



Department of Counseling

Assessment Handbook of Program Student Learning Outcomes

and

Assessment and Evaluation Plan

Revised Spring 2025

Program Student Learning Outcomes Core Areas	Data Collected and Key Performance Indicators	How and When Data is Collected
Professional Counseling Orientation and Ethical Practice	Counseling Identity/Personal Beliefs Statement	COUN 6310
	Advocacy Project	COUN 6311
	CPCE	COUN 6365
Social and Cultural Identities and Experiences	Comprehensive genogram	COUN 6364
	Comprehensive project on specific population	COUN 6364
	CPCE	COUN 6365
Lifespan Development	Developmental autobiography and theoretical framework	COUN 6304
	Group developmental theory project and presentation	COUN 6304
	CPCE	COUN 6365

Career Development	Career development intervention Portfolio	COUN 6345
	Career autobiography and theory application	COUN 6345
	CPCE	COUN 6365
Counseling Practice and Helping Relationships	Theoretical orientation paper	COUN 6328
	Counseling and case conceptualization final recording	COUN 6328, COUN 6369, and COUN 6370
	CPCE	COUN 6365
Group Counseling and Group Work	Group proposal	COUN 6368
	Facilitate a group	COUN 6369
	CPCE	6365
Assessment and Diagnostic Processes	Assessment administration	COUN 6314
	Case analyses and treatment plan	COUN 6351

	CPCE	COUN 6365
Research and Program Evaluation	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
	CPCE	COUN 6365
School Counseling Specialization Student Learning Outcomes	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	Clinical mental health program improvement and consultation project	COUN 6367
	Case analyses and treatment plan	COUN 6351

Department of Counseling Program Student Learning Outcomes (PSLOs)	
<i>Professional Counseling Orientation and Ethical Practice</i>	
Counseling graduate students will develop a strong professional counseling orientation and identity 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 the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum (Foundational Knowledge). Criterion: 100% of students will pass the CPCE with a score of the national mean on the administration of the national exam after three attempts.	
<i>Social and Cultural Identities and Experiences</i>	
Counseling graduate students will demonstrate and use multicultural knowledge necessary for competency in working with diverse populations by the time they 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 the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum (Foundational Knowledge).

Criterion: 100% of students will pass the CPCE with a score of the national mean on the administration of the national exam after three attempts.

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 the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum (Foundational Knowledge).

Criterion: 100% of students will pass the CPCE with a score of the national mean on the administration of the national exam after three attempts.

Career Development

Counseling graduate students will demonstrate and use career development theory to help individuals with career planning and decisions 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 the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (knowledge)

Criterion: 100% of students will pass the CPCE with a score of the national mean on the administration of the national exam after three attempts.

Counseling Practice and Helping Relationships

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.

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 counseling and case conceptualization skills through digitally recorded sessions with a client in COUN 6369 and COUN 6370.

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

Group Counseling and Group Work

Counseling graduate students will demonstrate knowledge in group counseling processes and competency in the preparation and facilitation of group counseling 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 the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum (Foundational Knowledge).

Criterion: 100% of students will score at the national mean on the administration of the national exam.

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

Research and Program Evaluation

Counseling graduate students will demonstrate knowledge of and use quantitative and qualitative research methods as well as program evaluation to inform evidence-based 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.

Key Performance Indicator 3 (All specializations)

Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum (Foundational Knowledge).

Criterion: 100% of students will score at the national mean on the administration of the national exam.

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

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.

Key Performance Indicator 3

Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum (Foundational Knowledge).

Criterion: 100% of students will score at the national mean on the CPCE after three attempts.

UTRGV Department of Counseling: Written Comprehensive Assessment and Evaluation Plan

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

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

- At least once per year, the counselor education program collects feedback from stakeholders (e.g., core faculty members, the advisory committee) on program objectives. The advisory committee will reconvene in April 2025. Additionally, the counselor education program faculty members discussed and revised program objectives in spring 2025.

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 key performance 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 Data on 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.

Step 6: Discuss Students' Professional Dispositions

- Program faculty members review and analyze individual student data regarding professional dispositions for the purpose of retention, remediation, and dismissal. Faculty members discuss students' professional dispositions at the end of the fall and spring semester.

Step 7: Collect Feedback from Stakeholders such as Graduates, Fieldwork Site Supervisors, 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.

Step 8: Analyze Student Trends Over Time at Annual Assessment Retreat and Discuss Student Key Performance 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 retreat or department meeting. If thresholds are unmet, program faculty members discuss continuous improvement plans and follow Fitness to Practice policies and procedures.

Step 10: 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 11: 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 rubrics, or assessment methods. A timeline with completion dates is identified.

Step 12: 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 13: 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 data is reported in the CACREP annual report.

Step 14: Collect Stakeholder Feedback on Program Student Learning Objectives and Key Performance Indicators

- At least once per year, the counselor education program will collect feedback from the stakeholders (e.g., advisory committee) on program objectives. The counselor education program will also collect feedback from students and alumni at least once per year in the vital statistics report survey and CACREP annual report.