



School of Rehabilitation Services and Counseling
PhD. Rehabilitation Counseling Annual Report 2016-2017

Mission

The mission of the Doctorate of Philosophy Program in Rehabilitation Counseling is to train rehabilitation counselor educators, counselors, researchers, and rehabilitation administrators in order to meet the growing and critical demand statewide and nationally to educate next-generation counselors, conduct original research regarding the issues facing persons with disabilities, and ultimately strive to meet the personal, vocational, and independent living needs of persons with disabilities.

Program Objectives

A. Professional Leadership and Identity

1. Students will demonstrate leadership skills in local, state, regional or national professional organizations.
2. Students will become members of relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards.
3. Students will demonstrate knowledge and skills of ethical and legal issues in counselor education.

B. Teaching

1. Students will demonstrate skills in the development of coursework and teaching in a classroom setting.
2. Students will demonstrate skills in designing syllabi for a variety of rehabilitation services and counseling education courses.
3. Students will demonstrate skills in the utilization of technology in the classroom.

C. Clinical Counseling Practice

1. Students will demonstrate counseling skills.
2. Students will demonstrate skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective.
3. Students will provide live supervision or videotape or counseling sessions, which demonstrate the skills to work with clients from a variety of cultural and disability backgrounds.

D. Supervision

1. Students will demonstrate knowledge of the theories, techniques and ethics of supervision.
2. Students will demonstrate the skills to supervise counselors.

3. Students will demonstrate the skills to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs.

E. Research

1. Students will demonstrate knowledge of and skills to conduct qualitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.
2. Students will demonstrate knowledge and skills to conduct quantitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.
3. Students will demonstrate ethical conduct in research.
4. Students will demonstrate the knowledge of how research can be utilized to inform public policy.

F. Disability and Multicultural Competence

1. Students will demonstrate the knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences.
2. Students will demonstrate the skills to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or people with different sexual orientations.
3. Students will demonstrate the knowledge of societal evolution and the role of advocacy.

Summary of Program Evaluation Results

Applicant Demographics 2016-2017

	Applied	Accepted	Accepted, Enrolled
Total	10	8	6
Men	3	3	2
Women	7	5	4
Latino, Male	1	1	1
White, Male	2	2	1
Latina, Female	6	4	4
White, Female	1	1	0

Applicant Averages Personal Statement 2016-2017 (N= 6)

Applicant	Average Points (6 items)
1	5.46
2	4.19
3	7.28
4	6.28
5	8.77
6	8.36
7	7.42
8	6.28
9	7.75
10	8.77
Overall Average	7.06

Applicant Averages Interview Ratings 2016-2017 (N = 6)

Applicant	Average Points (11 items)
1	5.59
2	3.95
3	7.32
4	6.27
5	8.93
6	8.71
7	7.26
8	6.27
9	8.01
10	8.93
Overall Average	7.12

Key Performance Indicators 2016-2017

Academic Performance 2016-2017 (N = 33)

	Fall 2016	Spring 2017	Summer I 2017	Summer II 2017
Average GPA	3.70			3.66
Range	2.0-4.0*			3.14-4.00*

* GPA < 3.25 have been advised

Core/Non-Core Credits 2016-2017 (N = 33)

	Fall 2016	Spring 2017	Summer I 2017	Summer II 2017
Core Credits	159 (93%)	107(83.6%)	37(100%)	30(90.3%)
Non-Core Credits	12 (7%)	21(16.4%)		3(9.15%)

Clinical Competence: Fall REHS 8312

Clinical Performance Evaluation, REHS 8312 Advanced Practices I (N = 6)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	REHS 8212 Beginning		REHS 8312 End	
	Average Rating Range	Average Rating	Average Rating Range	Average Rating
Section I Relationship/Interpersonal (7 items)	4-6	6.5	4-7	6
Section II Counseling Behaviors (9 items)	4-6	5	5-7	6.11
Section III Counseling Assessment (6 items)	4-6	4.83	6	6
Grand Average		5.44*		6.04**

* Above Average; ** Very Good

Professional Performance

Professional Performance: Fall EDRE 8302 Introduction to Statistics (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	EDRE 8302 Introduction to Statistics	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	7	7
Section II Ethics (3 items)	7	7
Section III Leadership (6 items)	7	7
Section IV Professional Competencies (5 items)	7	7
Grand Average		7*

* Excellent

Professional Performance: Fall REHS 8302 Grant Writing (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8302 Grant Writing	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	4-7	5.90
Section II Ethics (3 items)	4-7	5.89
Section III Leadership (6 items)	4-7	5.77
Section IV Professional Competencies (5 items)	4-77	5.83
Grand Average		5.85*

* Above Average

Professional Performance: Fall REHS 8312 Advanced Counseling Practices I (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8312 Advanced Counseling Practices I	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	4-7	5.73
Section II Ethics (3 items)	4-7	5.44
Section III Leadership (6 items)	4-7	5.21
Section IV Professional Competencies (5 items)	4-7	5.07
Grand Average		5.36*

* Above Average

Professional Performance: Fall REHS 8314 Supervised Teaching Experience (N = 5)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	EDRE 8314 Supervised Teaching Experience	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	3-7	5.65
Section II Ethics (3 items)	3-7	5.43
Section III Leadership (6 items)	3-7	5.7
Section IV Professional Competencies	3-7	5.07

(5 items)		
Grand Average		5.46*

* Above Average

Professional Performance: Spring EDRE 8304 Intermediate Statistics (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	EDRE 8304 Intermediate Statistics	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	7	7
Section II Ethics (3 items)	7	7
Section III Leadership (6 items)	7	7
Section IV Professional Competencies (5 items)	7	7
Grand Average		7*

* Excellent

Professional Performance: Spring REHS 8311 Seminar in Rehabilitation
Research and Publication (N = 7)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	REHS 8311 Seminar in Rehabilitation Research and Publication	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	6-7	6.5
Section II Ethics (3 items)	6-7	7
Section III Leadership (6 items)	6-7	6.47

Section IV Professional Competencies (5 items)	6-7	6.33
Grand Average		6.58*

* Very Good

Professional Performance: Spring REHS 8315 Internship Supervision Experience
(N = 7)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	REHS 8315 Internship Supervision Experience	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	3-7	5.5
Section II Ethics (3 items)	7	7
Section III Leadership (6 items)	3-7	5.4
Section IV Professional Competencies (5 items)	3-7	5.33
Grand Average		5.81*

* Above Average

Professional Performance: Summer I REHS 8318 Distance Learning (N = 9)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	REHS 8318 Distance Learning	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	4-7	5.89
Section II Ethics (3 items)	5-7	6.10

Section III Leadership (6 items)	3-7	5.67
Section IV Professional Competencies (5 items)	3-7	5.45
Grand Average		5.78*

* Above Average

Professional Performance: Summer II REHS 8313 Rehabilitation Administration and Leadership (N = 9)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8313 Rehab Admin and Leadership	
	Average Rating Range	Average Rating
Section I Professional Relationships (5 items)	4-7	5.7
Section II Ethics (3 items)	7	7
Section III Leadership (6 items)	3-7	5.65
Section IV Professional Competencies (5 items)	3-7	5.12
Grand Average		*5.87

* Above Average

Student Dispositions

Dispositions: Fall REHS 8302 Grant Writing (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8302 Grant Writing	
	Average Rating Range	Average Rating
11 Items	3-7	5.09
Grand Average		5.09*

* Above Average

Dispositions: Fall EDRE 8302 Introduction to Statistics (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	EDRE 8302 Introduction to Statistics	
	Average Rating Range	Average Rating
11 Items	7	7
Grand Average		7*

* Excellent

Dispositions: Fall REHS 8312 Advanced Counseling Practices I (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	REHS 8312 Advanced Counseling Practices I	
	Average Rating Range	Average Rating
11 Items	3-7	5.88
Grand Average		5.88*

* Above Average

Dispositions: Fall EDRE 8314 Supervised Teaching Experience (N = 5)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	EDRE 8314 Supervised Teaching Experience	
	Average Rating Range	Average Rating
11 Items	3-7	5.6
Grand Average		5.6*

* Above Average

Dispositions: Spring EDRE 8304 Intermediate Statistics (N = 8)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good;
7 = Excellent

	EDRE 8304 Intermediate Statistics	
	Average Rating Range	Average Rating
11 Items	7	7
Grand Average		7*

* Excellent

Dispositions: Spring REHS 8311 Seminar Research and Publication (N = 7)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8311 Seminar Research and Publication	
	Average Rating Range	Average Rating
11 Items	6-7	6.54
Grand Average		6.54*

* Very Good

Dispositions: Spring REHS 8315 Internship Supervision Experience (N = 7)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8313 Rehabilitation Administration and Leadership	
	Average Rating Range	Average Rating
11 Items	3-7	5.02
Grand Average		5.02*

* Above Average

Dispositions: Summer I REHS 8318 Distance Learning (N = 9)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8318 Distance Learning	
	Average Rating Range	Average Rating
11 Items	4-6	4.56
Grand Average		4.56*

* Above Average (rounded)

Dispositions: Summer II REHS 8313 Rehabilitation Administration and Leadership (N = 9)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	REHS 8313 Rehabilitation Administration and Leadership	
	Average Rating Range	Average Rating
11 Items	3-7	5.15
Grand Average		5.15*

* Above Average

Comprehensive Examinations

Comprehensive Examinations: 2017-2017

Comps: Fall 2016

1 = Failed needs to write comprehensive exam again next semester; 2 = Failed needs to write comprehensive exam again within this semester; 3 Failed needs oral comprehensive exam this semester; 4 = Sufficient evidence indicating mastery of material; 5 = Superior mastery of material

Student	Grant Writing	Distance Education	Administration and Leadership	Advanced Counseling and Multicultural	Research Part A Definitions	Research Part B Proposal
1.						1 *

* Failed needs to write comprehensive exam again next semester

Comps: Spring 2017

1 = Failed needs to write comprehensive exam again next semester; 2 = Failed needs to write comprehensive exam again within this semester; 3 Failed needs oral comprehensive exam this semester; 4 = Sufficient evidence indicating mastery of material; 5 = Superior mastery of material

Student	Grant Writing	Distance Education	Administration and Leadership	Advanced Counseling	Research Part A Definitions	Research Part B Proposal
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				and Multicultural		
1.						4
2.	4	4	4	4	4	1

Comps: Summer 2017

1 = Failed needs to write comprehensive exam again next semester; 2 = Failed needs to write comprehensive exam again within this semester; 3 Failed needs oral comprehensive exam this semester; 4 = Sufficient evidence indicating mastery of material; 5 = Superior mastery of material

Student	Grant Writing	Distance Education	Administration and Leadership	Advanced Counseling and Multicultural	Research Part A Definitions	Research Part B Proposal
1.						1

Dissertations: 2016-2017, April 2017

0 = Unacceptable; 1 = Acceptable; 2 = Very Good; 3 = Outstanding

Student	Rating
1.	1

Past Graduates Survey: 2016-2017 (N = 2)

1 = poor; 2 = below average; 3 = adequate; 4 = good; 5 = outstanding

Item	Average Rating
Coursework	4.5
Knowledge of faculty	5
Course sequencing	3.5
Preparation for a career	5
Advisement	5
Financial supports (e.g., assistantships, travel to conferences)	4

Opportunities to work with faculty (e.g., research, publications, grants, presentations)	4.5
Networking in the community—local, state and national	4.5
Administrative staff supports	5
Comprehensive exam	3
Guidance through the completion of the dissertation	5
Feeling welcomed & supported	5
Grand Average	4.5*

* Good

Employers Survey: 2016-2017 (N = 0)

1 = Very Poor; 2 = Poor; 3 = Below Average; 4 = Average; 5 = Above Average; 6 = Very Good; 7 = Excellent

	Average Rating Range	Average Rating
Section I Professional Leadership and Identity (4 items)		
Section II Teaching (3 items)		
Section III Clinical Counseling Practice (4 items)		
Section IV Supervision (3 items)		
Section V Research (4 items)		
Section VI Disability and Multicultural Competence (3 items)		
Grand Average		

18 Characteristics of the UTRGV PhD Rehabilitation Counseling Program

(see attached)

Summary

Overall, the Annual Evaluation of the PhD Rehabilitation Counseling Program for 2016-2017 is positive. Noteworthy, Key Performance Indicators for students including Clinical Competence, Professional Performance and Dispositions were all rated Above Average, Very Good, or Excellent. Two students receiving Grade Point Averages below requirements (GPA < 3.25) were advised and then permitted to continue. However, one student has not returned to the program. Diversity was noteworthy among our applicants and those who were accepted and enrolled in the program.

As the programs first Annual Evaluation, there were missing evaluations as faculty adopt the requirements of assessment. However, this evaluation was sufficient to provide a meaningful measurement of the program's strengths and challenges.

The 18 Characteristics of the UTRGV PhD Rehabilitation Counseling Program provides a very positive current perspective of the program. Noteworthy, 80% of the doctoral students receive institutional funding; average institutional support of students is \$28,727; 100% of graduates are employed in the field; faculty average 2.4 publications per faculty; and students; faculty are diverse in the composition; and in 2016-2017 students had 33 presentations and/or publications.

Subsequent Program Modifications

Major program modifications made in the 2016-2017 academic year were to employ the comprehensive program evaluation. The program is now adopting its adopted procedures for evaluation. It is in the process of implementation.

Other Substantial Changes

The PhD program degree was changed to reflect CACREP requirements and has been established for the first cohort accepted and enrolled in the 2016-2017 academic year.