



**Department of Counseling
Handbook for Academic Quality
Indicators and Assessment and
Evaluation Plan**

Program Student Learning Outcomes Core Areas - Professional Counseling Orientation and Ethical Practice

Data Collected and Key Performance Indicators	How and When Data is Collected
Professional Identity Statement	COUN 6310
Professional Engagement Project	COUN 6311
AATBS End-of-Course Examination (Includes content from 6310 and 6311)	COUN 6310

Program Student Learning Outcomes Core Areas - Social and Cultural Identities and Experiences

Data Collected and Key Performance Indicators	How and When Data is Collected
Comprehensive genogram	COUN 6364
Comprehensive project on specific population	COUN 6364
AATBS End-of-Course Examination	COUN 6364

Program Student Learning Outcomes Core Areas – Lifespan Development

Data Collected and Key Performance Indicators	How and When Data is Collected
Developmental autobiography and theoretical framework	COUN 6304
Group developmental theory project and presentation	COUN 6304
AATBS End-of-Course Examination	COUN 6304

Program Student Learning Outcomes Core Areas – Career Development

Data Collected and Key Performance Indicators	How and When Data is Collected
Career development intervention Portfolio	COUN 6345
Career autobiography and theory application	COUN 6345
AATBS End-of-Course Examination	COUN 6345

Program Student Learning Outcomes Core Areas – Counseling Practice and Relationships

Data Collected and Key Performance Indicators	How and When Data is Collected
Theoretical orientation paper	COUN 6328
Counseling and case conceptualization final recording	COUN 6328, COUN 6369, and COUN 6370
Counseling Student Demonstrations (Role-Play)	COUN 6328
AATBS End-of-Course Examination	COUN 6327 and COUN 6328

Program Student Learning Outcomes Core Areas – Group Counseling and Group Work

Data Collected and Key Performance Indicators	How and When Data is Collected
Group proposal	COUN 6368
Facilitate a group	COUN 6369
AATBS End-of-Course Examination	COUN 6368

Program Student Learning Outcomes Core Areas – Assessment and Diagnostic Processes

Data Collected and Key Performance Indicators	How and When Data is Collected
Assessment administration	COUN 6314
Case analysis and treatment plan	COUN 6351
AATBS End-of-Course Examination	COUN 6314

Program Student Learning Outcomes Core Areas – Research and Program Evaluation

Data Collected and Key Performance Indicators	How and When Data is Collected
Research proposal	COUN 6301
School counseling developmental plan <u>or</u> clinical mental health program improvement and consultation project	COUN 6344 <u>or</u> COUN 6367
AATBS End-of-Course Examination	COUN 6301

School Counseling Specialization Student Learning Outcomes

Data Collected and Key Performance Indicators	How and When Data is Collected
School counseling developmental plan	COUN 6344
Critical Case Analysis	COUN 6344
Counseling technique and activity	COUN 6349
TExES 252 Examination	COUN 6369

Clinical Mental Health Counseling Specialization Student Learning Outcomes

Data Collected and Key Performance Indicators	How and When Data is Collected
Clinical mental health program improvement and consultation project	COUN 6367
Case analysis and treatment plan	COUN 6351

Department of Counseling Program Student Learning Outcomes (PSLOs)

Professional Counseling Orientation and Ethical Practice

Counseling graduate students will develop a strong professional counseling identity, understanding of counselors' roles and responsibilities, ethical and legal practice competence, and comprehensive advocacy skills by the time they complete the program.

Key Performance Indicator 1

Students will address elements of professional identity and personal philosophy through the completion of a Counseling Identity/Personal Beliefs Statement-Paper (Application).

Criterion: 85% of students will achieve a minimum score of 85% on the Counseling Identity/Philosophy Paper in COUN 6310.

Key Performance Indicator 2

Students will identify a legislative issue that is relevant to the counseling profession and complete the Advocacy Project articulating his or her position on the issue (Application). **Criterion:** 85% of students will achieve a minimum score of 85% on the Advocacy Project in COUN 6310.

Key Performance Indicator 3

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6310 (Foundational Knowledge).

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Department of Counseling Program Student Learning Outcomes (PSLOs)

Social and Cultural Identities and Experiences

Counseling graduate students will demonstrate and use knowledge necessary for competency in working with diverse populations across various types of cultures by the time students complete the program.

Key Performance Indicator 1

Students will complete a comprehensive genogram for the purpose of increasing self-awareness related to how their family's background influenced student's beliefs, values, attitudes, occupational and career choices, achievements, family rules, and more (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the comprehensive genogram assignment in COUN 6364.

Key Performance Indicator 2

Students will complete the comprehensive group research project to increase exposure to a diverse population (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the comprehensive group research project assigned in COUN 6364.

Key Performance Indicator 3

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6364 (Foundational Knowledge).

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Department of Counseling Program Student Learning Outcomes (PSLOs)

Lifespan Development

Counseling graduate students will demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning by the time they complete the program.

Key Performance Indicator 1

Students will complete a developmental autobiography in which they will create personal autobiographies to reflect their personal lifespan development. Each student will write a developmental self-assessment using the theories, ideas, discussions and research from class and readings (Foundational Knowledge).

Criterion: 85% of students will achieve a minimum of 85% on their developmental autobiography assignment in COUN 6304.

Key Performance Indicator 2

Students will complete a group developmental theory project and presentation. Students will present the characteristics of an assigned developmental stage, the results of a literature review on a chosen topic related to the particular developmental stage, and an activity/program to address the chosen topic/issue. (Application) Criterion: 85% of students will achieve a minimum of 85% on the group developmental theory project and presentation assignment in COUN 6304.

Key Performance Indicator 3

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6304 (Foundational Knowledge).

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Department of Counseling Program Student Learning Outcomes (PSLOs)

Career Development

Counseling graduate students will demonstrate competency in applying career counseling theories and interventions to support individuals through their career planning and decision-making across the lifespan by the time they complete the program.

Key Performance Indicator 1

Students will complete the Career Development Intervention Portfolio (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the Career Development Project in COUN 6345.

Key Performance Indicator 2

Students will write a Career Autobiography and Theory Application Planning in order to apply career development theory to their own lives (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the Career Autobiography and Theory Application in COUN 6345.

Key Performance Indicator 3

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6345 (Foundational Knowledge).

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Department of Counseling Program Student Learning Outcomes (PSLOs)

Counseling Practice and Helping Relationships

Counseling graduate students will demonstrate the knowledge and skills related to counseling theories and techniques needed to establish effective, therapeutic relationships that positively influence client outcomes by the time they complete the program.

Key Performance Indicator 1

Students will demonstrate their understanding of theories through the development of a Theoretical Orientation paper (Foundational Knowledge).

Criterion: 85% of students will achieve a minimum score of 80% on Theoretical Orientation paper in COUN 6328.

Key Performance Indicator 2

Students will demonstrate counseling and case conceptualization skills through digitally recorded sessions with a client in COUN 6328 (Application).

Criterion: 85% of students will score 85% on the Counselor Skills Scale.

Key Performance Indicator 3

Students will demonstrate basic and advanced counseling skills through a simulated role play in COUN 6328 (Application).

Criterion: 85% of students will score 85% on their evaluation.

Department of Counseling Program Student Learning Outcomes (PSLOs)

Key Performance Indicator 4

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6327 and COUN 6328 (Foundational Knowledge).

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Group Counseling and Group Work

Counseling graduate students will demonstrate knowledge and skills in group counseling theoretical foundations, group process and development, and group leadership by the time they complete the program.

Key Performance Indicator 1

Students will write a proposal for a psychoeducational/counseling group with a specific population (e.g., young boys/parental divorce, adolescent girls/bullying, college students/test anxiety, older adults/retirement planning) (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the group proposal assignment in COUN 6368.

Key Performance Indicator 2

Students will facilitate a group during COUN 6365, COUN 6369, or COUN 6370 (Application).

Criterion: 85% of students will achieve a minimum score of 85% on group leadership evaluation.

Key Performance Indicator 3

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6368 (Foundational Knowledge).

Department of Counseling Program Student Learning Outcomes (PSLOs)

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Assessment and Diagnostic Practices

Counseling graduate students will demonstrate and use effective assessment strategies to facilitate treatment planning by the time they complete the program.

Key Performance Indicator 1

Students will administer a biopsychosocial assessment and an instrument/test to a volunteer/classmate. Students will score assessments, interpret results, and summarize findings. The administrations should include one semi-structured interview (BioPsychoSocial assessment) and one instrument (example OQ-45). The student will turn in a case study report using these assessments (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the assessment administration assignment in COUN 6314.

Key Performance Indicator 2

Students will complete a case analysis by developing a treatment plan that utilizes assessment data (knowledge and skills).

Criterion: 85% of students will achieve a minimum score of 85% on the case analysis and treatment plan assignment in COUN 6351

Key Performance Indicator 3

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6314 (Foundational Knowledge).

Department of Counseling Program Student Learning Outcomes (PSLOs)

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly).

Research and Program Evaluation

Counseling graduate students will gain knowledge and demonstrate the utilization of diverse research methods such as qualitative, quantitative, mixed methods, and program evaluation to inform evidenced-based counseling practice by the time they complete the program.

Key Performance Indicator 1

Students will complete a research proposal focused on a topic related to counseling practice (Application).

Criterion: 85% of students will achieve a minimum score of 85% on the Research Proposal assignment in COUN 6301.

Key Performance Indicator 2 (School Counseling)

Students will develop a comprehensive developmental school counseling and guidance program for a school (Application).

Criterion: Students will achieve a minimum score of 80% on the School Counseling Developmental Plan in COUN 6344

Key Performance Indicator 2 (Clinical Mental Health)

Students will complete a Clinical Mental Health Program Improvement and Consultation Project to address a counseling related issue (Application).

Criterion: 85% of students will achieve a minimum score of 85% on the Clinical Mental Health Program Improvement and Consultation Project in COUN 6367.

Department of Counseling Program Student Learning Outcomes (PSLOs)

Key Performance Indicator 3 (All specializations)

Students will complete an AATBS End-of-Course Examination during the semester in which they are enrolled in COUN 6368 (Foundational Knowledge).

Criterion: 85% of students will pass the examination (answer 36 out of 50 items correctly)

School Counseling Specialization Student Learning Outcomes

Counseling graduate students will demonstrate knowledge of school counseling techniques to enhance their role as a school counselor with children, adolescents, and family members by the time they complete the program.

Key Performance Indicator 1

Students will develop a comprehensive developmental school counseling and guidance program for a school. (Application and Integration).

Criterion: 85% of students will achieve a minimum score of 85% on the School Counseling Developmental Plan in COUN 6344.

Key Performance Indicator 2

Students will plan and demonstrate one counseling technique/activity. The activity will be related to one of several counseling theories working with children and adolescents.

Criterion: 85% of students will achieve a minimum score of 85% on the Counseling Technique and Activity in COUN 6349.

Key Performance Indicator 3

Students will submit a case analysis report on a critical incident in school counseling

Department of Counseling Program Student Learning Outcomes (PSLOs)

Criterion: 85% of students will achieve a minimum score of 85% on the critical incident case analysis in COUN 6344.

Key Performance Indicator 4

Students will demonstrate knowledge and skills in school counseling through the TExES 252 Examination.

Criterion: 100% of students will achieve a passing score on the TExES 252 Examination after two attempts.

Clinical Mental Health Counseling Student Learning Outcomes

Counseling graduate students will demonstrate knowledge of clinical mental health counseling issues to enhance their role and function as a clinical mental health counselor when working with specific populations by the time they complete the program.

Key Performance Indicator 1

Students will complete a Clinical Mental Health Program Improvement and Consultation Project in order to address a counseling related issue (Foundational Knowledge and Application).

Criterion: 85% of students will achieve a minimum score of 85% on the Clinical Mental Health Program Improvement and Consultation Project in COUN 6367.

Key Performance Indicator 2

Students will complete a case analysis and treatment plan and will be able to utilize assessment data in order to develop a treatment plan. (knowledge and application)

Criterion: 85% of students will achieve a minimum score of 85% on the case analysis and treatment plan assignment in COUN 6340.

Professional Dispositions

Professional dispositions are aligned with the following program student learning outcomes: Counseling graduate students will develop a strong orientation and identity in professional counseling by the time they complete the program; Counseling graduate students will demonstrate and use knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship by the time they complete the program; Counseling graduate students will demonstrate knowledge of clinical mental health counseling issues to enhance their role and function as a clinical mental health counselor when working with specific populations by the time they complete the program; and Counseling graduate students will demonstrate knowledge of school counseling techniques to enhance their role as a school counselor with children, adolescents, and family members by the time they complete the program.

Key Performance Indicator 1: Academic Skills

Criterion: 90% of students will have a rating of 2 on each professional disposition in the academic skills category.

Key Performance Indicator 2: Clinical Skills and Treatment Planning

Criterion: 90% of students will have a rating of 2 on each professional disposition in the clinical skills and treatment planning category

Key Performance Indicator 3: Ethical Conduct

Criterion: 90% of students will have a rating of 2 on each professional disposition in the ethical conduct category.

Key Performance Indicator 4: Professional Conduct

Criterion: 90% of students will have a rating of 2 on each professional disposition in the professional category

Key Performance Indicator 5: Interpersonal Skills

Criterion: 90% of students will have a rating of 2 on each professional disposition in the interpersonal skills category

Graduate Outcomes

Graduate outcomes are aligned with all program student learning outcomes.

Key Performance Indicator 1: Pass Rates on Credentialing Examinations

Criterion: 100% of school counseling specialization students will pass the TExES 252 examination. 100% of clinical mental health specialization students will pass the National Counselor Examination

Key Performance Indicator 2: Degree Completion Rates

Criterion: 85% of School Counseling specialization students will graduate within UTRGV's established time to degree. 85% of Clinical Mental Health Counseling specialization students will graduate within UTRGV's established time to degree.

Key Performance Indicator 3: Employment and Doctoral Admission Rates

Criterion: 85% of School Counseling students will obtain employment or enroll in a doctoral program. 85% of Clinical Mental Health Counseling students will obtain employment or enroll in a doctoral program.

Fieldwork Placement Rates

Fieldwork placement rates are aligned with the following program student learning outcomes: Counseling graduate students will demonstrate and use knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship by the time they complete the program; Counseling graduate students will demonstrate knowledge of school counseling techniques to enhance their role as a school counselor with children, adolescents, and family members by the time they complete the program; and Counseling graduate students will demonstrate knowledge of clinical mental health counseling issues to enhance their role and function as a clinical mental health counselor when working with specific populations by the time they complete the program.

Key Performance Indicator 1: Practicum

Criterion: 90% of students will have an approved practicum site by the start of the semester in which they enroll in COUN 6365 Practicum.

Key Performance Indicator 2: Internship I

Criterion: 90% of students will have an approved internship site by the start of the semester in which they enroll in COUN 6369 (Internship I).

Key Performance Indicator 3: Internship 2

Criterion: 90% of students will have an approved internship site by the start of the semester in which they enroll in COUN 6370 (Internship II).

UTRGV Department of Counseling: Written Comprehensive Assessment and Evaluation Plan for Academic Quality Indicators

The counselor education program has a written evaluation plan for evaluating, monitoring, and reporting achievement of academic quality indicators on an annual basis. The plan includes the following steps.

Step 1: Identify Program Objectives that reflect needs in a multicultural community (CACREP Standard 2.D.1).

- At least once per year, the counselor education program collects feedback from one stakeholder group (e.g., core faculty members, the advisory committee, alumni/graduates) on program objectives, mission statement, vision statement, or key performance indicators.

Step 2: Identify Key Performance Indicators aligned with Program Objectives (CACREP Standard 2.D.1)

- The counselor education program faculty systematically assesses each student's progress throughout the program by examining student acquisition of both knowledge and skills.

Step 3: Identify Thresholds for Performance Indicators aligned with Program Objectives (CACREP Standard 2.D.2)

- Program faculty members identified minimum thresholds for academic quality indicators.

Step 4: Collect Data on Student Key Performance Indicators (CACREP Standard 2.D.3 and CACREP Standard 2.D.4)

- Course instructors are responsible for ensuring all key performance data is collected in a learning management system. The assessment coordinator and department chair are responsible for following up with course instructors to ensure all key performance indicator data is collected in a learning management

system. Data for key performance indicators is collected in coursework every semester.

Step 5: Collect and Discuss Student Professional Dispositions

- Faculty members identified and defined professional dispositions to be assessed in the counselor education program. Professional Dispositions are assessed in every course in the counselor education program. See Fitness to Practice Policies and Procedures on the Counseling Student Info Hub.

Program faculty members review and analyze individual student data regarding professional dispositions for the purpose of retention, remediation, and dismissal. Students must meet a minimum threshold to continue in the counselor's education program. Faculty members discuss students' professional dispositions at the end of the fall and spring semester. If a student does not meet a minimum threshold, the counselor education program faculty follows guidelines for remediation in the fitness to practice policies and procedures.

- Program faculty members also review and analyze aggregate disposition data at a bi-annual fitness to practice meeting. If aggregate thresholds are not met (e.g., less than 90% of students have a rating of 2 on a professional disposition category), then data is used for curriculum and program improvement to support course instructors to make necessary changes to support student dispositions. Program faculty identify changes to support students to improve their professional dispositions.

Step 6: Collect and Analyze Feedback from Stakeholders such as Graduates, Fieldwork Site Supervisors, Advisory Council Members, and Employers of Program Graduates

- Program faculty members collect data from stakeholders (e.g., graduates and employers of program graduates) as part of the CACREP annual report. The counseling program also collects feedback from fieldwork supervisors through a mid-term and final evaluation form.
- The Associate Dean for Assessment and Accreditation support the counselor education program to collect aggregate data on (a) pass rates on credentialing

examinations, (b) degree completion rates, and (c) employment and doctoral admission rates.

Step 7: Collect and Analyze Data on Fieldwork Placement Rates

- The primary objective of the fieldwork courses is to provide experience, consultation, and supervision to help students become effective counselors (Practicum handbook, pg. 5). Students may utilize multiple approved sites; however, they must receive at least one hour of supervision at their primary site (the location where most direct hours are accrued). Internship students may work at more than one site, though no more than two are recommended. In exceptional circumstances, students may request special approval from the Practicum and Internship Coordinator to add a third site (Practicum Handbook, pp. 13–14). The Counselor Education programs use a student-entered checklist information via Excel spreadsheet, supervisor verification form, and site agreement form to measure student placement rates at practicum and internship sites. Data is collected during the semester prior to practicum and internship when students complete their placement checklist requirements.

Students who need additional support with placement or checklist completion receive guidance during the Practicum & Internship Orientation Meeting. Additionally, data review and file analysis occur twice each term: first, immediately following advising week and before practicum/internship applications open; and again prior to the orientation for the upcoming term. Although there is currently no formal minimum threshold, the program conducts an audit of site-related factors such as MOU status (expiration/renewal), supervisor training expiration/renewal, and verification or changes in supervisors. If students encounter barriers to securing placement, they are provided the option to select an alternative site from the approved site master list.

- A systematic procedure will be implemented beginning Spring 2026 to collect data regarding student placement rates at practicum and internship sites will be used for curriculum and program improvement. Consistent and highly engaged site supervisors may be invited to join the Counseling Advisory Committee to

provide feedback, offer recommendations for program enhancements, and contribute to best practice guidelines for practicum and internship training.

Step 8: Analyze Student Trends Over Time at Annual Retreat and Discuss Academic Quality Indicators (CACREP Standard 2.D.5, CACREP Standard 2.D.6, and CACREP Standard 2.D.7)

- Student performance indicator data is analyzed and reviewed at an annual assessment and academic quality indicators retreat or a department meeting. If thresholds are unmet, program faculty members discuss continuous improvement plans and follow Fitness to Practice policies and procedures.

Step 9: Communicate Information to Student with Concerns related to Key Performance Indicators and/or Professional Dispositions

- Course instructors and academic advisors communicate concerns about professional dispositions and key performance indicators to students. Academic Skills are an important part of the Fitness to Practice Inventory. If a student does not meet the benchmark for a key performance indicator, the faculty member will meet with the student to develop an improvement plan to increase knowledge and skills in the performance area. The course instructor will follow up with the student to monitor improvement in the key performance area. At the annual assessment retreat or department meeting, program faculty members will discuss all students' key performance data. If a student does not meet benchmarks for multiple key performance indicators, the academic advisor will meet with the student to develop a formal improvement plan. The counselor education program follows the Fitness to Practice Policies and Procedures in the Student Info Hub.

Step 10: Scope of Action to Seek Program Improvement (CACREP Standard 2.D.8)

- From the assessment retreat or department meeting, faculty members identify actions and interventions to improve student performance data. Changes could focus on curriculum and instruction, evaluation of rubrics, or assessment methods. A timeline with completion dates is identified.

Step 11: Implementation of Actions to Seek Program Improvement

Faculty members implement the improvement plan as described (see Step 11) and included in the CACREP annual report.

Step 12: Close the Loop (Re-assess after implementation)

- Faculty members respond to previous assessment results, make curricular and/or pedagogical modifications, and reassess them to evaluate student learning and improvement. The counselor education program provides conclusions and/or interpretations about the impact of actions to seek improvement. The impact of the changes on key performance