

**DEPARTMENTAL ASSESSMENT AND EVALUATION
ANNUAL REPORT**

2022-2023

Department of Counseling

2022-2023 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 2022-2023 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: 8**
- 2. Full time NTT: 6**
- 3. Part-time NTT: 7**

Table 1

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

	Term		
	Fall 2022	Spring 2023	Summer 2023
Professor	3	2	2
Associate Professor	2	2	0
Assistant Professor	4	4	4
Full-time NTT	6	6	2
Part-time NTT	5	7	13

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 2022	2310	48	192.5	5.3	197.8	17.4	11.4
Spring 2023	2424	48	202.0	5.3	207.3	17.6	11.8
Summer 2023	1191	9	132.3	3.0	135.3	13.9	9.8
AY23 Student to Faculty Ratio							11.0

5. Graduate Enrollment Data by Program

Table 3

5 Year Trend Doctoral Student Enrollment by Program

	Term				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PHD-Counselor Education and Supervision	35	35	34	29	24

Figure 1

5 Year PHD- Counselor Education and Supervision Demographics

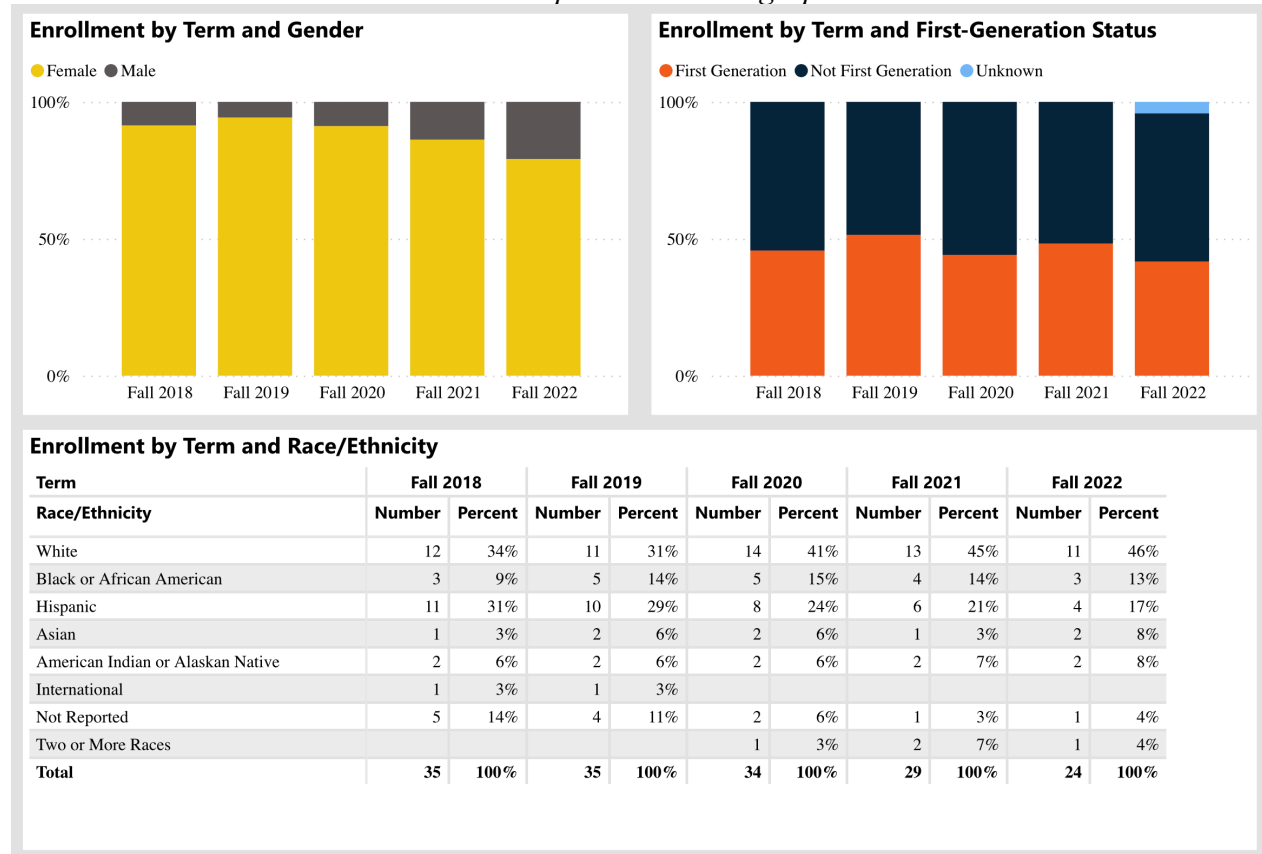


Table 4

5 Year Trend of Master’s Student Enrollment by Program

	Term				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
MED-School Counseling	91	87	82	58	54
MS-Clinical Mental Health Counseling	284	325	355	309	345
Total	375	412	437	367	399

Figure 2

5 Year MED- School Counseling Demographics

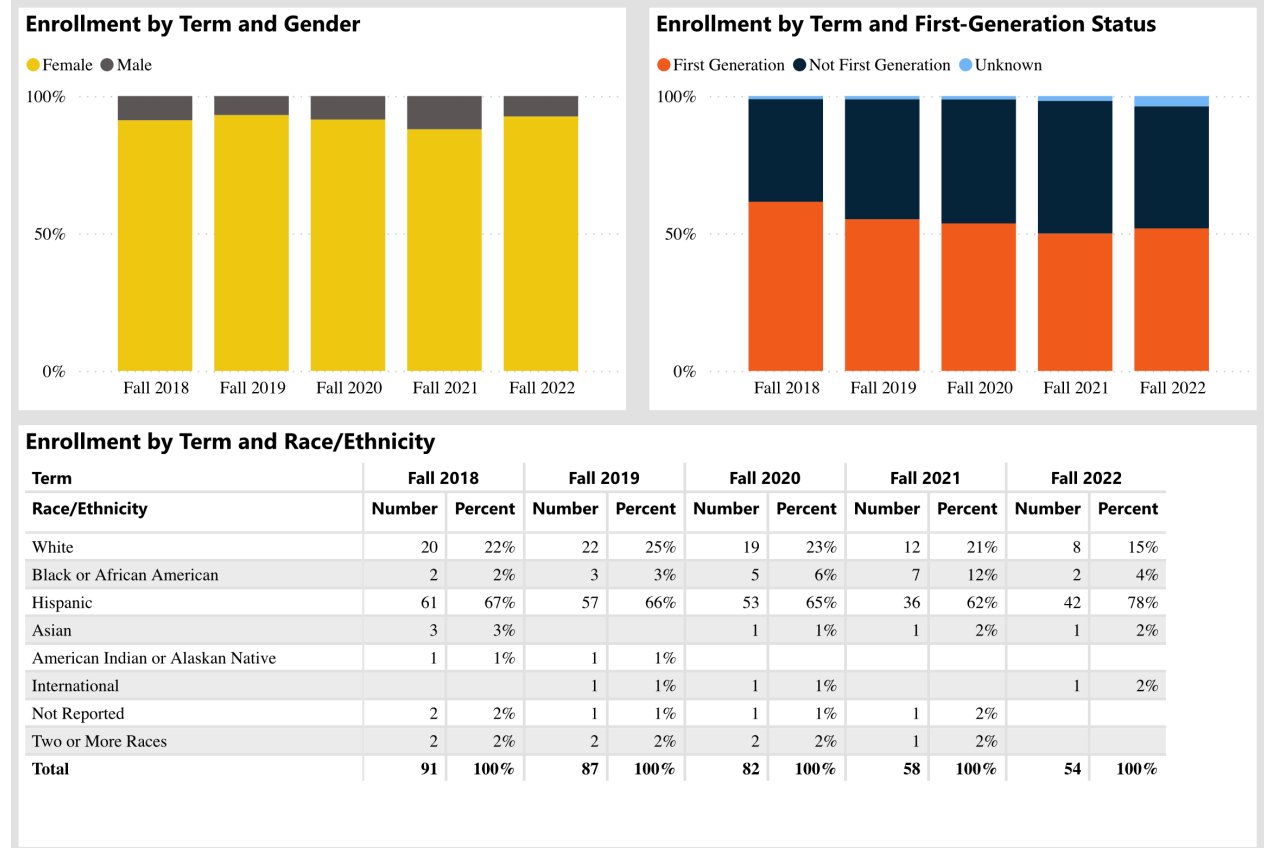
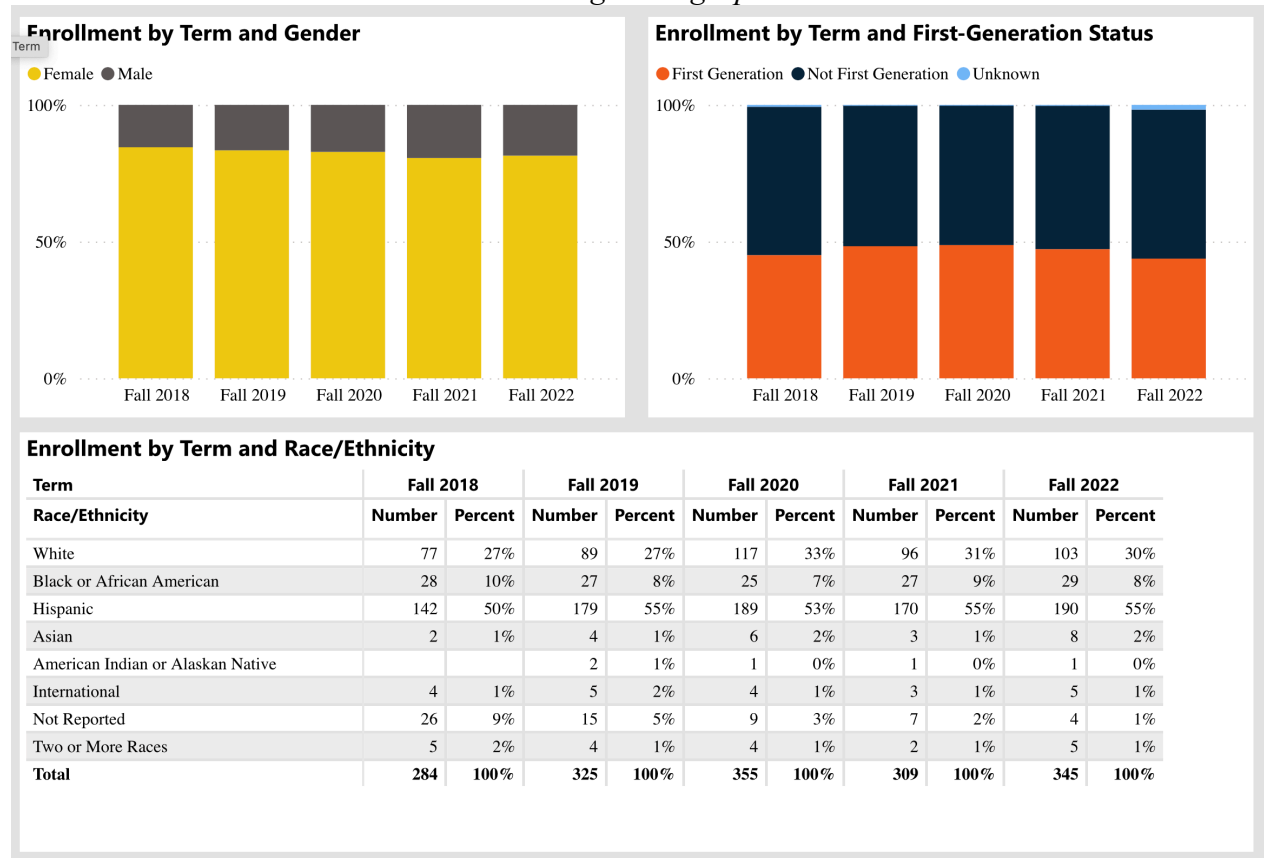


Figure 3

5 Year MS-Clinical Mental Health Counseling Demographics



6. Graduate Admissions by Program

Table 5

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

Term	Applied	Admitted	% Admitted	Enrolled	% Enrolled
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%
Fall 2018	113	100	88%	58	58%
Fall 2017	137	120	88%	81	68%

Figure 4

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

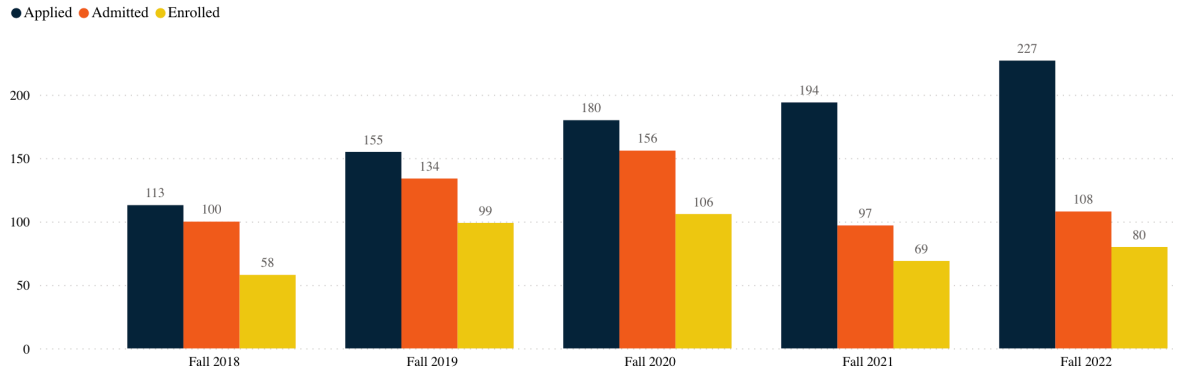


Table 6

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

	Fall 2021			Fall 2022		
	Applied (N = 194)	Admitted (n = 97)	Non- admitted (n = 97)	Applied (N = 247)	Admitted (n = 135)	Non- admitted (n = 112)
Gender						
Female	158	77	81	211	115	96
Male	36	20	16	36	20	16
Race/Ethnicity						
Hispanic or Latino	86	49	37	125	67	58
White	72	30	42	76	45	31
Black or African American	19	11	8	14	6	8
International	7					
Asian	6			10	6	4
Unknown				5		5
Two or More Races				12	7	5
Residency						
Texas Resident	159	82	77	221		
Out of State	29	13	16	20		
International	6	2	4	6		
Age Group						
20 or younger	3	2	1	3		
21-25	122	61	61	168		
26-30	31	13	18	38		
31-35	18	10	8	16		
36 or older	20	11	9	22		

Table 7

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

Term	Applied	Admitted	% Admitted	Enrolled	% Enrolled
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%
Fall 2018	44	41	93%	32	78%

Figure 5

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

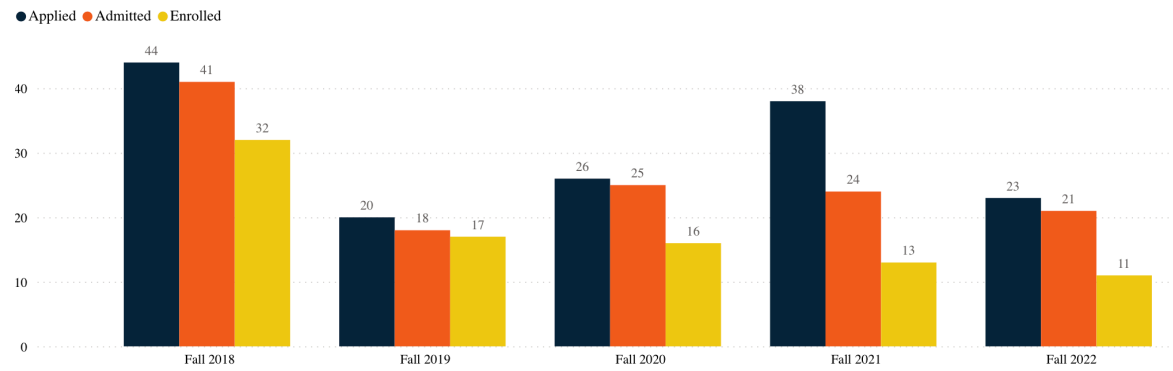


Table 8*M.Ed. School Counseling Student Demographics by Applied, Admitted, Non-admitted Status*

		Fall 2021			Fall 2022		
		Applied (<i>N</i> = 38)	Admitted (<i>n</i> = 24)	Non-admitted (<i>n</i> = 14)	Applied (<i>N</i> = 25)	Admitted (<i>n</i> = 21)	Non-admitted (<i>n</i> = 4)
Gender							
	Female	34	24	10	24	20	4
Race/Ethnicity							
	Hispanic or Latino	23	15	8	21	18	3
	White	6					
	Black or African American	5					
Residency							
	Texas Resident	33	22	11	19		
	Out of State	2	1	1	6		
	International	3	1	2			
	Undeclared						
Age Group							
	21-25	14	9	5	11		
	26-30	12	8	4	5		
	31-35	4		4	4		
	36 or older	8	7	1	5		

Table 9*Ph.D. Counselor Education and Supervision Student Applications, Admittance, and Enrollment*

Term	Applied	Admitted	% Admitted	Enrolled	% Enrolled
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%
Fall 2018	23	13	57%	11	85%

Figure 6

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

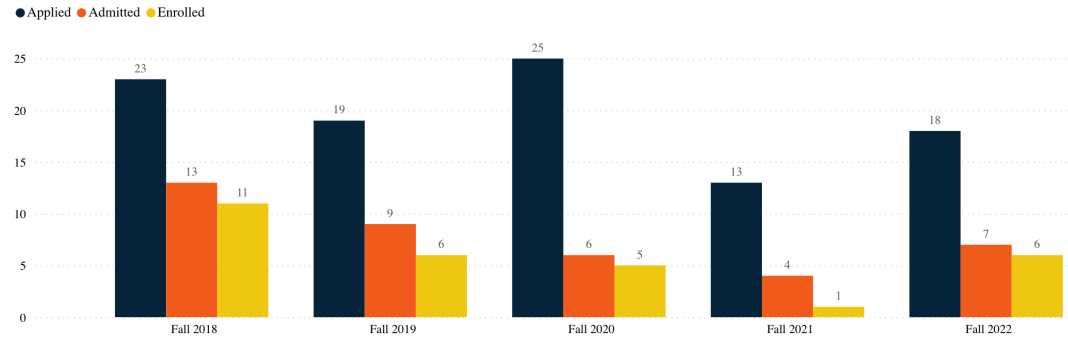


Table 10

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

		Fall 2022		
		Applied (n = 23)	Admitted (n = 7)	Non-admitted (n = 16)
Gender				
	Female	18	5	13
	Male	5	2	3
	Unknown			
Race/Ethnicity				
	Hispanic or Latino	7	1	6
	White	10	5	5
	Unknown		1	
Residency				
	Texas Resident	17		
	Out of State	6		
Age Group				
	21-25	3		
	26-30	8		
	31-35	1		
	36 or older	11		

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

Table 11

2021-2022 One Year Retention Rates of Master's Students

	Total		Same Program		Not Retained	
	Count	%	Count	%	Count	%
MED-School Counseling	25	100%	22	88%	3	22%
MS-Clinical Mental Health Counseling	140	100%	130	93%	10	7%
Total	165	100%	152	92%	13	8%

Table 12

One Year Retention Rates of Doctoral Students

Academic Year Started	Total		Same Program		Not Retained	
	Count	%	Count	%	Count	%
2020-2021	5	100%	5	100%	0	0%
2021-2022	2	100%	1	50%	1	50%

8. Time to Degree

Table 13

Time to First Master's Degree

	Academic Year Graduated									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	Mdn. Yrs to Degree	N	Mdn. Yrs to Degree	N	Mdn. Yrs to Degree	N	Mdn. Yrs to Degree	N	Mdn. Yrs to Degree
M ED-School Counseling & MS-Clinical Mental Health Counseling	115	2.7	123	2.7	125	2.7	119	2.7	123	2.7
Total	115	2.7	123	2.7	125	2.7	119	2.7	123	2.7

Table 14*Time to First Doctoral Degree*

	Academic Year Graduated									
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	Mdn.		Mdn.		Mdn.		Mdn.		Mdn.	
	Yrs to		Yrs to		Yrs to		Yrs to		Yrs to	
	<i>N</i>	Degree	<i>N</i>	Degree	<i>N</i>	Degree	<i>N</i>	Degree	<i>N</i>	Degree
PH D- Counselor Education and Supervision	9	3.3	5	4.3	7	2.7	5	3.3	9	3.3
Total	9	3.3	5	4.3	7	2.7	5	3.3	9	3.3

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 Fall 2022 and Spring 2023 are provided in the table below.

Table 15*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	82	3.66	4	4
		[COU 5203] Professional Identity Assignment	84	4.012	4	4
	School Counseling	[COU 5113] Ethical Case Study Analysis	6	3	3	4
		[COU 5103] Program Audit	25	4.84	5	4
<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	50	3.82	4	4
		[COU 5713_5723] Case Conceptualization	91	4.632	5	3
	School Counseling	[5283] Final Exam	7	3.57	4	4
		[COU 5803] Case Conceptualization Audit	17	4.75	5	2
<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	82	4.85	5	1
		[EDP] 5033 Final Exam	153	4.77	5	1
	School Counseling	[COU 6883] Group Final Case Presentations	7	5	5	0

		[EDP] 5033 Final Exam	10	4.55	5	4
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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	30	4.66	4	4
		[COU 6153] Final Career Reflection Paper	73	4.35	4	4
	School Counseling	[COU 5613] Interrelationships Discussion Post	2	5	5	0
		[COU 6153] Final Career Reflection Paper	10	4.31	4	4

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	95	3.58	4	4
		[COU 5393] Final Self-Assessment Paper	83	4.84	5	4
	School Counseling	[COU 5213] Integrative Theory Paper	7	4.1	4	3
		[COU 5393] Final Self-Assessment Paper	10	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	80	4.67	5	3
		[COU 5683] Final Site Supervisor Evaluation (Section II: Basic Skills Item 4)	64	2.465	2	2
	School Counseling	[COU 5233] Group Final	8	4.37	5	2

	[COU 5683] Final Site Supervisor Evaluation (Section II: Basic Skills Item 4)	2	3	3	0
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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	69	3.49	4	3
		[COU 5243] Diagnostic Paper	54	4.61	5	4
	School Counseling	[COU 5223] Group Assessment Report and Case Consultation Experience	4	3	3	0
		[COU 5243] Diagnostic Paper	<i>No School Counseling Students Enrolled in Fall 2022 and Spring 2023</i>			

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	58	4.47	4	4
		[EDU 5003] Final Paper	87	4.89	4	2
	School Counseling	[COU 6523] Topical Research Presentation	3	5	5	0
		[EDU 5003] Final Paper	2	3	3	4

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 16

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 17.

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.	<ol style="list-style-type: none"> 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) 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.2.) Students will demonstrate knowledge, awareness, and skills relative to contextual dimensions in school counseling.	

(V.G.3) Students will demonstrate knowledge, awareness, and skills relative to school counseling practice.	<p>3. COU 5793/5803/5813 Portfolio</p> <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)
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Table 18

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 leadership and advocacy in counseling.</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>

Table 19*Clinical Mental Health Counseling (CMHC) Portfolio KPI Measures*

Designated KPI Portfolio Measures	N = Students	Mean	Median	Mode	Range
Counseling Theory	61	2.912	3	3	2
Group Counseling Score	55	2.943	3	3	2
Leadership Score	48	2.978	3	3	1
Referral and Coordination/Consultation Score	52	2.959	3	3	1
Crisis Intervention Score	53	2.941	3	3	1
Advocacy Score	52	2.939	3	3	1
Ethical and Legal Concerns Score	57	2.963	3	3	1
Multicultural Competence Score	55	2.924	3	3	2
Career Planning Score [Internship I]	57	2.963	3	3	2
Wellness Plan Score [Internship I]	61	2.966	3	3	2
Career Planning Score [Internship II]	Not collected	-	-	-	-
Wellness Plan Score [Internship II]	Not collected	-	-	-	-
Portfolio Overall Scores (Does not signify internship I & II completion)	20	2.842	3	3	2

Aggregate Disposition Summary

Throughout the 2022 – 2023 academic year, we had a total of 16 (15 master's; 1 doctoral) FTP evaluations that did not meet expectations. Their status is the following: resolved ($n = 5$),

remediation in progress ($n = 6$), student withdrew ($n = 2$), and academic dismissal ($n = 3$). Identified competencies not met were as follows: aware of own impact of others ($n = 10$), receptive to and uses feedback ($n = 9$), accepts personal responsibility ($n = 12$), responsive, adaptable, and cooperative ($n = 11$), dependable in meeting obligations ($n = 13$), follows ethical and legal considerations ($n = 9$), responds to conflict appropriately ($n = 7$), expresses feelings effectively and appropriately ($n = 3$), open to new ideas ($n = 2$), displays multicultural competence ($n = 2$).

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. Data collection from 2022-2023 program feedback surveys is currently underway and will continue through August 2023. Preliminary findings are reported below.

I. Master’s Program Alumni Feedback

Surveys are sent through Qualtrics to master’s program alumni approximately 60 days after graduation. We will continue collecting program feedback from alumni and employers through the end of August 2023. Alumni are asked to provide feedback related to the adequacy of the program. Nine master’s alumni responded to the survey.

Table 20

Demographic information of master’s alumni responses.

Demographic data of respondents	$n=9$	Percentage
Program		
CMHC	9	100%
SC	0	0%
Gender		
Male	0	0%
Female	9	100%
Transgender	0	0%
Self Identify	0	0%
Race/Ethnicity		
African-American/Black	0	0%
Asian-American	0	0%
Biracial	0	0%
Caucasian	4	44.44%
Hispanic-American	4	44.44%

Multiracial	0	0%
Native American	1	11.11%
Self-identify	0	0%

Table 21

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

#	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)	88.89%	8	11.11%	1	0%	0	9
2	Ethical and Legal Issues	100%	9	0%	0	0%	0	9
3	Theories of Counseling	66.67%	6	33.33%	3	0%	0	9
4	Group Counseling Theories	100%	9	0%	0	0%	0	9
5	Research Methods and Program Evaluation	66.67%	6	33.33%	3	0%	0	9
6	Appraisal and Assessment	55.56%	5	44.44%	4	0%	0	9
7	Multicultural Counseling Theories	88.89%	8	11.11%	1	0%	0	9
8	Career Development Theories	77.78%	7	22.22%	2	0%	0	9
9	Child and Family Counseling	66.67%	6	33.33%	3	0%	0	9
10	Counseling Individuals with Emotional and Behavioral	55.56%	5	33.33%	3	11.11%	1	9
11	Disorders					0%		
12	Human Growth and	77.78%	7	22.22%	2		0	9
13	Development					66.67%		
	School Counseling Theories and Models	22.22%	2	11.11%	1	0%	6	9
	Counseling Skills and Techniques	88.89%	8	11.11%	1		0	0

Table 22

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	Individual Counseling Skills and Techniques	77.78%	7	22.22%	2	0%	0	9
2	Group Counseling Skills and Techniques	77.78%	7	22.22%	2	0%	0	9
3	Child and/or Family Counseling Skills and Techniques	55.56%	5	33.33%	3	11.11%	1	9

4	Multicultural Counseling Skills and Techniques	100%	9	0%	0	0%	0	9
5	Career Development Skills and Techniques	55.56%	5	33.33%	3	11.11%	1	9
6	Assessment Techniques and Process	66.67%	6	33.33%	3	0%	0	9
7	Ethical Decision Making	77.78%	7	22.22%	2	0%	0	9
8	Case Conceptualization	88.89%	8	11.11%	1	0%	0	9
9	Applying Theories of Counseling	55.56%	5	44.44%	4	0%	0	9
10	Applying and Assessing Research	66.67%	6	22.22%	2	11.11%	1	9

Table 23

Master’s alumni responses to “How well do you believe the program prepared you ACADEMICALLY and CLINICALLY to successfully accomplish the following:”:

#	Domain	Exceptionally Prepared		Adequately Prepared		Somewhat Unprepared		Very Unprepared		Total <i>n</i>
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
1	Articulate a conceptualization of client/student presenting concerns from a strength-based perspective founded on contextual factors (e.g., developmental, relational, and multicultural).	60.00%	3	40.00%	2	0%	0	0%	0	5
2	Describe how relational and diverse contextual factors may contribute to presenting problems.	80.00%	4	20.00%	1	0%	0	0%	0	5
3	Discuss how relational competencies (i.e. authenticity, mutuality, honesty, empathy) affect counselor/client/student development.	80.00%	4	20.00%	1	0%	0	0%	0	5
4	Describe how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.	20.00%	1	60.00%	3	20.00%	1	0%	0	5
5	Demonstrate inclusive communication when	60.00%	3	40.00%	2	3.57%	2	0%	0	5

	describing clients/students (e.g., understanding and appropriately using people/person-first language or identity-first language, avoiding labeling clients/students).									
6	Demonstrate the ability to convey to the client/student their counseling progress.	40.00%	2	40.00%	2	20.00%	1	0%	0	5
7	Demonstrate multicultural and social justice counseling competencies in the counseling process.	60.00%	3	40.00%	2	0%	0	0%	0	5

The following were identified as strengths of UTSA program –

- The faculty
- Encouragement and fostered hope and empathy from faculty
- Support and mentorship by instructors and peers
- In-person classes
- The involvement of faculty with student development
- Many of the faculty are actively researching crucial topics and are willing to mentor student volunteers
- Wonderful professors and applicable information
- Great mentorship
- The multicultural components, the amazing professors, and the required classes

The following were identified as growth opportunities of UTSA program –

- Bilingual program
- Providing counseling focused research courses
- More emphasis on the school counseling aspects in some classes
- More outreach toward minority groups
- Diverse representation of clients
- More support/guidance for students that are going to graduate
- More information on pursuing licensure, or career possibilities with the master’s degree alone

The participating master’s alumni reported working in diverse settings including state or federal government ($n=1$) and non-profit counseling agencies ($n=3$). Camino Real Community Services, South Texas Veterans Health Care System, and Communities in Schools San Antonio were some of the employers of our recent master’s graduates.

Notably, one of the master’s alumni noted their meaningful experience with UTSA Counseling program by remarking, “*The counseling program at UTSA was amazing, and I would encourage everyone I know that is interested in counseling to apply!*”

II. Doctoral Program Alumni Survey

Surveys are sent through Qualtrics doctoral program alumni approximately 60 days after graduation. We will continue collecting program feedback from alumni and employers through the end of August 2023. Alumni are asked to provide feedback related to the adequacy of the program. Three alumni responded to the survey between Fall 2022-Spring 2023.

Table 24
Current Employers and Settings

Current work of respondents	<i>n</i> = 3	Percentage
Primary Role –		
Faculty/Counselor Educator	3	100%
Clinical Supervisor	0	0%
Clinician	0	0%
Other	0	0%
Current Employers -		
UTSA, San Antonio, TX	2	66.66%
Texas A&M Corpus Christi, Corpus Christi, TX	1	33.33%

Table 25
Doctoral alumni responses to “How well do you believe the UTSA counselor education students and graduates are prepared ACADEMICALLY and CLINICALLY to successfully accomplish the following:”

#	Domain	Exceptionally Prepared		Adequately Prepared		Somewhat Unprepared		Very Unprepared		N/A		Total <i>n</i>
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
1	Articulate a conceptualization of client/student presenting concerns from a strength-based perspective founded on contextual factors (e.g., developmental, relational, and multicultural).	100%	2	0%	0	0%	0	0%	0	0%	0	2
2	Describe how relational and diverse contextual	50%	1	50%	1	0%	0	0%	0	0%	0	2

3	factors may contribute to presenting problems. Discuss how relational competencies (i.e. authenticity, mutuality, honesty, empathy) affect counselor/client/student development.	100%	2	0%	0	0%	0	0%	0	0%	0	2
4	Describe how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.	100%	2	0%	0	0%	0	0%	0	0%	0	2
5	Demonstrate inclusive communication when describing clients/students (e.g., understanding and appropriately using people/person-first language or identity-first language, avoiding labeling clients/students).	50%	1	50%	1	0	0	0	0	2	0	2
6	Demonstrate the ability to convey to the client/student their counseling progress.	100%	2	0	0	0	0	0	0	2	0	2
7	Demonstrate multicultural and social justice counseling competencies in the counseling process.	100%	2	0	0	0	0	0	0	2	0	2

Table 26

Doctoral alumni responses to the extent to which they believe that the UTSA Department of Counseling doctoral program in Counselor Education and Supervision was successful in accomplishing the following:

#	Domain	Very large extent		Large extent		Neutral		Little extent		Very little extent		Total <i>n</i>
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
1	Extend the knowledge base of the counseling profession in a climate of scholarly inquiry	100%	2	0%	0	0%	0	0%	0	0%	0	2

2	Prepare students to inform professional practice by generating new knowledge for the profession	100%	2	0%	0	0%	0	0%	0	0%	0	2
3	Support faculty and students in publishing and/or presenting the results of scholarly inquiry	50%	1	50%	1	0%	0	0%	0	0%	0	2
4	Equip students to assume positions of leadership in the profession and/or their area(s) of specialization	100%	2	0%	0	0%	0	0%	0	0%	0	2

Table 27

Doctoral alumni responses to the extent of their confidence in their growth in foundational knowledge within each of the following areas:

#	Domain	Not confident at all		Slightly confident		Somewhat confident		Fairly confident		Completely confident		Total <i>n</i>
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
1	Counseling	0%	0	0%	0	0%	0	50%	1	50%	1	2
2	Supervision	0%	0	0%	0	0%	0	50%	1	50%	1	2
3	Teaching	0%	0	0%	0	0%	0	0%	0	100%	2	2
4	Research and Scholarship	0%	0	0%	0	0%	0	50%	1	50%	1	2
5	Leadership and Advocacy	0%	0	0%	0	0%	0	0%	0	100%	2	2

Table 28

Doctoral alumni responses to extent to which they believe the UTSA PhD Counselor Education program has prepared them and other students in the following areas:

#	Domain	Exceptionally Prepared		Adequately Prepared		Somewhat Unprepared		Very Unprepared		N/A		Total <i>n</i>
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
1	Evidence-based counseling practices	50%	1	50%	1	0%	0	0%	0	0%	0	2
2	Ethical and culturally relevant counseling in multiple settings	50%	1	50%	1	0%	0	0%	0	0%	0	2
3	Theoretical frameworks and	0%	0	100%	2	0%	0	0%	0	0%	0	2

models of clinical supervision												
4	Skills of clinical supervision	50%	1	50%	1	0%	0	0%	0	0%	0	2
5	Legal and ethical issues and responsibilities in clinical supervision, including culturally relevant strategies and use of technology for conducting clinical supervision	50%	1	50%	1	0%	0	0%	0	0%	0	2
6	Pedagogy and teaching methods, instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	50%	1	50%	1	0%	0	0%	0	0%	0	2
7	Effective approaches to online instruction	100%	2	0%	0	0%	0	0%	0	0%	0	2
8	Emergent research practices and processes appropriate for quantitative and qualitative designs	0%	0	100%	2	0%	0	0%	0	0%	0	2
9	Professional writing for journal publications, conference proposals, newsletter publications, grant proposals, IRB proposals, etc.	50%	1	50%	1	0%	0	0%	0	0%	0	2
10	Leadership and leadership development, management, and administration in professional organizations, counselor education	50%	1	50%	1	0%	0	0%	0	0%	0	2

	programs, and other institutions											
11	Strategies of leadership, and models and competencies in relation to current multicultural and social justice issues	50%	1	50%	1	0%	0	0%	0	0%	0	2

The following were identified as strengths of UTSA doctoral program –

- Outstanding faculty mentorship
- Small cohort
- Spacing of classes
- Opportunities to engage with faculty outside of the classroom

The following were identified as growth opportunities of UTSA doctoral program –

- More in-depth learning about different types of research
- More structure in classroom courses
- Current research to be incorporated into the class
- More applicable assignments that are not based only in writing

III. Site Supervisor/Employers Surveys

Data is collected annually from site supervisors/employers. A total of 64 site supervisors provided feedback in 2022-2023. In the year 2022-2023, they reported to have supervised approximately n= 193 number of UTSA counseling practicum and internship students. 54.55% (n = 6) number of supervisors indicated they or the agency had hired 5 (2.59%) UTSA Counseling Department students within the last year.

Table 29
Current Position of Site Supervisors/Employers

Current work position of respondents	n =64	Percentage
Agency Counselor	3	4.96%
School Counselor	27	42.19%
Private Practice	2	3.13%
Academic Advisor	0	0%
College/University Counselor	4	6.25%
Clinical Supervisor	4	6.25%
Administrative (non-clinical) Supervisor	0	0%
Non clinical Position	1	1.56%
Counselor Educator/Faculty	2	3.13%

Others	21	32.81%
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Table 30
Certifications or Licenses of Site Supervisors/Employers

Certifications or licenses of respondents	<i>n</i> = 49	Percentage
LPC-Associate	0	0%
Licensed or Registered Professional Counselor	7	14.29%
Certified School Counselor	29	59.18%
Certified LPC Supervisor	2	4.08%
Licensed Chemical Dependency Counselor	0	0%
NBCC Nationally Certified Counselor	1	2.04%
NBCC Approved Clinical Supervisor	0	0%
NBCC Master Addiction Counselor	0	0%
NBCC National Certified School Counselor	1	2.04%
NBCC Certified Mental Health Counselor	0	0%
Certified Rehabilitation Counselor	0	0%
Licensed Mental Health Counselor	0	0%
Licensed or Certified Marriage and Family Therapist	0	0%
Clinical Member AAMFT	0	0%
AAMFT Approved Supervisor	0	0%
Licensed Psychologists	1	2.04%
Psychiatrist	0	0%
Licensed Master's Level Social Worker	1	2.04%
Other	7	14.29%

Table 31
Current Primary Work Setting of Site Supervisors/Employers

Current work setting of respondents	<i>n</i> = 59	Percentage
Non-Profit Agency	4	6.78%
Private Practice	1	1.69%
Religious Organization	0	0%
Private for-Profit Agency	0	0%
Higher Education	3	5.08%
K-12 School	50	84.75%
State or Federal Government	1	1.69%
Hospital	0	0%
Rehabilitation Center	0	0%
Other	0	0%

Site supervisors provided feedback on academic and clinical preparation. A full summary of supervisor feedback related to domains of academic and clinical preparation is provided below.

Table 32

Site supervisors/employers' responses to "How well do you believe UTSA counseling students and graduates are prepared ACADEMICALLY and CLINICALLY in the following areas:"

#	Domain	Exceptionally Prepared		Adequately Prepared		Somewhat Unprepared		Very Unprepared		Total
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>
1	Professional Counseling Orientation and Ethical Practice (includes understanding the roles and responsibilities of counselors, advocacy, and ethical practices)	56.14%	32	42.11%	24	0%	0	1.75%	1	57
2	Social and cultural Diversity (includes multicultural counseling, social justice, advocacy, etc)	53.57%	30	44.64%	25	1.79%	1	0%	0	56
3	Human Growth and Development (includes theories of individual and family development across the lifespan)	62.07%	36	37.93%	22	0%	0	0%	0	58
4	Career Development (includes theories and models of career development, counseling, and decision making)	63.64%	35	34.55%	19	1.82%	1	0%	0	55
5	Counseling and Helping Relationships (includes theories, models of counseling, case conceptualization skills, evidence-based techniques, suicide prevention, etc.)	48.21%	27	48.21%	27	3.57%	2	0%	0	56
6	Group Counseling and Group Work (includes understanding theoretical foundations and skills of group counseling and group work)	41.07%	23	58.93%	33	0%	0	0%	0	56
7	Assessment and Testing (example, to use assessments for diagnosis and treatment planning)	64.91%	37	31.58%	18	3.51%	2	0%	0	57
8	Research and Program Evaluation (includes the	46.43%	26	51.79%	29	1.79%	1	0%	0	56

understanding of research to advance the counseling profession and inform evidence-based counseling practices)

Table 33

Site supervisors/employers' responses to "How well do you believe UTSA counseling students and graduates are prepared ACADEMICALLY and CLINICALLY to successfully accomplish the following:"

#	Domain	Exceptionally Prepared		Adequately Prepared		Somewhat Unprepared		Very Unprepared		Total
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>n</i>
1	Articulate a conceptualization of client/student presenting concerns from a strength-based perspective founded on contextual factors (e.g., developmental, relational, and multicultural).	60.71%	34	39.29%	22	0%	0	0%	0	56
2	Describe how relational and diverse contextual factors may contribute to presenting problems.	58.93%	33	41.07%	23	0%	0	0%	0	56
3	Discuss how relational competencies (i.e. authenticity, mutuality, honesty, empathy) affect counselor/client/student development.	47.27%	26	50.91%	28	1.82%	1	0%	0	55
4	Describe how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.	58.18%	32	40.00%	22	1.82%	1	0%	0	55
5	Demonstrate inclusive communication when describing clients/students (e.g., understanding and appropriately using people/person-first language or identity-first language, avoiding labeling clients/students).	48.21%	27	48.21%	27	3.57%	2	0%	0	56
6	Demonstrate the ability to convey to the client/student their counseling progress.	42.86%	24	53.57%	30	3.57%	2	0%	0	56

7	Demonstrate multicultural and social justice counseling competencies in the counseling process.	60.00%	33	38.18%	21	1.82%	1	0%	0	55
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Some of the comments site supervisors/employers made related to the areas of strengths of the program include:

- “I love working with UTSA students and professors because it is such a strong program!”
- “UTSA does an exceptional job of graduating school counselors who are well versed and knowledgeable on the profession and who are ready to take on the job.”
- “The UTSA programs takes their students seriously and ensures they leave their program ready for their jobs they apply for. I feel like UTSA does an excellent job in educating and preparing students for their next journeys.”
- Of the practicum students and interns I have worked with, I have most valued their openness to feedback, eagerness to learn, multicultural awareness and sensitivity, and strong foundation in skills required to establish a strong therapeutic alliance.”

Some of the comments site supervisors/employers made related to the areas of growth of the program include:

- “Prac students and interns come in with varying levels of experience, so I am hoping this feedback is taken with that information in mind. I do find that articulating case conceptualization, development of a treatment plan, and diagnosis seem to be the areas in which students need the most guidance. However, I do understand that this is developmentally appropriate to a degree.”

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. The Ethical &

Legal Considerations Form, Openness to New Ideas Form, and Multicultural Competencies 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 and cultural needs, and are interested in and invested in learning more about pressing multicultural needs.

Section V: Summary of How Data Used into 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 our fall working CACREP faculty meeting on October 23rd, 2023 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 2021-2022 academic year. We discussed strategies developed to improve preparation in these areas to implement and assess in Fall 2023 and Spring 2024. We will continue to have these discussions throughout faculty meetings in fall 2023 and spring 2024. The following notes were taken during this meeting:

Section 1

- Full time TT Faculty: 8; Full time NTT: 6; Part-time NTT: 7
- Table 2: AY23 Student to Faculty Ratio – 11.0
- Tables 3-5: 5-year Enrollment trends – Reflects efforts to get to the F-S ratio in the CMHC program and the need for focused efforts toward growth within the SC and PhD programs.
- Tables 3-5: In Master's programs: Female, first-generation college students, and Hispanic students – Majority; Intentional efforts needed in recruiting other racial-ethnic and international status students; In PhD program: Work to grow diversity among student groups.
- Tables 11-12: Overall retention rates look strong in all three programs.
- Tables 13-14: Average time to complete master's program is 2.7 years while completion rates for the Ph.D. Program range from 2.7 to 4.3 years.

- Suggestions
 - Add “faculty who taught” to table 1

Section 2

- Report of KPIs for CMHC and SC Programs
 - CMHC: We have 32 measurement points across the 8 KPI areas
 - In general our students are scoring relatively high (4.0 or above out of 5.0), courses with average scores falling below 4.0 include COU 5113 [Orientation and Ethical Practice], COU 5283 [Social and Cultural Diversity], COU 5213 [Counseling and Helping Relationship], and COU 5223 [Assessment and Testing]. Courses with average scores below 3.0 include COU 5683 [Group Counseling].
 - SC: In general our students are scoring relatively high (4.0 or above out of 5.0), course with average scores falling below 4.0 include COU 5283 [Social and Cultural Diversity], COU 5113 [Orientation and Ethical Practice], COU 5683 [Group Counseling], COU 5223 [Assessment and Testing], and COU 5003 [Research and Program Evaluation]
- FTP
 - We had a total of 16 (15 master’s; 1 doctoral) FTP evaluations that did not meet expectations. Five were resolved, six have a remediation in progress, two withdrew, and three were academically dismissed.
 - Faculty brought up the recommendation of including an ethics course as a pre-requisite for practicum and internship or considering replacing the family and couples course for ethics.

Section 3

- Feedback from Master’s students ($n = 9$)
 - Dr. Prasath presented on data on how students believed the program prepared them academically and clinically in CORE counseling areas and MBOs. She also discussed qualitative data on strengths and opportunities for growth.
- Feedback from Doctoral students ($n = 2$)
 - Dr. Prasath presented on data on how students believed the program prepared them academically and clinically in PhD counseling areas. She also discussed qualitative data on strengths and opportunities for growth.
 - The faculty discussed looking at how we are assessing PhD alumni data to which the committee specified that they already looking into improving research and writing mentorship and changing the program to a PhD 60-credit program.
- Feedback from Supervisors/Employers ($n = 64$)

- Dr. Prasath presented on data on how supervisors/employers believed the program prepared them academically and clinically in CORE counseling areas and MBOs. She also discussed qualitative data on strengths and opportunities for growth.
- Share link for summer 2023 graduate surveys with Michelle Muenich

Section 4

- Dr. Cook summarized data collection for SACSCOC accreditation.