
CACREP Annual Report 2024-2025
Department of Counseling, UT San Antonio**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. Key individual student and program data are collected, analyzed, summarized, and reviewed by the department chair, program coordinators, and the full faculty on a regular schedule for all three accredited programs: Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision. *Key data* include program objectives, key performance indicators, and professional dispositions. All program faculty participate in making data driven recommendations for program improvements, including curriculum and program modifications, and are evidenced by faculty meeting agendas, minutes, and documented changes in handbooks, catalogs, and additional documents available to students and program constituents (e.g., site supervisors, affiliate faculty).

In this report, which is distributed annually to all program constituents via email and posted on the Counseling Department website, we provide vital program statistics (i.e., enrollment, credentialing exam pass rates, graduation rates, and employment rates), document program evaluation results aligned with academic quality indicators, data-driven curricular modifications and program improvements, and other significant program changes. This report exceeds the reporting standards for CACREP (2024) 2.F.3. This report represents summary information; any program constituent may request to review aggregate data that were used to inform program changes.

Program Vital Statistics

In this section, we share vital program statistics (i.e., enrollment, credentialing exam pass rates, graduation rates, and employment rates) for both masters program (i.e., clinical mental health counseling [CMHC] and school counseling [SC]) and the doctoral program in counselor education and supervision (CES) for the 2024-2025 school year. During this year, Department of Counseling students were taught by 10 full-time tenured or tenure track faculty, 7 full-time non-tenured/tenure track faculty, and 10 part-time non-tenured/tenure track faculty.

Masters Programs

Table 1 documents the enrollment, credentialing exam pass rates, graduation rates, and employment rates for CMHC and SC.

Table 1
Masters Programs Vital Statistics

	CMHC	SC
New Student Matriculation	146	22
Total Student Enrollment	408	54
Completed Program	102	11

	CMHC	SC
Pass Rate on NCE	71-80%	91-100%
Pass Rate on SC Exam	n/a	87.5%
6-month Employment Rates	91-100%	71-80%

Doctoral Program

Table 2 documents the enrollment, graduation rates, and employment rates for CES.

Table 2

Doctoral Program Vital Statistics

	CES
New Student Matriculation	15
Total Student Enrollment	28
Completed Program	6
6-month Employment Rates	100%

Program Evaluation Results

Overview Information

In this section, we document program evaluation results for the masters programs and the doctoral program. For the masters programs, we report key performance indicators (see Tables 3-5). For the doctoral program, we report key performance indicators (see Table 5). Additionally, we report aggregate disposition data for all programs. Data are collected on a regular and expected schedule.

For the aggregate data we report, we provide a narrative for any data that were below the established benchmarks that were subsequently discussed by faculty and may have led to curricular and/or program modifications as documented in the next section (please see Curricular and Program Modifications). Below, we list and define the key data we collect.

Key performance indicators for the eight core CACREP areas are the same for both masters programs, with the addition of one specialty standard for CMHC and SC:

- KPI 1: Professional Counseling Orientation and Ethical Practice
- KPI 2: Social & Cultural Identities and Experiences
- KPI 3: Lifespan Development
- KPI 4: Career Development
- KPI 5: Counseling Practice & Relationships
- KPI 6: Group Counseling & Group Work
- KPI 7: Assessment & Diagnostic Processes
- KPI 8: Research and Program Evaluation
- KPI CMHC: CMHC Specialization
- KPI School: School Specialization

CES KPIs are organized by the domains for CACREP doctoral programs:

- KPI 1: Counseling
- KPI 2: Supervision

- KPI 3: Teaching
- KPI 4: Research and Scholarship
- KPI 5: Leadership and Advocacy

Aggregate Disposition Summary

Throughout the 2024 – 2025 academic year, we had a total of 8 (8 master's and 0 doctoral) FTP evaluations that did not meet expectations. Their status is the following: remediation in progress ($n = 2$), resolved ($n = 2$); student withdrew ($n = 1$); FTP dismissal ($n = 2$); and academic dismissal ($n = 1$). Identified competencies not met were as follows: follows ethical and legal considerations ($n = 7$); aware of own impact of others ($n = 6$); dependable in meeting obligations ($n = 3$); receptive to and uses feedback ($n = 3$); displays multicultural competence ($n = 2$); responsive, adaptable, and cooperative ($n = 2$); responds to conflict appropriately ($n = 2$); open to new ideas ($n = 1$); accepts personal responsibility ($n = 1$); and expresses feelings effectively and appropriately ($n = 0$).

Masters Program Data

In this section, we report data for key performance indicators for CMHC and SC. A total of 8 KPIs and 16 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. A summary of core curricular KPI outcome data for AY 2025 are provided in Table 3 below.

Table 3

CMHC and SC Combined KPI Data

KPI	Course	N	M	SD
KPI 1: <i>Students will demonstrate knowledge, awareness, and skills relative to professional counseling orientation and ethical practice.</i>	COU 5113	207	4.49	1.09
KPI 1: <i>Students will demonstrate knowledge, awareness, and skills relative to professional counseling orientation and ethical practice.</i>	COU 5103/ COU 5203	155	4.69	0.70
KPI 2: <i>Students will demonstrate knowledge, awareness, and skills relative to social and cultural diversity in counseling.</i>	COU 5283	177	4.69	0.65
KPI 2: <i>Students will demonstrate knowledge, awareness, and skills relative to social and cultural diversity in counseling.</i>	COU 5713_5723/ COU 5803	141	4.89	0.41
KPI 3: <i>Students will demonstrate knowledge, awareness, and skills relative to human growth and development in counseling.</i>	COU 6883	92	4.45	0.76
KPI 3: <i>Students will demonstrate knowledge, awareness, and skills relative</i>	EDP 5033	20	4.35	0.75

KPI	Course	N	M	SD
<i>o human growth and development in counseling.</i>				
KPI 4: Students will demonstrate knowledge, awareness, and skills relative to career development in counseling.	COU 5613	64	4.52	0.84
KPI 4: Students will demonstrate knowledge, awareness, and skills relative to career development in counseling.	COU 6153	97	4.24	1.09
KPI 5: Students will demonstrate knowledge, awareness, and skills relative to counseling and helping relationships.	COU 5213	135	4.15	1.11
KPI 5: Students will demonstrate knowledge, awareness, and skills relative to counseling and helping relationships.	COU 5393	124	4.89	0.34
KPI 6: Students will demonstrate knowledge, awareness, and skills relative to group counseling and group work.	COU 5233	133	4.69	0.63
KPI 6: Students will demonstrate knowledge, awareness, and skills relative to group counseling and group work.	COU 5683	123	3.37*	0.94
KPI 7: Students will demonstrate knowledge, awareness, and skills relative to assessment and testing in counseling.	COU 5223	107	4.69	0.62
KPI 7: Students will demonstrate knowledge, awareness, and skills relative to assessment and testing in counseling.	COU 5243	93	4.71	0.87
KPI 8: Students will demonstrate knowledge, awareness, and skills relative to research and program evaluation in counseling.	COU 6523	140	4.72	0.55
KPI 8: Students will demonstrate knowledge, awareness, and skills relative to research and program evaluation in counseling.	EDU 5003	71	4.93	0.39

Note. KPI = key performance indicator

The table below captures and summarizes the identified CMHC specialty KPIs across the CMHC portfolio measures:

- KPI CMHC 1: Students will demonstrate knowledge, awareness, and skills relative to clinical mental health counseling foundations.
- KPI CMHC 2: Students will demonstrate knowledge, awareness, and skills relative to contextual dimensions in clinical mental health counseling.
- KPI CMHC 3: Students will demonstrate knowledge, awareness, and skills relative to clinical mental health counseling practice.

Table 4***KPI Clinical Mental Health Counseling (CMHC) Specialization***

Designated KPI CMHC Portfolio Measures	<i>n</i>	<i>M</i>	<i>SD</i>
Counseling Theory	92	4.62	0.77
Group Counseling Score	82	4.61	0.64
Leadership Score	71	4.62	0.72
Referral and Coordination/Consultation Score	68	4.68	0.66
Crisis Intervention Score	71	4.58	0.69
Advocacy Score	81	4.63	0.77
Ethical and Legal Concerns Score	78	4.65	0.62
Multicultural Competence Score	86	4.72	0.66
Career Planning Score [Internship I]	109	4.75	0.61
Wellness Plan Score [Internship I]	109	4.73	0.72

Note. KPI = key performance indicator

The table below captures and summarizes the identified SC specialty KPIs across the SC portfolio measures:

- KPI SC 1: Students will demonstrate knowledge, awareness, and skills relative to school counseling foundations.
- KPI SC 2: Students will demonstrate knowledge, awareness, and skills relative to contextual dimensions in school counseling.
- KPI SC 2: Students will demonstrate knowledge, awareness, and skills relative to school counseling practice.

Table 5***KPI School Counseling (SC) Specialization***

Designated KPI SC Portfolio Measures	<i>n</i>	<i>M</i>	<i>SD</i>
Program Management	15	5	0.00
Guidance	14	5	0.00
Counseling [Internship I]	14	5	0.00
Professional Behavior/Professional Standard	15	5	0.00
Counseling [Internship II]	15	5	0.00
Coordination	14	5	0.00
Consultation	15	5	0.00
Student Behavior	14	5	0.00

Note. KPI = key performance indicator

Doctoral Program Data

In this section, we report data for program objectives, key performance indicators, professional dispositions, and skill acquisition for the CES program.

Table 4***Doctoral Aggregate KPI Data***

	Course	<i>n</i>	<i>M</i>	<i>SD</i>
KPI 1: <i>Students will demonstrate knowledge, awareness, and skills relative to counseling in counselor education and supervision.</i>	COU 7213	3	4.67	0.58
KPI 1: <i>Students will demonstrate knowledge, awareness, and skills relative to counseling in counselor education and supervision.</i>	COU 7313	12	4.08	1.31
KPI 2: <i>Students will demonstrate knowledge, awareness, and skills relative to supervision in counselor education and supervision.</i>	COU 7583	13	4.38	1.12
KPI 2: <i>Students will demonstrate knowledge, awareness, and skills relative to supervision in counselor education and supervision.</i>	COU 7413/7513	3	4	0.00
KPI 3: <i>Students will demonstrate knowledge, awareness, and skills relative to teaching in counselor education and supervision.</i>	COU 7123	15	4.73	1.03
KPI 3: <i>Students will demonstrate knowledge, awareness, and skills relative to teaching in counselor education and supervision.</i>	COU 7213	3	4.67	0.58
KPI 4: <i>Students will demonstrate knowledge, awareness, and skills relative to research and scholarship in counselor education and supervision.</i>	COU 7133	15	3.73*	1.62
KPI 4: <i>Students will demonstrate knowledge, awareness, and skills</i>	COU 7893	3	2.67*	1.53

	Course	<i>n</i>	<i>M</i>	<i>SD</i>
relative to research and scholarship in counselor education and supervision.				
KPI 5: Students will demonstrate knowledge, awareness, and skills relative to leadership and advocacy in counseling.	COU 6003	3	4.00	1.00
KPI 5: Students will demonstrate knowledge, awareness, and skills relative to leadership and advocacy in counseling.	COU 7133	15	4.20	1.01

Note. KPI = key performance indicator

Narrative Regarding KPI Data

At the master's level, we had 34 measurement points. In general, students scored relatively high on all KPI areas in the core curriculum areas, with scores above 4.0 ranging from 4.15 to 4.93. Courses with average scores falling below 4.0 include COU 5683 Group Counseling with an average score of 3.37 (*SD* = 0.94). For specialty areas, average scores ranged from 4.58 to 4.75 for students enrolled in the CMHC program and 5.0 for students enrolled in the SC program.

At the doctoral level, 10 measurement points were assessed across the five doctoral core areas. In general, our doctoral students scored relatively high, with scores above 4.0 ranging from 4.08 to 4.73. Two (2) measurements were at 4.0: Leadership and Advocacy measured in COU 6003 Leadership and Advocacy in Counseling (*N* = 3, *M* = 4.00, *SD* = 1.00) and supervision measured in COU 7413/7513 Internship (*N* = 3, *M* = 4.00, *SD* = 0.00). Two (2) measurements fell below a 4.0: Research and Scholarship measured in COU 7133 Seminar in Professional Development (*N* = 15, *M* = 3.73, *SD* = 1.00) and COU 7893 Advanced Research (*N* = 3, *M* = 2.67, *SD* = 1.53).

Curricular and Program Modifications

During 2024-2025, the faculty committed to and began a 1–2-year process to examine the masters programs' plan of study and ways that it can be strengthened. This process was stimulated by program assessment data, student feedback, practicum and internship instructor feedback, as well as some site supervisor feedback that students were having consistent struggles with knowing and using basic counseling skills effectively. The process began with the CACREP committee initiating a discussion with the full faculty after they reviewed the data and feedback. The faculty identified the main source of the issue to be how *COU 5393: Development: Counseling Skills* was being taught. As a result, the scheduling committee prioritized assigning full-time faculty to teach COU 5393; when full-time faculty were not available, only seasoned adjunct faculty were assigned. This was a change from prior years in which scheduling was done based on availability.

Concurrently, a new lead course instructor was assigned to redesign COU 5393 for Fall 2025 and the department chair appointed an ad hoc committee to fully assess skills training across the

masters program and make recommendations to the full faculty. This process will continue through the 2025-2026 school year, with additional course changes that will be implemented in Fall 2025. This implementation aligns with the time period in which COU 5393 will be redeveloped to transition to the 2024 CACREP standards.

Finally, the CACREP committee in conjunction with lead course instructors, set a plan for transitioning both masters programs to the 2024 CACREP standards. The plan is designed to take place over two semesters in the 2025-2026 school year: Half of the masters courses will be redeveloped in time to be implemented in Fall 2025, while the second half of the masters courses will be redeveloped and implemented in Spring 2026. The masters programs will be fully compliant with the 2024 CACREP standards by Spring 2026, including revised program evaluation procedures, which will be described in the next section.

For the doctoral program, no course modifications were made during the 2024-2025 school year. However, program faculty began and completed a full curricular redesign in order to move the doctoral program to 69 credits and comport with the 2024 CACREP standards. The doctoral program will begin its transition to the 69-credit plan of study when the Fall 2025 cohort matriculates; courses will be redeveloped as they are offered. All course descriptions were modified in accordance with UT San Antonio policies and will be effective for new doctoral students as of Fall 2025.

Other Significant Program Changes

The 2024-2025 year was marked by *preparing* for program changes more than it was by making changes. This was an intentional decision because of significant delays in the CACREP site visit (occurred January 2025) and knowing that all three program programs would need to be modified considerably after the site visit to comply with the 2024 CACREP standards. In sum, the programs had been somewhat in a holding pattern for two years, making necessary changes, yet awaiting site visit feedback to fully make program changes. In this section, we describe the preparation processes the program engaging in order to make program changes in the 2025-2026 school year.

Preparing for program changes has taken three main forms: course redesigns (described above), revising the program mission and program objectives, and overhauling the program assessment process. Below, we share highlights of our changes regarding program mission, objectives, and program assessment.

Program Mission and Program Objectives

In May 2025, program faculty completed a full revision of the program mission and program objectives, including seeking and integrating constituent feedback and working to comply with state laws and university policies. The revised program mission and program objectives are listed below and will go into effect Fall 2025.

Program Mission

The Department of Counseling at UTSA prepares ethically grounded, community-informed, and professionally competent clinical mental health counselors, school counselors, counselor educators, supervisors, and researchers with a strong professional counselor identity to serve in a

global society. We are a proud Minority-Serving and Hispanic-Serving Institution, and as a Tier One Research University, we cultivate leaders and agents of change who embody our core values and are equipped with empirically supported practices. We are committed to innovation in training and practice, empowering our graduates to meet evolving professional demands and enriching the quality of people's lives.

Program Objectives

All program students, masters and doctoral, are evaluated using the same program objectives.

- **Program Objective 1:** Articulate a professional identity as clinical mental health counselors, school counselors, counselor educators, and supervisors.
- **Program Objective 2:** Articulate a conceptualization of individuals served from a strength-based perspective founded on contextual factors (e.g., cultural, developmental, systemic, relational) and empirically supported practices.
- **Program Objective 3:** Demonstrate responsiveness to evolving community needs while promoting advocacy in alignment with current professional standards and best practices.
- **Program Objective 4:** Demonstrate knowledge, attitudes, and skills in ethical, relational, and professional competencies.
- **Program Objective 5:** Critically analyze, conduct, and apply research to advance empirically supported, community-informed practices in counseling, counselor education, and supervision.

Program Assessment

All faculty contributed to the redevelopment of the program assessment process, with specific contributions from the CACREP committee, assessment committee, and an ad hoc committee tasked with reviewing and revising the professional dispositions, fitness to practice components, and remediation and retention procedures for all programs. The process focused on the impact of assessment on individual student development as well as program development, with the intent of strengthening student development and program delivery. Faculty considered constituent feedback and integrated it when possible. Below we list highlights and anticipated dates for implementation.

- **Revised key performance indicators (KPIs).** Both to comply with the 2024 CACREP standards and evolving practice needs, program faculty revised masters and doctoral KPIs and when they are assessed. Implementation will be scaffolded during the 2025-2026 school year to align with the course redevelopment schedule.
- **Program objectives.** The faculty revised data collection procedures for program objectives and discerned that the program objectives would be used for regional accreditation (SACSCOC) data collection requirements as well. We revised the courses in which data would be collected with the aim to target courses that best align with the revised program objectives. Data collection for the new program objectives will begin Fall 2025.
- **Revised fitness to practice components.** The assigned ad hoc committee recommended expanding masters program fitness to practice components to include academic success, professional dispositions, key performance indicators, individual skills acquisition, group skills acquisition, and following laws and policies. For the doctoral program, this list was expanded to include academic success, professional dispositions, key performance

indicators, and following laws and policies. Implementation will be scaffolded during the 2025-2026 school year to align with the course redevelopment schedule.

- **Revised remediation and retention procedures.** The assigned ad hoc committee conducted an evaluation of the current remediation and retention procedures, reviewed current literature, and several other programs' procedures to inform a full revision of the remediation and retention procedures that aligned with revised fitness to practice components and with interventions that were being conducted by not documented (e.g., early intervention procedures). Anticipated implementation will be Spring 2026.
- **Policy revisions.** In order to make the programmatic changes listed above, program policies are being revised. Some have already been revised in preparation for anticipated implementation while others will be revised in Fall 2025 with the intention to implement them in Spring 2026. University legal review has been an integral part of the process.
- **Automated data collection procedures.** The assessment committee is preparing to automate data collection procedures by collecting program assessment data through Canvas effective Fall 2025.
- **Updated data reporting procedures.** The assessment committee, in consultation with the CACREP committee, has devised an updated data reporting and change implementation schedule. This schedule will begin to be implemented in Spring 2026.

In summary, there have not been significant program changes in the 2024-2025 school year as the program faculty have used this time to prepare for program changes in 2025-2026. As evidenced by the highlights we shared, our preparation has been marked by intentionality and reason, with the ultimate goal of stronger counselor and counselor educator preparation for the UT San Antonio Counseling Programs.