----	---	---	---

7. Graduate Retention Rates for Master's and Doctoral Students

Table 14

2023-2024 One Year Retention Rates of Master's Students

	Total		Same Program		Not Retained	
	Count	%	Count	%	Count	%
MED-School Counseling	16	100%	13	81%	3	19%
MS-Clinical Mental Health Counseling	105	100%	91	87%	14	13%
Total	121	100%	104	86%	17	14%

Table 15

One Year Retention Rates of Doctoral Students

Academic Year Started	Total		Same Program		Not Retained	
	Count	%	Count	%	Count	%
2022-2023	6	100%	5	83%	1	17%
2023-2024	4	100%	3	75%	1	25%

8. Time to Degree

Table 16

Time to First Master's Degree

	Academic Year Graduated														
	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
	Yrs to Degree			Yrs to Degree			Yrs to Degree			Yrs to Degree			Yrs to Degree		
	N			N			N			N			N		
	M	Mdn		M	M		M	Mdn		M	Mdn		M	Mdn	
MS-Clinical Mental	97	2.8	2.7	88	2.8	2.7	96	2.7	2.7	76	3.1	2.7	103	2.8	2.6

Health Counseling M ED- School Counselin g	17	2.8	2.7	24	3.4	2.7	21	2.9	2.7	1 3	3.3	2.7	9	2.8	2.6
Total	11 4	2.8	2.7	11 2	2.9	2.7	11 7	2.7	2.7	8 9	3.1	2.7	11 2	2.8	2.6

Table 17

Time to First Doctoral Degree

	Academic Year Graduated														
	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
	Yrs to Degree			Yrs to Degree			Yrs to Degree			Yrs to Degree			Yrs to Degree		
	N	M	Md n	N	M	Md n	N	M	Md n	N	M	Md n	N	M	Md n
PH D- Counselor Education and Supervisio n	7	2.8	2.7	5	3.3	3.3	9	5.1	3.3	10	4.6	4.7	3	4.5	3.9
Total	7	2.8	2.7	5	3.3	3.3	9	5.1	3.3	10	4.6	4.7	3	4.5	3.9

Section II: Student Learning Outcomes as Demonstrated by KPIs & Aggregate Dispositions

The Department of Counseling identified Key Performance Indicators (KPIs) for the CACREP 2016 core curriculum standards and specialty areas (Master's - CMHC, SC; Doctoral – CES). Further, the KPIs align with departmental mission-based objectives. Faculty in designated KPI courses provide outcome data and the conclusion of each semester. Data is reviewed and summarized by the CACREP and Assessment Committees. Data is shared with stakeholders in this annual assessment report. Faculty utilize KPI data as part of ongoing, systematic program evaluation efforts. Data are used to inform course delivery, curriculum design, and assignment modifications.

KPIs for Core Curriculum (CACREP 2016 Standards, Section II)

A total of 8 KPIs and 32 measurements were identified and utilized to assess student learning in the eight core curriculum areas identified for master's level programs in the 2016 CACREP Standards. The eight core curriculum areas include: (1) Professional Orientation and Ethical Practice, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Counseling and Human Relationships, (6) Group Counseling, (7) Assessment and Testing, and (8) Research and Program Evaluation.

A summary of core curricular KPI outcome data for AY 2024 are provided in the table below.

Table 18

Core Curriculum KPI Outcome Data

CACREP Core Area	Program Track	KPI Measures	N = Students	KPI Mean	KPI Median	KPI Range
<i>Key Performance Indicator 1: Students will demonstrate knowledge, awareness, and skills relative to professional counseling orientation and ethical practice.</i>						
Orientation and Ethical Practice	CMHC	[COU 5113] Ethical Case Study Analysis	127	4.15	4	5
		[COU 5203] Professional Identity Assignment	115	4.24	5	4
	School Counseling	[COU 5113] Ethical Case Study Analysis	7	2.71	2	4
		[COU 5103] Program Audit	13	5	5	0
<i>Key Performance Indicator 2: Students will demonstrate knowledge, awareness, and skills relative to social and cultural diversity in counseling.</i>						
Social and Cultural Diversity	CMHC	[5283] Final Exam	115	3.98	4	4
		[COU 5713_5723] Case Conceptualization	102	4.84	5	3
	School Counseling	[5283] Final Exam	2	2.5	2.5	1
		[COU 5803] Case Conceptualization Audit	9	5	5	0
<i>Key Performance Indicator 3: Students will demonstrate knowledge, awareness, and skills relative to human growth and development in counseling.</i>						

Human Growth and Development	CMHC	[COU 6883] Group Final Case Presentations	69	4.83	5	4
		[EDP] 5033 Final Exam	22	3.82	4	3
	School Counseling	[COU 6883] Group Final Case Presentations	<i>No School Counseling Students Enrolled in AY24</i>			
		[EDP] 5033 Final Exam				

Key Performance Indicator 4: Students will demonstrate knowledge, awareness, and skills relative to career development in counseling.

Career Development	CMHC	[COU 5613] Interrelationships Discussion Post	115	4.09	5	4
		[COU 6153] Final Career Reflection Paper	98	4.19	4.5	4
	School Counseling	[COU 5613] Interrelationships Discussion Post	6	4.83	5	1
		[COU 6153] Final Career Reflection Paper	7	4.71	5	1

Key Performance Indicator 5: Students will demonstrate knowledge, awareness, and skills relative to counseling and helping relationships.

Counseling and Helping Relationships	CMHC	[COU 5213] Integrative Theory Paper	112	4.68	5	4
		[COU 5393] Final Self-Assessment Paper	115	4.89	5	4
	School Counseling	[COU 5213] Integrative Theory Paper	16	4.63	5	2
		[COU 5393] Final Self-Assessment Paper	2	5	5	0

Key Performance Indicator 6: Students will demonstrate knowledge, awareness, and skills relative to group counseling and group work.

Group Counseling	CMHC	[COU 5233] Group Final	134	4.76	5	4
		[COU 5683] Final Site Supervisor Evaluation (Section II: Basic Skills Item 4)	94	3.91	4	4
	School Counseling	[COU 5233] Group Final	1	5	5	0
		[COU 5683] Final Site Supervisor Evaluation (Section II: Basic Skills Item 4)	No School Counseling Students Enrolled in AY24			

Key Performance Indicator 7: Students will demonstrate knowledge, awareness, and skills relative to assessment and testing in counseling.

Assessment and Testing	CMHC	[COU 5223] Group Assessment Report and Case Consultation Experience	50	4.8	5	1
		[COU 5243] Diagnostic Paper	86	4.76	5	4
	School Counseling	[COU 5223] Group Assessment Report and Case Consultation Experience	1	5	5	0
		[COU 5243] Diagnostic Paper	9	4.33	5	3

Key Performance Indicator 8: Students will demonstrate knowledge, awareness, and skills relative to research and program evaluation in counseling.

Research and Program Evaluation	CMHC	[COU 6523] Topical Research Presentation	130	4.44	4	2
		[EDU 5003] Final Paper	21	4.95	5	1
		[COU 6523] Topical Research Presentation	7	4.14	4	2

	School Counseling	[EDU 5003] Final Paper	<i>No School Counseling Students Enrolled in AY24</i>
--	-------------------	------------------------	---

KPI Outcomes for Specialty Area Standards (Section V, Section VI)

KPIs were identified for each of the three specialty areas in the Department. KPIs for each area are provided in the tables below.

Table 19

KPIs for CMHC Specialty Standards

Section 5: Clinical Mental Health Counseling	
KPIs	Measures
(V.C.1). Students will demonstrate knowledge, awareness, and skills relative to clinical mental health counseling foundations.	<ol style="list-style-type: none"> 1. COU 5223 Group Assessment Report and Case Consultation Experience (Section 5 CMHC 1.c, 1.e, 2.j, 3.a, 3b) 2. COU 5683 Practicum Final Evaluation (Section 5 CMHC 1.c, 2.c.j.k.l., 3.a.b.) 3. COU 5713/5723 Internship Portfolio <ul style="list-style-type: none"> • Counseling theory (Section 5 CMHC 1.b., 3.a, 3.b) • Group counseling (Section 5 CMHC 1.b., 2a., 3.b.) • Leadership (Section 5 CMHC 2.a, 2k.) • Referral and coordination/consultation (Section 5 CMHC 2.c., 3.d) • Crisis intervention (Section 5 CMHC 2.f, 3.b.) • Advocacy (Section 5 CMHC, 2.i., 2.j., 3.e) • Ethical and legal concerns (Section 5 CMHC 2.l, 2.m) • Multicultural competence (Section 5 CMHC 2.i., 2.j) • Career Planning (Section 5 CMHC 2.a, 2.c., 2.k) • Wellness Plan (Section 5 CMHC 1.b, 2.l)
(V.C.2.) Students will demonstrate knowledge, awareness, and skills relative to contextual dimensions in clinical mental health counseling.	
(V.C.3) Students will demonstrate knowledge, awareness, and skills relative to clinical mental health counseling practice.	

Table 20

KPIs for SC Specialty Standards

Section 5: School Counseling	
KPIs	Measures

(V.G.1). Students will demonstrate knowledge, awareness, and skills relative to school counseling foundations.	1. COU 5103: School Counseling Program Audit (5G. 1. a., b.; 2. a., b., d., h., j., k., n., 3. a., b., c., h., n., o)
(V.G.2.) Students will demonstrate knowledge, awareness, and skills relative to contextual dimensions in school counseling.	2. COU 5253 Exam 1 (II.F.1 b., c., d., e., i., j.; II.F.2. a., d., e., f., g.; II.F.3. e., f., h., i.; II.F.4. g.; II.F.5. a., b., c., e., f., g., j., k., n.; II.F.8. b.; V.G. 2. a., b., c., d., f., g., m., n.; V.G.3., d., f., g., h.; V.C. 1. b.; V.C.2. g., i., j., l.)
(V.G.3) Students will demonstrate knowledge, awareness, and skills relative to school counseling practice.	3. COU 5793/5803/5813 Portfolio <ul style="list-style-type: none"> a. Program Management (School Counseling, CACREP Section 5G. 1. b., c., d., e.; 2. a., b., c., d., e., f., g., i., j., k., l. m., n.; 3. a., b., c., d., e., f. g., h., i., j., k., l., n., o) b. Guidance (School Counseling, CACREP Section 5G. 1., b., c., d., e.; 2. A., b., c., d., e., f., g., i., j., k., m., n.; 3. A., b., c., d., e., f., g., h., i., j., k., l., n., o) c. Counseling (School Counseling, CACREP Section 5G. 2., b., f., g., n.; 3. d., e., f., g., h., i., j., k., l., n., o) d. Professional Behavior/ Professional Standards (School Counseling, CACREP Section 5G. 2., b., c., d., e., f., g., m., n.; 3. c., d., e., f., g., h., i., j., k., l., n., o) e. Coordination (School Counseling, CACREP Section 5G. 2. a., b., e., g., i., k., m., n) f. Consultation (School Counseling, CACREP Section 5G. 2. a., b., e., g., i., k., m., n) g. Student Assessment (School Counseling, CACREP Section 5G. 1., e.; 3. n., o) h. Career Planning (School Counseling, CACREP Section 5G. 1. b., c., d.; 2. a., b., c., d., e., f., j., l., n.; 3. a., b., c., d., e., f., g., h., i., j., k., l., n., o) i. Wellness (School Counseling, CACREP Section 5G. 2. A., b., c., d., e., f., j., l., m., n)

Table 21

Clinical Mental Health Counseling (CMHC) Portfolio KPI Measures

Designated KPI	N = Students	Mean	Median	Range
----------------	--------------	------	--------	-------

Portfolio Measures				
Counseling Theory	84	461	5	3
Group Counseling Score	98	4.59	5	3
Leadership Score	96	4.45	5	3
Referral and Coordination/Consultation Score	90	4.48	5	3
Crisis Intervention Score	85	4.68	5	3
Advocacy Score	86	4.66	5	3
Ethical and Legal Concerns Score	84	4.62	5	3
Multicultural Competence Score	87	4.67	5	3
Career Planning Score [Internship I]	126	4.75	5	2
Wellness Plan Score [Internship I]	122	4.84	5	2

Table 22

School Counseling (SC) Portfolio KPI Measures

Designated KPI Portfolio Measures	N = Students	Mean	Median	Range
Program Management	8	5	5	0
Guidance Counseling [Internship I]	8	5	5	0
Professional Behavior/Professional Standard	8	5	5	0
Counseling [Internship II]	8	5	5	0
Coordination	8	5	5	0
Consultation	8	5	5	0

Student Behavior	8	5	5	0
------------------	---	---	---	---

Table 23

KPIs for Ph.D. Counselor Education and Supervision Standards

Doctoral Professional Identity	Measures
<p>1. COUNSELING</p> <p><i>Key Performance Indicator 1: Students will demonstrate knowledge, awareness, and skills relative to counseling in counselor education and supervision.</i></p>	<p>COU 7213 – Taped Mock Role Play (CACREP VI.B.1.a.,c.)</p> <p>COU 7313 – Case Presentation/Conceptualizations (CACREP VI.B.1., c., e., f.)</p>
<p>2. SUPERVISION</p> <p><i>Key Performance Indicator 2: Students will demonstrate knowledge, awareness, and skills relative to supervision in counselor education and supervision.</i></p>	<p>COU 7583 – Final Paper (Personal Theory of Supervision) (CACREP VI.B.2.a., d., e., f., g., i., j., k.)</p> <p>COU 7413/7513 - Practicum Supervisor Final Evaluation for Supervision (CACREP VI.B.2.a., d., e., f., g., i., j., k.)</p>
<p>3. TEACHING</p> <p><i>Key Performance Indicator 3: Students will demonstrate knowledge, awareness, and skills relative to teaching in counselor education and supervision.</i></p>	<p>COU 7123 Teaching Philosophy Paper (CACREP VI.B.3.a., c., d., e., f., g., h.)</p> <p>COU 7213 – Theories Teaching Assignment (CACREP VI.B.1.b)</p>
<p>4. RESEARCH AND SCHOLARSHIP</p> <p><i>Key Performance Indicator 4: Students will demonstrate knowledge, awareness, and skills relative to research and scholarship in counselor education and supervision.</i></p>	<p>COU 7133 – Conference Proposal (CACREP VI.B.4.i.)</p> <p>COU 7893 – Research Mini-Proposal (CACREP VI.B.4.a., g., h., l.)</p>
<p>5. LEADERSHIP AND ADVOCACY</p> <p><i>Key Performance Indicator 5: Students will demonstrate knowledge, awareness, and skills relative to</i></p>	<p>COU 6003 – Statement of Leadership and Advocacy Approach (CACREP VI.B.5.a., c., j., l.)</p> <p>COU 7133 –Advocacy Assignment</p>

<i>leadership and advocacy in counseling.</i>	
---	--

Table 24

Doctoral Curriculum KPI Outcome Data

CACREP Core Area	KPI Measures	N = Students	KPI Mean	KPI Median	KPI Range
<i>Key Performance Indicator 1: Students will demonstrate knowledge, awareness, and skills relative to counseling in counselor education and supervision.</i>					
COUNSELING	COU 7213 – Taped Mock Role Play	5	4.8	5	1
	COU 7313 – Case Presentation/ Conceptualizations	6	5	5	0
<i>Key Performance Indicator 2: Students will demonstrate knowledge, awareness, and skills relative to supervision in counselor education and supervision.</i>					
SUPERVISION	COU 7583 – Final Paper (Personal Theory of Supervision)	9	4.67	5	1
	COU 7413/7513 - Practicum Supervisor Final Evaluation for Supervision	5	4.6	5	2
<i>Key Performance Indicator 3: Students will demonstrate knowledge, awareness, and skills relative to teaching in counselor education and supervision.</i>					
TEACHING	COU 7123 Teaching Philosophy Paper	10	4.8	5	1
	COU 7213 – Theories Teaching Assignment	5	4.6	5	1
<i>Key Performance Indicator 4: Students will demonstrate knowledge, awareness, and skills relative to research and scholarship in counselor education and supervision.</i>					
RESEARCH AND SCHOLARSHIP	COU 7133 – Conference Proposal	9	4.11	5	4
	COU 7893 – Research Mini-Proposal	5	3.4	4	3
<i>Key Performance Indicator 5: Students will demonstrate knowledge, awareness, and skills relative to leadership and advocacy in counseling.</i>					

LEADERSHIP AND ADVOCACY	COU 6003 – Statement of Leadership and Advocacy Approach	5	4.8	5	1
	COU 7133 –Advocacy Assignment	9	4.78	5	1

Aggregate Disposition Summary

Throughout the 2023 – 2024 academic year, we had a total of 8 (7 master's and 1 doctoral) FTP evaluations that did not meet expectations. Their status is the following: resolved ($n = 4$); student withdrew ($n = 1$); FTP dismissal ($n = 2$); and academic dismissal ($n = 1$). Identified competencies not met were as follows: dependable in meeting obligations ($n = 4$); receptive to and uses feedback ($n = 3$); accepts personal responsibility ($n = 3$); follows ethical and legal considerations ($n = 3$); responsive, adaptable, and cooperative ($n = 2$); aware of own impact of others ($n = 2$); displays multicultural competence ($n = 2$); responds to conflict appropriately ($n = 1$); expresses feelings effectively and appropriately ($n = 0$); and open to new ideas ($n = 0$).

Section III: Feedback from Students, Alumni, Site Supervisors, and Employers

Program Feedback Surveys

Each year, we obtain feedback from program alumni, clinical site supervisors, and graduate employers about the adequacy of counseling knowledge and clinical skills training provided by our program. This feedback informs departmental improvements to course offerings, student advising, and clinical site placements. Results and findings for all programs are reported below.

I. Master's Program Alumni Feedback

Surveys were created through Qualtrics and emailed to master's program alumni approximately 60 days after graduation. Alumni were asked to rate the adequacy of the program and to provide qualitative feedback. Four master's alumni responded to the survey.

Table 25

Demographic information of master's alumni responses.

Demographic data of respondents	$n = 9$	Percentage
Program		
CMHC	4	100%
SC	0	0%
Gender		
Male	0	0%
Female	4	100%
Transgender	0	0%
Self Identify	0	0%

Race/Ethnicity		
African-American/Black	0	0%
Asian-American	0	0%
Biracial	0	0%
Caucasian	0	0%
Hispanic-American	1	25%
Multiracial	3	75%
Native American	0	0%
Self-identify	0	0%
Work Setting		
Private Practice	1	25%
Non-Profit Agency	1	25%
Rehabilitation Center	1	25%
Not pursuing employment in counseling field	1	25%

Table 26

Master's alumni responses to "How well do you believe the program prepared you ACADEMICALLY in the following areas."

Q#	Domain	Prepared		Unprepared		Not Applicable		Total
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>N</i>
1	Professional Orientation and Identity (Community and School Counseling)	75%	3	0%	0	25%	1	4
2	Ethical and Legal Issues	100%	4	0%	0	0%	0	4
3	Theories of Counseling	50%	2	50%	2	0%	0	4
4	Group Counseling Theories	100%	4	0%	0	0%	0	4
5	Research Methods and Program Evaluation	75%	3	25%	1	0%	0	4
6	Appraisal and Assessment	100%	4	0%	0	0%	0	4
7	Multicultural Counseling Theories	100%	4	0%	0	0%	0	4
8	Career Development Theories	75%	3	25%	1	0%	0	4
9	Child and Family Counseling	50%	2		2	0%	0	4

10	Counseling Individuals with Emotional and Behavioral Disorders	0%	0	100%	4	0%	0	4
11	Human Growth and Development	75%	3	25%	1	0%	0	4
12	School Counseling Theories and Models	0%	0	0%	0	100%	4	4

Table 27

Master's alumni responses to "How well do you believe the program prepared you CLINICALLY in the following areas."

#	Domain	Prepared		Unprepared		Not Applicable		Total
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>
1	Counseling Skills and Techniques	100%	4	0%	0	0%	0	4
2	Individual Counseling Skills and Techniques	100%	4	0%	0	0%	0	4
3	Group Counseling Skills and Techniques	100%	4	0%	0	0%	0	4
4	Child and/or Family Counseling Skills and Techniques	50%	2	50%	2	0%	0	4
5	Multicultural Counseling Skills and Techniques	100%	4	0%	0	0%	0	4
6	Career Development Skills and Techniques	75%	3	25%	1	0%	0	4
7	Assessment Techniques and Processes	100%	4	0%	0	0%	0	4
8	Ethical Decision Making	100%	4	0%	0	0%	0	4
9	Case Conceptualization	100%	4	0%	0	0%	0	4
10	Applying Theories of Counseling	50%	2	50%	2	0%	0	4
11	Applying and Assessing Research	100%	4	0%	0	0%	0	4

Program Strengths

We asked for open-ended feedback to the following question: “What do you see as strengths of your UTSA Counseling program?” Three participants reported program strengths, and there was no consensus amongst participants. They listed that group work allowed students to build community and learn from each other, learning theories & applying them, and the CAST program as strengths.

Program Growth Opportunities and Other Feedback

We asked one additional open-ended question, “What do you see as growth opportunities for your UTSA Counseling program?” Finally, we gave the option for participants to give additional feedback with the prompt, “Please use this space to provide any additional comments such as strengths and opportunities for program growth.”

Three participants spoke to growth areas:

- The online course, while necessary, were not as academically challenging/beneficial as in person.
- Learning how to manage crisis, SI/HI, and self-harm.
- I was very underprepared for what happens after graduation. The process of applying for licensure and finding a supervisor was not discussed once with me. For how much we pay I think practicum and internship professors should help you get introduced to the process of applying for licensure.

One participant offered feedback to the “additional comments” prompt. This feedback aligns with the final comment in the growth opportunities section above: “Professors in practicum and internship classes should help students learn about what comes after graduation. Help them look for supervisors or jobs. I was so underprepared for this, as well as the NCE.”

II. Doctoral Program Alumni Survey

No data received.

III. Site Supervisor/Employers Surveys

Site supervisors’ response ($n=26$) to the specific prompt: “Feedback on how the COU Department can better support work with students.” Site supervisors offered a range of feedback, reflecting both appreciation for current practices and suggestions for improvement. Key themes that emerged include:

Improved Communication and Responsiveness:

Several supervisors highlighted the need for more consistent communication regarding student progress, follow-up from faculty after initial outreach, and more open lines of communication with internship professors.

Site Visits and Check-ins:

Multiple supervisors requested at least one site visit during the practicum or internship experience. A check-in with site supervisors was also recommended to strengthen partnerships and provide mutual support.

Documentation and Evaluation Support:

Feedback included the need for clearer documentation and communication, especially in relation to consultation with school supervisors. One supervisor noted a delay in receiving the student evaluation form, which hindered timely feedback.

Positive Feedback:

Some supervisors expressed satisfaction with the current level of support, noting they had received wonderful support through the PITCH program and stated, “You're doing great” and “No recommendations.”

Requests and Recommendations:

Additional individual suggestions included:

- Sending a working evaluation form for students
- Making a site visit during the training experience
- Encouraging more open communication with professors
- Visiting the site to enhance collaboration

This feedback will be used to inform improvements in faculty engagement, site collaboration, and communication procedures in alignment with CACREP standards.

Section IV: Description of supporting program evaluation activities is afforded.

In addition to CACREP program evaluation activities, the Department of Counseling also conducts program evaluation and assessment related to SACS accreditation. SACS is a regional accreditor. For this program evaluation, we report on student learning outcomes biannually, as well as detail the implementation of identified areas for program improvement. Departmental student learning outcomes for SACS are derived from key areas of our ongoing Fitness to Practice evaluation. Fitness to Practice evaluations are completed proactively in designated courses throughout students' progression in their programs. Evaluations are also completed for emergent developmental and/or remediation concerns.

The three areas of focus from the Fitness to Practice evaluation serving as SACs student learning outcomes include: (a) Ethical & Legal Considerations, (b) Openness to New Ideas, and (c) the need to demonstrate multicultural competencies in an ever-changing society (d) writing and APA. The Ethical & Legal Considerations Form, Openness to New Ideas Form, Multicultural Competencies, and Writing and APA forms are provided to faculty for completion in the following courses: COU 5103 Introduction to School Counseling, COU 5203 Introduction to Clinical Mental Health Counseling, COU 5393 Counseling Skills, COU 7313 Doctoral Practicum and COU 7583 Supervision in Counseling. These courses represent a variety of content areas and developmental stages in students' progression through the program of study. Ratings are provided

on a 1-3 scale, with scores of 2 and above indicating appropriate competency. The combination of these assessments suggests to Department faculty that counseling students are open and receptive to pressing ethical and legal concerns, open to new ideas specific to pressing issues, cultural needs and are interested in and invested in learning more about pressing multicultural needs, and are making progress with writing and APA.

Section V: Summary of How Data Used to Inform Program Modifications and Subsequent Program Changes

This annual report summarizes program evaluation and assessment efforts for the Department of Counseling. The report addresses: information about department faculty, admission, retention, and graduation rates for students (Section I); key performance indicators for CACREP core curricular and specialty standards (Section II); alumni, supervisor, and employer evaluations (Section III); and other supporting departmental program evaluation activities (Section IV)

We designated time during multiple working CACREP faculty meetings in Fall 2024 to discuss trends in applicant student and graduate data, as well as address any lower-ranked knowledge/skill areas. We also evaluated the progress on modifications we made based on the aggregated data presented from the 2023-2024 academic year. We discussed strategies developed to improve preparation in these areas to implement and assess in Fall 2024 and Spring 2025. We will continue to have these discussions throughout faculty meetings.

The following notes were taken during this meeting:

Section 1

- Full time TT Faculty: 9; Full time NTT: 6; Part-time NTT: 14
- Table 2: AY24 Student to Faculty Ratio – 10.8
- Tables 3-7: 5-year Enrollment Trends – Reflects efforts to manage our faculty-to-student ratio in the decreased enrollment in the CMHC program and the impact of COVID-19 on the enrollment numbers in the PhD program. There is a need for focused efforts toward growth within the SC and PhD programs.
- Tables 8-13: Graduate Admissions by Program – Similar to the graduate enrollment trends, graduate admissions reflects our efforts to maintain our faculty-to-student ratio and the impact COVID-19 has had on our application numbers.
- Tables 14-15: Graduate Retention Rates for Master's and Doctoral Students – Overall retention rates look strong in all three programs. Doctoral program had smaller cohorts.
- Tables 16-17: Time to Degree: Average time to complete master's program is 2.6 to 2.7 years, while completion rates for the Ph.D. Program range from 2.7 to 3.9 years. Last year, we made an additional effort to mentor and support students who were off track from their degree plan to graduation. The mean of 4.5 years reflects this effort.

Section 2

- Report of KPIs for CMHC, SC, and CES Programs. We have 32 measurement points across the 8 KPI areas:
 - CMHC:
 - In general, our students are scoring relatively high (4.09 or above out of 5.0). Courses with average scores falling below 4.0 include Final Exam of COU 5283 [Social and Cultural Diversity], Final Exam of EDP 5033 [Human Growth and Development], and Final Supervisor Evaluation in COU 5683 [Group Counseling]. We used to have a 2.5 here. Improvements have been seen in the Ethical case study in COU 5113 [Orientation and Ethical Practice], Integrative Theory Paper in COU 5213 [Counseling and Helping Relationships], and Group Assessment Report in COU 5223 [Assessment and Testing].
 - All Specialty KPIs were scored relatively high (4.0 or above out of 5.0).
 - SC:
 - In general, our students are scoring relatively high (4.14 or above out of 5.0). Courses with average scores falling below 4.0 include Ethical Case Study in COU 5113 [Orientation and Ethical Practices] and Final Exam in COU 5283 [Social and Cultural Diversity]. Improvements were seen in COU 5223 [Assessment and Testing] and COU 5003 [Research and Program Evaluation].
 - All Specialty KPIs were scored relatively high (4.0 or above out of 5.0).
 - CES: We have 10 measurement points across the 5 doctoral core areas.
 - In general, our doctoral students are scoring relatively high (4.11 or above out of 5.0), with one measurement falling below 4.0 (Research and Scholarship measured in COU 7893 Advanced Research).
- FTP
 - We had a total of 8 (7 master's; 1 doctoral) FTP evaluations that did not meet expectations. Great improvement from 16 last year. Four were resolved, one withdrew, two dismissals, and one was academically dismissed.
 - Main areas remain dependable in meeting obligations, receptive to and uses feedback, accepts responsibility, and follows ethical and legal considerations.
 - Areas improved: aware of own impact on others; responsive, adaptable, and cooperative; responds to conflict appropriately; expresses feelings effectively and appropriately; and open to new ideas.

Section 3

- **Alumni Feedback (Master's Programs)**
 - Only 4 alumni responded (all CMHC; no SC).
 - Reported strong preparation in ethical/legal issues, group counseling, multicultural counseling, assessment, and case conceptualization.

- Growth opportunities identified:
 - Better preparation for licensure and post-graduation steps.
 - Stronger training in crisis response and self-harm interventions.
 - Online courses felt less academically rigorous compared to in-person.
- **Doctoral Alumni**
 - No data collected from CES graduates this cycle.
- **Site Supervisors & Employers (26 responses)**
 - **Strengths noted:** Positive experiences with PITCH program, appreciation for student preparation, “you’re doing great” feedback.
 - **Areas for improvement:**
 - More consistent communication with faculty about student progress.
 - Desire for site visits or check-ins during practicum/internship.
 - Clearer documentation and evaluation processes (some delays reported).
 - Requests for working evaluation forms and more professor engagement with sites.
- **Program Strengths Identified**
 - Strong sense of community through group work.
 - Emphasis on theory application and the CAST program as standout features.
- **Program Growth Opportunities**
 - Enhance faculty support for post-graduation transition (licensure, supervisor/job search, NCE preparation).
 - Address clinical readiness gaps in crisis management.
 - Improve communication channels with supervisors/employers.
 - Links of alumni and employers surveys will be shared with Jessica to be disseminated.

Section 4

- Writing/APA was added to address student struggles in these areas. This was based on faculty feedback from the prior year.
- The combination of these assessments suggests to Department faculty that counseling students are open and receptive to pressing ethical and legal concerns, open to new ideas specific to pressing issues, cultural needs, are interested in and invested in learning more about pressing multicultural needs, and are making progress with writing and APA.
- At this time, the major focus is on our CACREP site visit due to occur in the coming months. Once we have feedback on our assessment plan from the site visit, we will begin to move the 2024 CACREP standards.

Section 5

- Section 1: No recommendations
- Section 2: Recommendation to update and review FTP Policy and procedures
- Section 3:

- Recommendation to revise the process and procedures for soliciting alumni, site supervisor, and employer feedback
 - The Trauma and Thriving Symposium provides an opportunity for face-to-face feedback and provides additional supervision training.
 - Recommendation for faculty to improve/increase frequency of contact with supervisors. Previously, there was only a requirement to contact via email. Propose a requirement to meet via Zoom every semester.
 - Recommendation to invite alumni to workshops. Tie Career Services more into internship courses.
- Section 4: No recommendations