

Academic Program Review
The Counselor Education Program
Department of Individual, Family, and Community Education
College of Education
University of New Mexico

Academic Program Review Team

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The Review Committee conducted their onsite visit of the Counselor Education Program at the University of New Mexico from December 3 – December 5, 2012 after formerly receiving the Program's *Unit Self-Study*. During the three-day site visit, the Committee had the opportunity to meet with Program faculty, staff and students, visit the Manzanita Clinic, and meet with the administration of the Department, College and University. We were tasked with addressing the Academic Program Review's nine requirements and three questions formulated by Program faculty.

As we began to organize our report, it occurred to us that several strengths, challenges, and subsequent recommendations often related to more than one APR Requirement and addressed the three questions formulated by the Program faculty simultaneously. Therefore, in order to decrease redundancy, we have chosen to summarize strengths and recommendations at the end of this report. Although we are not an accrediting team and do not represent the Council for Accreditation of Counseling and Related Educational Programs (CACREP), those that have particular relevance to CACREP accreditation (in our opinion) are presented in boldface type.

Academic Program Review Requirements

UNM Requirement 1: General Program Characteristics

The Counselor Education Program has had a challenging history, often referenced by the large turnover of faculty in recent years. Presently, the Program has achieved stability and has demonstrated a sense of unity by their impressive revision of the doctoral curriculum in preparation for the CACREP review process.

The Program has a mission statement that is appropriate to its identity as a preparation program in the counseling field. The Program has also appropriately identified its key stakeholders.

The Program goals reflect mainstream values of the counseling profession. They also reflect institutional values such as addressing the needs of New Mexico constituents and emphasizing interdisciplinary research. All the goals listed by the Program are laudable; however, some may be difficult to achieve. For example, it may be difficult to “attract

...graduate students from across the nation who will...learn to address New Mexico's unique needs" unless this is in reference to the completion of clinical requirements as part of every counseling program. Still, recruiting students for a national doctoral program requires a focus on national trends in counseling that would reflect the needs of New Mexico but also exceed them.

The Strategic Plan proposed by the Program has five elements (Self-Study, pages 3-4). The Unit's three academic programs are in the process of being reviewed by CACREP. The challenge regarding accreditation is primarily one of resources. The current faculty minimally meets the CACREP Standard of five FT faculty for doctoral programs and one of the five is a one-year appointment. This lecturer position must be converted to a permanent appointment in order for this essential standard to be met.

The plan to increase diversity within the student body appears to be well within reach for the Program. Admissions decisions can be reviewed to arrive at a more diversified student body.

The plans having to do with upgrading the doctoral program may be frustrated by limited GA support for doctoral students. Although stipend amounts are competitive, the number is much too small, especially in light of the operation of the Manzanita Clinic. The Program has been forced to divide GA's into ½ time offers (i.e., 10 hours, 6 credit hours per semester, and no health insurance). This translates to more part-time students and less opportunity to grow a national program.

That said, the improvements to the doctoral program over the last two years are dramatic and are evidence of a high commitment on the part of the faculty for program excellence.

Related to the above, the Review Team also believes that the focus on the Manzanita Clinic and the Program's desire to offer more service to the Albuquerque community is laudatory but will also draw person hours in one direction, potentially at the expense of other directions such as increasing the research infrastructure of the Program. This said, the Clinic is a strength of the Program for the excellent clinical and supervision experiences it affords, and could be a unique focus for doctoral dissertation research, thus merging two of the Program's Strategic Plan items and making the Program an attractive one to prospective doctoral students. However, this will need at least additional GA support and, at best, additional faculty.

In summary, because UNM is a Research I University, it is our opinion that the Program's focus on counselor education for the doctoral students must link clinical work, teaching and research in a way that will allow graduates to secure faculty positions in strong counselor education programs. We were not able to identify UNM graduates who have emerged as scholars in the field or who are in national leadership roles. It is evident that this is a goal of the current Program faculty based on recent initiatives of individual faculty members. Still, the Strategic Plan does not communicate a fully integrated approach for this important goal.

Previous APR Feedback

A review of feedback from the last APR and the list of recommendations is testimony to how much improvement can be documented within the Program in a relatively short amount of time. These improvements include curriculum review, identifying and beginning a documentation process of student learning objectives, increased faculty cohesiveness, upgrade of the Manzanita Training Clinic, upgrade of informational guides for students, designing a more rigorous doctoral program, and so forth. It appears that to the extent possible, the Program faculty has been responsive to all recommendations from the last APR.

UNM APR Requirement 2: Degree Programs and Curricula

Learning Goals and Student Learning Objectives

The Counselor Education Program offers three-degree programs, two master's degrees, Clinical Mental Health Counseling and School Counseling, and one doctoral degree in Counselor Education. The Program's learning goals and measureable student learning objectives (SLOs) are based on the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core standards and specialty standards for Mental Health Counseling, School Counseling, and Counselor Education and Practice.

The eight common core standards are addressed in the following courses:

- COUN510: Professional Orientation and Ethics
- COUN584: Multiculturalism in Counseling
- FS503: Principles of Human Development or
EDPY503: Seminar in Human Growth and Development
- COUN516: Crisis Counseling
- COUN515: Testing and Assessment in Counseling
- COUN576: Diagnosis of Mental Disorders
- COUN577: Substance Use and Abuse
- COUN517: Theories of Counseling and Human Behavior
- COUN513: Career Counseling
- COUN522: Communication Skills in Counseling
- COUN518: Group Counseling
- COUN519: Group Practicum
- EDPY500: Survey of Research Methods in Education or
EDPY505: Conducting Quantitative Educational Research
- EDPY502: Survey of Statistics in Education

The Clinical Mental Health Counseling (CMHC) Program's Standards are addressed in the following courses:

- COUN 520: Professional Orientation and Ethics
- COUN 521: Community/Agency Counseling [Clinical Mental Health Counseling]

COUN577: Substance Use and Abuse
COUN516: Crisis, Disaster & Trauma Counseling
COUN576: Diagnosis of Mental Disorders
COUN515: Testing and Assessment

The CMHC Standards include standards that require documentation of skills and practices that are designed to assess clinical skills. In Appendix 6 for the SLOs, the skills and practices section seems to be addressed with content courses. We're wondering how the Program Faculty can assess the actual skills of their students in a content course. It seems more reasonable that the standards under the skills and knowledge section be addressed in the practicum and internship courses.

The School Counseling Programs SLOs are addressed in the following courses:

COUN545: School Counseling
COUN541: Counseling Children and Adolescents
COUN595: Internship
COUN515: Testing and Assessment

The COUN545: School Counseling course is used to satisfy the majority of the School Counseling Program's SLOs. It seems unrealistic to cover all these standards in one course. The Program faculty will want to revisit their SLOs for the School Counseling program and reevaluate it to determine if there are any SLOs that can be addressed in other core courses.

The Counselor Education Doctoral Program's SLOs are addressed in the following courses:

COUN514: Supervision of Counseling Services
COUN625: Teaching in Counselor Education
COUN696: Internship (Teaching)
EDPY 603: Statistical Design and Analysis
LLSS605: Qualitative Research
COUN 621: Advanced Theories
COUN630: Advanced Practicum
COUN696: Internship (Clinical)
COUN615: Leadership, Advocacy, and Professional Issues

In the body of the APR self-study, the Program indicated that the doctoral program's SLOs reflect the seven (7) knowledge content standards of the CACREP document yet in Appendix 8, they provided SLOs using the five CACREP learning outcomes. The doctoral program's SLOs need to be based on both the seven knowledge content standards and on the five learning outcomes of the CACREP standards.

In the appendices, the Program faculty did a nice job of matching each of the CACREP standards with a course and specific assignments within that course. This is a good beginning and appropriate for where they are in developing SLOs. As they prepare for

their CACREP site visit next Fall 2013, they will want to provide more specific data related to each outcome measure and provide actual student data.

Practicum and Internship Experience

Both the master's programs and the doctoral program require that students complete a practicum and internship experience. These courses are based on the standards outlined by the CACREP standards. In addition to these practicum and internship experiences, master's student engage in the Traverse program as a part of their Clinical Mental Health course and their School Counseling course which provides them early exposure to the community as well as providing them an opportunity to shadow professionals in the community prior to engaging in their own clinical work.

Clearly, a strength of the program is the clinical training that the master's level students receive through the Traverse program and the Manzanita Counseling Center.

Courses Taught, Enrollment Patterns, Degrees Awarded, Credit Hour Production

The core faculty includes two associate professors, two assistant professors, and one lecturer (one year appointment). Additionally, there is an associate dean who is housed within this Program with no teaching responsibilities. The core faculty has a teaching load of 2-3 and teaches the majority of the core counseling courses. Given the size of the Program, faculty has to teach in the summer in order to offer all the core classes. As of September 2012, the program reported that there were 23 doctoral students and 81 master's level students. Given the number of active faculty in the Program, there are not enough faculty members to provide the necessary mentorship and teaching that is essential to run a graduate program of this size. In fact, the FTE students to FTE faculty ratio exceed the CACREP standard of 10:1. Additionally, a review of the counseling programs from comparable universities show that other counseling programs (i.e., University of Arkansas-Fayetteville, University of Tennessee-Knoxville, University of Iowa, University of South Carolina) have higher numbers of counseling faculty and their published FTE students to FTE faculty ratio meet the CACREP 10:1 ratio.

Collaboration with other UNM Academic Units and Centers

The Program has formal collaborations with at least two other Programs within the Department. Educational Psychology and Family Studies Programs each teach cores classes for the master's programs and both these programs serve as supporting areas for Counselor Education doctoral students.

The Program also has collaborative relationships with several multicultural offices at UNM. The African American Student Services, the Women's Resource Center, and the LGBTQ Resource Center all employ Counselor Education doctoral students as interns.

Additionally, the Program faculty is developing research collaborations with faculty from Educational Psychology, Educational Specialties, and Teacher Education.

Extracurricular Activities of the Unit

In response to this area, the Program highlighted their student memberships in professional organizations, the 2011 Head to Toe Conference, and the activities of Upsilon Nu Mu Chapter of Chi Sigma Iota. The Upsilon Nu Mu chapter of CSI is a clear strength of the Program providing opportunities for leadership development and professional development.

UNM APR Requirement 3: Results of Assessing Student Learning

The Program's SLOs are based on the CACREP standards and the Program has developed rubrics to assess student learning at various points in their program of study. The Program has worked diligently to modify and revise all curricula to meet the 2009 CACREP standards.

An indication of a strong doctoral program is that the faculty support and mentor doctoral students in the form of co-publishing and co-presenting. Although the Program is making strides in this area it appears that the majority of the doctoral students are not engaged in professional scholarship and activities. This is evident by the small number of doctoral students who secure faculty positions. In fact, in the past seven years, the doctoral program graduated seven doctoral students and only two secured faculty positions (Lynchburg College and University of Oregon-Bend). Over the past three years there has been an increase in doctoral student mentorship that involves taking students to conferences, inviting students to co-present and to co-author publications.

UNM APR Requirement 4: Institutional Contributions

The Program's contribution—primarily based on courses offered or taken by their students—is limited to the predetermined curriculum set by the CACREP. As stated in the review the Program's curricular contributions focus on: 1) Courses offered by program faculty that students in and outside their program are allowed to take; 2) Counselor Education required courses that are housed outside the Program; and 3) Courses that fulfill students' supporting area and degree minors.

At this time the three above mentioned institutional contributions are limited to the cross-listing of COUN 560 with the Family Studies program [FS 560]; offering COUN 510 and COUN 517 to any UNM admitted student; and Counselor Education student [master's and doctoral level] enrollment in research courses primarily in the Educational Psychology Program and Language, Literacy and Sociocultural Studies Department, as well as any courses that fulfill students' supporting area and degree minors. No enrollment numbers were provided as to the impact of these institutional contributions.

The Program did convey that one of their program goals includes "efforts to increase interdisciplinary research and collaboration with other programs" and expand course offerings with affiliated programs. Given the already impressive scholarly and service

contributions and collaborations of some of the faculty it is obvious with time and support by the Department and College that the Program will achieve this goal.

UNM APR Requirement 5: Student Profile and Support Data

The Program has a strong master's program that adheres to CACREP recommendations, is nationally competitive, and includes a rigorous curriculum and admissions process. The Program provides students in all programs with a thorough and comprehensive student manual. The amount of work and effort the faculty has dedicated to the revamping and revising of their programs are recognized by students who spoke very highly of their program, courses, and the supportive faculty. Considering the faculty to student ratio that the Program works under, it is commendable that student climate and graduation rates [74.3% for the period Fall of 2006 and Spring of 2009] are particularly competitive.

UNM APR Requirement 6: Faculty Matters

The Program currently has five full time faculty members and serves as home to a faculty member currently in an administrative position. Of the five, three are active tenure or tenure-track faculty and one lecturer (one year appointment). It's clear from the current report and previous APR feedback that the Program has suffered from high faculty turnover and that it's not until the last three years that the Program has experienced more stability with the incorporation of new tenure-track faculty members. Together with new tenure-track faculty, a new hire to serve as lecturer and oversee the Clinic, and a stable program coordinator, the Program's overall faculty climate seems to be on a positive track as the Program was tasked with finding solutions and creating a plan for addressing this historical problem.

The faculty has an impressive scholarship, teaching and service record and certainly attends to the Program's strategic plan as recommended by the previous APR review. More importantly, all three areas demonstrate evidence of Counselor Education Pedagogy/Training and Multicultural and Social Justice Issues that are so pertinent in the State of New Mexico and globally. For instance, multicultural and diversity studies requirements are included across programs [i.e. COUN 584: Multicultural Issues in the Helping Professions] as well as infused throughout all of their courses. The Program should be applauded in their efforts to infuse multicultural and diversity issues across their teaching and scholarship. Faculty research publications demonstrate this commitment:

Buser, J. K., **Goodrich, K. M.**, Luke, M., & Buser, T. J. (2011). A narratology of Lesbian, Gay, Bisexual, and Transgender clients' experiences addressing religious and spiritual issues in counseling. *Journal of LGBT Issues in Counseling*, 5(3-4), 282-303.

Goodrich, K. M. (October, 2012). The lived experiences of college-aged transsexual individuals. *Journal of College Counseling*.

Keim, J., von Destinon, M., Stroud, D., & Roberts, D. (2010). Gender and ethnicity:

- The relationship between Adlerian themes. *Community College Journal of Research and Practice*, 34, 957-965.
- Lemberger, M. E., & Clemens, E. V.** (2012). Connectedness and self-regulation as constructs of the Student Success Program in inner-city African-American elementary students. *Journal of Counseling and Development*, 90(4), 450-458.
- Choi, S. & **Lemberger, M. E.** (2010). Influence of a supervised mentoring program on the achievement of low-income South Korean students. *Mentoring and Tutoring: Partnership in Learning*, 49(2), 131-146.
- Ishii, H., **Olguin, D. L., & Keim, J.** (2009). Career assessment tool with international students: International student career card sort. *Compelling Counseling Images: The Best of VISTAS 2009*, 1-10.

The many changes that the Program experienced has resulted in a heavy teaching, service, and student-advising load that has primarily fallen on the laps of new tenure-tracked faculty. Considering the historical high turnover of the Program, it is counter intuitive to charge untenured faculty with an excessive amount of service. Tenure-track junior faculty members need to be protected in order to support and foster their scholarship and teaching and to retain them in the Program.

UNM APR Requirement 7: Resource Bases

Recourses related to support staff, program facilities, library collections, and computing and technology resources all appear to be adequate.

The only source of revenue other than departmental funds is the funds that the Program generates by teaching online courses. In the past, the Program has used these funds to update the Manzanita Counseling Center.

In the past four years, three of the four tenure-track faculty members were successful in securing some small grants ranging from \$50,000 to \$500. We would encourage Program faculty to continue to seek out opportunities for external funding.

UNM APR Requirement 8: Program Comparisons

The Review Team agrees with the assertions by the Program about their status relative to other peer institutions housing similar (CACREP-accredited) programs. From the information we could gather, however, these peer programs have lower FTE's (between 5.5 and 9.0 to 1) as their student enrollment is lower relative to the size of the faculty. UNM is also the smallest of the programs. The others range from 6 FT tenure-track faculty to 10 FT tenure-track faculty. One peer institution program (Arkansas-Fayetteville) has 5 FT tenure-track and one clinical faculty member for a total of 6 FT faculty.

It is clear that the UNM Program is highly competitive with other regional institutions, especially its master's program. The doctoral program has significant potential to be elevated to a national program that would exceed the caliber of several peer institutions if

the new doctoral program is fully executed as planned, additional resources are secured for doctoral students and if the faculty can grow by at least one tenure-track position.

UNM APR Requirement 9: Unit's Future Direction

In light of our multiple interviews over two days and our review of the data provided, we by and large agree with the assertions made in the Program's Self-Study about their ten primary strengths. Both master's and doctoral students attested to a dramatic increase in the scholarly emphasis in the Program over the past few years; they also noted that faculty was available, engaged, and supportive of their work. Documents provided by the Program illustrated a significant effort in curriculum revision and a substantial overhaul of the doctoral program.

As a corollary to these strengths, we have some concern about burnout among particular faculty members in light of their significant scholarly activity, student mentoring, and service activities. It is our opinion that the amount of work that has been done by a subset of the faculty cannot be sustained for the long-term.

The Program has potential to grow its student enrollment, but only with additional faculty and doctoral support (GA's to assist in supervision and instruction for an increased number of master's students). Even if the Program is not encouraged to grow, the likelihood that the Program goal of nurturing a doctoral program that will achieve regional and national prominence is unlikely without increased GA support and the addition of at least one tenure-track faculty line to support doctoral training and to supervise research.

Strengths of the Program and Recommendations (Those, in our opinion, that are relevant for CACREP are bolded)

1. The Program faculty has emerged from a very difficult past and has been able to not only maintain the Program but to plan for its development and implement initial steps toward that development. This is reflected in their strategic plan. This was also reflected in comments from the student population.
2. The Program has been very responsive to the past APR document given that the current faculty was not present during the last review.
3. **The Program has revamped the curriculum for the master's and doctoral programs to reflect the 2009 CACREP standards. Additionally, the Program faculty did a nice job of matching each of the CACREP standards with a course and specific assignments within that course.**
 - a. **The skills and the practice standards for the CMHC SLOs are currently addressed in content courses. It seems that the practicum and internship courses are better structured to address the skills and practice standards. We recommend that you revisit the skills and practice standards for the CMHC SLOs.**

- Part of a historically under-represented group. Indeed, the faculty of four males, two females; and the racial make-up of four Caucasians, one Hispanic, and one who chose not to identify does not constitute a diverse representation.
8. **The Manzanita Counseling Clinic provides excellent clinical training for the Program's students** and provides a tremendous mental health service to the Albuquerque community, which is in dire need of mental health services. The Clinic also has great potential for research. In order to convert the Clinic from a pro bono community counseling center to a viable training and research clinic, there needs to be additional resources invested in the Clinic in the form of increased graduate assistantships, possibly increased space, and a permanent Lecturer dedicated to the running of the Clinic. The faculty also needs to revisit their Strategic Plan in order to link their research agenda to the Clinic and seek out external funding opportunities.
 9. **The diversity of the student body is a clear strength of the Program. This diversity is not reflected in the faculty.** It would strengthen the faculty and the Program to increase the racial/ethnic and gender diversity of the Program that better represents the diversity of the State and the student population.
 10. **The Upsilon Nu Mu chapter of CSI is a strong resource for the Program, providing leadership opportunities for their students and professional development activities.**
 11. The Program has collaborative relationships with several multicultural offices at UNM. The African American Student Services, the Women's Resource Center, and the LGBTQ Resource Center all employ Counselor Education doctoral students as interns.
 12. The master's students engage in the Traverse program as a part of their Clinical Mental Health course and their School Counseling course, which provides them early exposure to the community as well as an opportunity to shadow professionals in the community prior to engaging in their own clinical work. Without appropriate graduate assistantship support, the organization of the Traverse program is another administrative burden on the faculty. Furthermore, having the administration of Traverse fall to the instructor of a particular course in any given semester is a cumbersome organizational plan.

Additional Recommendations

1. It appears that more collaboration with other units would be beneficial and would meet College/University goals; however, given the Program's current FTE this is unrealistic without adding additional faculty.
2. **Increase faculty or reduce the number of students to arrive at the required CACREP standard of 10:1 for the Program.** (The peer institutions mentioned in

the Self-Study are slightly to significantly larger in terms of faculty and all are within the 10:1 ratio required by CACREP standards.)

3. **The Program needs an identified leader for each of the majors (i.e., school counseling, clinical mental health counseling, and the doctoral program).**
4. We were surprised to discover that seven of the 20 master's level courses are taught online. Given the nature of the counseling curriculum and profession, this seems like an over-reliance on this delivery method. We would recommend that the Program revisit their ratio of face-to-face versus on-line courses.
5. **All Program faculty members need to develop a strong counselor identity and become actively involved in counseling professional organizations especially in ACES and Rocky Mountain ACES and publish in counseling journals.** We also recommend that faculty target top tier counseling journals more frequently (i.e., *Journal of Counseling and Development*, *Counselor Education and Supervision*, *Measurement and Evaluation in Counseling and Development*, *Professional School Counseling*, *The AMCHA Journal*).
6. **Monitor teaching experiences for the doctoral students so that they have both on-line and traditional classroom teaching experiences.**
7. **We recommend that the Program seek out research courses that better address the research in mental health as opposed to general education research or work with faculty currently teaching the research courses to make the course assignments and reading more relevant for students preparing to enter the counseling profession. In fact, we recommend that Program faculty consult with affiliate faculty for all required courses to confirm that CACREP curricular standards are met.**
8. **Continue to seek additional GA support for the doctoral program,** as current numbers are not competitive with other Research 1 doctoral programs in counselor education. It is most important that incoming students are fully funded so that they can engage in their study full-time.
9. As support for the doctoral program increases, the Program should seek to increase its selectivity in order to reach its goal of producing scholars and national leaders.
10. We recommend that the Program maintain student and course data that documents students' participation in courses across the Department and College as well as non Counselor Education students enrolled in Program courses.

Summary

Overall, the review team believes that the Counselor Education Program is performing remarkably well given their limited resources and their complex history. It is clear there

has been a drastic positive change in the climate of the Program over the past three years as evidenced by the revamping of the master's and doctoral curricula as well as comments from the students. Given the teaching, advisement, service, and mentoring responsibilities of the active faculty members, it is unlikely that they can grow the Program or elevate the Program from a regional training program to a nationally recognized Counselor Education program without additional resources and faculty who are committed to a strong counselor identity. Given the competitiveness of the master's programs, the quality of their master's students, and the limited number of CACREP-accredited doctoral programs in the Rocky Mountain region, this Program with the appropriate support and resources is well positioned to make the transition from a regional training program to a nationally recognized Counselor Education program.