



College of Health Professions

**Graduate Programs (MS and PhD)
University of Texas Rio Grande Valley
School of Rehabilitation Services & Counseling
Program Outcomes & Analysis of Student Learning Report
AY 2023-2024**

MS Program Mission Statement

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.

MS 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 hours PhD Rehabilitation Counseling Program: 66 Hours	
Faculty Rehabilitation Counseling core CEP faculty Rehabilitation Counseling non-core CEP faculty	
Average Class Size Academic Courses: Clinical/Field Experience Course:	
Program Completion Rates 2023-24 Refer to attached Vital Statistics Report	Job Placement Rates 2023-24 Refer to attached Vital Statistics Report

Comprehensive Exam Pass Rates	NCE & CRC Pass Rates			
Refer to attached CPCE Scores Report	Exam	Attempted	Passed	Pass Rate
	NCE	3	2	66%
	CRC	2	1	50%

ENROLLED STUDENTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
FALL 2023 & SPRING 2024

Demographic information of enrolled students in the MS program for the 2023-24 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2023			Spring 2024		
	Female	Male	Total	Female	Male	Total
White	0	0	0	0	0	0
Hispanic	117	35	152	131	32	163
Asian	1	0	1	2	0	2
International	0	1	1	0	0	0
Unknown	1	0	1	1	0	1
Total	118	36	155	134	32	166

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

ENROLLED STUDENTS
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
FALL 2023 & SPRING 2024

Demographic information of enrolled students in the PhD program for the 2023-24 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2023			Spring 2024		
	Female	Male	Total	Female	Male	Total
White	1	2	3	2	1	3
Hispanic	17	1	18	10	1	11
Asian	1	0	1	1	0	1
International	2	1	3	1	2	3
Unknown	0	0	0	0	0	0
Black or African American	1	1	2	0	1	1
Total	22	5	27	14	5	19

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
 AY 2023 - 24

Demographic information of applicants to the MS program for the 2023-24 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2023-24		
	Female	Male	Total
White	0	0	0
Hispanic	65	11	76
Asian	0	1	1
International	0	0	0
Unknown	0	0	0
Black or African-American	5	1	6
Total	70	13	83

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

APPLICANTS
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
 AY 2023 - 24

Demographic information of applicants to the PhD program for the 2023-24 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	AY 2023-24		
	Female	Male	Total
White	1	1	2
Hispanic	8	2	10
Asian	0	0	0
International	0	1	1
Unknown	0	0	0
Black or African-American	1	0	1
Total	10	4	14

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
 AY 2023 - 24

Demographic information of graduates of the MS program for the 2023-24 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	AY 2023-24		
	Female	Male	Total
White	0	0	0
Hispanic	33	5	38
Asian	1	0	1
International	0	1	1
Unknown	0	0	0
Total	34	6	40

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

GRADUATES
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING
 AY 2023 - 24

Demographic information of graduates of the PhD program for the 2023-24 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	AY 2023-24		
	Female	Male	Total
White	0	1	1
Hispanic	4	0	4
Asian	0	0	0
International	1	1	2
Unknown	0	0	0
African American	0	1	1
Total	5	3	8

SOURCE: Strategic Analysis & Institutional Reporting (SAIR)

FACULTY
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING

Ethnicity	Male	Female	Disability
African American	1	0	0
Native American	0	2	0
Hispanic	2	4	1
White	4	6	4
Asian American	1	1	1
Other	0	0	0

FACULTY
UTRGV PhD IN CLINICAL REHABILITATION COUNSELING

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

Asian American	2	1	1
Other	0	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
2023-2024	31
2022-2023	29
2021-2022	50
2020-2021	48
2019-2020	62
2018-2019	42
2017-2018	55
2016-2017	31
2015-2016	46

Degrees Awarded

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

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


MS Program 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.

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.1.3 Capstone Project:CPCE Sub score C1 <input type="checkbox"/> Professional Counseling Orientation and Ethical Practice</p> <p>The CPCE sub score (e.g., Professional Counseling Orientation and Ethical Practice) was used to assess this measure.</p> <p>Direct <input type="checkbox"/> Exam <input type="checkbox"/> Certification/ Licensure</p> <p>Target</p>	<p style="color: #C00000;">NOT MET</p> <p>SLO.1.3 Capstone Project:CPCE Sub score C1 <input type="checkbox"/> Professional Counseling Orientation and Ethical Practice</p> <p>■ Met ■ Not Met</p>  <p style="text-align: center;">0% 100%</p>	<p>Additional Training</p> <p>Not Started</p> <p>Now offering study sessions to our students. Will alert instructor of the need to focus more on this area.</p> <p>Recommended Due Date: 11/14/2024</p>

<p>80% of students will score within one standard deviation below the national average for the CPCE sub score C1 Professional Counseling Orientation and Ethical Practice</p>	<p>Met: 69% Not Met: 31%</p> <p>Met Total: 69% Not Met Total: 31%</p> <p>Analysis</p> <p>The CPCE sub score (e.g., Professional Counseling Orientation and Ethical Practice) was used to assess this measure. The target of 80% of students achieving a score within one standard deviation below the national average for the CPCE sub score C1 Professional Counseling Orientation and Ethical Practice was not met, as only 69% of students met this standard.</p>	
<p>Foundations Grade</p> <p>Indirect Overall Course Grade</p> <p><i>Foundations in Clinical Rehabilitation Counseling: REHS 6300</i></p> <p>Target</p> <p>80% of students will receive no lower than a B in this course.</p>		<p>Maintain Assessment Strategy</p> <p>Will inform instructors that KPI's grades must be posted on the course website.</p>
	<p>Not Met: 9%</p> <p>Met Total: 91% Not Met Total: 9%</p> <p>Analysis</p> <p>Data taken from the following two courses: REHS 6300.90L Fall 2023 and REHS 6300.90L Spring 2024. Not able to access grades for REHS 6300.91L Spring 2024, therefore student grades not included in this total.</p>	
<p>Profession Assignment</p> <p>Direct Assignment</p> <p><i>Foundations in Clinical Rehabilitation Counseling: REHS 6300</i></p> <p>Target</p> <p>A minimum of 80% of students will receive no lower than 80% on this assignment</p>	<p>MET</p> <p>Profession Assignment</p> <p>Exceeded Met Not Met</p>  <p>0% 100%</p> <p>Exceeded: 82% Met: 6% Not Met: 12%</p> <p>Met Total: 88% Not Met Total: 12%</p> <p>Analysis</p>	<p>Maintain Assessment Strategy</p> <p>Will remind faculty that KPI grades need to be posted on the course website. In addition, faculty are directed to link the course KPIs to the new Brightspace website so that student progress can be closely monitored.</p>

	Data taken from REHS 6300.90L Fall 2023, REHS 6300.90L Spring 2024, and 6300.91L, Spring 2024. Although found assignment in the syllabus, did not find grades for the assignment in the grade book for 6300.91L, Spring 2024, therefore student scores for this assignment counted as 0 for this course.											
<p>Ethics Grade</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Ethics, Legal and Professional Issues in Clinical Rehabilitation: REHS 6305</i></p> <p>Target</p> <p>A minimum of 80% of students will receive a letter grade of B or above</p>	<p>MET</p> <p>Ethics Grade</p> <p>■ Exceeded ■ Met ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>77%</td> </tr> <tr> <td>Met:</td> <td>21%</td> </tr> <tr> <td>Not Met:</td> <td>2%</td> </tr> <tr> <td>Met Total:</td> <td>98%</td> </tr> <tr> <td>Not Met Total:</td> <td>2%</td> </tr> </table> <p>Analysis</p> <p>Data taken from REHS 6305.01R Fall 2023 and REHS 6305.90L Su I, 2024</p>	Exceeded:	77%	Met:	21%	Not Met:	2%	Met Total:	98%	Not Met Total:	2%	<p>Maintain Assessment Strategy</p> <p>Continue with KPI assignment.</p>
Exceeded:	77%											
Met:	21%											
Not Met:	2%											
Met Total:	98%											
Not Met Total:	2%											

General Outcome Actions


ACTIONS
<p>Additional Training</p> <p>IN PROGRESS</p> <p>Now offering study sessions to students taking the CPCE. Will inform study session instructor that more study in this area is needed. Recommended Due Date: 01/18/2025</p> <p>Updates</p> <p><i>April 14, 2025 by Saara Grizzell</i></p> <p>As a result of these study sessions, an average of 4 students are now performing consistent with the national average.</p>

Conclusion

Three of four measurements met criteria, meaning that this standard was met. Data collection methods included faculty assessment of student performance, individually documenting each student capstone exam sub score and then reporting for purposes of this assessment, and examination of student performance via Assist. Several course websites were also reviewed for specific student scores.

Social and Cultural Diversity **NOT 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, 7300/7600) 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"/> 3.pdf MS</p> <p>Handbook <input type="checkbox"/> Rvsd 6 <input type="checkbox"/> 21 <input type="checkbox"/> 23.pdf Practicum</p> <p>Manual 5 <input type="checkbox"/> 6 <input type="checkbox"/> 3.pdf</p>	<p>MET</p> <p>SLO 2.1 Supervisor Evaluation</p> <p><input checked="" type="checkbox"/> 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 taken from REHS 7600.90L/91L <input type="checkbox"/> Fall 2023 <input type="checkbox"/> and REHS 7300.90L <input type="checkbox"/> Summer 2024 <input type="checkbox"/></p> <p>Six students scored a 6 out of 7 and 14 students scored 7 points on a 7 point scale.</p>	<p>Maintain Assessment Strategy</p> <p>Continue with current evaluations</p>

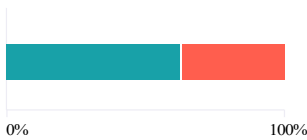
<p>SLO 2.3. Capstone Project: Exit Exam Sub Score <input type="checkbox"/> C2 <input type="checkbox"/> Social and Cultural Diversity)</p>	<p>NOT MET</p> <p>SLO 2.3. Capstone Project: Exit Exam Sub Score <input type="checkbox"/> C2 <input type="checkbox"/> Social and Cultural Diversity)</p> <p><input checked="" type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met</p>	<p>Additional Training</p> <p>Not Started</p>
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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).

Direct □ Other

Target

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.



0% 100%

Met Total: 63%
Not Met Total: 37%

Analysis

The passing score for this measure was determined by subtracting one standard deviation from the national average for the CPCE sub score C2 □ Social and Cultural Diversity

Now offering study sessions for students. Will communicate need for more focus in sessions on this area.

2.2 Cultural Autobiography

Direct □ Assignment

Multicultural and Social Diversity: REHS 6365

Target

Students will achieve a minimum score of 80% on the Cultural Autobiography assignment per faculty-designed rubric.

NOT MET

2.2 Cultural Autobiography

Exceeded Not Met



0% 100%

Values are not shown when too close to each other. Click or use arrow keys to see details.

Exceeded: 52%
Not Met: 48%

Met Total: 52%
Not Met Total: 48%

Analysis

Data pulled from two courses: REHS 6365.01 □ Spring 2024 □ and REHS 6365.01 (Summer II, 2024 □ KPI not included in Summer II course, which accounts for not meeting this criteria. I believe this was the instructor's first time teaching this course.

Revise Curriculum

Not Started

Will communicate with instructor of each course the KPI.

SLO 2.4 Multicultural Grade

Students will successfully pass REHS 6365 Multicultural and Social Diversity

Indirect □ Overall Course Grade

Multicultural and Social Diversity: REHS 6365

Target

MET

SLO 2.4 Multicultural Grade

Exceeded Met



0% 100%

Values are not shown when too close to each other. Click or use arrow keys to see details.

Exceeded: 90%
Met: 10%

Met Total: 100%
Not Met Total:

80% of students will pass the course with a minimum of 80%.

Maintain Assessment Strategy

Continue with course as is.



Analysis

Data taken from two courses: REHS 6365.01 Spring 2024 and REHS 6365.01 Summer II 2024.

Conclusion



Two of four measures were met. Two of the four measures were met. For example, 80% students achieved at least 5 of 7 on a multicultural sensitivity rating. In addition, 80% of students achieved a grade of B or more in Multicultural courses. Unfortunately, the KPI for the cultural autobiography was not included in the multicultural course summer session. In addition, students did not achieve 80% or higher with respect to the capstone exam applicable sub score. More weight was given to the scores from measures with the largest number of students, which is why this SLO was not met.

Human Growth and Development **MET**

MEASURES	RESULTS	ACTIONS														
<p>SLO 3.1 Lifespan and Disability Assignment</p> <p>Students will demonstrate knowledge of development through the lifespan by assessing the developmental status of individuals with disabilities through actual interview or case study analysis.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p> <p>85% of students will achieve a minimum of 80% on the life span and disability assignment.</p>	<p>MET</p> <p>SLO 3.1 Lifespan and Disability Assignment</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1"> <tr> <td>0%</td> <td>1</td> </tr> <tr> <td>00%</td> <td></td> </tr> <tr> <td>Exceeded:</td> <td>76%</td> </tr> <tr> <td>Met:</td> <td>11%</td> </tr> <tr> <td>Not Met:</td> <td>13%</td> </tr> <tr> <td>Met Total:</td> <td>87%</td> </tr> <tr> <td>Not Met Total:</td> <td>13%</td> </tr> </table> <p>Analysis</p> <p>Data taken from REHS 6355.90L Fall 2023 and REHS 6355.90L Spring 2024.</p>	0%	1	00%		Exceeded:	76%	Met:	11%	Not Met:	13%	Met Total:	87%	Not Met Total:	13%	<p>Maintain Assessment Strategy</p> <p>Continue with assignment.</p>
0%	1															
00%																
Exceeded:	76%															
Met:	11%															
Not Met:	13%															
Met Total:	87%															
Not Met Total:	13%															
<p>SLO 3.2 Medical Aspects Grade</p> <p>Students will demonstrate understanding of functional assets/limitations, and psychosocial 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 student study sessions.</p>														

vocational implications of various disabling conditions through

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

MEASURES	RESULTS	ACTIONS								
<p>SLO 3.1 Lifespan and Disability Assignment</p> <p>Students will demonstrate knowledge of development through the lifespan by assessing the developmental status of individuals with disabilities through actual interview or case study analysis.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p> <p>85% of students will achieve a minimum of 80% on the life span and disability assignment.</p>	<p>MET</p> <p>SLO 3.1 Lifespan and Disability Assignment</p> <p>■ Exceeded. ■ Met ■ Not Met</p>  <table border="1" data-bbox="548 1318 971 1423"> <tr> <td>0%</td> <td>100%</td> </tr> <tr> <td>Exceeded:</td> <td>76%</td> </tr> <tr> <td>Met:</td> <td>11%</td> </tr> <tr> <td>Not Met:</td> <td>13%</td> </tr> </table> <p>Met Total: 87%</p> <p>Not Met Total: 13%</p> <p>Analysis</p> <p>Data taken from REHS 6355.90L Fall 2023 and REHS 6355.90L Spring 2024.</p>	0%	100%	Exceeded:	76%	Met:	11%	Not Met:	13%	<p>Maintain Assessment Strategy</p> <p>Continue with assignment.</p>
0%	100%									
Exceeded:	76%									
Met:	11%									
Not Met:	13%									
<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</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 student study sessions.</p>								



<p>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>	<p>0% 100%</p> <p>Exceeded: 66%</p> <p>Met: 31%</p> <p>Not Met: 3%</p> <p>Met Total: 97%</p> <p>Not Met Total: 3%</p> <p>Analysis</p> <p>Data taken from Spring 2024 and Summer I, 2024.</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>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>NOT 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> <p>0% 100%</p> <p>Met: 67%</p> <p>Not Met: 33%</p> <p>Met Total: 67%</p> <p>Not Met Total: 33%</p> <p>Analysis</p> <p>Used CPCE student sub scores in the area of Human Growth and Development</p>	<p>Additional Training</p> <p>Not Started</p> <p>Now offering study sessions to students. Will communicate with instructor to place more focus on this area.</p>
<p>SLO 3.4 Lifespan Course Grade</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Developmental Lifespan and Disability: REHS 6355</i></p> <p>Target</p> <p>80% of students will achieve a minimum course grade of B or higher</p>	<p>MET</p> <p>SLO 3.4 Lifespan Course Grade</p> <p>■ Exceeded ■ Met ■ Not Met</p> <p>0% 100%</p> <p>Exceeded: 85%</p> <p>Met: 12%</p> <p>Not Met: 3%</p> <p>Met Total: 97%</p> <p>Not Met Total: 3%</p> <p>Analysis</p> <p>Data taken from 6355 Fall 2023, Spring 2024, and Summer II, 2024.</p>	<p>Maintain Assessment Strategy</p> <p>Continue with curriculum/KPI as written.</p>

Conclusion

Three of four key performance indicators met criteria, meaning that this standard was met. This means that 80% of students achieved at least 80% on the Lifespan and Disability Assignment

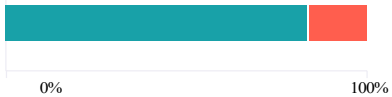
and the course grade for the Medical Aspects and Lifespan course grades.

Career Development **MET**

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</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 taken from REHS 6350 Fall 2023 and Spring 2024.</p>	<p>Maintain Assessment Strategy</p> <p>Continue with KPI</p>
<p>SLO 4.2. Career Development Grade</p> <p>Students will demonstrate a mastery of knowledge pertaining to job placement strategies, career development theories, and interventions applicable to people with disabilities.</p> <p>Indirect <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>MET</p> <p>SLO 4.2. Career Development Grade</p> <p>■ Exceeded ■ Met</p>  <p>0% 100 %</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 94%</p> <p>Met: 6%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Data taken from two courses: REHS 6350 Fall 2023 and Spring 2024</p>	<p>Maintain Assessment Strategy</p> <p>Keep curriculum as written.</p>
<p>SLO 4.3 Capstone Project: Exit Exam Subscore</p>	<p>MET</p> <p>SLO 4.3 Capstone Project: Exit Exam Subscore</p>	<p>Additional Training</p> <p>Not Started</p>

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 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.

<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 <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>■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Met:</td> <td>84%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>84%</td> </tr> <tr> <td>Not Met Total:</td> <td>16%</td> </tr> </table> <p>Analysis</p> <p>The CPCE passing subscore for this standard was calculated by subtracting one standard deviation from the national average. Each student's subscore for this measure was then compared against the calculated subscore result.</p>	Met:	84%	Not Met:	16%	Met Total:	84%	Not Met Total:	16%	<p>Now offering study sessions. Will inform instructor to place greater emphasis in this area</p>
Met:	84%									
Not Met:	16%									
Met Total:	84%									
Not Met Total:	16%									

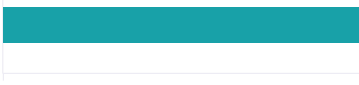
Conclusion

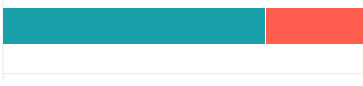
Three of three key performance indicators met criteria, meaning that this standard was met. This means that 80% of students achieved at least 80% on all three KPIs.


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>MET</p> <p>SLO 5.2 Counseling Sessions</p> <p><input checked="" 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>Data taken from three REHS 6370 courses: 2 sections <input type="checkbox"/> Fall 2023 <input type="checkbox"/> 1 section <input type="checkbox"/> Spring 2024</p>	<p><i>No actions have been added.</i></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 <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 5.3. 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: 73%</p> <p>Not Met: 27%</p> <p>Met Total: 73%</p> <p>Not Met Total: 27%</p> <p>Analysis</p> <p>Applicable sub score calculated by subtracting one standard deviation from the appropriate national sub score and then comparing this result with student sub scores.</p>	<p><i>No actions have been added.</i></p>
<p>SLO 5.1 Theories Course Grade</p> <p>Students will achieve a minimum of a B grade in the course.</p>	<p>MET</p> <p>SLO 5.1 Theories Course Grade</p> <p><input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>	<p><i>No actions have been added.</i></p>

<p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Counseling Theories in Clinical Rehabilitation Counseling: REHS 6360</i></p> <p>Target</p> <p>80% of students will achieve a minimum grade of 80% in the course.</p>	 <table border="1"> <tr> <td>0%</td> <td>100%</td> </tr> <tr> <td>Exceeded:</td> <td>67%</td> </tr> <tr> <td>Met:</td> <td>28%</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>Data taken from two REHS 6360 courses: Fall 2023 and Summer II 2024.</p>	0%	100%	Exceeded:	67%	Met:	28%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	
0%	100%													
Exceeded:	67%													
Met:	28%													
Not Met:	5%													
Met Total:	95%													
Not Met Total:	5%													


Conclusion


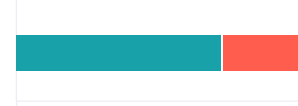
Three of three key performance indicators were met, meaning that this standard was met. This means that 80% of students achieved at least 80% on the KPIs used for this SLO.

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
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<p>SLO 6.1. Group Counseling Plan</p> <p>Students will demonstrate competency in the development a group counseling plan.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Group Counseling in Rehabilitation: REHS 6325</i></p> <p>Target</p>	<p>MET</p> <p>SLO 6.1. Group Counseling Plan</p> <p>Exceeded Met</p>  <table border="1"> <tr> <td>0%</td> <td>100</td> </tr> <tr> <td>%</td> <td></td> </tr> </table>	0%	100	%		<p>Maintain Assessment Strategy</p> <p>As students exceeded or met criteria, assessment strategy will be maintained.</p>
0%	100					
%						

<p>85% of Students will achieve a minimum score of acceptable (80% or better) on all areas of the faculty designed rubric in REHS 6325.</p>	<p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 59% Met: 41%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Students either exceeding or met this benchmark. REHS 6325 was taught Fall 2023 and Spring 2024. Both semesters were included in this analysis.</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>■ 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: 88% Met: 12%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>REHS 6325 was taught Fall 2023 and Spring 2024. Both semesters were included in this analysis. Sixteen students were enrolled each semester for a total of 32 students.</p>	<p>Maintain Assessment Strategy</p> <p>As students exceeded and/or met the benchmark, this assessment strategy will be maintained.</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>NOT MET</p> <p>SLO 6.3 Capstone Project: Exit Exam Sub Score</p> <p>■ Met ■ Not Met</p>  <p>0% 100% Met: 73%</p>	<p>Additional Training</p> <p>Not Started</p> <p>Now offering student study sessions. Will inform instructor to place greater emphasis in this area.</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>Not Met: 27%</p> <p>Met Total: 73% Not Met Total: 27%</p> <p>Analysis</p> <p>Applicable sub score calculated by subtracting one standard deviation from the appropriate national sub score and then comparing this result with student sub scores.</p>	

General Outcome Actions

ACTIONS
<p>Additional Training</p> <p>Not Started</p> <p>Offer study sessions to students preparing for the CPCE. Study session instructor will be informed about a need to put more emphasis in this area.</p> <p>Recommended Due Date: 01/18/2025</p>

Conclusion

Two of three key performance indicators were met, meaning that this standard was met. This means that 85% of students achieved at least 80% on the Group Plan and Group Facilitation assignments.

Assessment and Testing **NOT 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
SLO 7.1 Assessment Scenario Project	<p>NOT MET</p> <p>SLO 7.1 Assessment</p>	<p>Gather Additional Data</p> <p>Not Started</p>

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

Direct Assignment

Assessment and Testing: REHS 6330

Target

85% of Students will achieve a minimum score of 80% on the Assessment Scenario Project.

Scenario Project

Met Not Met



0% 100%

Met: 76%
Not Met: 24%

Met Total: 76%
Not Met Total: 24%

Analysis

Gather additional data to understand reasons for low score. Then make changes to curriculum.

Recommended Due Date: 12/13/2024

Revise Curriculum

Not Started

Will inform instructor that more focus be placed in this area.

Data taken from two REHS 6330 courses: Fall 2203 and Spring 2024. For the Spring 2024 course, only 9 students out of 11 appeared to have completed the assignment. As a result, these students scores were counted as 0.

SLO 7.3 Capstone Project: Exit Exam Sub Score

Students will complete the capstone exam during the semester in which they are enrolled in Practicum or Internship.

Direct Other

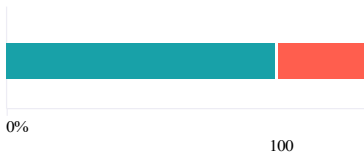
Target

80% of students will score within one SD of the national average of the previous administration of the applicable CPCE sub score.

NOT MET

SLO 7.3 Capstone Project: Exit Exam Sub Score

Met Not Met



0% 100%

Met: 75%
Not Met: 25%

Met Total: 75%
Not Met Total: 25%

Analysis

Applicable sub score calculated by subtracting one standard deviation from the appropriate national sub score and then comparing this result with student sub scores.

Additional Training

Not Started

Now offering student study sessions. Will inform instructor to place greater emphasis in this area.

SLO 7.2 Assessment Grade

80% of students will pass REHS 6330 with a grade of B or better.

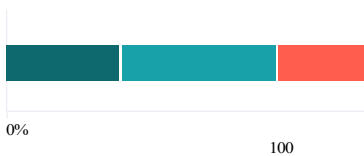
Indirect Overall Course Grade

Assessment and Testing: REHS 6330

NOT MET

SLO 7.2 Assessment Grade

Exceeded Met Not Met



0% 100%

Exceeded: 32%
Met: 43%
Not Met: 25%

Met Total: 75%
Not Met Total: 25%

Gather Additional Data

Not Started

Will discuss this with the instructors and gather additional data

<p>Target</p> <p>80% of students will pass class with a grade of B or better.</p>	<p>Analysis</p> <p>Data collected from two courses: Fall 2023 and Spring 2024. Grades for Spring 2024 course grade median was 79%.</p>							
<p>SLO 7.4 REHS 6375 Case Study Diagnostic Assignment</p> <p>Students will complete the Case Study Diagnostic Assignment as given in REHS 6375 Psychiatric Rehabilitation.</p> <p>Direct <input type="checkbox"/> Assignment</p>	<p>MET</p> <p>SLO 7.4 REHS 6375 Case Study Diagnostic Assignment</p> <p>■ Exceeded ■ Met ■ Not Met</p> <table border="1"> <tr> <td>Exceeded</td> <td>37%</td> </tr> <tr> <td>Met</td> <td>46%</td> </tr> <tr> <td>Not Met</td> <td>17%</td> </tr> </table>	Exceeded	37%	Met	46%	Not Met	17%	<p><i>No actions have been added.</i></p>
Exceeded	37%							
Met	46%							
Not Met	17%							
<p>Target</p> <p>80% of students will achieve a minimum of 80% on the Case Study Diagnostic Assignment.</p>	<p>0% 100%</p> <p>Exceeded: 37% Met: 46% Not Met: 17%</p> <p>Met Total: 83% Not Met Total: 17%</p> <p>Analysis</p> <p>Data taken from two REHS 6375 Courses: Fall 2023 and Spring 2024</p>							

General Outcome Actions



ACTIONS
<p>Revise Curriculum</p> <p>Not Started</p> <p>Revise curriculum to place greater emphasis on KPI. Recommended Due Date: 12/13/2024</p>


Conclusion

Only one of four key performance indicator target areas met, meaning that this standard was not met. This means that 80% of students did not achieve a minimum score of 80% on the KPIs used for this SLO.

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>Exceeded Met Not Met</p>  <p>0%</p> <p>100%</p> <p>Exceeded: 40%</p> <p>Met: 47%</p> <p>Not Met: 13%</p> <p>Met Total: 87%</p> <p>Not Met Total: 13%</p> <p>Analysis</p> <p>Data taken from two REHS 6315 courses: Spring 2024 and Summer I, 2024. REHS</p>	<p>Maintain Assessment Strategy</p> <p>Keep KPI as written.</p>
	<p>6315 Fall 2023 course not used as instructor left after week 3 and new instructor took over.</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>NOT MET</p> <p>SLO 8.2 Capstone Project: Exit Exam Sub Score</p> <p>Met Not Met</p>  <p>0%</p> <p>100%</p> <p>Met: 76%</p> <p>Not Met: 24%</p> <p>Met Total: 76%</p> <p>Not Met Total: 24%</p>	<p>Additional Training</p> <p>Not Started</p> <p>Now offering study sessions. Will ask instructor to place greater emphasis in this area.</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>Analysis</p> <p>Applicable sub score calculated by subtracting one standard deviation from the appropriate national sub score and then comparing this result with student sub scores.</p>	
<p>SLO 8.3 Research Grade</p> <p>Students will successfully pass REHS 6315 Research and Program Evaluation.</p> <p>Indirect <input type="checkbox"/> Overall Course Grade</p> <p><i>Research and Program Evaluation: REHS 6315</i></p> <p>Target</p> <p>80% of students will receive a minimum course grade of 80% in REHS 6315.</p>	<p>MET</p> <p>SLO 8.3 Research Grade</p> <p>■ Exceeded ■ Met</p>  <p>0%</p> <p>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: 73%</p> <p>Met: 27%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Data taken from three REHS 6215 courses: Fall 2023, Spring 2024, and Summer I, 2024.</p>	<p>Maintain Assessment Strategy</p> <p>Maintain curriculum as written.</p>

General Outcome Actions

Recommended Due Date: 12/13/2024



Conclusion

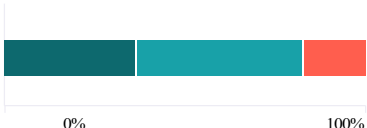
Two of three key performance indicator areas met, meaning that this standard was met. This means that 80% of students achieved a minimum score of 80% on the KPIs used for this SLO.

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 - 5TR criteria. The Capstone Exam Sub Score reflects student knowledge of applicable issues in Counseling and Helping Relationships.

MEASURES	RESULTS	ACTIONS												
<p>SLO 9.1 Case Conceptualization Assignment</p> <p>Students will apply assessment methods through the completion of the Case Conceptualization Assignment in REHS 6340.</p> <p>Direct <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>■ Exceeded ■ Met ■ Not Met</p>  <table border="1" data-bbox="638 1157 985 1346"> <tr> <td>0%</td> <td>100%</td> </tr> <tr> <td>Exceeded:</td> <td>53%</td> </tr> <tr> <td>Met:</td> <td>45%</td> </tr> <tr> <td>Not Met:</td> <td>2%</td> </tr> <tr> <td>Met Total:</td> <td>97%</td> </tr> <tr> <td>Not Met Total:</td> <td>3%</td> </tr> </table> <p>Analysis</p> <p>Data pulled from Fall 2023 course and Spring 2024 course REHS 6340</p>	0%	100%	Exceeded:	53%	Met:	45%	Not Met:	2%	Met Total:	97%	Not Met Total:	3%	<p>Maintain Assessment Strategy</p> <p>Keep assignment as written.</p>
0%	100%													
Exceeded:	53%													
Met:	45%													
Not Met:	2%													
Met Total:	97%													
Not Met Total:	3%													
<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>NOT 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>  <table border="1" data-bbox="565 1839 938 1948"> <tr> <td>0%</td> <td>100%</td> </tr> <tr> <td>Met:</td> <td>73%</td> </tr> <tr> <td>Not Met:</td> <td>27%</td> </tr> </table>	0%	100%	Met:	73%	Not Met:	27%	<p>Additional Training Not Started</p> <p>Now offering study sessions. Will inform instructor to place greater emphasis in this area.</p>						
0%	100%													
Met:	73%													
Not Met:	27%													

<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 Total: 73% Not Met Total: 27%</p> <p>Analysis</p>							
	<p>The passing sub score was determined by subtracting one standard deviation from the national average sub score of the appropriate CPCE. The sub score used for this category was C5 Counseling and Helping Relationships.</p>							
<p>SLO 9.3 REHS 6375 Case Study Diagnostic Assignment</p> <p>Students will successfully complete the Case Study Diagnostic Assignment as given in REHS 6375 Psychiatric Rehabilitation.</p> <p>Direct <input type="checkbox"/> Assignment</p> <p><i>Psychiatric Rehabilitation: REHS 6375</i></p> <p>Target</p> <p>80% of students will score a minimum of 80% on the Case Study Diagnostic Assignment in REHS 6375 Psychiatric Rehabilitation.</p>	<p>MET</p> <p>SLO 9.3 REHS 6375 Case Study Diagnostic Assignment</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <table border="1"> <tr> <td>Exceeded:</td> <td>37%</td> </tr> <tr> <td>Met:</td> <td>46%</td> </tr> <tr> <td>Not Met:</td> <td>17%</td> </tr> </table> <p>Met Total: 83% Not Met Total: 17%</p> <p>Analysis</p> <p>Data taken from two REHS 6375 courses: Fall 2023 and Spring 2024</p>	Exceeded:	37%	Met:	46%	Not Met:	17%	<p>Maintain Assessment Strategy</p> <p>Keep assignment as written.</p>
Exceeded:	37%							
Met:	46%							
Not Met:	17%							

General Outcome Actions

<p>ACTIONS</p>
<p>Additional Training</p> <p>Not Started</p> <p>Inform instructor of CPCE study sessions to place greater emphasis on this area. Recommended Due Date: 12/13/2024</p>

Conclusion

Two of three key performance indicator targets met, meaning this standard was met. This means that 80 to 85% of students met the target criteria on the Case Conceptualization and Case Study Diagnostic Assignments.

2023-2024 Educational Program Annual Assessment Report
Rehabilitation Counseling, (PhD)

Mission

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

2023- 2024 Academic Year

Rehabilitation Counseling, (PhD) Learning Outcomes

Professional Leadership and Identity MET

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

MEASURES	RESULTS	ACTIONS
<p>Rehabilitation Administration & Leadership Paper</p> <p>For this literature-based paper, students must select a relevant, contemporary topic related to administration/management, advocacy, and/or leadership issues from a setting they might become employed in (counseling agency, rehabilitation, human services, non-profit, higher education, etc.). A student should consult with the course instructor (REHS 8313), as needed, as to the appropriateness of the topic idea. Using professional sources, the paper must be 12-15 pages of narrative (plus citations) using APA writing style; adhering to APA format is a key component of this assignment.</p> <p>Direct - Assignment</p> <p>Rehabilitation Administration, Leadership, and Advocacy: REHS 8313</p> <p>Target</p> <p>The benchmark for success will be 80% students receiving a score of 52/65 or better on the paper.</p> <p>REHS 8313_Leadership Paper.xlsx</p>	<p>MET</p> <p>Rehabilitation Administration & Leadership Paper</p> <p>■ Exceeded</p> <p>0% 100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Data taken from REHS 8313.01R Spring 2024 semester. Students submitted a draft, received feedback, and then submitted the final paper.</p>	<p>Maintain Assessment Strategy</p> <p>Because 100% of students met the target criteria of 80% or higher, this assignment will continue to be used as a key performance indicator.</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 tables and/or charts as appropriate. References must be cited consistent with</p>	<p>MET</p> <p>Grant Writing/Grant Project</p> <p>■ Exceeded</p> <p>0% 100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p>	<p>Maintain Assessment Strategy</p> <p>Because 100% of students successfully submitted grant proposals, this KPI will continue to be used as a measure of the Leadership and Advocacy SLO.</p>

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Rehabilitation Counseling, (PhD)

<p>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 - 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>Analysis</p> <p>Data taken from REHS 8302 Spring 2024 semester. Students received feedback consistently throughout the semester and submitted multiple drafts prior to the final.</p>	
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General Outcome Actions


ACTIONS
<p>Maintain Assessment Strategy</p> <p>Because students met target criteria, the Rehabilitation Administration Paper and the Grant Writing Project will continue to be used to measure student performance in the area of Professional Leadership and Identity.</p>

Conclusion


Two of two criteria were met, meaning that this standard was met. One hundred percent of students met the criteria of at least 80% or better on the KPI assignments.

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: (1) Overall writing; (2) Goals for student learning; (3) Teaching methods; (4) Measuring student success; (4) 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 - Assignment</p> <p><i>Supervised Teaching Experience: REHS 8314</i></p> <p>Target</p>	<p>MET</p> <p>Teaching Philosophy Statement</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>Obtained data from REHS 8314: Supervised Teaching Experience Fall 2023.</p>	<p>Maintain Assessment Strategy</p> <p>One hundred percent of students achieved a minimum score of 80% or better on the Teaching SLO. Therefore, the Teaching Philosophy assignment will continue to be used to measure the Teaching SLO.</p>

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Rehabilitation Counseling, (PhD)

<p>The benchmark for success will be 80% students receiving a score of 40/50 or better on the teaching philosophy statement.</p>		
<p>Distance Education Weekly Writing Prompts</p> <p>Students will answer 2 writing prompts per week. These writing prompts will require that students apply what they have learned to relevant distance education outcomes and applicable accreditation standards.</p> <p>Direct - Assignment</p> <p><i>Distance in Education Rehabilitation Counseling: REHS 8318</i></p> <p>Target</p> <p>The benchmark for success will be 80% students receiving 40/50 (combined score) or better for the weekly writing prompts submitted over a 10 week period.</p>	<p>MET</p> <p>Distance Education Weekly Writing Prompts</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><small>Values are not shown when too close to each other. Click or use arrow keys to see details.</small></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Students will answer 2 writing prompts per week. These writing prompts will require that students apply what they have learned to relevant distance education outcomes and applicable accreditation standards.</p>	<p>Other - [This course is being taken out of the curriculum. Course contents will be included in another course]</p> <p>IN PROGRESS</p> <p>This course will be discontinued. Contents of course will be included into another course.</p> <p>Recommended Due Date: 09/01/2025</p>

General Outcome Actions


<p>ACTIONS</p>
<p>Maintain Assessment Strategy</p> <p>Because one hundred percent of students achieved a minimum score of 80% or better on the KPI assignments, this assessment strategy will continue to be used.</p>

Conclusion


Two of two measures were met, therefore this standard was met. One hundred percent of students achieved a minimum score of 80% or better on the KPI assignments.

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.</p>	<p>MET</p> <p>Advanced Counseling Mock Videos</p> <p>■ Exceeded</p> 	<p>Maintain Assessment Strategy</p> <p>Because 100% of students achieved at least 80% or higher on the counseling practicum videos, this assessment strategy will be maintained.</p>

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 Rehabilitation Counseling, (PhD)

<p>The forth 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 - Assignment</p> <p>Advanced Counseling: REHS 8312</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</p> <p>REHS 8312 Advanced Counseling Scores.xlsx</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 obtained from REHS 8312 Fall 2023 semester. Students exceeded criteria. There were 3 students enrolled in this course.</p>	
<p>Site Supervisor Evaluations (REHS 8317: 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 - Assignment</p> <p>Target</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</p> <p>Site Supervisor Evaluations (REHS 8317: Advanced Counseling Practicum)</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>Faculty supervisor will watch counseling videos and evaluate students on counseling skill, agency considerations, and response to supervision on a 7 point scale (1= poor and 7 = excellent)</p>	<p>Maintain Assessment Strategy</p> <p>One hundred percent of students achieved a minimum score of 6 or better out of a 7 point scale on the supervisor evaluations. Therefore, this KPI will continue to be used as an assessment strategy.</p>

General Outcome Actions

<p>ACTIONS</p>
<p>Maintain Assessment Strategy</p> <p>One hundred percent of students achieved a score of 80% or higher on the scores for the counseling practicum videos and the supervisor evaluations. Because target criteria were met, these two assignments will continue to be used to assess student outcomes for the Clinical Counseling Practice SLO.</p>

Conclusion

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Rehabilitation Counseling, (PhD)


Two of two measures met criteria, therefore this learning outcome was met. One hundred percent of students achieved a minimum score of 80% or better on assignments.

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>Direct - Assignment</p> <p><i>Advanced Research Methodology: REHS 8310</i></p> <p>Target</p> <p>80% of the students will receive ≥80% score on the research paper</p> <p>REHS 8310 KPI Scores AY24-25.pdf</p>	<p>Analysis</p> <p>Course not taught this year. Unable to evaluate.</p>	<p>Other - [This course was not taught this year. The research paper will continue to be used as a KPI]</p> <p>IN PROGRESS</p> <p>Course will be taught this upcoming year. The research paper as a KPI will be re-evaluated at this time.</p>

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<p>Research Competency (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 - 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>Analysis</p> <p>Comps not given this academic year. Unable to evaluate</p>	<p>Other - [Comps where not given this year. Will re-assess comps as a KPI strategy next year when comps is give]</p> <p>IN PROGRESS</p> <p>Comps not given this year. Next year will re-assess using comps as a measure for the research SLO.</p> <p>Recommended Due Date: 04/15/2025</p>										
<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 - Other</p> <p><i>Dissertation: REHS 9190</i></p> <p>Target</p> <p>80% of students will score 1 or better on a 0 - 3 scale of dissertation progress effectiveness</p> <p>Rubric scores for each level as follows: Outstanding score = 3 Very Good score = 2 Acceptable score = 1 (CR) Unacceptable score = 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>56%</td> </tr> <tr> <td>Met:</td> <td>31%</td> </tr> <tr> <td>Not Met:</td> <td>13%</td> </tr> <tr> <td>Met Total:</td> <td>88%</td> </tr> <tr> <td>Not Met Total:</td> <td>13%</td> </tr> </table> <p>Analysis</p> <p>Data taken from REHS 8300.90L Su I, 2024; and from 4 sections of 9190 (Fall 2023); 3 sections of 9190 (Spring 2024); 2 sections of 9190 (Su I, 2024); 2 sections of 9691(Su I, 2024); 1 section of 9391 (Su I, 2024); and 2 sections of 9190 (Su II 2024)</p> <p>REHS 8300 (Su I, 2024) 3 students REHS 9190/9391/9691: 13 students</p>	Exceeded:	56%	Met:	31%	Not Met:	13%	Met Total:	88%	Not Met Total:	13%	<p>Maintain Assessment Strategy</p> <p>Eighty-eight percent of students were rated by chairs as making acceptable progress or better on a 0 to 3 scale with 0 equaling no progress, 1 equaling acceptable progress, 2 equaling very good progress, and 3 equaling outstanding progress. Because the target of at least 80% was met, this assessment strategy will continue.</p>
Exceeded:	56%											
Met:	31%											
Not Met:	13%											
Met Total:	88%											
Not Met Total:	13%											

Conclusion

Unable to evaluate 2 of the measures as REHS 8310 and Comps were not taught/given last year. The remaining measure outcome shows acceptable progress overall, therefore this domain was met.

Counseling Supervision MET

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

2023-2024 Educational Program Annual Assessment Report
Rehabilitation Counseling, (PhD)

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 - 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 obtained from REHS 8315-90L Summer I, 2024.</p>	<p>Maintain Assessment Strategy</p> <p>Because 100% of students achieved a score of 80% or better, the KPI 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> <ol style="list-style-type: none"> 1. Vocational Rehabilitation, Independent Living, Forensic Rehab/Life Care Planning, Job Placement and Supported Employment, Program of Assertive Community Treatment, etc 2. The student will also discuss the supervision challenges associated with services rendered within that agency 3. The student may choose the specific presentation topic with instructor permission <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.xlsx</p>	<p>MET</p> <p>Service Delivery 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 obtained from REHS 8315-90L Summer I, 2024 semester</p>	<p>Maintain Assessment Strategy</p> <p>Because 100% of students achieved a score of 80% or better, the Service Delivery Presentation will continue to be used as a KPI.</p>

Conclusion

Two of two measures were met, meaning that this standard was met. This means that at least 80% of students scored 80% or better on the KPI assignments (e.g., supervision paper/presentation and service delivery presentation)

Disability & Multicultural Competence **NOT MET**

2023-2024 Educational Program Annual Assessment Report
Rehabilitation Counseling, (PhD)

Students will develop disability and multicultural competence related to the career development of people with disabilities.

MEASURES	RESULTS	ACTIONS
<p>Journal Article Paper on the Career Development for People with Disabilities</p> <p>Conceptual Journal Article Paper Students, working in pairs or groups of three, will do a scholarship project related in some way to the career development of people with disabilities. Students will develop a 10 to 15-page paper that is to be structured like an introduction to a professional journal article that is a conceptual or practice piece. Your introduction should include a review of literature that explicitly explains how your proposed article will contribute to the literature and a clear, explicit, and specific statement of purpose.</p> <p>Following this introduction will be an outline of the major points in the rest of the paper. The rest of the paper does not need to be completely thought out in detail, but simply considered enough that you can identify major points. This assignment is worth 100 points toward your final grade. An extra 50 points is available if students draft a complete paper and submit it to a reputable journal.</p> <p>Direct - Assignment <i>Advanced Career Development and Disability: REHS 8306</i> Target</p> <p>80% of students will score a minimum of 80 out of 100 points.</p>	<p>NOT MET</p> <p>Journal Article Paper on the Career Development for People with Disabilities</p> <p>■ 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: Not Met Total: 100%</p> <p>Analysis</p> <p>Data obtained from REHS 8306 Spring 2024. Individual scores were 65, 75, and 70 out of 100 points. I confirmed with the instructor that students failed this assignment.</p>	<p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>Consider assigning paper as draft prior to submitting final. Recommended Due Date: 12/31/2025</p>

General Outcome Actions

ACTIONS
<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Faculty will require students to submit several smaller drafts during the semester to facilitate meeting the minimum target score of 80%. Recommended Due Date: 04/15/2025</p>

Conclusion

This measure was not met. Students did not achieve the target score of 80% or better on the Journal Paper assignment.

**MS and PhD Programs:
Non-Academic Evaluation of Students**

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

Assessment:	Administered:	Administered By:
Student Clinical Performance Evaluation	*Mid-Term *Final Spring & Fall	INSTRUCTORS: REHS 6340 REHS 6390 REHS 7300/7600 PhD Students
Student Performance Evaluation	Fall Spring	MS ADVISORS PhD Students
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	87.25%
Counseling Behaviors	84.49%
Counseling Assessment	83.74%

Student Professional Performance Evaluation

Area Assessed	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Dismissal
Academic Performance	85.40%	11.94%	2.66%	0
Clinical Competence	75.06%	18.19%	5.86%	0
Professional Disposition	80.35%	17.48%	2.17%	0

Alumni Survey

Table 1.
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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2023	2	33.3
How long after graduation did you obtain professional employment		
Employed before graduation	1	16.7
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5-7 months after graduation	1	16.7
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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

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

UTRGV School of Rehabilitation Services and Counseling
MS in Clinical Rehabilitation Counseling
CPCE Scores: AY 2023-2024

Fall 2023 (N = 23 students)

Using national CPCE exit exam cut scores defined as one standard deviation below the national mean, UTRGV students demonstrated strong competency in Assessment and Testing (95.7%), Career Development (87.0%), Human Growth and Development (82.6%), and Group Counseling (82.6%). Moderate competency was observed in Helping Relationships (78.3%) and Research and Program Evaluation (78.3%). Lower competency rates were observed in Professional Counseling Orientation (69.6%) and Social and Cultural Diversity (60.9%), indicating areas targeted for curriculum improvement.

Student Competency Sub Score Results (Mean – 1 SD)

Domain	Cutoff	Students ≥ Cutoff	Students Below	% Meeting Competency
C1 Professional Orientation	7.61	16	7	69.6%
C2 Social & Cultural Diversity	7.17	14	9	60.9%
C3 Human Growth & Development	8.47	19	4	82.6%
C4 Career Development	6.56	20	3	87.0%
C5 Helping Relationships	6.26	18	5	78.3%
C6 Group Counseling	7.99	19	4	82.6%
C7 Assessment & Testing	5.88	22	1	95.7%
C8 Research & Program Evaluation	6.50	18	5	78.3%

Excellent performance:

- Assessment and Testing — 95.7%
- Career Development — 87.0%
- Human Growth & Development — 82.6%
- Group Counseling — 82.6%

These exceed typical CACREP benchmarks.

Adequate but monitor:

- Helping Relationships — 78.3%
- Research — 78.3%

Requires program attention:

- Professional Orientation — 69.6%
- Social and Cultural Diversity — 60.9%

Spring 2024 (N = 8)

Using the CACREP-appropriate benchmark of **1 SD below the national mean**:

- UTRGV Spring 2024 students met or exceeded the competency threshold in **all 8 CACREP core domains**.
- UTRGV means were **substantially above** the minimum competency benchmark in every area.
- Total program performance also exceeded the national competency cutoff.

From a program evaluation and CACREP reporting perspective, this indicates:

100% of domains met competency expectations relative to the national 1 SD benchmark.

CACREP Category	National Mean	National SD	Cutoff (1 SD Below)	UTRGV Mean	Above Cutoff?
Professional Counseling Orientation	10.77	2.47	8.30	11.57	✓ Yes
Social & Cultural Diversity	10.20	2.46	7.74	10.63	✓ Yes
Human Growth & Development	11.24	2.70	8.54	11.66	✓ Yes
Career Development	10.97	2.59	8.38	11.57	✓ Yes
Counseling & Helping Relationships	10.86	2.63	8.23	10.72	✓ Yes
Group Counseling & Group Work	10.22	2.76	7.46	10.72	✓ Yes
Assessment & Testing	10.73	2.79	7.94	11.06	✓ Yes
Research & Program Evaluation	12.05	2.35	9.70	12.48	✓ Yes




Total Score Comparison (Benchmark: 80%)

	National Mean	National SD	Cutoff	UTRGV Mean
Total Score	87.09	15.93	71.16	90.45









UTRGV is **well above** the 1 SD below national mean cutoff for total score.

Summer 2024 (N = 23)

Using the 1 SD below national mean benchmark:

-  **6 of 8 CACREP domains met competency threshold**
-  **Assessment & Testing** fell below the national competency cutoff
-  **Research & Program Evaluation** fell below the national competency cutoff
- Total score met minimum competency benchmark

Summer 2024 shows that the overall competency benchmark is met, with relative weakness in Assessment and Testing as well as Research and Program Evaluation. These two domains may warrant curriculum review, faculty alignment, review of instructional timing.

CACREP Category	National Mean	National SD	Cutoff (1 SD Below)	UTRGV Mean	Above Cutoff?
Professional Counseling Orientation	10.77	2.47	8.30	9.40	 Yes
Social & Cultural Diversity	10.20	2.46	7.74	9.10	 Yes
Human Growth & Development	11.24	2.70	8.54	10.50	 Yes
Career Development	10.97	2.59	8.38	9.70	 Yes
Counseling & Helping Relationships	10.86	2.63	8.23	8.30	 Yes (borderline but above)
Group Counseling & Group Work	10.22	2.76	7.46	8.70	 Yes
Assessment & Testing	10.73	2.79	7.94	7.60	 Below Cutoff
Research & Program Evaluation	12.05	2.35	9.70	8.80	 Below Cutoff

Total Score Comparison

	National Mean	National SD	Cutoff	UTRGV Mean
Total Score	87.09	15.93	71.16	72.10

Total score is **above the 1 SD cutoff**, though only modestly.

Combined AY 2023-2024

Below is a consolidated comparison of **Fall 2023, Spring 2024, and Summer 2024** UTRGV CPCE sub scores using 1 SD below the mean as the benchmark

Multi-Term Summary

Across **three testing periods (n = 54 total students)**:

- All three cohorts met the **overall total score competency benchmark**.
- Six domains consistently met the 1 SD benchmark across terms.
- **Assessment & Testing (C7)** and **Research & Program Evaluation (C8)** show recurring vulnerability in Fall and Summer cohorts.
- Spring 2024 demonstrated the strongest overall performance.

The data suggest stable performance in Professional Orientation, Diversity, Human Development, Career, Helping Relationships, Group Work. Conversely, student scores tended to be lower in Assessment and Research/Program Evaluation. This pattern is consistent enough across two cohorts to justify curriculum mapping review, timing of assessment coursework, item-level diagnostic analysis





National Benchmark (Used for All Three Terms)

Domain	National Mean	National SD	Cutoff (1 SD Below)
C1 Professional Orientation	10.77	2.47	8.30
C2 Social & Cultural Diversity	10.20	2.46	7.74
C3 Human Growth & Development	11.24	2.70	8.54
C4 Career Development	10.97	2.59	8.38
C5 Helping Relationships	10.86	2.63	8.23
C6 Group Work	10.22	2.76	7.46
C7 Assessment & Testing	10.73	2.79	7.94
C8 Research & Evaluation	12.05	2.35	9.70
Total Score	87.09	15.93	71.16

Student N Per Testing Period

- **Fall 2023:** n = 23
- **Spring 2024:** n = 8
- **Summer 2024:** n = 23

Combined Sub Score Comparison

Domain	Fall 2023 Mean	Spring 2024 Mean	Summer 2024 Mean	Cutoff	Meets Benchmark?
C1	9.40	11.57	9.40	8.30	All 3 
C2	9.10	10.63	9.10	7.74	All 3 
C3	10.50	11.66	10.50	8.54	All 3 
C4	9.70	11.57	9.70	8.38	All 3 

Domain	Fall 2023 Mean	Spring 2024 Mean	Summer 2024 Mean	Cutoff	Meets Benchmark?
C5	8.30	10.72	8.30	8.23	All 3 <input checked="" type="checkbox"/> (borderline Fall/Summer but above)
C6	8.70	10.72	8.70	7.46	All 3 <input checked="" type="checkbox"/>
C7	7.60	11.06	7.60	7.94	<input checked="" type="checkbox"/> Fall & Summer Below
C8	8.80	12.48	8.80	9.70	<input checked="" type="checkbox"/> Fall & Summer Below

Combined Total Score Comparison

Term	UTRGV Total Mean	National Cutoff (71.16)	Meets Benchmark?
Fall 2023	72.10	71.16	<input checked="" type="checkbox"/> Yes
Spring 2024	90.45	71.16	<input checked="" type="checkbox"/> Yes
Summer 2024	72.10	71.16	<input checked="" type="checkbox"/> Yes



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

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 31, 2024. NOTE: All data for this report should be from Academic Year 2023-2024. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or cacrep@cacrep.org.

Institution Name:

The University of Texas Rio Grande Valley

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".

321

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

40

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

0 10 20 30 40 50 60 70 80 90 100
Percentage



To the best of your knowledge, what is the 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 combined employment and doctoral admissions rates 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

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".

101

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	3	0
Black	0	0	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	67	248	0
Two or More	0	0	0
Unknown/Other	0	2	0
White	0	0	0
International Student	1	0	0
Active Duty Military	0	0	0
Veteran	0	0	0
With a Disability	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 applications were received for your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

23

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

76

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

9

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

0 10 20 30 40 50 60 70 80 90 100

Percentage



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

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. 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	2	0
Black	2	1	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	2	37	0
Two or More	0	0	0
Unknown/Other	0	0	0
White	3	3	0
International Student	3	3	0
Active Duty Military	0	0	0
Veteran	0	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

Expressive Arts Therapy Certificate

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	0	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	4	5	0
Two or More	0	0	0
Unknown/Other	0	0	0
White	4	5	0
Veteran	0	0	0
With a Disability	5	2	0

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

Saara Grizzell (saara.grizzell@utrgv.edu)

Final comments? Please share them below:

Thanks for all you do!

REMINDER: Programs Evaluation Results (CACREP 2024 Standard 2.F.3) and Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four data points regarding each of your accredited specialty areas: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your updated 2023-2024 data has been posted, send the website URL to cacrep@cacrep.org.

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

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

