



College of Health Professions

**MS Clinical Rehabilitation Counseling Program
University of Texas Rio Grande Valley
School of Rehabilitation Services & Counseling
Program Outcomes & Analysis of Student Learning Report
AY 2021-2022**

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).

MS Clinical Rehabilitation Counseling Program 60 Hour Program	
Faculty 11 Rehabilitation Counseling core CEP faculty 5 Rehabilitation Counseling non-core CEP faculty	
Average Class Size Academic Courses: 32 Clinical/Field Experience Course: 12	
Program Completion Rates 2021-22 89%	Job Placement Rates 2021-22 89%

Comprehensive Exam Pass Rates				NCE & CRC Pass Rates			
Semester	Attempted	Passed	Pass Rate	Exam	Attempted	Passed	Pass Rate
Fall 21	12	9	75%				
Spring 22	10	8	80%	NCE	5	4	80%
Summer 22	12	10	83%	CRC	3	2	67%

ENROLLED STUDENTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
FALL 2021 & SPRING 2022

Demographic information of enrolled students in the MS program for the 2021-22 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2021			Spring 2022		
	Female	Male	Total	Female	Male	Total
White	2	1	3	2	1	3
Hispanic	142	22	164	139	29	168
Asian	1	0	1	1	0	1
International	0	1	1	0	1	1
Unknown	1	0	1	0	0	1
Total	146	24	170	143	31	174

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
AY 2021-22

Demographic information of applicants to the MS program for the 2021-22 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2021-22		
	Female	Male	Total
White	1	1	2
Hispanic	3	2	5
Asian	58	18	76
International	3	0	3
Unknown	1	0	1
Total	66	21	87

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
AY 2021-22

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

Ethnicity	AY 2021-22		
	Female	Male	Total
White	0	1	1
Hispanic	43	6	49
Asian	0	0	0
International	0	0	0
Unknown	0	0	0
Total	43	7	50

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

FACULTY
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
AY 21-22

Ethnicity	Male	Female	Disability
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

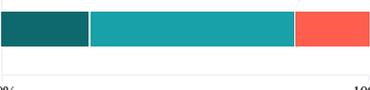
Many of the students in the MRC program continue to work full-time; therefore, some students take two classes per semester, while others take three or four classes per semester. Time to graduation for a master's student is an average of 2.4 years.

Academic Year	MS Degrees
2021-2022	50
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

Professional Counseling Orientation and Ethical Practice MET

Standard: 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.

MEASURES	RESULTS	ACTIONS										
<p>SLO.1.1 Advocacy Letter/Project</p> <p>Students will address the elements of professional identity and personal philosophy through completion Advocacy Letter/Project in REHS 6300.</p> <p>Direct - Assignment</p> <p><i>Foundations in Clinical Rehabilitation Counseling: REHS 6300</i></p> <p>Target</p> <p>Students will achieve a minimum score of 80% on Advocacy Letter/Project faculty-designed rubric in REHS 6300.</p>	<p>MET</p> <p>SLO.1.1 Advocacy Letter/Project</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1" data-bbox="587 772 957 929"> <tr> <td>Exceeded:</td> <td>74%</td> </tr> <tr> <td>Met:</td> <td>21%</td> </tr> <tr> <td>Not Met:</td> <td>5%</td> </tr> <tr> <td>Met Total:</td> <td>95%</td> </tr> <tr> <td>Not Met Total:</td> <td>5%</td> </tr> </table> <p>Analysis</p> <p>Over 95% of the students exceeded or met the SLO on advocacy and professional ethics. This result surpassed the set SLO target of 80%.</p>	Exceeded:	74%	Met:	21%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	<p>Maintain Assessment Strategy</p> <p>Maintain current strategy of measuring outcomes .</p>
Exceeded:	74%											
Met:	21%											
Not Met:	5%											
Met Total:	95%											
Not Met Total:	5%											
<p>SLO.1.2 Ethical Dilemma Paper</p> <p>Students will identify Historical, Legal and Ethical issues through Ethical Dilemma Paper in REHS 6305.</p> <p>Direct - Assignment</p> <p><i>Ethics, Legal and Professional Issues in Clinical Rehabilitation: REHS 6305</i></p> <p>Target</p> <p>Students will achieve a minimum score of 80% on the Ethical Dilemma Paper faculty-designed rubric in REHS 6305.</p>	<p>MET</p> <p>SLO.1.2 Ethical Dilemma Paper</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1" data-bbox="587 1377 957 1534"> <tr> <td>Exceeded:</td> <td>50%</td> </tr> <tr> <td>Met:</td> <td>42%</td> </tr> <tr> <td>Not Met:</td> <td>8%</td> </tr> <tr> <td>Met Total:</td> <td>92%</td> </tr> <tr> <td>Not Met Total:</td> <td>8%</td> </tr> </table> <p>Analysis</p> <p>Fall 2021: 19/23 students exceeded the SLO target and 1/23 met SLO target. Summer 2022: 15/15 students met the SLO target.</p>	Exceeded:	50%	Met:	42%	Not Met:	8%	Met Total:	92%	Not Met Total:	8%	<p><i>No actions have been added.</i></p>
Exceeded:	50%											
Met:	42%											
Not Met:	8%											
Met Total:	92%											
Not Met Total:	8%											
<p>SLO.1.3 Capstone Project: Exit Exam</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship. Students will pass the national exam (CPCE) or the departmental exam (SRSC).</p> <p>Direct - Other</p>	<p>MET</p> <p>SLO.1.3 Capstone Project: Exit Exam</p> <p>■ Exceeded ■ Met ■ Not Met</p> 	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p>										

<p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the CPCE or will pass the departmental exit exam with a minimum score of 70%.</p>	<p>Exceeded: 24%</p> <p>Met: 56%</p> <p>Not Met: 20%</p> <p>Met Total: 79%</p> <p>Not Met Total: 21%</p> <p>Analysis</p> <p>In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.</p>
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General Outcome Actions

ACTIONS
<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise measurement/assessment for SLO 1.3 CPCE</p>

Conclusion

SLOs for Professional Counseling Orientation and Ethical Practice are met.

Social and Cultural Diversity MET

Standard: Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

MEASURES	RESULTS	ACTIONS
<p>SLO 2.1 Supervisor Evaluation</p> <p>Students will demonstrate multicultural awareness related to cultural biases through faculty 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) will also be collected.</p> <p>Direct - Other</p> <p>Target</p> <p>Students will achieve a minimum of a score of 5 on a 7-point likert scale on the multicultural awareness item of the Faculty Supervisor Evaluation in REHS 6390 and REHS 7300/7600.</p> <p>Internship Manual 5-16-23.pdf</p> <p>MS Handbook - Rvsd 6-21-23.pdf</p> <p>Practicum Manual 5-16-23.pdf</p>	<p>MET</p> <p>SLO 2.1 Supervisor Evaluation</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: 76%</p> <p>Met: 24%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Students scored 76% and 24% in the exceed and met categories respectively.</p>	<p>Maintain Assessment Strategy</p> <p>Maintain current strategies of measurement and assessment.</p>

<p>SLO 2.2. Social Agent Paper</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>Target</p> <p>Students will achieve a minimum score of 80% on the Social Change Agent Paper faculty-designed rubric in REHS 6365.</p>	<p>MET</p> <p>SLO 2.2. Social Agent Paper</p> <p>■ Exceeded ■ Not 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>81%</td> </tr> <tr> <td>Not Met:</td> <td>19%</td> </tr> <tr> <td>Met Total:</td> <td>81%</td> </tr> <tr> <td>Not Met Total:</td> <td>19%</td> </tr> </table> <p>Analysis</p> <p>81% of the students performed above the minimum requirement of 80% on the Social Change Agent assignment.</p>	Exceeded:	81%	Not Met:	19%	Met Total:	81%	Not Met Total:	19%	<p>Maintain Assessment Strategy</p> <p>Maintain current strategy of measurement using rubric designed by faculty.</p>		
Exceeded:	81%											
Not Met:	19%											
Met Total:	81%											
Not Met Total:	19%											
<p>SLO 2.3. Capstone Project: Exit Exam Sub Score (C2: Social and Cultural Diversity)</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship. Students will score within one standard deviation of the national average for the applicable sub score (C2: Social and Cultural Diversity).</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the CPCE on the Social and Cultural Diversity sub score.</p>	<p>MET</p> <p>SLO 2.3. Capstone Project: Exit Exam Sub Score (C2: Social and Cultural Diversity)</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <p>0% 100%</p> <table border="0"> <tr> <td>Exceeded:</td> <td>24%</td> </tr> <tr> <td>Met:</td> <td>56%</td> </tr> <tr> <td>Not Met:</td> <td>20%</td> </tr> <tr> <td>Met Total:</td> <td>79%</td> </tr> <tr> <td>Not Met Total:</td> <td>21%</td> </tr> </table> <p>Analysis</p>	Exceeded:	24%	Met:	56%	Not Met:	20%	Met Total:	79%	Not Met Total:	21%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the measurement and assessment. Recommend additional study materials and tools to help students with examination preparation.</p> <p>Recommended Due Date: 07/31/2023</p>
Exceeded:	24%											
Met:	56%											
Not Met:	20%											
Met Total:	79%											
Not Met Total:	21%											
	<p>In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.</p>											

General Outcome Actions

<p>ACTIONS</p>
<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise measurement and assessment for SLO 2.3. CPCE</p>

Conclusion

All three SLOs in the category were met. MS faculty will review results to make determination of course of action regarding current SLOs and targets.

Human Growth and Development MET

Standard: Students will demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.

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 - 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 ■ Met ■ Not Met</p>  <table border="1" data-bbox="584 593 1015 750"> <tr> <td>Exceeded:</td> <td>65%</td> </tr> <tr> <td>Met:</td> <td>27%</td> </tr> <tr> <td>Not Met:</td> <td>7%</td> </tr> <tr> <td>Met Total:</td> <td>93%</td> </tr> <tr> <td>Not Met Total:</td> <td>7%</td> </tr> </table> <p>Analysis</p> <p>Collectively, 92% of student achieved scores above or minimum of 80%, therefore, surpassing the target of SLO 3.1.</p>	Exceeded:	65%	Met:	27%	Not Met:	7%	Met Total:	93%	Not Met Total:	7%	<p>Maintain Assessment Strategy</p> <p>The current measurement strategy will be maintained.</p>
Exceeded:	65%											
Met:	27%											
Not Met:	7%											
Met Total:	93%											
Not Met Total:	7%											
<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 - Overall Course Grade</p> <p><i>Medical Aspects of Disability: REHS 6345</i></p> <p>Target</p> <p>80% of Students will achieve a minimum grade of 80% or above in the course.</p>	<p>MET</p> <p>SLO 3.2 Medical Aspects Grade</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1" data-bbox="584 1191 1015 1348"> <tr> <td>Exceeded:</td> <td>77%</td> </tr> <tr> <td>Met:</td> <td>9%</td> </tr> <tr> <td>Not Met:</td> <td>14%</td> </tr> <tr> <td>Met Total:</td> <td>86%</td> </tr> <tr> <td>Not Met Total:</td> <td>14%</td> </tr> </table> <p>Analysis</p> <p>86% of students met the target SLO.</p>	Exceeded:	77%	Met:	9%	Not Met:	14%	Met Total:	86%	Not Met Total:	14%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revision of assignment and rubric for measurement.</p> <p>Recommended Due Date: 12/31/2022</p>
Exceeded:	77%											
Met:	9%											
Not Met:	14%											
Met Total:	86%											
Not Met Total:	14%											
<p>SLO 3.3 Capstone Project: Exit Exam Applicable Sub Score (C3: Human Growth and Development)</p> <p>Students will complete the capstone exam (CPCE) during the semester in which they are enrolled in Practicum or Internship.</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the CPCE on the sub score related to Human Growth and Development.</p>	<p>MET</p> <p>SLO 3.3 Capstone Project: Exit Exam Applicable Sub Score (C3: Human Growth and Development)</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1" data-bbox="584 1758 1015 1915"> <tr> <td>Exceeded:</td> <td>24%</td> </tr> <tr> <td>Met:</td> <td>56%</td> </tr> <tr> <td>Not Met:</td> <td>20%</td> </tr> <tr> <td>Met Total:</td> <td>79%</td> </tr> <tr> <td>Not Met Total:</td> <td>21%</td> </tr> </table> <p>Analysis</p>	Exceeded:	24%	Met:	56%	Not Met:	20%	Met Total:	79%	Not Met Total:	21%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p> <p>Recommended Due Date: 05/31/2023</p>
Exceeded:	24%											
Met:	56%											
Not Met:	20%											
Met Total:	79%											
Not Met Total:	21%											

In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

1. Maintain current measurement strategies for SLOs 3.1 (Lifespan Presentation) and 3.2 (Medical Aspects Discussion Board).
2. Revise measurement strategy for SLO 3.3 CPCE.

Conclusion

All the SLOs in this category are met.

Career Development MET

Standard: Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions.

MEASURES	RESULTS	ACTIONS										
<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>SLO 4.1 Labor Market Assignment</p> <p>■ Exceeded ■ Met ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>50%</td> </tr> <tr> <td>Met:</td> <td>39%</td> </tr> <tr> <td>Not Met:</td> <td>11%</td> </tr> <tr> <td>Met Total:</td> <td>89%</td> </tr> <tr> <td>Not Met Total:</td> <td>11%</td> </tr> </table> <p>Analysis</p> <p>Nine students (50%) exceeded the target and 7 student met (39%) the target for an overall 89% of students surpassing the set target of 85%.</p>	Exceeded:	50%	Met:	39%	Not Met:	11%	Met Total:	89%	Not Met Total:	11%	<p>Maintain Assessment Strategy</p> <p>Continue to maintain current measurement strategy.</p>
Exceeded:	50%											
Met:	39%											
Not Met:	11%											
Met Total:	89%											
Not Met Total:	11%											
<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>MET</p> <p>SLO 4.2. Career Development Grade</p> <p>■ Exceeded ■ Met</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <table border="1"> <tr> <td>Exceeded:</td> <td>89%</td> </tr> </table>	Exceeded:	89%	<p>Maintain Assessment Strategy</p> <p>Current measurement strategy should be maintained.</p>								
Exceeded:	89%											

<p>80% of students will achieve minimum course grade of 80% or more in REHS 6350.</p>	<p>Met: 11%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>For this SLO, 100% of students achieved above the minimum score of 80% in all areas of the professor developed rubric in REHS 6360.</p>											
<p>SLO 4.3 Capstone Project: Exit Exam Subscore</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship. Students will pass the appropriate sub score on the national exam (CPCE)</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.</p>	<p>MET</p> <p>SLO 4.3 Capstone Project: Exit Exam Subscore</p> <p>■ Exceeded ■ Met ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>24%</td> </tr> <tr> <td>Met:</td> <td>56%</td> </tr> <tr> <td>Not Met:</td> <td>20%</td> </tr> <tr> <td>Met Total:</td> <td>79%</td> </tr> <tr> <td>Not Met Total:</td> <td>21%</td> </tr> </table> <p>Analysis</p> <p>In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.</p>	Exceeded:	24%	Met:	56%	Not Met:	20%	Met Total:	79%	Not Met Total:	21%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise measurement strategy to align with updated course</p> <p>Recommended Due Date: 05/31/2023</p>
Exceeded:	24%											
Met:	56%											
Not Met:	20%											
Met Total:	79%											
Not Met Total:	21%											

General Outcome Actions

ACTIONS

Conclusion

All SLOs are met.

Counseling and Helping Relationships MET

Standard: Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

MEASURES	RESULTS	ACTIONS
<p>SLO 5.1 Personal Philosophy of Counseling</p> <p>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.</p> <p>Direct - Assignment</p> <p><i>Counseling Theories in Clinical Rehabilitation Counseling: REHS 6360</i></p> <p>Target</p> <p>85% of Students will achieve a minimum score 80% in REHS 6360.</p>	<p>MET</p> <p>SLO 5.1 Personal Philosophy of Counseling</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 students exceeded SLO target.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain current measurement strategy.</p>
<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 - 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 Exceeded</p> <p>■</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 students exceeded target SLO.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain current strategy of assessment.</p>
<p>SLO 5.3. Capstone Project: Exit Exam Sub Score</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship.</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.</p>	<p>MET</p> <p>SLO 5.3. Capstone Project: Exit Exam Sub Score</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Exceeded: 24%</p> <p>Met: 56%</p> <p>Not Met: 20%</p> <p>Met Total: 79%</p> <p>Not Met Total: 21%</p> <p>Analysis</p>	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p> <p>Recommended Due Date: 05/31/2023</p>

In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

1. Maintain current measurement strategies for SLOs 5.1 - Personal Philosophy of Counseling and 5.2 Counseling Sessions.
2. Review and revise measurement strategy for SLO 5.3 CPCE.

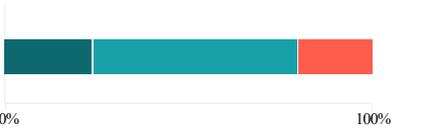
Conclusion

All SLOs are met.

Group Counseling and Group Work MET

Students will demonstrate competency in preparing and facilitating group counseling.

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>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>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 use arrow keys to see details.</i></p> <p>Exceeded: 57% Met: 43%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>100% of students achieved minimum score of 80% or better on all areas of the faculty design rubric in REHS 6325.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy.</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>MET</p> <p>SLO 6.2. Group Facilitation Exceeded</p> <p>■ Met ■ Not Met</p> <p>0% 100%</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain current strategy of measurement.</p>

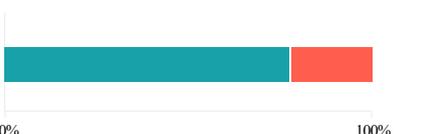
<p>85% of Students will achieve a minimum score of “3” (Effective) or “4” (Very effective), on all applicable areas of the faculty designed Reflection Form Part A in REHS 6325.</p>	<p>Exceeded: 39% Met: 59% Not Met: 2%</p> <p>Met Total: 98% Not Met Total: 2%</p> <p>Analysis</p> <p>Above 95% of students achieved score of 80% or better on all areas of the faculty designed rubric in REHS 6325.</p>											
<p>SLO 6.3 Capstone Project: Exit Exam Sub Score</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship.</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.</p>	<p>MET</p> <p>SLO 6.3 Capstone Project: Exit Exam Sub Score</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1"> <tr><td>Exceeded:</td><td>24%</td></tr> <tr><td>Met:</td><td>56%</td></tr> <tr><td>Not Met:</td><td>20%</td></tr> <tr><td>Met Total:</td><td>79%</td></tr> <tr><td>Not Met Total:</td><td>21%</td></tr> </table> <p>Analysis</p> <p>In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.</p>	Exceeded:	24%	Met:	56%	Not Met:	20%	Met Total:	79%	Not Met Total:	21%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p> <p>Recommended Due Date: 05/31/2023</p>
Exceeded:	24%											
Met:	56%											
Not Met:	20%											
Met Total:	79%											
Not Met Total:	21%											

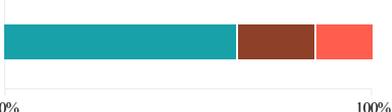
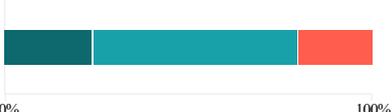
Conclusion

All SLOs were met. MS faculty will review results to make determination of course of action regarding current SLOs and targets.

Assessment and Testing NOT MET

Standard: Students will identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning.

MEASURES	RESULTS	ACTIONS
<p>SLO 7.1 Assessment Scenario Project</p> <p>Students will be able to identify effective and diverse assessments strategies through the Assessment Scenario Project in REHS 6330.</p> <p>Direct - Assignment</p> <p><i>Assessment and Testing: REHS 6330</i></p>	<p>NOT MET</p> <p>SLO 7.1 Assessment Scenario Project Met</p> <p>■ Met ■ Not Met</p> 	<p>Revise Curriculum</p> <p>Not Started</p> <ol style="list-style-type: none"> Review and revise curriculum to improve course outcomes. Revise assessment strategy. <p>Recommended Due Date: 06/30/2023</p>

<p>Target</p> <p>85% of Students will achieve a minimum score of 80% on the Assessment Scenario Project.</p>	<p>Met: 78%</p> <p>Not Met: 22%</p> <p>Met Total: 78%</p> <p>Not Met Total: 22%</p> <p>Analysis</p> <p>The target SLO was not met.</p>											
<p>SLO 7.2 Diagnostic & Treatment Project</p> <p>Students will be able to facilitate treatment planning through the final Diagnostic and Treatment Scenarios Project in REHS 6330.</p> <p>Direct - Assignment</p> <p><i>Assessment and Testing: REHS 6330</i></p> <p>Target</p> <p>85% of Students will achieve a minimum score of 80% on the Diagnostic and Treatment Scenarios Project faculty-designed rubric in REHS 633</p>	<p>NOT MET</p> <p>SLO 7.2 Diagnostic & Treatment Project</p> <p>■ Met ■ Approached ■ Not Met</p>  <table border="1"> <tr><td>Met:</td><td>63%</td></tr> <tr><td>Approached:</td><td>21%</td></tr> <tr><td>Not Met:</td><td>15%</td></tr> <tr><td>Met Total:</td><td>63%</td></tr> <tr><td>Not Met Total:</td><td>37%</td></tr> </table> <p>Analysis</p> <p>Target SLO was not met.</p>	Met:	63%	Approached:	21%	Not Met:	15%	Met Total:	63%	Not Met Total:	37%	<p>Revise Curriculum</p> <p>Not Started</p> <p>Review and revise the curriculum to improve course outcomes.</p> <p>Recommended Due Date: 06/30/2023</p>
Met:	63%											
Approached:	21%											
Not Met:	15%											
Met Total:	63%											
Not Met Total:	37%											
<p>SLO 7.3 Capstone Project: Exit Exam Sub Score</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship.</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.</p>	<p>MET</p> <p>SLO 7.3 Capstone Project: Exit Exam Sub Score</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1"> <tr><td>Exceeded:</td><td>24%</td></tr> <tr><td>Met:</td><td>56%</td></tr> <tr><td>Not Met:</td><td>20%</td></tr> <tr><td>Met Total:</td><td>79%</td></tr> <tr><td>Not Met Total:</td><td>21%</td></tr> </table> <p>Analysis</p> <p>In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.</p>	Exceeded:	24%	Met:	56%	Not Met:	20%	Met Total:	79%	Not Met Total:	21%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p> <p>Recommended Due Date: 05/31/2023</p>
Exceeded:	24%											
Met:	56%											
Not Met:	20%											
Met Total:	79%											
Not Met Total:	21%											

General Outcome Actions

MS faculty will review results to make determination of course of action regarding current SLOs and targets.

Conclusion

SLOs 7.1 Assessment Project and 7.2 Diagnostic and Treatment Project are not met. Only the SLO 7.3 CPCE was met. This criterion not met.

Research and Program Evaluation NOT MET

Students will apply research methods and program evaluation to inform evidence-based practice.

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>85% of Students will achieve a minimum score of 80% on the Research Project assignment in REHS 6315.</p>	<p>NOT MET</p> <p>SLO 8.1 Research Project</p> <p>Exceeded Met Approached Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>16%</td> </tr> <tr> <td>Met:</td> <td>67%</td> </tr> <tr> <td>Approached:</td> <td>13%</td> </tr> <tr> <td>Not Met:</td> <td>4%</td> </tr> <tr> <td>Met Total:</td> <td>82%</td> </tr> <tr> <td>Not Met Total:</td> <td>18%</td> </tr> </table> <p>Analysis</p> <p>83% of students scored 80% or above, still the course did not meet 85% SLO target.</p>	Exceeded:	16%	Met:	67%	Approached:	13%	Not Met:	4%	Met Total:	82%	Not Met Total:	18%	<p>Revise Benchmark / Target</p> <p>Not Started</p> <p>Target will be reviewed to see whether SLO target need to be set at 80% instead of 85% of students.</p> <p>Recommended Due Date: 05/31/2023</p>
Exceeded:	16%													
Met:	67%													
Approached:	13%													
Not Met:	4%													
Met Total:	82%													
Not Met Total:	18%													
<p>SLO 8.2 Capstone Project: Exit Exam Sub Score</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship. Students will pass the national exam (CPCE) or the departmental exam (SRSC).</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.</p>	<p>MET</p> <p>SLO 8.2 Capstone Project: Exit Exam Sub Score</p> <p>Exceeded Met Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>19%</td> </tr> <tr> <td>Met:</td> <td>59%</td> </tr> <tr> <td>Not Met:</td> <td>22%</td> </tr> <tr> <td>Met Total:</td> <td>78%</td> </tr> <tr> <td>Not Met Total:</td> <td>22%</td> </tr> </table> <p>Analysis</p> <p>In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of</p>	Exceeded:	19%	Met:	59%	Not Met:	22%	Met Total:	78%	Not Met Total:	22%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p>		
Exceeded:	19%													
Met:	59%													
Not Met:	22%													
Met Total:	78%													
Not Met Total:	22%													

students passed the comprehensive examination.

General Outcome Actions

ACTIONS

Revise Benchmark / Target

Not Started

Benchmark should be modified, 80% of the student population should be used instead of 85%

Conclusion

SLO 8.1 is not met, although the score is 83% which approaches the target SLO of 85%. MS faculty will review results to make determination of course of action regarding current SLOs and targets.

Clinical Rehabilitation Counseling MET

Standard: 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.

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>MET</p> <p>SLO 9.1 Case Conceptualization 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>SLO target met.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain measurement strategy.</p>
<p>SLO 9.2 Capstone Project: Exit Exam Sub Score (C5: Counseling and Helping Relationships)</p> <p>Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship. Students will pass the national exam (CPCE) sub score C5: Counseling and Helping Professions.</p> <p>Direct - Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.</p>	<p>MET</p> <p>SLO 9.2 Capstone Project: Exit Exam Sub Score (C5: Counseling and Helping Relationships)</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Exceeded: 24%</p> <p>Met: 56%</p> <p>Not Met: 20%</p> <p>Met Total: 79%</p> <p>Not Met Total: 21%</p> <p>Analysis</p>	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Review and revise the capstone examination criteria, requirements, and evaluation strategies.</p>

	In academic year 2021-2022 27/34 students met the SLO target by passing the SRSC capstone examination. Students completed the School of Rehabilitation Services and Counseling capstone examination (Comprehensive examination). 80% of students passed the comprehensive examination.	
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General Outcome Actions

ACTIONS
Maintain Assessment Strategy Continue to maintain measurement strategy.

Conclusion

All SLOs are met.

**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	Spring & Fall	INSTRUCTORS: REHS 6340 or 6370 REHS 6390 REHS 7300/7600 Mid-term and Final
Student Performance Evaluation	Fall Spring	Coordinator
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*

Internship Site Supervisor Evaluation of Student

Fall 2021 – Summer 2022

Clinical Area Assessed	Average Score
Relationship/Interpersonal Skills	86.80%, <i>n</i> =155-153
Counseling Behaviors	84.92%, <i>n</i> =155 - 150
Counseling Assessment	85.29%, <i>n</i> = 155 -150

Student Professional Performance Evaluation

Area Assessed	Meets Expectations	Needs Improvement (but meets expectations)	Does Not Meet Expectations	Dismissal
Academic Performance (<i>n</i> = 155- 153)	77.54%	16.62%	5.84%	0
Clinical Competence (<i>n</i> = 142 – 120)	73.21%	12.78%	14.01%	0
Professional Disposition (<i>n</i> = 155 – 150)	81.68%	14.03%	4.29%	0

Alumni Survey Responses

Program Outcomes:

1. To what degree did your training meet your expectations for preparation as a Clinical Rehabilitation Counselor? (32% *Average*; 24% *High*; 44% *Very High*)
2. 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*)
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. (4% *a Little*; 24% *A moderate Amount*; 28% *A Lot*; 44% *A Great Deal*)
4. 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*)
5. 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*)
6. 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*)
7. 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*)
8. To what degree were you given the opportunity to identify effective and diverse assessment strategies to facilitate culturally appropriate treatment planning. (4% *A Little*; 28% *A Moderate Amount*; 32% *A Lot*; 36% *A Great Deal*)
9. 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*)
10. 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:

11. 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*)
12. 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*)

13. 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:

14. 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*)
15. 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, 2022. NOTE: All data for this report should be from Academic Year 2021-2022. 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:

University of Texas-Rio Grande Valley

Institution Type:

- Public**
 Private 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 (semester) hours required for your CLINICAL REHABILITATION COUNSELING degree?

60

How many students are currently enrolled in your CLINICAL REHABILITATION COUNSELING program? If none, enter "0".

158

How many students graduated from your CLINICAL REHABILITATION COUNSELING program in academic year 2021-2022? If none, enter "0".

48

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

0 10 20 30 40 50 60 70 80 90 100

Percentage



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 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 CLINICAL REHABILITATION COUNSELING program who were actively seeking employment?

0 10 20 30 40 50 60 70 80 90 100

Percentage



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

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. 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

Female

Non-Binary/Gender Fluid

American Indian or Native Alaskan	0	1	0
Asian	0	1	0
Black	1	0	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic Two or More	34	118	0
Unknown/Other White	0	1	0
International Student Active Duty Military Veteran	0	2	0
With a Disability	0	0	0
	0	0	0

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

Yes

No

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 degree program? If none, enter "0".

30

How many applications for your COUNSELOR EDUCATION AND SUPERVISION doctoral degree program did you receive in academic year 2021-2022? If none, enter "0".

9

How many students graduated from your COUNSELOR EDUCATION AND SUPERVISION doctoral program in academic year 2021-2022? If none, enter "0".

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

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 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 10 20 30 40 50 60 70 80 90 100

Percentage



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. 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	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
Black	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>
Hawaiian Native or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic Two or More	<input type="text" value="0"/>	<input type="text" value="11"/>	<input type="text" value="0"/>
Unknown/Other White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
International Student Active	<input type="text" value="2"/>	<input type="text" value="11"/>	<input type="text" value="0"/>
Duty Military Veteran	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
With a Disability	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

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

Degree Program Name

Certificate Program Name

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. 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	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Black	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic Two or More	<input type="text" value="4"/>	<input type="text" value="6"/>	<input type="text" value="0"/>
Unknown/Other White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Veteran	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="0"/>
With a Disability	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Has your counseling program lost faculty (retirement or resignation) in the past 12 months?

Yes
No

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

Yes
No

Does your program anticipate any new faculty positions being added in the next 12 months?

No

How is your accredited program(s) primarily delivered

at a campus location

Do you support a residency/in-person requirement for all programs regardless of program primary delivery method?

Yes

No

5. Please provide a rationale for your response

100% in-person program requires relocation.

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.

Jeong Han Kim, jeong.kim@utrgv.edu

Final comments? Please share them below:

None

REMINDER: Programs/Student Outcomes 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 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 URL link to your completed Vital Statistics Survey report will satisfy this requirement.

Once this data has been posted, send the URL link to the location on your website via email to 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 URL link to the outcomes report changes when you update this information, you need to send a copy of the new URL link via email to 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 arrow at the bottom of the page and download the PDF.

- Yes**
- Definitely

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