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*College of Health Professions*

**University of Texas Rio Grande Valley  
School of Rehabilitation Services & Counseling  
Program Outcomes & Analysis of Student Learning Report**

## **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).

<b>MS Clinical Rehabilitation Counseling Program</b> 60 Hour Program	
<b>Faculty</b> 15 Rehabilitation Counseling core CEP faculty 5 Rehabilitation Counseling non-core CEP faculty	
<b>Average Class Size</b> Academic Courses: 32 Clinical/Field Experience Course: 12	
<b>Program Completion Rates 2020-21</b> 85%	<b>Job Placement Rates 2020-21</b> 90%

<b>Comprehensive Exam Pass Rates</b>				<b>NCE &amp; CRC Pass Rates</b>			
	<b>Attempted</b>	<b>Passed</b>	<b>Pass Rate</b>	<b>Exam</b>	<b>Attempted</b>	<b>Passed</b>	<b>Pass Rate</b>
Summer 2021	14	13	93%	NCE	5	4	80%
Spring 2021	7	7	100%	CRC	3	2	66.7%
Fall 2020	11	11	100%				

**ENROLLED STUDENTS**  
**UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING**  
FALL 2020 & SPRING 2021

Demographic information of enrolled students in the MS program for the 2020-21 academic year are delineated in the following table. The table is specific to gender and ethnicity.

<b>Ethnicity</b>	<b>Fall 2020</b>			<b>Spring 2021</b>		
	Female	Male	Total	Female	Male	Total
White	3	1	4	3	1	4
Hispanic	123	25	148	138	24	162
Asian	1		1	0	1	1
International	0	0	0	1	0	1
Unknown	1		1	1	0	1
<b>Total</b>	<b>128</b>	<b>26</b>	<b>154</b>	<b>143</b>	<b>25</b>	<b>169</b>

**SOURCE: Strategic Analysis & Institutional Reporting (SAIR) 9-2021**

**APPLICANTS**  
**UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING**  
AY 2020-21

Demographic information of applicants to the MS program for the 2020-21 academic year are delineated in the following table. The table is specific to gender and ethnicity.

<b>Ethnicity</b>	<b>AY 2020-21</b>		
	Female	Male	Total
White	2	0	2
Hispanic	90	16	106
Asian	0	0	0
International	0	2	2
Unknown	1	0	1
<b>Total</b>	<b>93</b>	<b>18</b>	<b>111</b>

**SOURCE: Strategic Analysis & Institutional Reporting (SAIR) 9-2021**

**GRADUATES**  
**UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING**  
 AY 2020-21

Demographic information of graduates of the MS program for the 2020-21 academic year are delineated in the following table. The table is specific to gender and ethnicity

<b>Ethnicity</b>	<b>AY 2020-21</b>		
	<b>Female</b>	<b>Male</b>	<b>Total</b>
White	1	0	1
Hispanic	37	7	44
Asian	1	0	1
International	0	1	1
Unknown	1	0	1
<b>Total</b>	<b>40</b>	<b>8</b>	<b>48</b>

**SOURCE: Strategic Analysis & Institutional Reporting (SAIR) 9-2021**

**FACULTY**  
**UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING**

<b>Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Disability</b>
African American	1	1	1
Native American	0	0	0
Hispanic	1	3	1
White	2	5	5
Asian American	2	1	1
Other	1	0	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.

<b>Academic Year</b>	<b>MS Degrees</b>
2020-2021	48
2019-2020	62
2018-2019	42
2017-2018	55
2016-2017	31
2015-2016	46

## MS in Clinical Rehabilitation Counseling: Program Learning Outcomes & Measures Academic Evaluation of Students

<p><b>Professional Orientation and Ethical Practice</b></p> <p>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.</p>
<p><b>Measure 1</b></p> <p>Students will address the elements of professional identity and personal philosophy through completion Advocacy Letter Project in REHS 6300.</p> <p><b>Criterion:</b> Students will achieve a minimum score of 80% on faculty-designed rubric in REHS 6300.</p>
<p><b>Measure 2</b></p> <p>Students will identify Historical, Legal and Ethical issues through Ethical Dilemma Paper in REHS 6305.</p> <p><b>Criterion:</b> Students will achieve a minimum score of 80% on the faculty-designed rubric in REHS 6305.</p>

<p><b>SLO.1.1 Advocacy Letter/Project</b></p> <p>Students will address the elements of professional identity and personal philosophy through completion Advocacy Letter/Project in REHS 6300.</p> <p><b>Direct - Assignment</b> <i>Foundations in Clinical Rehabilitation Counseling: REHS 6300</i></p> <p><b>Target</b></p> <p>Students will achieve a minimum score of 80% on Advocacy Letter/Project faculty-designed rubric in REHS 6300.</p>	<p><b>MET</b></p> <p style="text-align: center;">Overall Proficiency</p> <p>■ Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>Fall 40/40 students met SLO target Summer 2021 12/12 students met SLO target</p>
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<p><b>SLO.1.2 Ethical Dilemma Paper</b></p> <p>Students will identify Historical, Legal and Ethical issues through Ethical Dilemma Paper in REHS 6305.</p> <p><b>Direct - Assignment</b> <i>Ethics, Legal and Professional Issues in Clinical Rehabilitation: REHS 6305</i></p> <p><b>Target</b></p> <p>Students will achieve a minimum score of 80% on the Ethical Dilemma Paper faculty-designed rubric in REHS 6305.</p>	<p><b>MET</b></p> <p style="text-align: center;">Overall Proficiency</p> <p>■ Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>Summer 2021 40/40 students met SLO target</p>
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<b>Social and Cultural Diversity</b>
Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
<p><b>Measure 1</b> Students will demonstrate multicultural awareness related to cultural biases through Site/Faculty Supervisor and self-evaluations. <b>Criterion:</b> Students will achieve a minimum of a score of 6 on an 7-point likert scale on item #20 of the Faculty Supervisor Evaluation in REHS 6390 and REHS 7600.</p>
<p><b>Measure 2</b> Students will complete knowledge and skills working with diverse population through completion of the Social Change Agent paper. <b>Criterion:</b> Students will achieve a minimum score of 80% on the Social Change Agent Paper faculty-designed rubric in REHS 6365.</p>

<p><b>SLO 2.1 Supervisor Evaluation</b></p> <p>Students will demonstrate multicultural awareness related to cultural biases through Clinical/Field Site Supervisor and self-evaluations (i.e. mid-term/final evaluations) during clinical experience courses (i.e. RHS 6390, 7300/7600). Supervisor/employer evaluation of student performance outside the classroom (internship, practicum)</p> <p>Direct - Other</p> <p><b>Target</b></p> <p>Students will achieve a minimum of a score of 5 on an 7-point likert scale on item #20 of the Faculty Supervisor Evaluation in REHS 6390 and REHS 7300/7600.</p> <p>CACREP MS Internship Manual (Rev 122020).pdf</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>■ Met ■ Approached</p> <table border="1"> <tr> <td>Met:</td> <td>91%</td> </tr> <tr> <td>Approached:</td> <td>9%</td> </tr> <tr> <td>Met Total:</td> <td>91%</td> </tr> <tr> <td>Not Met Total:</td> <td>9%</td> </tr> </table> <p><b>Analysis</b></p> <p>Fall 2020 11/12 students met SLO target Spring 2021 7/9 students met SLO target Summer 2021 12/12 students met SLO target</p>	Met:	91%	Approached:	9%	Met Total:	91%	Not Met Total:	9%
Met:	91%								
Approached:	9%								
Met Total:	91%								
Not Met Total:	9%								

<p><b>SLO 2.2. Social Agent Paper</b></p> <p>Students will complete knowledge and skills working with diverse population through completion of the Social Change Agent paper.</p> <p>Direct - Assignment</p> <p><i>Multicultural and Social Diversity: REHS 6365</i></p> <p><b>Target</b></p> <p>Students will achieve a minimum score of 80% on the Social Change Agent Paper faculty-designed rubric in REHS 6365.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>■ Met</p> <table border="1"> <tr> <td>Met:</td> <td>100%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p><b>Analysis</b></p> <p>Summer 2021 31/31 students met SLO target.</p>	Met:	100%	Met Total:	100%	Not Met Total:	
Met:	100%						
Met Total:	100%						
Not Met Total:							

<b>Human Growth and Development</b>
Students will demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.
<p><b>Measure 1</b></p> <p>Students will demonstrate knowledge of development of lifespan as related to disability through the completion of the process of interviewing a person with a disability and assessing if they are developmentally on target and their subsequent presentation.</p> <p><b>Criterion:</b> Students will achieve a minimum of 80% on the presentation in REHS 6355.</p>
<p><b>Measure 2</b></p> <p>Students will demonstrate understanding of functional assets/limitations, and psychosocial and vocational implications of various disabling conditions through case studies participation on Blackboard Learn Discussion Board.</p> <p><b>Criterion:</b> Students will achieve a minimum score of "5-7" (<i>Minimally Acceptable</i>) or "8-10" (<i>Meets Expectations</i>), for each case study, per "Grading Rubric for Discussion" in REHS 6345.</p>

**SLO 3.1 Lifespan Presentation**

Students will demonstrate knowledge of development of lifespan as related to disability through the completion of the process of interviewing a person with a disability and assessing if they are developmentally on target and their subsequent presentation.

Direct - Assignment  
*Developmental Lifespan and Disability: REHS 6355*

**Target**  
85% of students will achieve a minimum of 80% on the presentation in REHS 6355.

MET

Overall Proficiency

Met

Met: 100%

Met Total: 100%

Not Met Total:

**Analysis**  
Students are still contending with COVID issues. Student who earn a failing grade in the course on placed on a remediation plan to ensure academic success.

Summer 2021: 19/19 students met SLO target

**SLO 3.2 Medical Aspects Discussion Board**

Students will demonstrate understanding of functional assets/limitations, and psychosocial and vocational implications of various disabling conditions through case studies participation on Blackboard Learn Discussion Board.

Direct - Assignment  
*Medical Aspects of Disability: REHS 6345*

**Target**  
85% of Students will achieve a minimum score of "5-7" (*Minimally Acceptable*) or "8-10" (*Meets Expectations*), for each case study, per "Grading Rubric for Discussion" in REHS 6345.

MET

Overall Proficiency

Met
  Not Met

Met: 95%

Not Met: 5%

Met Total: 95%

Not Met Total: 5%

**Analysis**  
COVID impacts have been felt throughout courses.  
However:  
Fall 2020 24/25 student met SLO target  
Spring 2021 31/33 students met SLO target

<p><b>Career Development</b></p> <p>Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions.</p>
<p><b>Measure 1</b></p> <p>Students will utilize career development theories through the application of a case study during a class presentation.</p> <p><b>Criterion:</b> Students will achieve minimum score of 80% acceptable on all areas of the professor developed rubric in REHS 6350.</p>
<p><b>Measure 2</b></p> <p>Students will formulate diverse, individualized and developmentally appropriate career activities and interventions through the preparation of a 5-day job skills training course with modifications based on individual needs.</p> <p><b>Criterion:</b> Students will achieve minimum score of 80% acceptable on all areas of the professor developed rubric in REHS 6350.</p>

**SLO 4.1 Career Development Case Study Presentation**

Students will utilize career development theories through the application of a case study during a class presentation.

Direct - Assignment  
*Career Development and Job Placement: REHS 6350*

**Target**  
85% of Students will achieve minimum score of 80% of acceptable on all areas of the professor developed rubric in REHS 6350.

**MET**

Overall Proficiency

■ Met ■ Approached

Met:	92%
Approached:	8%
Met Total:	92%
Not Met Total:	8%

**Analysis**  
Fall 2020 17/19 students met SLO target.  
Spring 2021 32/34 students met SLO target.

**SLO 4.2. Job-Skills Training Project**

Students will formulate diverse, individualized and developmentally appropriate career activities and interventions through the preparation of a 5-day job skills training course with modifications based on individual needs.

Direct - Assignment  
*Career Development and Job Placement: REHS 6350*

**Target**  
85% of Students will achieve minimum score of 80% of acceptable on all areas of the professor developed rubric in REHS 6350.

**MET**

Overall Proficiency

■ Met ■ Approached

Met:	89%
Approached:	11%
Met Total:	89%
Not Met Total:	11%

**Analysis**  
Fall 2020: 32/34 students met SLO target.  
Spring 2021: 15/19 students met SLO target.

<p><b>Counseling and Helping Relationships</b></p> <p>Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.</p>
<p><b>Measure 1</b>                  Students will demonstrate knowledge about basic counseling skills by writing a paper that identifies and justifies their Personal Philosophy of Counseling, which focuses on their preferred theoretical orientation(s) and techniques  <b>Criterion:</b> Students will achieve a minimum score 80% in REHS 6360.</p>
<p><b>Measure 2</b>                  Students will demonstrate effective and therapeutic helping relationships through digitally recorded sessions with a client. (skills)  <b>Criterion:</b> Students will achieve a <i>Target or Acceptable Competencies</i> on all elements of the counseling session per "Scoring Rubric Criteria for Counseling Skills and Techniques for Counseling Sessions" in REHS 6370.</p>

**SLO 5.1 Personal Philosophy of Counseling**

Students will demonstrate knowledge about basic counseling skills by writing a paper that identifies and justifies their Personal Philosophy of Counseling, which focuses on their preferred theoretical orientation(s) and techniques.

**Direct - Assignment**  
*Counseling Theories in Clinical Rehabilitation Counseling: REHS 6360*

**Target**  
 85% of Students will achieve a minimum score 80% in REHS 6360.

MET

Overall Proficiency

Met

 Approached

0%
100%

Met: 88%  
 Approached: 12%

Met Total: 88%  
 Not Met Total: 12%

**Analysis**  
 Summer 2021 15/17 students met SLO target.

**SLO 5.2 Counseling Sessions**

Students will demonstrate effective and therapeutic helping relationships through digitally recorded sessions with a client.

**Direct - Assignment**  
*Techniques in Clinical Rehabilitation Counseling: REHS 6370*

**Target**  
 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.

NOT MET

Overall Proficiency

Met

 Approached

 Not Met

0%
100%

Met: 75%  
 Approached: 5%  
 Not Met: 20%

Met Total: 75%  
 Not Met Total: 25%

**Analysis**  
 Students are still contending with COVID issues and it has proven to be difficult for many students. Student who earn a failing grade in the course are put on to a remediation plan to ensure academic success.

Fall 2020 15/20 students did not meet SLO

<b>Group Work</b>
Students demonstrate competency in preparing and facilitating group counseling.
<p><b>Measure 1</b> Students will demonstrate competency in the development a group counseling plan. <b>Criterion:</b> Students will achieve a minimum score of acceptable on all areas of the faculty designed rubric in REHS 6325</p>
<p><b>Measure 2</b> Students will demonstrate the skills associated with effective group work by facilitating an open process group and a psycho-educational session. <b>Criterion:</b> 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><b>SLO 6.1. Group Counseling Plan</b></p> <p>Students will demonstrate competency in the development a group counseling plan.</p> <p>Direct - Assignment <i>Group Counseling in Rehabilitation: REHS 6325</i></p> <p><b>Target</b> 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><b>MET</b></p> <p>Overall Proficiency</p> <p>■ Met</p> <p>0% 100%</p> <p>Met: 100% Met Total: 100% Not Met Total:</p> <p><b>Analysis</b> Fall 2021 16/16 students met SLO target. Spring 2021 11/11 students met SLO target.</p>
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<p><b>SLO 6.2. Group Facilitation</b></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 <i>Group Counseling in Rehabilitation: REHS 6325</i></p> <p><b>Target</b> 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><b>MET</b></p> <p>Overall Proficiency</p> <p>■ Met</p> <p>0% 100%</p> <p>Met: 100% Met Total: 100% Not Met Total:</p> <p><b>Analysis</b> Fall 2020 16/16 students met SLO target.</p>
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<b>Assessment</b>
Students will identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning.
<b>Measure 1</b> Students will be able to identify effective and diverse assessments strategies through the Assessment Scenario Project in REHS 6330. <b>Criterion:</b> Students will achieve a minimum score of 80% on the Assessment Scenario Project rubric in REHS 6330.
<b>Measure 2</b> Students will be able to facilitate treatment planning through the final Diagnostic and Treatment Scenarios Project in REHS 6330. <b>Criterion:</b> Students will achieve a minimum score of 80% on the Diagnostic and Treatment Scenarios Project faculty-designed rubric in REHS 6330.

**SLO 7.1 Assessment Project**

Students will be able to identify effective and diverse assessments strategies through the Assessment Scenario Project in REHS 6330.

Direct - Assignment  
*Assessment and Testing: REHS 6330*

**Target**  
85% of Students will achieve a minimum score of 80% on the Assessment Scenario Project rubric in REHS 6330.

**MET**

Overall Proficiency

Met

0%
100%

Met: 100%

Met Total: 100%

Not Met Total:

**Analysis**

Fall 2020: 23/23 students met SLO target  
Spring 2021:17/17 students met SLO target

**SLO 7.2 Diagnostic & Treatment Project**

Students will be able to facilitate treatment planning through the final Diagnostic and Treatment Scenarios Project in REHS 6330.

Direct - Assignment  
*Assessment and Testing: REHS 6330*

**Target**  
85% of Students will achieve a minimum score of 80% on the Diagnostic and Treatment Scenarios Project faculty-designed rubric in REHS 633

**NOT MET**

Overall Proficiency

MetApproached

0%
100%

Met: 73%

Approached: 27%

Met Total: 73%

Not Met Total: 27%

**Analysis**

COVID has added various personal and academic stressors to students. It is unclear if students were impacted by COVID. Additional information is warranted a this time.

<b>Research and Program Evaluation</b>
Students will apply research methods and program evaluation to inform evidence-based practice.
<p><b>Measure 1</b>                  Students will apply research methods through the completion of the Grant Proposal/Research Project in REHS 6315.  <b>Criterion:</b> Students will achieve a minimum score of 80% on the Grant Proposal/Research Project assignment in REHS 6315</p>

<p><b>SLO 8.1 Research Project</b></p> <p>Students will apply research methods through the completion of the Research Project in REHS 6315.</p> <p><b>Direct - Assignment</b>  <i>Research and Program Evaluation: REHS 6315</i></p> <p><b>Target</b>                  85% of Students will achieve a minimum score of 80% on the Research Project assignment in REHS 6315.</p>	<p><b>NOT MET</b></p> <p>Overall Proficiency</p> <p>■ Met ■ Approached</p> <p>0% 100%</p> <p>Met: 82%                  Approached: 18%</p> <p>Met Total: 82%                  Not Met Total: 18%</p> <p><b>Analysis</b>                  COVID has added various personal and academic stressors to students. It is unclear if students were impacted by COVID. Additional information is warranted a this time.</p>
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<b>SPECIALTY AREA: Clinical Rehabilitation Counseling</b>
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.
<p><b>Measure 1</b></p> <p>Students will apply research methods through the completion of the Seminar in Advanced Counseling &amp; Diagnostics Presentation in REHS 6340.</p> <p><b>Criterion:</b> Students will achieve a minimum score of 80% on the Seminar in Advanced Counseling &amp; Diagnostics Presentation assignment in REHS 6340.</p>

<p><b>SLO 9.1 AC&amp;D Presentation</b></p> <p>Students will apply research methods through the completion of the Seminar in Advanced Counseling &amp; Diagnostics Presentation in REHS 6340.</p> <p>Direct - Assignment</p> <p><i>Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling: REHS 6340</i></p> <p><b>Target</b></p> <p>85% of Students will achieve a minimum score of 80% on the Seminar in Advanced Counseling &amp; Diagnostics Presentation assignment in REHS 6340.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>Fall 2020 19/19 students met SLO target. Spring 2021 29/29 students met SLO target.</p>
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**MS in Clinical Rehabilitation Counseling: Program Learning Outcomes & Measures  
Non-Academic Evaluation of Students**

Below is the way our students are assessed, non-academically. Each of these evaluations addresses different aspects of a student's stint in the program. Students are assessed on their clinical performance (self report), 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.

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

**Student Clinical Performance Evaluation**

Clinical Area Assessed	Average Score
Relationship/Interpersonal Skills	5.7/7
Counseling Behaviors	6.4/7
Counseling Assessment	5.8/7

**Student Professional Performance Evaluation**

Area Assessed	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Dismissal
Academic Performance	94%	5.7%	.3%	0
Clinical Competence	98.5%	1.5%	0	0
Professional Performance	97%	3%	0	0
Professional Disposition	92%	8%	0	0

## Alumni Survey Responses

### Program Learning Outcomes:

- To what degree did your training meet your expectations for preparation as a Clinical Rehabilitation Counselor? *32% Average; 24% High; 44% Very High*
- To what extent did your training learn 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 that are served. *16% A Moderate Amount; 32% A Lot; 52% A Great Deal*
- 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. *4% a Little; 24% A moderate Amount; 28% A Lot; 44% A Great Deal*
- To what degree to you feel you were given the chance to demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.  
*28 % A Moderate Amount; 20% A Lot; 48% A Great Deal*
- To what extent were you given the opportunity to utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions. *8% A Little; 28% A Moderate Amount; 32% A Lot; 32% A Great Deal*
- To what degree were you allowed the opportunity to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship. *4% A Little; 12% A Moderate Amount; 32% A Lot; 52% A Great Deal*
- To what extent were you given the chance to demonstrate competency in preparing and facilitating group counseling. *.04 A Little; 24% A Moderate Amount; 32% A Lot; 40% A Great Deal*
- To what degree were you given the opportunity to identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning. *4% A Little; 28% A Moderate Amount; 32% A Lot; 36% A Great Deal*
- To what degree were you given the chance, either directly or indirectly, to apply research methods and program evaluation to inform evidence-based practice. *20% A Little; 28% A Moderate Amount; 24% A Lot; 28% A Great Deal*
- Student Resources: How helpful or unhelpful is your academic advisor? *24% Neither Helpful Nor Unhelpful; 4% Slightly Helpful; 40% Moderately Helpful; 32% Extremely Helpful*

### Overall Program Satisfaction:

- Overall, how satisfied or dissatisfied are you with your experience in the UTRGV MS in Clinical Rehabilitation Counseling program? *12% Very Dissatisfied; 4% Neutral; 12% Somewhat Satisfied; 28% Satisfied; 44% Very Satisfied*

- How likely are you to apply to the PhD in Rehabilitation Counseling program at UTRGV? *32% Unlikely; 8% Somewhat Unlikely; 32% Undecided; 4% Somewhat Likely; 8% Likely; 16% Very Likely*
- How likely are you to recommend the UTRGV MS in Clinical Rehabilitation Counseling program to friends or colleagues? *4% No Response; 8% Detractor; 20% Passive; 68% Promoter*

### **Education Coursework:**

- Overall, how well do the professors in the UTRGV MS in Clinical Rehabilitation Counseling program teach? *4% Slightly Well; 8% Moderately Well; 44% Very Well; 44% Extremely Well*
- How easy or difficult is it to register for courses at this university? *8% Neither Easy Nor Difficult; 8% Slightly Easy; 32% Moderately Easy; 52% Extremely Easy*



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

Below is a summary of your responses

[Download PDF](#)

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 31, 2021. NOTE: All data for this report should be from Academic Year 2020-2021. 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](mailto:cacrep@cacrep.org).

To download a copy of all of the questions before beginning the survey click [here](#).

Institution Name:

University of Texas Rio Grande Valley

Institution Type:

- 1. **Public**
- 2. Private for-profit
- 3. Private not-for-profit

Institution Location/Region:

- 1. North Atlantic Region (i.e., CT, DE, DC, ME, MA, NH, NJ, NY, PA, RI, VT)

- 2. North Central Region (i.e., IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI)
- 3. Rocky Mountain Region (i.e., CO, ID, MT, NM, UT, WY)
- 4. **Southern Region (i.e., AL, AR, FL, GA, KY, LA, MD, MS, NC, SC, TN, TX, VA, WV)**
- 5. Western Region (i.e., AK, AZ, CA, HI, OR, WA)
- 6. US Territory (i.e. AS, FM, GU, MH, MP, PR, PW, VI)
- 7. Outside the US

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 dually-titled CLINICAL REHABILITATION COUNSELING/CLINICAL MENTAL HEALTH COUNSELING program?

- Yes
- No**

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

- Yes**
- No

CLINICAL REHABILITATION COUNSELING

What is the minimum number of credit (semester) hours required for your CLINICAL REHABILITATION COUNSELING degree?

60

How many students are currently enrolled in your CLINICAL REHABILITATION COUNSELING program?

169

How many students graduated from your CLINICAL REHABILITATION COUNSELING program in academic year 2020-2021?

48

What is the completion rate of students from your CLINICAL REHABILITATION COUNSELING program?

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Completion Rate %



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

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Exam Pass Rate %



To the best of your knowledge, what is the job placement rate of graduates

To the best of your knowledge, what is the job placement rate of graduates from your CLINICAL REHABILITATION COUNSELING program who were actively seeking employment?

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Job Placement Rate %



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? (This does not include the Dually-titled Clinical Mental Health Counseling and Clinical Rehabilitation Counseling program or Clinical Rehabilitation Counseling which were both be options earlier in the survey)

Yes

**No**

Do you have a CACREP-accredited SCHOOL COUNSELING program?

Yes

**No**

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

**Yes**

## COUNSELOR EDUCATION AND SUPERVISION

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

66

How many students are currently enrolled in your COUNSELOR EDUCATION AND SUPERVISION doctoral program?

35

How many applications for your COUNSELOR EDUCATION AND SUPERVISION doctoral program did you receive in academic year 2020-2021?

24

How many students graduated from your COUNSELOR EDUCATION AND SUPERVISION doctoral program in academic year 2020-2021?

1

What is the completion rate of students from your COUNSELOR EDUCATION AND SUPERVISION doctoral program?

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Completion Rate %



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?

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Job Placement Rate %



Non-CACREP-Accredited Programs: Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

- Addiction Counseling
- Career Counseling
- Clinical Mental Health Counseling
- Clinical Rehabilitation Counseling
- Student Affairs
- Marriage, Couple and Family Counseling or Therapy
- Rehabilitation Counseling
- School Counseling
- Counselor Education and Supervision
- Counseling Psychology (master's)
- Counseling Psychology (doctoral)
- One or more certificate-only programs
- None**
- Other (Please Specify):

How many total applications for all of your MASTER'S level CACREP-accredited program(s) did you receive in academic year 2020-2021?

111

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 headcount of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. All categories with an asterisk require an answer. 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 Masters Students

Enter A Number

American Indian or Native Alaskan	<input type="text" value="0"/>
Asian	<input type="text" value="1"/>
Black	<input type="text" value="0"/>
Hawaiian Native or Pacific Islander	<input type="text" value="0"/>
Hispanic	<input type="text" value="24"/>
Two or More	<input type="text" value="0"/>
Unknown/Other	<input type="text" value="0"/>
White	<input type="text" value="1"/>
International Student	<input type="text" value="0"/>
Active Duty Military	<input type="text" value="0"/>
Veteran	<input type="text" value="1"/>
With a Disability	<input type="text" value="0"/>

### Female Masters Students

Enter A Number

American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="2"/>

	Enter A Number
Black	0
Hawaiian Native or Pacific Islander	0
Hispanic	138
Two or More	0
Unknown/Other	0
White	3
International Student	0
Active Duty Military	0
Veteran	1
With a Disability	0

## Non-Binary Masters Students

	Enter A Number
American Indian or Alaska Native	0
Asian	0
Black	0
Hispanic	0
Native Hawaiian or Other Pacific Islander	0
Two or More	0
Unknown/Other	0
White	0
International Student	0
Active Duty Military	0
Veteran	0
With a Disability	0

Are you able to provide demographic information about students enrolled in

your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

Yes

No

3. Not Applicable (i.e., "I do not have an accredited CES doctoral program.")

DOCTORAL Student Demographics: Please provide the headcount of students currently enrolled in your CACREP-accredited Counselor Education and Supervision doctoral program for each category below. All categories with an asterisk require an answer. 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 Doctoral Students

Enter A Number

American Indian or  
Alaska Native

0

Asian

0

Black

0

Hispanic

4

Native Hawaiian or  
Other Pacific Islander

0

Two or More

0

Unknown/Other

0

White

4

International Student

1

Active Duty Military

0

Veteran

0

With a Disability

0

### Female Doctoral Students

Enter A Number

American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="1"/>
Black	<input type="text" value="2"/>
Hispanic	<input type="text" value="21"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
Two or More	<input type="text" value="0"/>
Unknown/Other	<input type="text" value="1"/>
White	<input type="text" value="4"/>
International Student	<input type="text" value="1"/>
Active Duty Military	<input type="text" value="0"/>
Veteran	<input type="text" value="0"/>
With a Disability	<input type="text" value="0"/>

## Non-Binary Doctoral Students

Enter A Number

American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>
Black	<input type="text" value="0"/>
Hispanic	<input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
Two or More	<input type="text" value="0"/>
Unknown/Other	<input type="text" value="0"/>
White	<input type="text" value="0"/>
International Student	<input type="text" value="0"/>
Active Duty Military	<input type="text" value="0"/>
Veteran	<input type="text" value="0"/>

With a Disability

Enter A Number

0

How many FULL-TIME faculty members do you have in your academic counseling unit?

17

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 headcount of full-time faculty members in your academic counseling unit for each category below. \*All categories with an asterisk require an answer. If you do not have any full-time faculty that identify with a particular category, please enter "0".

### Male Faculty

Enter A Number

American Indian or Alaska Native

0

Asian

2

Black

1

Hispanic or Latino

1

Native Hawaiian or Other Pacific Islander

0

Two or More

0

Unknown/Other

1

White

2

Veteran

0

With a Disability

4

## Female Faculty

Enter A Number

American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="1"/>
Black	<input type="text" value="1"/>
Hispanic	<input type="text" value="3"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
Two or More	<input type="text" value="0"/>
Unknown/Other	<input type="text" value="0"/>
White	<input type="text" value="5"/>
Veteran	<input type="text" value="0"/>
With a Disability	<input type="text" value="4"/>

## Non-Binary Faculty

Enter A Number

American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>
Black or African American	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
Two or More	<input type="text" value="0"/>
Unknown/Other	<input type="text" value="0"/>
White	<input type="text" value="0"/>
Veteran	<input type="text" value="0"/>
With a Disability	<input type="text" value="0"/>

Has your counseling program lost faculty (retirement or resignation) in the past 18 months?

- Yes**  
 No

Have these positions been filled or will they be filled in the next 12 months?

- Yes**  
 No  
 Uncertain

Does your program anticipate any new faculty positions being added in the next 18 months?

- Yes**  
 No

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

elizabeth.palacios@utrgv.edu

Final comments? Please share them below:

**REMINDER: Posting Program/Student Outcomes**

Your responses to Program/Student Outcomes questions from this survey need to be made publicly available on your program's website by January 7, 2022, and a hyperlink to that web page needs to be sent to cacrep@cacrep.org. The information to be posted includes the following four data points regarding each of your accredited specialty areas: (a) number of graduates in the past year, (b) completion rate, (c) licensure or

certification examination pass rate, and (d) job placement rate of students/graduates. Posting a link to your completed report will satisfy this requirement.

**If you are a new program completing the Vital Statistics Survey for the first time**, you need to publicly report these data points in a program outcomes report on your program website. Once this report has been posted, you then need to send a hyperlink to the report via email to [cacrep@cacrep.org](mailto:cacrep@cacrep.org).

**If your program submitted a Vital Statistics Survey last year** and you have previously posted program outcomes on the program website, you need to update your program outcomes report to reflect the most current data. If the hyperlink to the outcomes report changes when you update this information, you need to send a copy of the new hyperlink via email to [cacrep@cacrep.org](mailto:cacrep@cacrep.org).

**You will NOT have an opportunity to receive a copy of your completed survey later. If you want a copy of your completed report, please ensure that you click the "Download PDF" link on the page after this question.** Do you want a copy of your completed report?

- Yes**  
 Definitely

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