



College of Health Professions

**Graduate Programs (PhD and MS)
University of Texas Rio Grande Valley
School of Rehabilitation Services & Counseling
Program Outcomes & Analysis of Student Learning Report
AY 2022-2023**

Mission

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

Program Objectives

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

PhD Program Overview

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

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

The program emphasizes the development of advanced competencies in:

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

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

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

PhD Program Mission Statement

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

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

PhD Program Objectives

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

Counseling

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

Supervision

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

Teaching

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

Research and Scholarship

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

Leadership and Advocacy

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

MS Clinical Rehabilitation Counseling Program 60 Hour Program (MS); 66 Hour Program (PhD)	
Faculty MS / PhD Rehabilitation Counseling core CEP faculty:11 Rehabilitation Counseling non-core CEP: 7 (MS); 0 (PhD)	
Average Class Size MS Academic Courses: 32 PhD Academic Courses: 5 Clinical/Field Experience Course: 12 (MS) 6 (PhD)	
Program Completion Rates 2022-23 79%	Job Placement Rates 2022-23 95%

Comprehensive Exam Pass Rates				NCE & CRC Pass Rates			
Semester	Attempted	Passed	Pass Rate	Exam	Attempted	Passed	Pass Rate
Fall 22	32	22					
Spring 23	25	18		NCE	2	1	50%
Summer 23	8	6		CRC	2	1	50%
Total:	65	36	55%				

ENROLLED STUDENTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
FALL 2022 & SPRING 2023

Demographic information of enrolled students in the MS program for the 2022-23 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2022			Spring 2023		
	Female	Male	Total	Female	Male	Total
White	2	0	2	1	0	1
Hispanic	119	33	152	111	31	142
Asian	1	0	1	1	0	1
International	1	1	2	1	1	2
Unknown	1	0	1	1	0	1
Total	124	34	158	115	32	147

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

ENROLLED STUDENTS
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
FALL 2022 & SPRING 2023

Demographic information of enrolled students in the PhD program for the 2022-23 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2022			Spring 2023		
	Female	Male	Total	Female	Male	Total
White	3	2	5	1	1	2
Hispanic	17	1	18	17	0	17
Asian	1	0	1	0	0	0
International	2	1	3	2	1	3
Unknown	0	0	0	0	0	0
Black or African American	1	0	1	1	0	1
Total	24	4	28	21	2	23

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
 AY 2022 - 23

Demographic information of applicants to the MS program for the 2022-23 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2022-23		
	Female	Male	Total
White	3	0	3
Hispanic	40	14	54
Asian	2	1	3
International	0	0	0
Unknown	0	0	0
Black or African-American	7	2	9
Total	52	17	69

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
 AY 2022 - 23

Demographic information of applicants to the PhD program for the 2022-23 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2022-23		
	Female	Male	Total
White	0	0	0
Hispanic	6	1	7
Asian	0	0	0
International	0	0	0
Unknown	0	0	0
Black or African-American	1	2	3
Total	7	3	10

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
 AY 2022 - 23

Demographic information of graduates of the MS program for the 2022-23 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	AY 2022-23		
	Female	Male	Total
White	2	0	2
Hispanic	23	4	27
Asian	0	0	0
International	0	0	0
Unknown	0	0	0
Total	25	4	29

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
 AY 2022 - 23

Demographic information of graduates of the PhD program for the 2022-23 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	AY 2022-23		
	Female	Male	Total
White	1	2	3
Hispanic	2	0	2
Asian	0	0	0
International	0	0	0
Unknown	0	0	0
Total	3	2	5

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

FACULTY
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING

Ethnicity	Male	Female	Disability
African American	1	1	1
Native American	0	0	0
Hispanic	1	7	1
White	1	6	2
Asian American	2	2	1
Other	3	0	0

FACULTY
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING

Ethnicity	Male	Female	Disability
African American	0	2	1
Native American	0	0	
Hispanic	1	4	1
White	3	7	2
Asian American	3	1	1
Other	2	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
2022-2023	29
2021-2022	50
2020-2021	48
2019-2020	62
2018-2019	42
2017-2018	55
2016-2017	31
2015-2016	46

Degrees Awarded

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

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

MS in Clinical Rehabilitation Annual Assessment

Mission

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

2022 2023 Academic Year

Clinical Rehabilitation Counseling, MS Learning Outcomes

Professional Counseling Orientation and Ethical Practice MET

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

MEASURES	RESULTS	ACTIONS
<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 <input type="checkbox"/> Assignment</p>	<p>MET</p> <p>SLO.1.1 Advocacy Letter/Project</p> <p>■ Met ■ Not Met</p>	<p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Will revise this measure to be more consistent with assignment intent.</p> <p>Recommended Due Date: 12/01/2023</p>

2022-2023 Educational Program Annual Assessment Report

<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>0% 100%</p> <p>Met: 89%</p> <p>Not Met: 11%</p> <p>Met Total: 89%</p> <p>Not Met Total: 11%</p> <p>Analysis</p> <p>Over 89% of students met this benchmark. This result surpassed the minimum benchmark of 80%. Fall 2022 18 of 19 met and Spring 2023 9 of 9 students met this SLO.</p>	
<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 <input type="checkbox"/> 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>  <p>0% 100%</p> <p>Exceeded: 62%</p> <p>Met: 35%</p> <p>Not Met: 3%</p> <p>Met Total: 96%</p> <p>Not Met Total: 4%</p> <p>Analysis</p>	<p>Maintain Assessment Strategy</p> <p>Continue with current assignment/assessment strategy</p>
	<p>16 students exceeded expectations, 9 students met expectations, 1 student did not meet expectations</p>	
<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 <input type="checkbox"/> CPCE <input type="checkbox"/> or the departmental exam <input type="checkbox"/> SRSC <input type="checkbox"/></p> <p>Direct <input type="checkbox"/> 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 or will pass the departmental exit exam with a minimum score of 70%.</p>	<p>MET</p> <p>SLO.1.3 Capstone Project: Exit Exam</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students met the target <input type="checkbox"/> 20 CPCE/14 SRSC <input type="checkbox"/></p>	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Provide study sessions to students a month or more prior to exam</p> <p>Recommended Due Date: 11/03/2023</p>

General Outcome Actions

ACTIONS

Additional Training

IN PROGRESS

Provide study sessions to students in preparation to take the CPCE.

Recommended Due Date: 12/01/2023

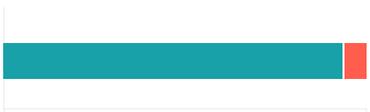
Conclusion

Three of three targets were met meaning that this SLO was met.

Social and Cultural Diversity **MET**

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population. Students will demonstrate competency in this area by meeting the target criteria set forth for the following activities/interventions: REHS 6390/7300/7600 Multicultural Sensitivity Supervisor Evaluation, Cultural Autobiography Assignment, CPCE Exam Sub Score for Social and Cultural Diversity, and Multicultural Grade. The supervisor evaluation measures the student's ability to demonstrate multicultural sensitivity. The cultural autobiography assignment also measures the student's ability to reflect on and make changes to one's multicultural behaviors. The Capstone Sub Score measures student knowledge in the area social and cultural diversity and helps to alert the program of needed curriculum changes.

MEASURES	RESULTS	ACTIONS
<p>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,</p>	<p>MET</p> <p>SLO 2.1 Supervisor Evaluation</p> <p>■ Exceeded</p> 	<p>Maintain Assessment Strategy</p> <p>Maintain current strategy.</p>

<p>7300/7600 <input type="checkbox"/> Supervisor/employer evaluation of student performance outside the classroom (internship, practicum) will also be collected.</p> <p>Direct <input type="checkbox"/> Other</p> <p>Target</p> <p>Students will achieve a minimum of a score of 5 on an 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 <input type="checkbox"/> 6 <input type="checkbox"/> 23.pdf MS</p> <p>Handbook <input type="checkbox"/> Rvsd 6 <input type="checkbox"/> 21 <input type="checkbox"/> 23.pdf</p> <p>Practicum Manual 5 <input type="checkbox"/> 6 <input type="checkbox"/> 23.pdf</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>On a 7 point likert scale, 15 students scored 6 out of 7 and the remaining 14 students scored 7 out of 7</p>	
<p>SLO 2.3. Capstone Project: Exit Exam Sub Score <input type="checkbox"/> C2 <input type="checkbox"/> 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 <input type="checkbox"/> C2 <input type="checkbox"/> Social and Cultural Diversity).</p> <p>Direct <input type="checkbox"/> 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 <input type="checkbox"/> C2 <input type="checkbox"/> Social and Cultural Diversity)</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>  <p>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students passed the exit exam <input type="checkbox"/> 20 CPCE/14 SRSC <input type="checkbox"/></p>	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Provide students with study sessions to prepare for CPCE</p> <p>Recommended Due Date: 12/01/2023</p>
<p>2.2 Cultural Autobiography</p> <p>Direct <input type="checkbox"/> 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 Cultural Autobiography assignment per faculty-designed rubric.</p>	<p>MET</p> <p>2.2 Cultural Autobiography</p> <p><input type="checkbox"/> 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>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Students achieved 100% on this assignment</p>	<p>Maintain Assessment Strategy</p> <p>Continue with this assessment measure</p>

General Outcome Actions

ACTIONS

Additional Training

IN PROGRESS

Provide study sessions to students in preparation for the CPCE. Recommended

Due Date: 12/01/2023

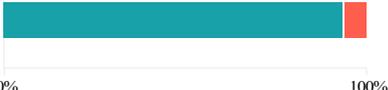
Conclusion

This SLO was met in 2 of 3 areas, meaning that this criteria was met.

Human Growth and Development **MET**

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

MEASURES	RESULTS	ACTIONS												
<p>SLO 3.1 Lifespan and Disability Assignment</p> <p>Students will demonstrate knowledge of development through the lifespan by assessing the developmental status of individuals with disabilities through actual interview or case study analysis.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p> <p>85% of students will achieve a minimum of 80% on the life span and disability assignment.</p>	<p>NOT MET</p> <p>SLO 3.1 Lifespan and Disability Assignment</p> <p> ■ Exceeded ■ Met ■ Approached ■ Not Met </p>  <table border="1" data-bbox="587 1697 975 1883"> <tr> <td>Exceeded:</td> <td>55%</td> </tr> <tr> <td>Met:</td> <td>15%</td> </tr> <tr> <td>Approached:</td> <td>3%</td> </tr> <tr> <td>Not Met:</td> <td>27%</td> </tr> <tr> <td>Met Total:</td> <td>70%</td> </tr> <tr> <td>Not Met Total:</td> <td>30%</td> </tr> </table> <p>Analysis</p>	Exceeded:	55%	Met:	15%	Approached:	3%	Not Met:	27%	Met Total:	70%	Not Met Total:	30%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Revise SLO and assessment measure so that both are consistent across courses.</p> <p>Recommended Due Date: 12/08/2023</p>
Exceeded:	55%													
Met:	15%													
Approached:	3%													
Not Met:	27%													
Met Total:	70%													
Not Met Total:	30%													

	<p>This class was taught Spring 2023 and Summer 2023. The spring semester course used a series of 3 case study discussion boards. The Summer 2023 asked students to interview a person with a disability, assess the extent to which the individual was developmentally on track, and present findings to class.</p>							
<p>SLO 3.2 Medical Aspects Grade</p> <p>Students will demonstrate understanding of functional assets/limitations, and</p>	<p>MET</p> <p>SLO 3.2 Medical Aspects Grade</p> <p>■ Exceeded ■ Met ■ Not Met</p> 	<p>Maintain Assessment Strategy</p> <p>Continue with current assessment criteria.</p>						
<p>psychosocial and vocational implications of various disabling conditions through achieving a minimum of an 80% overall grade in the course.</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Medical Aspects of Disability: REHS 6345</i></p> <p>Target</p> <p>80% of Students will achieve a minimum grade of 80% or above in the course.</p>	 <table border="0"> <tr> <td>Exceeded:</td> <td>83%</td> </tr> <tr> <td>Met:</td> <td>8%</td> </tr> <tr> <td>Not Met:</td> <td>8%</td> </tr> </table> <p>Met Total: 92%</p> <p>Not Met Total: 8%</p> <p>Analysis</p> <p>Fall of 2022, 20 students exceeded expectations; 2 students met expectations, and 2 students did not meet expectations.</p>	Exceeded:	83%	Met:	8%	Not Met:	8%	
Exceeded:	83%							
Met:	8%							
Not Met:	8%							
<p>SLO 3.3 Capstone Project: Exit Exam Applicable Sub Score <input type="checkbox"/> C3 <input type="checkbox"/> Human Growth and Development)</p> <p>Students will complete the capstone exam <input type="checkbox"/> CPCE <input type="checkbox"/> during the semester in which they are enrolled in Practicum or Internship.</p> <p>Direct <input type="checkbox"/> 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 <input type="checkbox"/> C3 <input type="checkbox"/> Human Growth and Development)</p> <p>■ Met ■ Not Met</p>  <table border="0"> <tr> <td>Met:</td> <td>94%</td> </tr> <tr> <td>Not Met:</td> <td>6%</td> </tr> </table> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students passed the exit exam <input type="checkbox"/> 20 CPCE/14 SRSC <input type="checkbox"/></p>	Met:	94%	Not Met:	6%	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Offer study sessions to students in preparation for the CPCE</p> <p>Recommended Due Date: 12/01/2023</p>		
Met:	94%							
Not Met:	6%							

General Outcome Actions

<p>ACTIONS</p>
<p>Additional Training</p> <p>IN PROGRESS</p> <p>Need to provide students with additional study sessions. Recommended Due Date: 12/01/2023</p>

Conclusion

2 of 3 targets were met, therefore this SLO was achieved.

Career Development **MET**

Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions. Students will demonstrate competency in this area by meeting the target criteria set forth in this section for the following activities/interventions: Labor Market Assignment, CPCE Career Development Sub Score, and Career Development Grade. The Labor Market

assignment measures the student's ability to analyze the labor market and match client skills to the needs of the market. Both the Career Development Grade and the Capstone Exam Sub Score measure student knowledge. The Career Development Grade is reflects the student's ability to assess client strengths and match these strengths with employment that maximizes the client's abilities, aptitudes, and needs with those of the employer.

MEASURES	RESULTS	ACTIONS								
<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 <input type="checkbox"/> 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 ■ 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>94%</td> </tr> <tr> <td>Not Met:</td> <td>6%</td> </tr> <tr> <td>Met Total:</td> <td>94%</td> </tr> <tr> <td>Not Met Total:</td> <td>6%</td> </tr> </table> <p>Analysis</p> <p>Fall 2022 94% of students exceeded expectations.</p>	Exceeded:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	<p><i>No actions have been added.</i></p>
Exceeded:	94%									
Not Met:	6%									
Met Total:	94%									
Not Met Total:	6%									

<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 <input type="checkbox"/> Overall Course Grade</p> <p><i>Career Development and Job Placement: REHS 6350</i></p> <p>Target</p> <p>80% of students will achieve minimum course grade of 80% or more in REHS 6350.</p>	<p>NOT MET</p> <p>SLO 4.2. Career Development Grade</p> <p><input checked="" type="checkbox"/> 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> <p>Not Met: 100%</p> <p>Met Total: 0%</p> <p>Not Met Total: 100%</p> <p>Analysis</p> <p>This assignment was not given in either Fall nor Spring semester. Both instructors were teaching this course for the first time.</p>	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Will discuss the possible need to re-evaluate this assessment measure at next MS faculty meeting</p> <p>Recommended Due Date: 10/19/2023</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</p>	<p>MET</p> <p>SLO 4.3 Capstone Project: Exit Exam Subscore</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>  <p>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students passed the exit exam <input type="checkbox"/> 20 CPCE/14 SRSC <input type="checkbox"/></p>	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Offer study sessions to students in preparation to take the CPCE.</p> <p>Recommended Due Date: 12/01/2023</p>
<p>will pass the appropriate sub score on the national exam <input type="checkbox"/> CPCE <input type="checkbox"/></p> <p>Direct <input type="checkbox"/> 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>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students passed the exit exam <input type="checkbox"/> 20 CPCE/14 SRSC <input type="checkbox"/></p>	

Conclusion

Two of three targets were achieved meaning that this SLO was met.

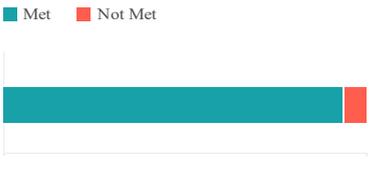
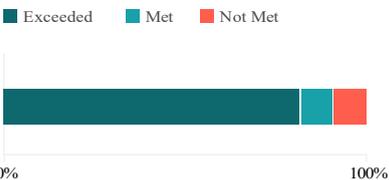
Counseling and Helping Relationships **MET**

Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship. Students will demonstrate competency in this area by meeting the target criteria set forth below for the following activities/interventions:

Counseling Session Recordings, Capstone Exam

Counseling/Helping Relationships Sub Score, and Theories Course

Grade. The Counseling Session Recordings measures the student's ability to develop a rapport and helping relationship through the use of counseling skills and approaches. The Capstone Exam Sub Counseling/Helping Relationships Sub Score reflects the student's knowledge in this area. The Theories Course Grade is weighted toward application of theories in specific field experience settings.

MEASURES	RESULTS	ACTIONS										
<p>SLO 5.2 Counseling Sessions</p> <p>Students will demonstrate effective and therapeutic helping relationships through digitally recorded sessions with a client.</p> <p>Direct <input type="checkbox"/> 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>NOT MET</p> <p>SLO 5.2 Counseling Sessions</p>  <table border="1"> <tr> <td>Exceeded:</td> <td>79%</td> </tr> <tr> <td>Approached:</td> <td>6%</td> </tr> <tr> <td>Not Met:</td> <td>15%</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>Three REHS 6370 courses were offered AY 2022-2023. 2 courses taught Fall 2022 and 1 course taught Spring 2023. The cap size for this course will be lowered.</p>	Exceeded:	79%	Approached:	6%	Not Met:	15%	Met Total:	79%	Not Met Total:	21%	<p>Other - Cap size for this course will be lowered.]</p> <p>Not Started</p> <p>Will implement lower cap sizes moving forward.</p> <p>Recommended Due Date: 12/01/2023</p>
Exceeded:	79%											
Approached:	6%											
Not Met:	15%											
Met Total:	79%											
Not Met Total:	21%											
<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 <input type="checkbox"/> Other</p>	<p>MET</p> <p>SLO 5.3. Capstone Project: Exit Exam Sub Score</p>  <table border="1"> <tr> <td>Met:</td> <td>94%</td> </tr> <tr> <td>Not Met:</td> <td>6%</td> </tr> <tr> <td>Met Total:</td> <td>94%</td> </tr> <tr> <td>Not Met Total:</td> <td>6%</td> </tr> </table> <p>Analysis</p> <p>34 students passed the exit exam. 20 CPCE/14 SRSC.</p>	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Provide study sessions to students preparing for the CPCE</p> <p>Recommended Due Date: 12/01/2023</p>		
Met:	94%											
Not Met:	6%											
Met Total:	94%											
Not Met Total:	6%											
<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>	<table border="1"> <tr> <td>Met:</td> <td>94%</td> </tr> <tr> <td>Not Met:</td> <td>6%</td> </tr> <tr> <td>Met Total:</td> <td>94%</td> </tr> <tr> <td>Not Met Total:</td> <td>6%</td> </tr> </table> <p>Analysis</p> <p>34 students passed the exit exam. 20 CPCE/14 SRSC.</p>	Met:	94%	Not Met:	6%	Met Total:	94%	Not Met Total:	6%			
Met:	94%											
Not Met:	6%											
Met Total:	94%											
Not Met Total:	6%											
<p>SLO 5.1 Theories Course Grade</p> <p>Students will achieve a minimum of a B grade in the course.</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Counseling Theories in Clinical Rehabilitation Counseling: REHS 6360</i></p>	<p>MET</p> <p>SLO 5.1 Theories Course Grade</p> 	<p>Maintain Assessment Strategy</p> <p>Maintain assessment strategy</p>										

<p>Target</p> <p>80% of students will achieve a minimum grade of 80% in the course.</p>	<p>Exceeded: 82%</p> <p>Met: 9%</p> <p>Not Met: 9%</p> <p>Met Total: 91%</p> <p>Not Met Total: 9%</p> <p>Analysis</p> <p>91% of students met the target. Please note that the KPI was changed this year.</p>	
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General Outcome Actions

ACTIONS
<p>Additional Training</p> <p>Not Started</p> <p>Provide study sessions to students who are preparing for the CPCE</p> <p>Recommended Due Date: 12/01/2023</p>

Conclusion

Two of Three targets were achieved meaning that this SLO was met.

Group Counseling and Group Work MET

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

MEASURES	RESULTS	ACTIONS
<p>SLO 6.1. Group Counseling Plan</p> <p>Students will demonstrate competency in the development a group counseling plan.</p>	<p style="color: #00a651;">MET</p> <p>SLO 6.1. Group Counseling Plan</p> <p>■ Exceeded ■ Met</p>	<p>Maintain Assessment Strategy</p> <p>Maintain assessment strategy</p>

<p>Direct <input type="checkbox"/> 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>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: 56% Met: 44%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Fall 2022 <input type="checkbox"/> 14 students exceeded, 9 met; Spring 2023 <input type="checkbox"/> 11 students exceeded, 10 students met</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 <input type="checkbox"/> Assignment</p> <p><i>Group Counseling in Rehabilitation: REHS 6325</i></p> <p>Target</p> <p>85% of Students will achieve a minimum score of “3” (Effective) or “4” (Very effective), on all applicable areas of the faculty designed Reflection Form Part A in REHS 6325.</p>	<p>MET</p> <p>SLO 6.2. Group Facilitation</p> <p><input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>  <p>0% 100%</p> <p>Exceeded: 57% Met: 39% Not Met: 4%</p> <p>Met Total: 95% Not Met Total: 5%</p> <p>Analysis</p> <p>Students were responsible for facilitating a group counseling session. 95% of students met the target. Both Fall 2022 and Spring 2023 were included in this analysis.</p>	<p>Maintain Assessment Strategy</p> <p>Continue with current strategy</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 <input type="checkbox"/> Other</p> <p>Target</p> <p>80% of students will score within one SD of the national average of the previous</p>	<p>MET</p> <p>SLO 6.3 Capstone Project: Exit Exam Sub Score</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>  <p>0% 100%</p> <p>Met: 94% Not Met: 6%</p> <p>Met Total: 94%</p>	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Provide study sessions to students preparing for CPCE</p> <p>Recommended Due Date: 12/01/2023</p>
<p>administration of the applicable CPCE sub score.</p>	<p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students passed the exit exam <input type="checkbox"/> 20 CPCE/14 SRSC.</p>	

General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p> <p>Maintain Assessment Strategy</p>

Conclusion

Because 3 of 3 outcomes met criteria, this SLO was met.

Assessment and Testing MET

Students will identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning. Students will demonstrate competency in this area by meeting the target criteria set forth for the following activities/interventions: Assessment Scenario Project, Case Study Diagnostic Assignment, Capstone Exam Assessment/Testing Sub Score, and Assessment Grade.

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

MEASURES	RESULTS	ACTIONS
<p>SLO 7.1 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 <input type="checkbox"/> Assignment</p> <p><i>Assessment and Testing: REHS 6330</i></p> <p>Target</p>	<p>MET</p> <p>SLO 7.1 Assessment Scenario Project</p> <p>■ Met ■ Not Met</p> <p>0% 100%</p> <p>Met: 85%</p>	<p>Maintain Assessment Strategy</p> <p>Maintain Assessment Strategy</p>

2022-2023 Educational Program Annual Assessment Report

<p>85% of Students will achieve a minimum score of 80% on the Assessment Scenario Project.</p>	<p>Not Met: 15%</p> <p>Met Total: 85%</p> <p>Not Met Total: 15%</p> <p>Analysis</p> <p>17 of 20 students met target.</p>	
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<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 <input type="checkbox"/> 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><input type="checkbox"/> Met <input type="checkbox"/> Approached <input type="checkbox"/> Not Met</p>  <p>0% 100%</p> <p>Met: 70%</p> <p>Approached: 10%</p> <p>Not Met: 20%</p> <p>Met Total: 70%</p> <p>Not Met Total: 30%</p> <p>Analysis</p> <p>14 students met target; 2 approached; 4 did not meet target</p>	<p>Gather Additional Data</p> <p>Not Started</p> <p>Gather additional data to determine reasons for not meeting target.</p> <p>Recommended Due Date: 12/01/2023</p>
<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 <input type="checkbox"/> 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><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>  <p>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p> <p>34 students met the target criteria <input type="checkbox"/>20 CPCE/14 SRSC <input type="checkbox"/></p>	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Provided study sessions to students preparing for CPCE exam</p> <p>Recommended Due Date: 12/01/2023</p>

General Outcome Actions

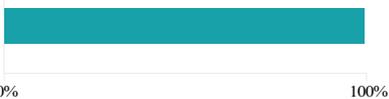
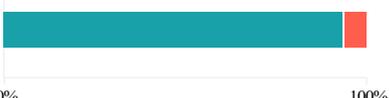
<p>ACTIONS</p>
<p>Additional Training</p> <p>IN PROGRESS</p> <p><input type="checkbox"/> Provide study sessions to students who are preparing to take the CPCE</p> <p><input type="checkbox"/> Gather additional data to determine why students did not meet Diagnostic and Treatment Project target. Recommended Due Date: 01/01/2024</p>

Conclusion

Because 2 of 3 assessments met the target, this SLO was met.

Research and Program Evaluation **MET**

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

MEASURES	RESULTS	ACTIONS
<p>SLO 8.1 Research Project</p> <p>Students will apply research methods through the completion of the Research Project in REHS 6315.</p> <p>Direct <input type="checkbox"/> 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>MET</p> <p>SLO 8.1 Research Project</p> <p>■ 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>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>All students met target for the research project assignment.</p>	<p><i>No actions have been added.</i></p>
<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 <input type="checkbox"/>CPCE<input type="checkbox"/> or the departmental exam <input type="checkbox"/>SRSC<input type="checkbox"/></p> <p>Direct <input type="checkbox"/> Other</p> <p>Target</p>	<p>MET</p> <p>SLO 8.2 Capstone Project: Exit Exam Sub Score</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p>	<p><i>No actions have been added.</i></p>

80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.	Met Total: 94% Not Met Total: 6% Analysis 34 students met the target <input type="checkbox"/> 20 CPCE/14 SRSC <input type="checkbox"/>	
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General Outcome Actions

ACTIONS
<p>Additional IN PROGRESS</p> <p>Offer study sessions to students who are preparing to take the CPCE. Recommended Due Date: 12/01/2023</p>

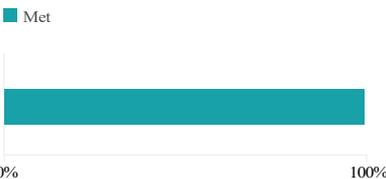
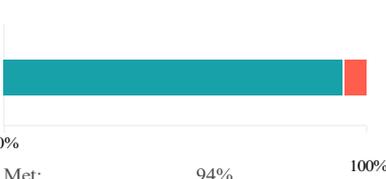
Conclusion

Because 2 of 2 targets were met, this SLO was met.

Clinical Rehabilitation Counseling MET

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

MEASURES	RESULTS	ACTIONS
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<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 <input type="checkbox"/> 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>■ 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>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Fall 2022 course: All students met the target.</p>	<p>Maintain Assessment Strategy</p> <p>Maintain current strategy</p>
<p>SLO 9.2 Capstone Project: Exit Exam Sub Score <input type="checkbox"/>C5 <input type="checkbox"/>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 <input type="checkbox"/>CPCE <input type="checkbox"/>sub score C5 <input type="checkbox"/>Counseling and Helping Professions.</p> <p>Direct <input type="checkbox"/> 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 <input type="checkbox"/>C5 <input type="checkbox"/>Counseling and Helping Relationships)</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 94%</p> <p>Not Met: 6%</p> <p>Met Total: 94%</p> <p>Not Met Total: 6%</p> <p>Analysis</p>	<p>Additional Training</p> <p>IN PROGRESS</p> <p>Provide study sessions to students preparing to take the CPCE</p> <p>Recommended Due Date: 12/01/2023</p>
	<p>34 students met the target <input type="checkbox"/>20 CPCE/14 SRSC <input type="checkbox"/></p>	

General Outcome Actions

ACTIONS
<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Consider revising the SLO to include the departmental exam (e.g., CPCE or SRSC). Recommended Due Date: 12/01/2023</p>

Conclusion

Two of Two targets were met meaning that this SLO was met.

PhD Rehabilitation Counseling Annual Assessment

Mission

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

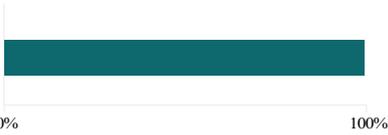
2024-2025 Academic Year

Rehabilitation Counseling, PhD Learning Outcomes

Professional Leadership and Identity MET

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

MEASURES	RESULTS	ACTIONS
<p>Rehabilitation Administration & Leadership Paper</p> <p>For this literature-based paper, students must select a relevant, contemporary topic related to administration/management, advocacy, and/or leadership issues from a setting they might become employed in (counseling agency, rehabilitation, human services, non-profit, higher education, etc.). A student should consult with the course instructor</p> <p>REHS 8313, as needed, as to the appropriateness of the topic idea. Using professional sources, the paper must be 12-15 pages of narrative (plus citations) using APA writing style; adhering to APA format is a key component of this assignment.</p> <p>Direct Assignment</p>	<p>MET</p> <p>Rehabilitation Administration & Leadership Paper</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>Maintain Assessment Strategy</p> <p>Instructor indicated that all students exceeded expectations. Will maintain KPI assignment and assessment strategy.</p>

<p><i>Rehabilitation Administration_Leadership_and Advocacy: REHS 8313</i></p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 52/65 or better on the paper.</p> <p>REHS 8313_Leadership Paper.xlsx</p>	<p>Data collected on 10/27/25 via phone as faculty instructor retired. Actual course taught Spring 2025. Due to transition from Blackboard to Brightspace, we no longer have access to the actual assignment grades. Thus, instructor provided with student names and asked to estimate performance for each student. Instructor indicated that all students exceeded expectations.</p>	
<p>Grant Writing/Grant Project</p> <p>This Grant project involves writing, rewriting, revising a grant proposal for a community agency and submitting the proposal to a funding source. When submitting the grant proposal, students must include a copy of the RFP. Unless agreed upon by the instructor, the proposal must include the following sections: Introduction, Documentation of Need/Problem Statement, Goal & Objectives, Methodology, Evaluation, Personnel, Future Funding, Innovative Practices, Budget, and Budget Narrative. This proposal must be double-spaced, 12-point font, with use of</p>	<p>MET</p> <p>Grant Writing/Grant Project</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><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>Maintain Assessment Strategy</p> <p>Data was based upon this courses grant writing project. Students did well in this course and with this assignment. Thus, this assessment strategy will be maintained.</p>

<p>tables and/or charts as appropriate. References must be cited consistent with currently accepted APA style. The length of the proposal is indicated in the RFP (or as agreed to by the instructor), but is generally in the 15 - 20-page range.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Grant Writing: REHS 8302</i></p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 80/100 or better on the grant project.</p> <p>REHS 8302 Grant Writing Scores.xlsx</p>	<p>Not Met Total:</p> <p>Analysis</p> <p>Based upon grade for KPI. Data taking from Spring 2025 course. Only 1 course taught for year. Due to the transition from Blackboard to Brightspace, we do not have access to the actual scores for this assignment. Thus, instructor was ask to estimate scores based upon memory. As instructor is retired, data collected by phone.</p>	
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Conclusion

Since students met both key performance target areas, this SLO was met.

Teaching MET

Students will articulate teaching approaches consistent with accepted education practices in rehabilitation counseling programs

MEASURES	RESULTS	ACTIONS
<p>Teaching Philosophy Statement</p> <p>Each student will develop their own teaching philosophy statement using knowledge gained in the course. This statement, following conventional guidelines common in education, will not exceed one page, single-spaced. The student's submission will be evaluated based upon the following general categories: <input type="checkbox"/> Overall writing; <input type="checkbox"/> Goals for student learning; <input type="checkbox"/> Teaching methods; <input type="checkbox"/> Measuring student success; <input type="checkbox"/> Teacher-student relationship. The teaching philosophy statement will cover these key areas and also provide the reader with personal insights into his/her/their approach as a teacher and a person. As such, this teaching philosophy assignment will reflect values as well as skills.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Supervised Teaching Experience: REHS 8314</i></p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 40/50 or better on the teaching philosophy statement.</p>	<p>MET</p> <p>Teaching Philosophy Statement</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: 83% Met: 17%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Based upon course as taught Fall 2024. REHS 8314 taught once a year. Six students enrolled in course. Due to transition from Blackboard to Brightspace, we no longer have access to the actual assignment grades. Thus, instructor asked to estimate</p>	<p>Maintain Assessment Strategy</p> <p>Continue with KPI</p>

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

Continue to measure this SLO with the Teaching Philosophy

Conclusion

Students met the target for this key performance indicator, which means that this SLO was met.

Clinical Counseling Practice **MET**

Students will develop and apply clinical counseling skills

MEASURES	RESULTS	ACTIONS
<p>Advanced Counseling Mock Videos</p> <p>Students are assigned <u>1 mock client/student</u> and will complete 4 counseling videos. The first session/video will be a formal intake, the second session will be focused upon building a treatment plan. The third video is a counseling session. The fourth video is discharge. Students will demonstrate advanced counseling skills/techniques, to include a demonstration of informed consent and limits to confidentiality, rapport building, an in-depth understanding of the presenting problem(s), treatment planning, case conceptualization, and an advanced application of counseling techniques covered during this course and during previous counseling courses and experiences.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Advanced Counseling: REHS 8312</i></p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 40/50 or better on the video of clinical competence.</p> <p>REHS 8312 Advanced Counseling Email.pdf REHS 8312 Advanced Counseling Scores.xlsx</p>	<p>MET</p> <p>Advanced Counseling Mock Videos</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: 50% Met: 50%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Data based upon REHS 8312 course taught Fall 2024. Due to transition from Blackboard to Brightspace, actual scores for this KPI were not available. Thus, the instructor was asked to estimate the scores from memory. Data collected via email. Please see attached for more details.</p>	<p>Maintain Assessment Strategy</p> <p>Students exceeded or met this requirement. Thus, assessment strategy is being maintained.</p>
<p>Site Supervisor Evaluations <input type="checkbox"/> REHS 8317 <input type="checkbox"/> Advanced Counseling Practicum)</p> <p>Site supervisors will be asked to rate practicum student on a 1 to 5 scale (1 poor and 5 excellent) in the areas of counseling skill, agency considerations, and supervision. These ratings will be gathered via Tk20.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p>Target</p>	<p>MET</p> <p>Site Supervisor Evaluations <input type="checkbox"/> REHS 8317 <input type="checkbox"/> Advanced Counseling Practicum)</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>Maintain Assessment Strategy</p> <p>Maintain assessment strategy.</p>

<p>80% of students will receive a supervisor overall final evaluation of 5 out of 5 on counseling skills, agency considerations, and supervision</p> <p>REHS 8317 Practicum Scores AY 24-25.xlsx</p>	<p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Data pulled from REHS 8317 Spring 2025. Course only taught 1 time per year. Two students enrolled in course. Both students received excellent ratings 5 out of 5 in each of the evaluated domains (counseling skill, agency considerations, supervision). Rating scale 1 Poor; 2 Below Average; 3 Average; 4 Above Average; 5 Excellent</p>	
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General Outcome Actions

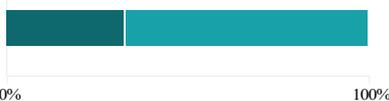
ACTIONS
<p>Maintain Assessment Strategy</p> <p>Continue to measure this SLO with the indicated key performance assignments.</p>

Conclusion

Students met the target for both key performance indicators, meaning that this SLO was met.

Research MET

Students will develop competency in designing, conducting research, as well as collecting and analyzing data with use of proper statistical methods.

MEASURES	RESULTS	ACTIONS
<p>8310 Research Paper</p> <p>Students will write/prepare a systematic literature review SLR paper. The paper should be written in APA 7th edition. The final SLR will be no less than 20 pages and no more than 30 pages (including title, abstract, and references pages). The systematic literature review topic must be related to disability and rehabilitation counseling. Each student will submit topic/title of her/his Systematic Literature Review for Instructor’s feedback and approval. Students will use the feedback to modify (if needed) their topics. Students will submit the final draft of their manuscripts for publication in an accepted rehabilitation counseling journal. Students are required to submit his/her/their manuscript to one of the following journals: Rehabilitation Counseling Bulletin, Journal of Applied Rehabilitation Counseling, Rehabilitation Research Policy and Education, or Psychiatric Rehabilitation.</p>	<p>MET</p> <p>8310 Research Paper</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: 33%</p> <p>Met: 67%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Data taken from REHS 8310 course as taught Fall 2024 by Dr. Veronica</p>	<p>Maintain Assessment Strategy</p> <p>Students either exceeded or met this assessment measure. Because of this, the assessment strategy will be maintained.</p>

2024-2025 Educational Program Annual Assessment Report

<p>Direct <input type="checkbox"/> Assignment</p> <p><i>Advanced Research Methodology: REHS 8310</i></p> <p>Target</p>	<p>Umeasiegbu. Because of the transition from Blackboard to Brightspace, the grades for this assignment are no longer available. Thus, the instructor was asked</p>											
<p>80% of the students will receive <input type="checkbox"/>80% score on the research paper</p> <p>REHS 8310 KPI Scores AY24-25.pdf</p>	<p>to estimate the scores based upon memory. Data collected via email.</p>											
<p>Research Competency <input type="checkbox"/>Comprehensive Exam)</p> <p>Students will take a Comprehensive Exam consisting of a statistics multiple choice portion and a written portion. The written portion will cover four of the following six domains: Professional Leadership and Identity, Teaching, Clinical Counseling Practice, Supervision, Research, and Disability and Multicultural Competence.</p> <p>Direct <input type="checkbox"/> Other</p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 80% or better.</p> <p>PhD Comp Scores AY 24-25.xlsx</p>	<p>NOT MET</p> <p>Research Competency <input type="checkbox"/>Comprehensive Exam)</p> <p>■ Exceeded ■ Approached</p>  <table border="1"> <tr> <td>Exceeded:</td> <td>71%</td> </tr> <tr> <td>Approached:</td> <td>29%</td> </tr> <tr> <td>Met Total:</td> <td>71%</td> </tr> <tr> <td>Not Met Total:</td> <td>29%</td> </tr> </table> <p>Analysis</p> <p>Based upon stats exam as given in March 2025. The passing score was set at 70. Although all students passed the exam, 2 did not meet the bench mark of at least 80% passing score per this criteria.</p>	Exceeded:	71%	Approached:	29%	Met Total:	71%	Not Met Total:	29%	<p>Implement New Program or Services</p> <p>IN PROGRESS</p> <p>We will give comps more often, and especially the stats portion. We will offer the stats portion immediately after students have completed the first two required stats courses, rather than waiting until the end of student's coursework completion</p> <p>Recommended Due Date: 10/25/2025</p> <p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Revise target benchmark score Recommended</p> <p>Due Date: 10/31/2025</p>		
Exceeded:	71%											
Approached:	29%											
Met Total:	71%											
Not Met Total:	29%											
<p>8300, 9690, 9691, 9190 Dissertation Effectiveness</p> <p>This measure assesses the student's progress in completing his/her/their dissertation. As such, students are rated by the REHS 8300 Instructor and/or dissertation chair on their progress while in the dissertation development/writing phase.</p> <p>Direct <input type="checkbox"/> Other</p> <p><i>Dissertation: REHS 9190</i></p> <p>Target</p> <p>80% of students will score 1 or better on a 0 <input type="checkbox"/> 3 scale of dissertation progress effectiveness</p> <p>Rubric scores for each level as follows: Outstanding score <input type="checkbox"/>3 Very Good score <input type="checkbox"/> 2 Acceptable score <input type="checkbox"/> 1 <input type="checkbox"/>CR <input type="checkbox"/> Unacceptable score <input type="checkbox"/> 0</p> <p>Diss Student Progress AY 24-25.docx</p>	<p>MET</p> <p>8300, 9690, 9691, 9190 Dissertation Effectiveness</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Exceeded:</td> <td>73%</td> </tr> <tr> <td>Met:</td> <td>20%</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>Data collected for Fall 2024, Spring 2025, and Summer 2025. Data collected via email and/or phone. Forty one scores were collected spanning three semesters involving 21 students: REHS 8300 <input type="checkbox"/>4 students REHS 9690/91 <input type="checkbox"/> 3 students REHS 9190 <input type="checkbox"/>14 students</p>	Exceeded:	73%	Met:	20%	Not Met:	7%	Met Total:	93%	Not Met Total:	7%	<p>Maintain Assessment Strategy</p> <p>Maintain assessment strategy. However, will add GPC meeting with each student 2 semesters prior to REHS 8300 Dissertation Development to assist with the research and selection of a dissertation topic.</p>
Exceeded:	73%											
Met:	20%											
Not Met:	7%											
Met Total:	93%											
Not Met Total:	7%											

General Outcome Actions

ACTIONS

<p>Maintain Assessment Strategy</p> <p>Maintain the assessment strategy for the Research paper and Dissertation Effectiveness.</p>
<p>Revise Benchmark / Target</p> <p>Not Started</p> <p>Will revise target area for the comprehensive exam measure. in addition, will meet with students individually to discuss areas that may need to spend more time studying.</p> <p>Recommended Due Date: 12/05/2025</p>

Conclusion

The measures used for this analysis were a research paper from REHS 8310; Ratings of progress toward dissertation as taken from REHS 8300, 9690; 9691; 9190; and the student scores from the comprehensive exam. Students met two of three target areas, meaning that this SLO was met.

Counseling Supervision **MET**

Students will demonstrate knowledge of supervision theories and delivery methods related to the provision of rehabilitation counseling services.

MEASURES	RESULTS	ACTIONS
<p>Supervision Paper and Presentation</p> <p>Students are expected to write a term paper that explains their supervision experience and philosophy based on existing theories. In addition, students are expected to do a presentation in class about their supervision experience and philosophy.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Internship Supervision Experience: REHS 8315</i></p> <p>Target</p> <p>80% of students will score a minimum of 40 out of 50 on the paper and presentation.</p> <p>REHS 8315 Internship Supervision Paper.xlsx</p>	<p>MET</p> <p>Supervision Paper and Presentation</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>Data based upon REHS 8315 taught Summer 2025. This course is only taught once a year. Data available on Brightspace as this course was taught the first semester that Brightspace was rolled out.</p>	<p>Maintain Assessment Strategy</p> <p>Students exceeded expectations on this assignment. Thus, this assessment strategy will be maintained.</p>

<p>Service Delivery Presentation</p> <p>Students are asked to give a 30 minute Service Delivery Presentation. Students will discuss the services delivered in one of the following agencies</p> <p><input type="checkbox"/> Vocational Rehabilitation, Independent Living, Forensic Rehab/Life Care Planning, Job Placement and Supported</p>	<p>MET</p> <p>Service Delivery Presentation</p> <p>Exceeded</p>  <p>0% 100%</p>	<p>Maintain Assessment Strategy</p> <p>Because students exceeded expectations, this assessment strategy will be maintained.</p>
<p>Employment, Program of Assertive Community Treatment, etc</p> <p><input type="checkbox"/> The student will also discuss the supervision challenges associated with services rendered within that agency</p> <p><input type="checkbox"/> The student may choose the specific presentation topic with instructor permission</p> <p><i>Internship Supervision Experience: REHS 8315</i></p> <p>Target</p> <p>80% of students will score a minimum of 20 out of 25 on the presentation.</p> <p>REHS 8315 KPI Service Delivery AY 24-25.xls x</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>Data collected from REHS 8315 Summer 2025. Data available as this course was taught the first semester that Brighspace was rolled out.</p>	

General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p> <p>Because students met the target for both SLOs, this assessment strategy will be maintained.</p>

Conclusion

Students met the target areas for both KPIs, meaning that this SLO was 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. Students are also assessed through site evaluations during practicum and internship.

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

Student Clinical Performance Evaluation

Clinical Area Assessed	Average Score
Relationship/Interpersonal Skills	85.65%
Counseling Behaviors	83.79%
Counseling Assessment	84.21%

Student Professional Performance Evaluation

Area Assessed	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Dismissal
Academic Performance	81.012%	13.87%	5.12%	0
Clinical Competence	76.53%	16.93%	7.14%	0
Professional Performance	86.67%	10%	3.33%	0
Professional Disposition	80.64%	14.05%	5.31%	0

Table 1. Alumni Survey
Frequency Distributions of Questions

Variable	<i>N</i>	%
Gender		
Female	6	100
Ethnicity		
Hispanic	5	83.3
Other	1	16.7
Year of graduation from program		
2016	1	16.7
2021	1	16.7
2022	2	33.3
2023	2	33.3
How long after graduation did you obtain professional employment		
Employed before graduation	1	16.7
1-3 months after graduation	2	33.3
5-7 months after graduation	1	16.7
9-12 months after graduation	1	16.7
Over 1 year after graduation	1	16.7
Employed in job related to degree		
Yes	6	100
Job Title		
Clinical Rehabilitation Counseling	1	16.7
Independent Living	2	33.3
Vocational Rehabilitation	1	16.7
Mental Health	1	16.7
Other (School Counselor)	1	16.7
Duration in current place of employment		
0-6 months	2	33.3
7-11 months	1	16.7
1-2 years	1	16.7
3-5 years	1	16.7
5+ years	1	16.7

Note. *n* = 6

Table 1 Continued*Frequency Distributions of Questions*

Variable	<i>N</i>	%
Gender		
Female	6	100
Ethnicity		
Hispanic	5	83.3
Other	1	16.7
Year of graduation from program		
2016	1	16.7
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2022	2	33.3
2023	2	33.3
How long after graduation did you obtain professional employment		
Employed before graduation	1	16.7
1-3 months after graduation	2	33.3
5-7 months after graduation	1	16.7
9-12 months after graduation	1	16.7
Over 1 year after graduation	1	16.7
Employed in job related to degree		
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Job Title		
Clinical Rehabilitation Counseling	1	16.7
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Vocational Rehabilitation	1	16.7
Mental Health	1	16.7
Other (School Counselor)	1	16.7
Duration in current place of employment		
0-6 months	2	33.3
7-11 months	1	16.7
1-2 years	1	16.7
3-5 years	1	16.7
5+ years	1	16.7

Table 1 Continued*Frequency Distributions of Questions*

Variable	<i>N</i>	%
Prior to current job, was employment in the field of Clinical Rehabilitation Counseling?		
Yes	3	50
No	3	50
Completion of LPC exam		
Yes, but did not pass	1	16.7
Yes, and passed	2	33.3
No, not interested	1	16.7
No, haven't looked into it	2	33.3
Completion of CRC exam		
Yes, but did not pass	1	16.7
Yes, and passed	1	16.7
No, not interested	2	33.3
No, haven't looked into it	2	33.3
Completion of LCDC exam		
No, not interested	2	33.3
No, haven't looked into it	4	66.7
Professional Credentials		
CRC	1	16.7
LPC-Associate	2	33.3
None	3	50
If not current CRC, is intent to become one		
Yes		
No		
If not current LPC/LPC-Associate, is intent to become one		
Yes	3	50
No	2	33.3
No Response	1	16.7



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, 2023. NOTE: All data for this report should be from Academic Year 2022-2023. 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**
 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 were enrolled in your CLINICAL REHABILITATION COUNSELING program in the reporting period? If none, enter "0".

157

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

29

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?

- No Exam
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%**
- 71-80%
- 81-90%
- 91-100%

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?

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

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

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

- Yes
- No

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

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	0	1	0
Black	0	0	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic Two or More	33	119	0
Unknown/Other White	0	0	0
International Student	0	2	0
Active-Duty Military	0	0	0
Veteran	0	0	0
With a Disability	1	1	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 applications were received for your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

15

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

27

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

5

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



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

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	1	0	0
Black	1	0	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic Two or More	1	0	0
Unknown/Other White	0	0	0
International Student	2	1	0
Active Duty Military	0	0	0
Veteran	1	0	0
With a Disability	0	0	0

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

Degree Program Name

Certificate Program Name

All degree programs are CACREP accredited

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

- Yes
- No

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

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	2	1	0
Black	1	1	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic Two or More	4	2	0
Unknown/Other White	1	1	0
Veteran	4	8	0
With a Disability	0	0	0

The following questions relate to data CACREP is gathering that will inform the development of new services, policies and/or requirements. This data will be aggregated and will not be identifiable to any program.

Does your counselor education unit operate on a cohort model?

- Yes for Masters program
- No for Masters program**
- Yes for Doctoral program
- No for Doctoral program**

If yes, how many years are expected to complete your Masters program?

N/A

If yes how many years are expected to complete your Doctoral program?

N/A

What is the formula you use when you calculate program completion rates?

Students are counted as not completed if they withdraw, fail to complete degree within allowable time, change to another major, or are dismissed for non-academic reasons. Taking this into account. The formula is Specific Year Enrollment minus number still enrolled at end of Year 3 (average time to complete degree)

In calculating your completion rate, do you include students who:

- have withdrawn from graduate school completely?**
- switch from one counseling specialty area to another (i.e., MCFC to CMHC)?
- transfer to another non-counseling graduate program?
- are dismissed from the program for academic reasons?
- are dismissed from the program for non-academic reasons?
- Comments

What adjustments have you made to your program, if any, due to DEI Requirements at your institution or in your state?

No new adjustments made this reporting period

Which existing CACREP services do you find valuable?

- Resources on the CACREP website**
- CACREP Bulletin & Connection**
- Legislative alerts**
- Notice of Federal grants**
- Designated staff point of contact
- Other valuable services

Which potential CACREP services would you find valuable?

- Faculty job board**
- CACREP-only sessions at conferences**
- Virtual drop-in office hours with CACREP staff**
- Accredited-programs-only resources on the website (sample documents, teaching aids)**
- Other suggested potential services

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

Saara Grizzell, 956-665-3050

Final comments? Please share them below:

Thanks for all you do!

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.

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