



College of Health Professions

**Graduate Programs (PhD and MS)
University of Texas Rio Grande Valley
School of Rehabilitation Services & Counseling
Program Outcomes & Analysis of Student Learning Report**

AY 2024-2025

Mission

The mission of the Master of Science Program in Rehabilitation Counseling is to train rehabilitation counselors, researchers, and leaders to meet the growing and critical statewide and national demand to educate next-generation counselors, conduct original research regarding the issues facing persons with disabilities, and ultimately strive to meet the personal, vocational, and independent living needs of persons with disabilities.

Program Objectives

1. Students will articulate the elements related to professional identity including: the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients that are served.
2. Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
3. Students will demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.
4. Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions.
5. Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
6. Students demonstrate competency in preparing and facilitating group counseling.
7. Students will identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning.
8. Students will apply research methods and program evaluation to inform evidence-based practice.
9. Clinical Rehabilitation Counseling graduate students will demonstrate both knowledge and an understanding of the application of techniques and interventions for the prevention and treatment in working with diverse populations in various settings.
10. To provide opportunity to develop a strong sense of professional identity as a rehabilitation counselor through readings, exposure to experts in the field via conferences/teleconferences, membership and participation in state and national counseling associations (TRAN, TRA, ARCA, NRCA, ACA, NRA, IARP, ADARA).
11. To provide the didactic and clinical experiences necessary to become competent Certified Rehabilitation Counselors (CRC) and meet the academic course requirements for License as a Professional Counselor (LPC).

PhD Program Overview

The Ph.D. in Rehabilitation Counseling is a 66-credit hour doctoral program designed to address the national shortage of qualified rehabilitation counselor educators, researchers, administrators, and leaders. The program provides a rigorous, research-intensive educational experience that integrates advanced theory, applied clinical practice, leadership preparation, and scholarly inquiry.

Doctoral students are immersed in a climate of scholarly engagement and professional mentorship that prepares them to extend the knowledge base of the counseling profession. Through structured coursework, supervised experiences, and faculty-guided research, students develop expertise across five core professional domains: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

The program emphasizes the development of advanced competencies in:

- Scholarly examination and integration of counseling theories
- Clinical conceptualization across diverse populations and service modalities
- Counseling supervision across settings and modalities
- Counselor education and curriculum development
- Quantitative, qualitative, mixed methods, and action research design
- Grant writing and management
- Professional publication and conference presentation
- Leadership, accreditation processes, and professional advocacy

Degree requirements include successful completion of coursework, comprehensive examinations, active engagement in scholarly dissemination, and the design, implementation, and defense of an original dissertation.

Graduates are prepared to assume faculty positions in counselor education programs, leadership roles in rehabilitation and mental health agencies, and influential positions within professional organizations.

PhD Program Mission Statement

The mission of the Ph.D. in Rehabilitation Counseling program is to prepare scholar-practitioners who advance the counseling profession through research, teaching, supervision, leadership, and advocacy.

Grounded in ethical practice, culturally sustaining frameworks, and a commitment to diversity, equity, inclusion, and social justice, the program equips graduates to generate new knowledge, mentor future counselors, lead professional organizations, and advocate at individual, system, and policy levels. Through faculty mentorship and scholarly engagement, students develop the competence and professional identity necessary to strengthen counselor education, enhance service delivery systems, and improve outcomes for diverse and underserved populations.

PhD Program Objectives

Upon completion of the Ph.D. in Rehabilitation Counseling, graduates will demonstrate advanced competence in the following domains:

Counseling

1. Critically examine and integrate the evidence base for counseling theories and processes.
2. Conceptualize clients from multiple theoretical perspectives across settings and service delivery modalities.
3. Evaluate counseling effectiveness using scholarly and research-based methods.
4. Apply culturally sustaining counseling practices grounded in ethical and legal standards.

Supervision

1. Apply theoretical models and frameworks of counseling supervision.
2. Demonstrate supervisory skills across individual, triadic, and group modalities, including technology-assisted supervision.
3. Assess supervisee developmental levels and implement evaluation, remediation, and gatekeeping practices.
4. Integrate culturally sustaining and ethical supervision practices across diverse contexts.

Teaching

1. Design and deliver counselor education curricula grounded in adult learning theory and universal design principles.
2. Integrate diversity, equity, inclusion, and social justice into instructional practices.
3. Utilize technology effectively in instructional delivery and program formats.
4. Evaluate student learning, professional dispositions, and implement ethical gatekeeping functions.
5. Engage in mentoring practices that support counselor development.

Research and Scholarship

1. Design and conduct quantitative, qualitative, mixed methods, and action research.
2. Apply advanced data analysis methods appropriate to research design.
3. Develop research proposals suitable for Institutional Review Board (IRB) review.
4. Prepare manuscripts for peer-reviewed publication and conference presentation.
5. Develop grant proposals and pursue external funding.
6. Conduct culturally relevant and ethically sound research.

Leadership and Advocacy

1. Apply leadership theories and models within counselor education and professional organizations.
2. Demonstrate knowledge of accreditation standards and program evaluation processes.
3. Lead and manage programs, agencies, and organizations effectively.
4. Advocate for clients and the counseling profession at individual, systemic, and policy levels.
5. Demonstrate ethical, culturally sustaining leadership and commitment to professional self-care.

MS Clinical Rehabilitation Counseling Program 60 Hour Program (MS); 66 Hour Program (PhD)	
Faculty MS / PhD Rehabilitation Counseling core CEP faculty:11 Rehabilitation Counseling non-core CEP: 7 (MS); 0 (PhD)	
Average Class Size MS Academic Courses:32 PhD Academic Courses: 5 Clinical/Field Experience Course: 12 (MS) / 6 (PhD)	
Program Completion Rates 2024-25 Refer to Vital Stats Report Attached	Job Placement Rates 2024-25 Refer to Vital Stats Report Attached

Comprehensive Exam Pass Rates	NCE & CRC Pass Rates			
Refer to attachment at end of report	Exam	Attempted	Passed	Pass Rate
	NCE	5	5	100%
	CRC	10	4	36%

ENROLLED STUDENTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
FALL 2024 & SPRING 2025

Demographic information of enrolled students in the MS program for the 2024-25 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2024			Spring 2025		
	Female	Male	Total	Female	Male	Total
White	0	0	0	0	0	0
Hispanic	121	37	158	113	36	149
Asian	1	1	2	0	0	0
International	1	0	1	0	0	0
Unknown	1	0	1	1	0	1
African American	1	0	1	0	0	0
Total	125	38	163	114	36	150

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

ENROLLED STUDENTS
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
FALL 2024 & SPRING 2025

Demographic information of enrolled students in the PhD program for the 2024-25 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2024			Spring 2025		
	Female	Male	Total	Female	Male	Total
White	2	1		1	1	
Hispanic	17	1		13	1	
Asian	1			1		
International	1	1		1	1	
Unknown						

Black or African American						
Total						

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
 AY 2024 - 25

Demographic information of applicants to the MS program for the 2024-25 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2024-25		
	Female	Male	Total
White	2	0	2
Hispanic	47	11	58
Asian	1	0	1
International	1	0	1
Unknown	0	0	0
Black or African-American	3	4	7
Total	54	15	69

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
 AY 2024 - 25

Demographic information of applicants to the PhD program for the 2024-25 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2024-25		
	Female	Male	Total
White	0	0	0
Hispanic	4	1	5
Asian	1	0	1
International	0	0	0
Unknown	0	0	0
Black or African-American	1	0	0
Total	6	1	7

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV MS CLINICAL REHABILITATION COUNSELING
 AY 2024 - 25

Demographic information of graduates of the MS program for the 2024-25 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	AY 2024-25		
	Female	Male	Total
White	0	0	0
Hispanic	25	6	31
Asian	0	0	0
International	0	0	0
Unknown	0	0	0
Total	25	6	31

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV PhD IN REHABILITATION COUNSELING
 AY 2024 - 25

Demographic information of graduates of the PhD program for the 2024-25 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	AY 2024-25		
	Female	Male	Total
White	1	0	1
Hispanic	4	0	4
Asian	0	0	0
International	0	0	0
Unknown	0	0	0
Total	5	0	5

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

FACULTY
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING

Ethnicity	Male	Female	Disability
African American	1	0	0
Native American	0	1	0
Hispanic	3	5	1
White	5	5	5
Asian American	0	1	0
Other	0	0	0

FACULTY
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING

Ethnicity	Male	Female	Disability
African American	1	0	0
Native American	0	1	0
Hispanic	2	4	1
White	5	4	5
Asian American	1	1	1
Other	0	1	0

Degrees Awarded

Many of the students in the MRC program continue to work full-time; therefore, some students take two classes per semester, while others take three or four classes per semester. Time to graduation for a master's student is an average of 2.4 years.

Academic Year	MS Degrees
2024-2025	40
2023-2024	31
2022-2023	29
2021-2022	50
2020-2021	48
2019-2020	62
2018-2019	42
2017-2018	55
2016-2017	31
2015-2016	46

Degrees Awarded

Many of the students in the PhD Rehabilitation Counseling program continue to work full-time; therefore, some students take two classes per semester, while others take three or four classes per semester. Time to graduation for a PhD student is an average of 3.5 years.

Academic Year	PhD Degrees
2024-2025	5
2023-2024	9
2022-2023	5
2021-2022	6
2020-2021	3
2019-2020	3
2018-2019	7
2017-2018	8
2016-2017	1
2015-2016	0

MS AND PHD Programs: Non-Academic Evaluation of Students

Below is the way our students are assessed, non-academically. Each of these evaluations addresses different aspects of student performance. Students are assessed on their clinical performance, as well as how they are progressing through the program, and their ability to engage with their peers, instructors and other faculty/staff in a professional manner. Students are also assessed through site evaluations during practicum and internship.

Assessment:	Administered:	Administered By:
Student Clinical Performance Evaluation	*Mid-Term *Final Spring & Fall	INSTRUCTORS: REHS 6340 REHS 6390 REHS 7300/7600 PhD Students
Student Performance Evaluation	Fall Spring	MS ADVISORS PhD Coordinator
Student Professional Performance Evaluation	Fall Spring	INSTRUCTORS: REHS 6300 REHS 6305 PhD Students Or as needed*
Student Dispositions Evaluation	Fall Spring	INSTRUCTORS: REHS 6320 REHS 6335 REHS 6370 REHS 6385 PhD Students Or as needed*

Student Clinical Performance Evaluation

Clinical Area Assessed	Average Score
Relationship/Interpersonal Skills	88.82%
Counseling Behaviors	85.81%
Counseling Assessment	86.97%

Student Professional Performance Evaluation

Area Assessed	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Dismissed
Academic Performance	85.53%	15.81%	1.91%	0
Clinical Competence	80.93%	14.63%	4.64%	0
Professional Disposition	86.55%	12.54%	0.90%	0

Mission

The Master of Science degree in Clinical Rehabilitation Counseling was designed to meet a growing demand for professionally trained counselors in public and private rehabilitation agencies, mental health centers, schools, substance abuse centers, vocational rehabilitation agencies, and in medical case management. The program philosophy is to assist and empower persons with disabilities in adjusting/adapting to their vocational and personal lives.

2024 2025 Academic Year


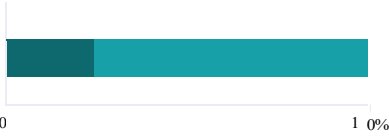
Clinical Rehabilitation Counseling, MS Learning Outcomes


Professional Counseling Orientation and Ethical Practice MET

Students will articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients that are served. Students will demonstrate competency by meeting the target criteria set forth for the following activities/interventions: Capstone Exam Professional Orientation/Ethical Practice Sub Score, Professions Assignment, REHS 6300 Foundations Grade, and REHS 6305 Ethics Grade. The profession assignment measures the student's ability to articulate the counseling and ethical issues current to the profession, as this assignment asks students to write about the current state of the field and related implications. The Capstone Sub Score measures student knowledge in this area. Both the ethics and foundations grade are a reflection of how well students demonstrate the skill of evaluating professional and ethical situations.

MEASURES	RESULTS	ACTIONS
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2024-2025 Educational Program Annual Assessment Report
Clinical Rehabilitation Counseling, (MS)



<p>Foundations Grade</p> <p>Indirect Overall Course Grade</p> <p><i>Foundations in Clinical Rehabilitation Counseling: REHS 6300</i></p> <p>Target</p> <p>80% of students will receive no lower than a B in this course.</p>	<p>MET</p> <p>Foundations Grade</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Fall 2024_90L KPI 1 □ 26/26 KPI 2 □ 27/27 Fall 2024_91L KPI 1 □ 22/22 KPI 2 □ 22/22 Spring 2025_90L KPI 1 □ 8/8 KPI 2 □ Data not available</p>	<p><i>No actions have been added.</i></p>
<p>Profession Assignment</p> <p>Direct Assignment</p> <p><i>Foundations in Clinical Rehabilitation Counseling: REHS 6300</i></p> <p>Target</p> <p>A minimum of 80% of students will receive no lower than 80% on this assignment</p>	<p>MET</p> <p>Profession Assignment</p> <p>■ Exceeded ■ Met</p>  <p>0 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p>	<p><i>No actions have been added.</i></p>

	<p>Exceeded: 25%</p> <p>Met: 75%</p> <p>Met Total: 100% Not Met</p> <p>Total:</p> <p>Analysis</p> <p>Fall 2024 90.L KPI 1 26/26 KPI 2 27/27</p> <p>Fall 2024 91L KPI 1 22/22 KPI 2 22/22</p> <p>Spring 2025 90L KPI 1 8/8 KPI 2 Data not available</p>	
<p>Ethics Grade</p> <p>Indirect Overall Course Grade</p> <p><i>Ethics, Legal and Professional Issues in Clinical</i></p> <p>Target</p> <p>A minimum of 80% of students will receive a letter grade of B or above</p>	<p>MET</p> <p>Ethics Grade</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Exceeded: 92%</p> <p>Met: 6%</p> <p>Not Met: 2%</p> <p>Met Total: 98%</p> <p>Not Met Total: 2%</p> <p>Analysis</p> <p>Fall 2024 01R A 30 B 7 F 7</p> <p>Summer 190 L A 16 B 7</p>	<p><i>No actions have been added.</i></p>

Social and Cultural Diversity **MET**

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population. Students will demonstrate competency in this area by meeting the target criteria set forth for the following activities/interventions: REHS 6390/7300/7600 Multicultural Sensitivity Supervisor Evaluation, Cultural Autobiography Assignment, CPCE Exam Sub Score for Social and Cultural Diversity, and Multicultural Grade. The supervisor evaluation measures the student's ability to demonstrate multicultural sensitivity. The cultural autobiography

assignment also measures the student's ability to reflect on and make changes to one's multicultural behaviors. The Capstone Sub Score measures student knowledge in the area social and cultural diversity and helps to alert the program of needed curriculum changes.



MEASURES	RESULTS	ACTIONS
<p>2.2 Cultural Autobiography</p> <p>Direct Assignment</p> <p><i>Multicultural and Social Diversity: REHS 6365</i></p>	<p>MET</p> <p>2.2 Cultural Autobiography</p> <p>■ Exceeded</p>	<p><i>No actions have been added.</i></p>
<p>Target</p> <p>Students will achieve a minimum score of 80% on the Cultural Autobiography assignment per faculty-designed rubric.</p>	 <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 1</p> <p>00% Not Met Total:</p> <p>Analysis</p> <p>All 36 students scored an A on this assignment, exceeding the expectation of "B".</p>	
<p>SLO 2.4 Multicultural Grade</p> <p>Students will successfully pass REHS 6365 Multicultural and Social Diversity</p> <p>Indirect Overall Course Grade</p> <p><i>Multicultural and Social Diversity: REHS 6365</i></p> <p>Target</p> <p>80% of students will pass the course with a minimum of 80%.</p>	<p>MET</p> <p>SLO 2.4 Multicultural Grade</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 1</p> <p>00% Not Met Total:</p> <p>Analysis</p> <p>All 36 students achieved an A in this course, exceeding the expectation of "B".</p>	<p><i>No actions have been added.</i></p>



Conclusion

All 36 students exceeded expectations on the 2 measures observed.

Human Growth and Development MET

Students will demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning. Students will demonstrate competency in this area by meeting the target criteria set forth for the following activities/interventions: Lifespan and Disability Assignment, CPCE Exam Human Growth and Development Sub Score, Medical Aspects Grade, and Lifespan Course Grade. The Lifespan and Disability Assignment highlights the student's ability to analyze the impact of disability throughout the lifespan. The Capstone Sub Score measures student knowledge in the area of Human Growth and Development and helps to alert the program of needed curriculum changes.

MEASURES	RESULTS	ACTIONS
<p>SLO 3.1 Lifespan and Disability Assignment</p> <p>Students will demonstrate knowledge of development through the lifespan by assessing the developmental status of individuals with disabilities through actual interview or case study analysis.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p> <p>85% of students will achieve a minimum of 80% on the life span and disability assignment.</p>	<p>MET</p> <p>SLO 3.1 Lifespan and Disability Assignment</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>All 52 Students exceeded expectations of scoring B or better on this assignment</p>	<p><i>No actions have been added.</i></p>
<p>SLO 3.2 Medical Aspects Grade</p> <p>Students will demonstrate understanding of functional assets/limitations, and psychosocial and vocational implications of various disabling conditions through achieving a minimum of an 80% overall grade in the course.</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Medical Aspects of Disability: REHS 6345</i></p> <p>Target</p>	<p>MET</p> <p>SLO 3.2 Medical Aspects Grade</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 90%</p>	<p><i>No actions have been added.</i></p>

<p>80% of Students will achieve a minimum grade of 80% or above in the course.</p>	<p>Met: 10%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>45 students exceeded expectations with a final course grade of A, and 5 students met expectations with a final course grade of B.</p>	
<p>SLO 3.4 Lifespan Course Grade</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p> <p>80% of students will achieve a minimum course grade of B or higher</p>	<p>MET</p> <p>SLO 3.4 Lifespan Course Grade</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 96%</p> <p>Met: 4%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>49 Students exceeded expectations with a final course grade of A, and 2 students</p>	<p><i>No actions have been added.</i></p>
<p>80% of Students will achieve a minimum grade of 80% or above in the course.</p>	<p>Exceeded: 90%</p> <p>Met: 10%</p> <p>Met Total: 100% Not Met</p> <p>Total:</p> <p>Analysis</p> <p>45 students exceeded expectations with a final course grade of A, and 5 students met expectations with a final course grade of B.</p>	
<p>SLO 3.4 Lifespan Course Grade</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p>	<p>MET</p> <p>SLO 3.4 Lifespan Course Grade Exceeded</p> <p>■ Met</p> 	<p><i>No actions have been added.</i></p>

80% of students will achieve a minimum course grade of B or higher

0%	
100%	
<i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i>	
Exceeded:	96%
Met:	4%
Met Total:	100% Not
Met Total:	
Analysis	
49 Students exceeded expectations with a final course grade of A, and 2 students met expectations B	


Conclusion

All 3 SLOs were met in this category.

Career Development **MET**

Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions. Students will demonstrate competency in this area by meeting the target criteria set forth in this section for the following activities/interventions: Labor Market Assignment, CPCE Career Development Sub Score, and Career Development Grade. The Labor Market assignment measures the student's ability to analyze the labor market and match client skills to the needs of the market. Both the Career Development Grade and the Capstone Exam Sub Score measure student knowledge. The Career Development Grade is reflects the student's ability to assess client strengths and match these strengths with employment that maximizes the client's abilities, aptitudes, and needs with those of the employer.

MEASURES	RESULTS	ACTIONS
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<p>SLO 4.1 Labor Market Assignment</p> <p>Students will utilize labor market tools to assessment the labor market for a specific profession or cluster of professions in a defined geographical area.</p> <p>Direct Assignment</p> <p><i>Career Development and Job Placement: REHS 6350</i></p> <p>Target</p> <p>80% of students will achieve minimum grade of 80% or above on the labor market assignment.</p>	<p>MET</p> <p>Analysis</p> <p>The data for this assignment was unsuccessfully tracked- 1 professor is no longer employed with the university and the other professor does not have access to the data as her class was reassigned as she went on maternity leave during the duration of that assignment. However, all students passed this course, and this assignment being a critical marker of success in the course demonstrates that students met the expectation of completing this assignment successfully.</p>	<p><i>No actions have been added.</i></p>										
<p>SLO 4.2. Career Development Grade</p> <p>Students will demonstrate a mastery of knowledge pertaining to job placement strategies, career development theories, and interventions applicable to people with disabilities.</p> <p>Indirect Overall Course Grade</p> <p><i>Career Development and Job Placement: REHS 6350</i></p> <p>Target</p> <p>80% of students will achieve minimum course grade of 80% or more in REHS 6350.</p>	<p>MET</p> <p>SLO 4.2. Career Development Grade</p> <p>■ Exceeded ■ Met ■ Approached</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <table border="0"> <tr> <td>Exceeded:</td> <td>75%</td> </tr> <tr> <td>Met:</td> <td>24%</td> </tr> <tr> <td>Approached:</td> <td>1%</td> </tr> <tr> <td>Met Total:</td> <td>98%</td> </tr> <tr> <td>Not Met Total:</td> <td>2%</td> </tr> </table> <p>Analysis</p> <p>44 students exceeded expectations with a final course grade of A, 14 students met expectations with a final course grade of</p>	Exceeded:	75%	Met:	24%	Approached:	1%	Met Total:	98%	Not Met Total:	2%	<p><i>No actions have been added.</i></p>
Exceeded:	75%											
Met:	24%											
Approached:	1%											
Met Total:	98%											
Not Met Total:	2%											
	<p>B, and 1 student approached expectations with a final grade of C.</p>											

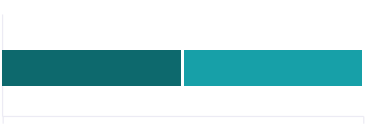
Conclusion

The SLOs for this category were met.

Counseling and Helping Relationships **MET**

Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship. Students will demonstrate competency in this area by meeting the target criteria set forth below for the following activities/interventions: Counseling Session Recordings, Capstone Exam Counseling/Helping Relationships Sub Score, and Theories Course Grade. The Counseling Session Recordings measures the student's ability to develop a rapport and helping relationship through the use of counseling skills and approaches. The Capstone Exam Sub Counseling/Helping Relationships Sub Score reflects the student's knowledge in this area. The Theories Course Grade is weighted toward application of theories in specific field experience settings.

MEASURES	RESULTS	ACTIONS								
<p>SLO 5.2 Counseling Sessions</p> <p>Students will demonstrate effective and therapeutic helping relationships through digitally recorded sessions with a client.</p> <p>Direct Γ Assignment</p> <p><i>Techniques in Clinical Rehabilitation Counseling: REHS 6370</i></p> <p>Target</p> <p>85% of Students will achieve a Target or Acceptable Competencies (80% or higher) on all elements of the counseling session per "Scoring Rubric Criteria for Counseling Skills and Techniques for Counseling Sessions" in REHS 6370.</p>	<p>MET</p> <p>SLO 5.2 Counseling Sessions</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <table border="0"> <tr> <td>Exceeded:</td> <td>83%</td> </tr> <tr> <td>Met:</td> <td>17%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p>Analysis</p> <p>30 Students exceeded expectations with a grade of A on this project, 6 students met expectations with a grade of B. Data from two sections were not collected with an unknown number of students in these two sections. The data that was recorded came from 2 sections. 4 sections total were taught in the year.</p>	Exceeded:	83%	Met:	17%	Met Total:	100%	Not Met Total:		<p><i>No actions have been added.</i></p>
Exceeded:	83%									
Met:	17%									
Met Total:	100%									
Not Met Total:										

<p>SLO 5.1 Theories Course Grade</p> <p>Students will achieve a minimum of a B grade in the course.</p> <p>Indirect Γ Overall Course Grade</p> <p><i>Counseling Theories in Clinical Rehabilitation Counseling: REHS 6360</i></p> <p>Target</p>	<p>MET</p> <p>SLO 5.1 Theories Course Grade</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other.</i></p>	<p><i>No actions have been added.</i></p>
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<p>80% of students will achieve a minimum grade of 80% in the course.</p>	<p><i>Click or use arrow keys to see details.</i></p> <p>Exceeded: 50% Met: 50%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>21 students exceeded expectations with a final course grade of A. 21 students met expectations with a final course grade of B. This course was offered twice in the academic year.</p>	
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Conclusion

The SLOs for this category were meet.

Group Counseling and Group Work **MET**

Students will demonstrate competency in preparing and facilitating group counseling. Students will demonstrate competency in this area by meeting the target criteria set forth below for the following activities/interventions: Group Counseling Plan, Group Facilitation, and Capstone Exam Group Work Sub Score. The Group Counseling Plan targets the students ability to design a group counseling curriculum. The group facilitation assignment reflects the student's ability to conduct a group counseling session. The Capstone Exam Group Work Sub Score reflects the student's knowledge of the group counseling process. Student performance with this sub score also alerts the program to needed curriculum changes.

MEASURES	RESULTS	ACTIONS
<p>SLO 6.1. Group Counseling Plan</p> <p>Students will demonstrate competency in the development a group counseling plan.</p> <p>Direct ▮ Assignment</p> <p><i>Group Counseling in Rehabilitation: REHS 6325</i></p> <p>Target</p>	<p>MET</p> <p>SLO 6.1. Group Counseling Plan</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or</i></p>	<p><i>No actions have been added.</i></p>

<p>85% of Students will achieve a minimum score of acceptable (80% or better) on all areas of the faculty designed rubric in REHS 6325.</p>	<p><i>use arrow keys to see details.</i></p> <p>Exceeded: 70% Met: 30%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p>	
	<p>Fall 2024_01 A_10 B_6</p> <p>Spring 2025_01 A_11</p> <p>Spring 2025_02 A_6 B_10</p>	
<p>SLO 6.2. Group Facilitation</p> <p>Students will demonstrate the skills associated with effective group work by facilitating an open process group and a psycho-educational session.</p> <p>Direct Assignment</p> <p><i>Group Counseling in Rehabilitation: REHS 6325</i></p> <p>Target</p> <p>85% of Students will achieve a minimum score of “3” (Effective) or “4” (Very effective), on all applicable areas of the faculty designed Reflection Form Part A in REHS 6325.</p>	<p>MET</p> <p>SLO 6.2. Group Facilitation</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 81% Met: 19%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Fall 2024 A_12 B_4</p> <p>Spring 01 A_11 Spring 02 A_12 B_4</p>	<p><i>No actions have been added.</i></p>

Conclusion



Both KPIs were met

Assessment and Testing **MET**

Students will identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning. Students will demonstrate competency in this area by meeting the target criteria set

forth for the following activities/interventions: Assessment Scenario Project, Case Study Diagnostic Assignment, Capstone Exam Assessment/Testing Sub Score, and Assessment Grade.

The Assessment Scenario Project reflects the student's ability to assess client strengths, characteristics, and needs consistent with a target population. The Case Study Diagnostic Assignment measures the student's ability to conceptualize a case, assess client behaviors in light as DSM-5/ICD criteria, and give recommendations reflecting evidence based interventions. The Assessment Grade reflects the student's ability to conduct assessments and knowledge of assessment procedures. The Capstone Exam Sub Score measures the student's knowledge of assessment and testing.

MEASURES	RESULTS	ACTIONS										
<p>SLO 7.2 Assessment Grade</p>	<p>MET</p>	<p><i>No actions have been added.</i></p>										
<p>80% of students will pass REHS 6330 with a grade of B or better.</p> <p>Indirect Γ Overall Course Grade</p> <p><i>Assessment and Testing: REHS 6330</i></p> <p>Target</p> <p>80% of students will pass class with a grade of B or better.</p>	<p>SLO 7.2 Assessment Grade</p> <p>■ Exceeded ■ Met ■ Approached</p>  <table border="1"> <tr> <td>Exceeded:</td> <td>68%</td> </tr> <tr> <td>Met:</td> <td>29%</td> </tr> <tr> <td>Approached:</td> <td>3%</td> </tr> <tr> <td>Met Total:</td> <td>96%</td> </tr> <tr> <td>Not Met Total:</td> <td>4%</td> </tr> </table> <p>Analysis</p> <p>25 students exceeded expectations with a final course grade of A. 16 students met expectations with a final course grade of B. And 2 students approached expectations with a final course grade of C.</p>	Exceeded:	68%	Met:	29%	Approached:	3%	Met Total:	96%	Not Met Total:	4%	
Exceeded:	68%											
Met:	29%											
Approached:	3%											
Met Total:	96%											
Not Met Total:	4%											
<p>SLO 7.4 REHS 6375 Case Study Diagnostic Assignment</p> <p>Students will complete the Case Study Diagnostic Assignment as given in REHS 6375 Psychiatric Rehabilitation.</p> <p>Direct Γ Assignment</p> <p>Target</p>	<p>MET</p> <p>SLO 7.4 REHS 6375 Case Study Diagnostic Assignment</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> 	<p><i>No actions have been added.</i></p>										

80% of students will achieve a minimum of 80% on the Case Study Diagnostic Assignment.	<p>Exceeded: 39%</p> <p>Met: 44%</p> <p>Approached: 6%</p> <p>Not Met: 11%</p> <p>Met Total: 83%</p> <p>Not Met Total: 17%</p> <p>Analysis</p> <p>Only 1 section reported data, 1 section data was not reported and professor is no longer employed with the university. From the data reported 7 students exceeded expectations with an A grade for the assignments. 8 students met expectations with a grade of B for the assignment. 1 student approached expectations with a grade of C for the assignment. 2 students did not meet expectations with a grade of F for the assignment.</p>	
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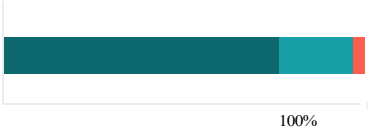
Conclusion

The SLOs for this category were met.

Research and Program Evaluation **MET**

Students will apply research methods and program evaluation to inform evidence-based practice. Students will demonstrate competency in this area by meeting the target criteria set forth for the following activities/interventions: Research Project, Capstone Exam Research/Program Evaluation Sub Score, and Research Grade. The research project assesses the student's ability to conduct research consistent with field standards. The Capstone Exit exam Sub Score evaluates student knowledge of research practices, as does the research grade.

MEASURES	RESULTS	ACTIONS
<p>SLO 8.1 Research Project</p> <p>Students will apply research methods through the completion of the Research Project in REHS 6315.</p> <p>Direct ▮ Assignment</p> <p><i>Research and Program Evaluation: REHS 6315</i></p> <p>Target</p>	<p>MET</p> <p>Summary</p> <p>Research Project Grades- Unknown-Faculty has retired and we cannot access individual grades, but based on overall grades reported, students met the objectives of the course.</p> <p>Analysis</p> <p>Based on KPI 1 ▮ Overall class grades</p>	<p><i>No actions have been added.</i></p>

<p>85% of Students will achieve a minimum score of 80% on the Research Project assignment in REHS 6315.</p>	<p>Fall AΓ7 BΓ6 CΓ7</p> <p>Spring AΓ9 BΓ1</p>											
<p>SLO 8.3 Research Grade</p> <p>Students will successfully pass REHS 6315 Research and Program Evaluation.</p> <p>Indirect Γ Overall Course Grade</p> <p><i>Research and Program Evaluation: REHS 6315</i></p> <p>Target</p>	<p>MET</p> <p>SLO 8.3 Research Grade</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Exceeded:</td> <td>76%</td> </tr> <tr> <td>Met:</td> <td>21%</td> </tr> <tr> <td>Not Met:</td> <td>3%</td> </tr> <tr> <td>Met Total:</td> <td>97%</td> </tr> <tr> <td>Not Met Total:</td> <td>3%</td> </tr> </table> <p>Analysis</p> <p>Fall 2024Γ 01R AΓ 17 B Γ 6 C Γ 1</p> <p>Spring 2025Γ 01 AΓ9 BΓ†</p>	Exceeded:	76%	Met:	21%	Not Met:	3%	Met Total:	97%	Not Met Total:	3%	<p><i>No actions have been added.</i></p>
Exceeded:	76%											
Met:	21%											
Not Met:	3%											
Met Total:	97%											
Not Met Total:	3%											
<p>80% of students will receive a minimum course grade of 80% in REHS 6315.</p>												

Clinical Rehabilitation Counseling **NOT MET**

Clinical Rehabilitation Counseling graduate students will demonstrate both knowledge and an understanding of the application of techniques and interventions for the prevention and treatment in working with diverse populations in various settings. Students will demonstrate competency in this area by meeting the target criteria set forth for the following activities/interventions: Case Conceptualization, Case Study Diagnostic Assignment, and Capstone Exam Counseling/Helping Relationships Sub Score. The Case Conceptualization Assignment measures the student's ability to conceptualize what is going on with the client's case and the recommended interventions. The Case Study Diagnostic Assignment reflects the student's ability to evaluate client behaviors and render a diagnosis based upon DSM-5TR criteria.

2024-2025 Educational Program Annual Assessment Report

Rehabilitation Counseling, (PhD)

Mission



The Doctor of Philosophy (Ph.D.) in Rehabilitation Counseling offered by the School of Rehabilitation Services and Counseling is a CACREP accredited program designed primarily to prepare students to become rehabilitation educators, researchers and administrators, and additionally offers the academic preparation to become certified as rehabilitation counselors. The degree focuses on advanced training in counseling specializing in working with people with disabilities and involves approximately two years of full time coursework plus a dissertation. This is a 66-semester credit hour program for graduates holding a Master's degree in Rehabilitation Counseling, but is offered to related disciplines that may require up to an additional 48 hours of Foundation courses (requires review of graduate transcript for possible course waivers).

2024- 2025 Academic Year

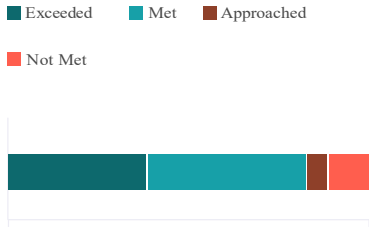
Rehabilitation Counseling, (PhD) Learning Outcomes

Professional Leadership and Identity **MET**

Students will articulate the characteristics of rehabilitation counseling leadership and identity.

MEASURES	RESULTS	ACTIONS
<p>Rehabilitation Administration & Leadership Paper</p> <p>For this literature-based paper, students must select a relevant, contemporary topic related to administration/management, advocacy, and/or leadership issues from a setting they might become employed in (counseling agency, rehabilitation, human services, non-profit, higher education, etc.). A student should consult with the course instructor (REHS 8313), as needed, as to the appropriateness of the topic idea. Using professional sources, the paper must be 12-15 pages of narrative (plus citations) using APA writing style; adhering to APA format is a key component of this assignment.</p> <p>Direct - Assignment</p> <p>Rehabilitation Administration, Leadership, and Advocacy: REHS 8313</p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 52/65 or better on the paper.</p> <p>REHS 8313_Leadership Paper.xlsx</p>	<p>MET</p> <p>Rehabilitation Administration & Leadership Paper</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><small>Values are not shown when too close to each other. Click or use arrow keys to see details.</small></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Data collected on 10/27/25 via phone as faculty instructor retired. Actual course taught Spring 2025. Due to transition from Blackboard to Brightspace, we no longer have access to the actual assignment grades. Thus, instructor provided with student names and asked to estimate performance for each student. Instructor indicated that all students exceeded expectations.</p>	<p>Maintain Assessment Strategy</p> <p>Instructor indicated that all students exceeded expectations. Will maintain KPI assignment and assessment strategy.</p>
<p>Grant Writing/Grant Project</p> <p>This Grant project involves writing, rewriting, revising a grant proposal for a community agency and submitting the proposal to a funding source. When submitting the grant proposal, students must include a copy of the RFP. Unless agreed upon by the instructor, the proposal must include the following sections: Introduction, Documentation of Need/Problem Statement, Goal & Objectives, Methodology, Evaluation, Personnel, Future Funding, Innovative Practices, Budget, and Budget Narrative. This proposal must be double-spaced, 12-point font, with use of</p>	<p>MET</p> <p>Grant Writing/Grant Project</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><small>Values are not shown when too close to each other. Click or use arrow keys to see details.</small></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p>	<p>Maintain Assessment Strategy</p> <p>Data was based upon this courses grant writing project. Students did well in this course and with this assignment. Thus, this assessment strategy will be maintained.</p>

Helping and Counseling Relationships

MEASURES	RESULTS	ACTIONS												
<p>SLO 9.1 Case Conceptualization Assignment</p> <p>Students will apply assessment methods through the completion of the Case Conceptualization Assignment in REHS 6340.</p> <p>Direct Assignment</p> <p><i>Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling: REHS 6340</i></p> <p>Target</p> <p>85% of Students will achieve a minimum score of 80% on the Case Conceptualization assignment in REHS 6340.</p>	<p>NOT MET</p> <p>Analysis</p> <p>Data was not reported. Two sections were taught- 1 section was not reported by professor, the other section was not reported and the professor is no longer employed at the university.</p>	<p><i>No actions have been added.</i></p>												
<p>SLO 9.3 REHS 6375 Case Study Diagnostic Assignment</p> <p>Students will successfully complete the Case Study Diagnostic Assignment as given in REHS 6375 Psychiatric Rehabilitation.</p> <p>Direct Assignment</p> <p><i>Psychiatric Rehabilitation: REHS 6375</i></p> <p>Target</p> <p>80% of students will score a minimum of 80% on the Case Study Diagnostic Assignment in REHS 6375 Psychiatric Rehabilitation.</p>	<p>MET</p> <p>SLO 9.3 REHS 6375 Case Study Diagnostic Assignment</p>  <table border="1" data-bbox="527 1281 893 1512"> <tr> <td>Exceeded:</td> <td>39%</td> </tr> <tr> <td>Met:</td> <td>44%</td> </tr> <tr> <td>Approached:</td> <td>6%</td> </tr> <tr> <td>Not Met:</td> <td>11%</td> </tr> <tr> <td>Met Total:</td> <td>83%</td> </tr> <tr> <td>Not Met Total:</td> <td>17%</td> </tr> </table>	Exceeded:	39%	Met:	44%	Approached:	6%	Not Met:	11%	Met Total:	83%	Not Met Total:	17%	<p><i>No actions have been added.</i></p>
Exceeded:	39%													
Met:	44%													
Approached:	6%													
Not Met:	11%													
Met Total:	83%													
Not Met Total:	17%													

Analysis

Only 1 section reported data, 1 section data was not reported and professor is no longer employed with the university. From the data reported 7 students exceeded expectations with an A grade for the assignments. 8 students met expectations with a grade of B for the assignment. 1 student approached expectations with a grade of C for the assignment. 2 students did not meet expectations with a grade of F for the assignment.

Conclusion

1 SLO was met and the other was not recorded.

Assessment Report Summary

18 SLOs over 9 categories were collected and analyzed. Due to unforeseen circumstances such as professors retiring, contracts not renewed, maternity leave a small amount of data of the SLOs were not recorded, but were reported as such in the individual categories. The COHP has decided to invest in a new software system that will help administrators track SLOs and clinical information and will begin implementation of the software within the next year. With the existing data, 8/9 categories of SLOs were met. We are confident that the new software will help us track data more efficiently despite faculty retention. Other strategies to track data have been visited, such as email reminders, LMS access, meetings, but have been unsuccessful tracking tools.

EXIT / ALUMNI SURVEY RESULTS

Fall 2024

Participants: 8

1. To what extent do you feel your training met your expectations for preparation as a Clinical Rehabilitation Counselor? *(62.5% Average, 25% High, 12.5 % Very High).*
2. To what extent do you feel your training assisted you in learning various elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients who are served? *(37.5% A moderate amount, 62.5% A lot).*
3. To what extent do you feel you were allowed the opportunity to demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population? *(12.5% A little, 37.5% A moderate amount, 25% A lot, 25% A great deal)*
4. To what degree do you feel you were given the chance to demonstrate understanding of development across the lifespan and the impact on typical and atypical functioning? *(12.5% A little, 75% A moderate amount, 12.5% A lot)*
5. To what extent do you feel you were you given the opportunity to utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions? *(12.5% A little, 62.5% A moderate amount, 25% A lot)*
6. To what degree do you feel you were you allowed the opportunity to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship? *(12.5% A little, 37.5% A moderate amount, 12.5% A lot, 37.5% A great deal)*
7. To what extent do you feel you were given the chance to demonstrate competency in preparing and facilitating group counseling? *(50% A moderate amount, 50% a great deal)*
8. To what degree do you feel you were given the opportunity to identify effective and diverse assessment strategies to facilitate culturally appropriate treatment planning? *(12.5% None at all, 12.5% A little, 62.5% A moderate amount, 12.5% A lot)*
9. To what degree do you feel you were given the chance, either directly or indirectly, to apply research methods and program evaluation to inform evidence-based practice? *(12.5% None at all, 12.5% A little, 50% A moderate amount, 12.5% A lot, 12.5% A great deal)*
10. How helpful is/was your academic advisor? *(50% Not helpful, 25% Slightly helpful, 25% Helpful)*
11. Overall, how satisfied are you with your experience in the UTRGV MS in Clinical Rehabilitation Counseling program? *(12.5% Neither satisfied nor dissatisfied, 12.5% Somewhat satisfied, 62.5% Satisfied, 12.5 Very satisfied)*
12. How likely are you to apply to the PhD in Rehabilitation Counseling Program at UTRGV? *(37.5% Unlikely, 12.5% Neither likely nor unlikely, 37.5% somewhat likely, 12.5% Extreme likely)*
13. Overall, how well do the professors teach in the UTRGV MS in Clinical Rehabilitation Counseling Program? *(25% Moderately well, 62.5% Very well, 12.5% Extremely well)*

14. How easy is it to register for MS in Clinical Rehabilitation Counseling courses at UTRGV? (12.5% Somewhat difficult, 62.5% Somewhat easy, 25% Extremely easy).

Spring 2025

Participants 3

1. To what extent do you feel your training met your expectations for preparation as a Clinical Rehabilitation Counselor? (33.3% Below Average, 33.3% Average, 33.3 % High).
2. To what extent do you feel your training assisted you in learning various elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients who are served? (66.7% A little, 33.3% A great deal).
3. To what extent do you feel you were allowed the opportunity to demonstrate multicultural awareness, knowledge, and skills necessary for competency in *working with a diverse population*? (66.7% A little, 33.3% A moderate amount)
4. To what degree do you feel you were given the chance to demonstrate understanding of development across the lifespan and the impact on typical and atypical functioning? (66.7% None at all, 33.3% A moderate amount)
5. To what extent do you feel you were you given the opportunity to utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions? (33.3% None at all, 33.3 % A little, 33.3% A moderate amount)
6. To what degree do you feel you were you allowed the opportunity to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship? (66.7% A little, 33.3% A moderate amount)
7. To what extent do you feel you were given the chance to demonstrate competency in preparing and facilitating group counseling? (33.3% A little, 33.3% A moderate amount, 33.3% A lot)
8. To what degree do you feel you were given the opportunity to identify effective and diverse assessment strategies to facilitate culturally appropriate treatment planning? (33.3% None at all, 66.7% A little)
9. To what degree do you feel you were given the chance, either directly or indirectly, to apply research methods and program evaluation to inform evidence-based practice? (33.3% A little, 66.7% A moderate amount)
10. How helpful is/was your academic advisor? (100% Not helpful)
11. Overall, how satisfied are you with your experience in the UTRGV MS in Clinical Rehabilitation Counseling program? (33.3% Very dissatisfied, 66.7% Somewhat satisfied)
12. How likely are you to apply to the PhD in Rehabilitation Counseling Program at UTRGV? (66.7% Unlikely, 33.3% somewhat likely).
13. Overall, how well do the professors teach in the UTRGV MS in Clinical Rehabilitation Counseling Program? (100% Moderately well)
14. How easy is it to register for MS in Clinical Rehabilitation Counseling courses at UTRGV? (33.3% Extremely difficult, 66.7% Either easy nor difficult).

Summer 2025

1. To what extent do you feel your training met your expectations for preparation as a Clinical Rehabilitation Counselor? *(100% High)*.
2. To what extent do you feel your training assisted you in learning various elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients who are served? *(100% A great deal)*.
3. To what extent do you feel you were allowed the opportunity to demonstrate multicultural awareness, knowledge, and skills necessary for competency in *working with a diverse population*? *(100% A great deal)*
4. *To what* degree do you feel you were given the chance to demonstrate understanding of development across the lifespan and the impact on typical and atypical functioning? *(100% A lot)*
5. To what extent do you feel you were you given the opportunity to utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions? *(100% A lot)*
6. To what degree do you feel you were you allowed the opportunity to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship? *(100% A great deal)*
7. To what extent do you feel you were given the chance to demonstrate competency in preparing and facilitating group counseling? *(100% A great deal)*
8. To what degree do you feel you were given the opportunity to identify effective and diverse assessment strategies to facilitate culturally appropriate treatment planning? *(100% A lot)*
9. To what degree do you feel you were given the chance, either directly or indirectly, to apply research methods and program evaluation to inform evidence-based practice? *(100% A great deal)*
10. How helpful is/was your academic advisor? *(100% Extremely helpful)*
11. Overall, how satisfied are you with your experience in the UTRGV MS in Clinical Rehabilitation Counseling program? *(100% Very satisfied)*
12. How likely are you to apply to the PhD in Rehabilitation Counseling Program at UTRGV? *(100% Extremely likely)*.
13. Overall, how well do the professors teach in the UTRGV MS in Clinical Rehabilitation Counseling Program? *(100% Extremely well)*
14. How easy is it to register for MS in Clinical Rehabilitation Counseling courses at UTRGV? *(100% Somewhat easy)*.

CACREP Test Scores AY 2024-2025

Fall 2024

UTRGV Rehabilitation Counseling students' CPCE scores were compared to national norms using the standard competency criterion of one standard deviation below the national mean.

Results indicated that student performance exceeded the competency cutoff in all eight CACREP core domains. The program's combined mean scores ranged from 9.36 to 11.91, while national competency cutoffs ranged from 7.13 to 9.33.

Additionally, the program's overall total score (M = 85.64) exceeded the national competency cutoff of 72.82.

These findings indicate that UTRGV students demonstrate adequate competency across all CACREP core areas.

CACREP Domain	National Mean	National SD	Competency Cutoff (Mean - 1 SD)	UTRGV Combined Mean	Meets Competency?
Professional Orientation	11.29	1.96	9.33	11.91	✓ YES
Social & Cultural Diversity	10.46	2.44	8.02	10.00	✓ YES
Human Growth & Development	11.73	2.58	9.15	11.00	✓ YES
Career Development	10.94	2.42	8.52	11.73	✓ YES
Helping Relationships	11.24	2.67	8.57	9.36	✓ YES
Group Counseling	11.59	2.75	8.84	10.09	✓ YES
Assessment	9.90	2.77	7.13	10.36	✓ YES
Research	10.62	2.67	7.95	11.18	✓ YES

Total Score Comparison

Category	National Mean	National SD	Cutoff	UTRGV Mean	Meets Competency
Total Score	87.77	14.95	72.82	85.64	✓ YES









Spring 2025

Spring 2025 CPCE scores were evaluated using the CACREP competency benchmark of one standard deviation below the national Exit Exam mean.


UTRGV Rehabilitation Counseling students met or exceeded competency thresholds in all eight CACREP core domains. Student mean scores ranged from 9.00 to 12.10, exceeding competency cutoffs that ranged from 7.42 to 10.59.

The overall total score (M = 79.50) also exceeded the national competency cutoff of 76.42.

These findings indicate that students demonstrate adequate competency across all CACREP core areas.

CACREP Domain	National Mean	National SD	Competency Cutoff	UTRGV Mean	Meets Competency?
Professional Orientation	12.16	2.01	10.15	11.30	 YES
Social & Cultural Diversity	10.67	2.40	8.27	9.00	 YES
Human Growth & Development	11.87	2.52	9.35	10.30	 YES
Career Development	11.36	2.33	9.03	9.40	 YES
Helping Relationships	11.17	2.44	8.73	9.00	 YES
Group Counseling	12.88	2.29	10.59	12.10	 YES
Assessment and Testing	10.55	2.57	7.98	9.10	 YES
Research and Evaluation	10.40	2.98	7.42	9.40	 YES

Total Score Comparison

Category	National Mean	National SD	Competency Cutoff	UTRGV Mean	Meets Competency?
Total Score	91.05	14.63	76.42	79.50	 YES



We thank you for your time spent taking this survey.
Your response has been recorded.

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 15, 2025. NOTE: All data for this report should be from Academic Year 2024-2025. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or cacrep@cacrep.org.

Institution Name:

The University of Texas Rio Grande Valley

Institution Type:

Public

Non-Profit Private

For-Profit

Institution's Headquarters

Texas



Do you have a CACREP-accredited ADDICTION COUNSELING program?

Yes

No

Do you have a CACREP-accredited CAREER COUNSELING program?

Yes

No

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

Yes

No

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

Yes

No

Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

- Yes
- No

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

- Yes
- No

What is the minimum number of credit hours required for your CLINICAL REHABILITATION COUNSELING degree? Choose one

- Semester

60

- Quarter

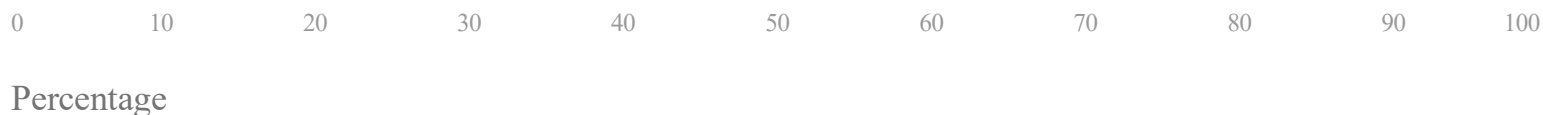
How many students were enrolled in your CLINICAL REHABILITATION COUNSELING program in the reporting period? If none, enter "0".

405

How many students graduated from your CLINICAL REHABILITATION COUNSELING program in the reporting period? If none, enter "0".

31

What percentage of students complete their degree in your CLINICAL REHABILITATION COUNSELING program within the time to degree established by the institution?



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL REHABILITATION COUNSELING program?

No Exam

1-10%

11-20%

21-30%

31-40%

41-50%

51-60%

61-70%

71-80%

81-90%

91-100%

No graduates took the exam

Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL REHABILITATION COUNSELING program who were actively seeking employment?

No graduates

0-10%

11-20%

21-30%

31-40%

41-50%

51-60%

61-70%

71-80%

81-90%

91-100%

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

Yes

No

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

Yes

No

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

Yes

No

Do you have a CACREP-accredited SCHOOL COUNSELING program?

Yes

No

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

116

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

112

Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

Yes

No

Master's Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian			
Black			
Hawaiian Native or Pacific Islander	1 0	1 0	0 0
Hispanic	0	1	0
Multiracial			
Other/Not Listed	0 73	1 234	0 0
White	0 0	0 0	0 0
International Student	1	1	0
Active Duty Military	0	0	0
Veteran	38	0	0
With a Disability	6	18	0

Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

- Yes
- No

How many credit hours beyond a CACREP-accredited master's degree do you require for your COUNSELOR EDUCATION AND SUPERVISION doctoral degree?

Semester

66

Quarter

How many applications were received for your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

7

How many total students were offered admission to your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

2

How many students were enrolled in your COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

24

How many students graduated from your COUNSELOR EDUCATION AND SUPERVISION doctoral program in the reporting period? If none, enter "0".

10

What percentage of students complete their degree in your COUNSELOR EDUCATION AND SUPERVISION program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the job placement rate of graduates from your COUNSELOR EDUCATION AND SUPERVISION doctoral program who were actively seeking employment?

No graduates

0-10%

11-20%

21-30%

31-40%

41-50%

51-60%

61-70%

71-80%

81-90%

91-100%

Are you able to provide demographic information about students enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

Yes

No

Doctoral Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian			
Black	0	1	0
Hawaiian Native or Pacific Islander	1	1	0
	0	0	0
Hispanic			
Multiracial	1	17	0
Other/Not Listed	0	0	0
White	0	0	0
International Student	1	2	0
Active Duty Military	1	1	0
Veteran	0	0	0
With a Disability	1	0	0
	0	0	0

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

Degree Program Name

Certificate Program Name

Expressive Arts; Bilingual Counseling

All degree programs are CACREP accredited

Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

Yes

No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian			
Black	1	1	0
Native Hawaiian or Pacific Islander	1	0	0
	0	0	0
Hispanic			
Multiracial	3	6	0
Other/Not Listed	0	1	0
White	0	0	0
Veteran	5	6	0
With a Disability	0	0	0
	4	2	0

What are the most significant barriers or challenges your program is currently facing (e.g., enrollment, faculty resources, student support, accreditation requirements)?

Responses will not be used to evaluate or penalize program. The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

Enrollment in our PhD program, keeping up with data collection requirements, filling faculty positions

What successes or available resources have contributed most to your program's growth, effectiveness, or ability to support students?

Responses will not be used to evaluate or penalize program. The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

Greater support for research activities, hardworking students who do not take their education for granted, quality faculty

What is CACREP doing well for your program that you appreciate?

The template makes completing the self study easier; the newsletter is helpful; the availability of a live individual to answer questions by phone

What would you like to see CACREP do differently in its current services?

The standards and guidance document contains several pieces of conflicting information (e.g., frequency of collecting KPIs, internship expectations)

What services or resources would you like to see CACREP add or develop that would better serve you and your program?

I recently called CACREP and was told that you do not offer trainings on completing the self-study. If you offer trainings, then please list this in several different places (e.g., on your website, in the newsletter). If you do not offer self study trainings, then please consider doing so!

Please provide a name **and contact email address** of the person completing this survey. This address will be used if the CACREP office has any questions about the information provided in this survey.

Saara Grizzell, saara.grizzell@utrgv.edu

Use this space to clarify or explain any answers provided? Or, any comments that you would like to share.

Thanks so much for your guidance with the standards! The individual who answers the phone is helpful. Please note: The answer for how many masters students were enrolled in our Clinical Rehabilitation Counseling Program is the combined total over three semesters (165 F + 150 Sp + 90 Su = 405). The demographics for our master's students include Fall 2024 and Spring 2025 combined. Our university does not collect data on gender fluid or non-binary students. Our university also does not collect gender information for veterans or for people with disabilities. The gender information reported for these two categories is "best guess."

REMINDER: Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website.

The information to be posted includes the following four data points regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your 2024-2025 data has been posted, send the website URL to cacrep@cacrep.org.

You will NOT receive a copy of your completed survey. Please click the arrow at the bottom of the page and download the PDF for your records.

You will be contacted if we have any questions about your submitted survey.

I understand I need to download a copy of the completed survey for my own records

Powered by Qualtrics A