



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

Mission

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

Program Objectives

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

MS Clinical Rehabilitation Counseling Program 60 Hour Program	
Faculty 15 Rehabilitation Counseling core CEP faculty 5 Rehabilitation Counseling non-core CEP faculty	
Average Class Size Academic Courses: 32 Clinical/Field Experience Course: 12	
Program Completion Rates 2018-19 88%	Job Placement Rates 2018-19 90%

Comprehensive Exam Pass Rates				NCE & CRC Pass Rates				
	Attempted	Passed	Pass Rate	Exam	Attempted	Passed	Pass Rate	
Summer 2019	14	13	93%	NCE	7	6	88%	
Spring 2019	7	7	100%	CRC	5	4	80%	
Fall 2018	11	11	100%					
Summer 2018	17	17	100%					

ENROLLED STUDENTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
FALL 2018 & SPRING 2019

Demographic information of enrolled students in the MS program for the 2018-2019 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Fall 2018			Spring 2019		
	Female	Male	Total	Female	Male	Total
White	3	2	5	3	2	5
Hispanic	116	28	144	114	31	145
Asian	0	1	1	1	0	1
International	2	0	2	2	1	3
Unknown	3	0	3	3	0	3
Total	124	31	155	123	34	157

SOURCE: Strategic Analysis & Institutional Reporting (SAIR) 8-2019

APPLICANTS
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
SUMMER/FALL 2018 & SPRING 2019

Demographic information of applicants to the MS program for the 2018-2019 academic year are delineated in the following table. The table is specific to gender and ethnicity.

Ethnicity	Summer/Fall 2018			Spring 2019		
	Female	Male	Total	Female	Male	Total
White	2	0	2	2	1	3
Hispanic	27	8	35	25	7	32
Asian	0	0	0	2	1	3
International	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total	29	8	37	29	9	38

SOURCE: Strategic Analysis & Institutional Reporting (SAIR) 8-2019

GRADUATES
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING
SUMMER/FALL 2018 & SPRING 2019

Demographic information of graduates of the MS program for the 2018-2019 academic year are delineated in the following table. The table is specific to gender and ethnicity

Ethnicity	Summer/Fall 2018			Spring 2019		
	Female	Male	Total	Female	Male	Total
White	1	0	1	0	0	0
Hispanic	26	6	32	7	2	9
Asian	0	0	0	0	0	1
International	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total	27	6	33	7	2	9

SOURCE: Strategic Analysis & Institutional Reporting (SAIR) 8-2019

FACULTY
UTRGV MASTERS IN CLINICAL REHABILITATION COUNSELING

Ethnicity	Male	Female	Disability
African American	1	1	2
Native American	1	0	1
Hispanic	1	2	1
White	5	7	5
Asian American	1	1	1

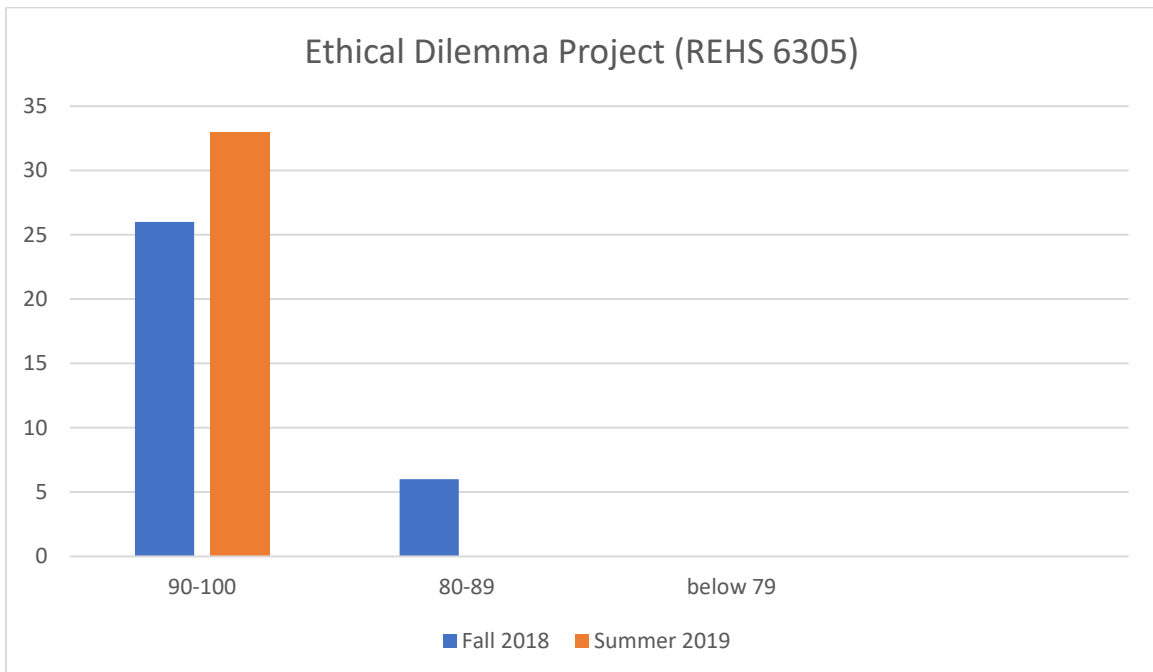
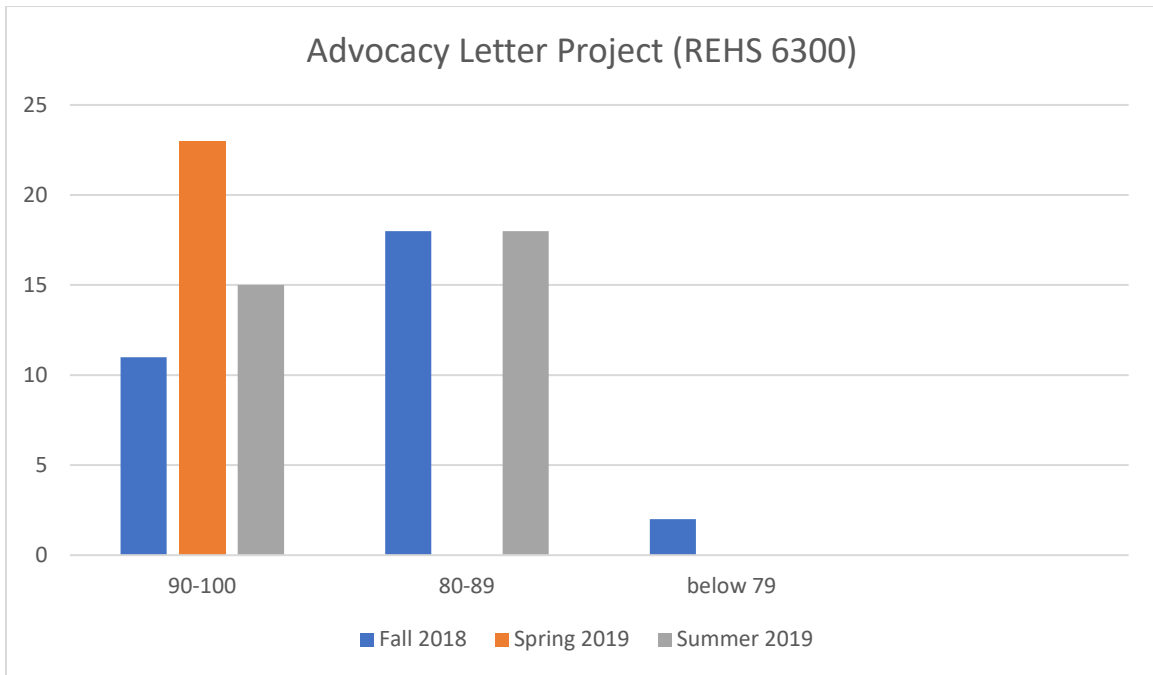
Degrees Awarded

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
2018-2019	42
2017-2018	55
2016-2017	31
2015-2016	46

MS in Clinical Rehabilitation Counseling: Program Learning Outcomes & Measures

Professional Orientation and Ethical Practice
Students will articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients that are served.
<p>Measure 1 Students will address the elements of professional identity and personal philosophy through completion Advocacy Letter Project in REHS 6300.</p> <p>Criterion: Students will achieve a minimum score of 80% on faculty-designed rubric in REHS 6300.</p>
<p>Measure 2 Students will identify Historical, Legal and Ethical issues through Ethical Dilemma Paper in REHS 6305.</p> <p>Criterion: Students will achieve a minimum score of 80% on the faculty-designed rubric in REHS 6305.</p>



Social and Cultural Diversity

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

Measure 1

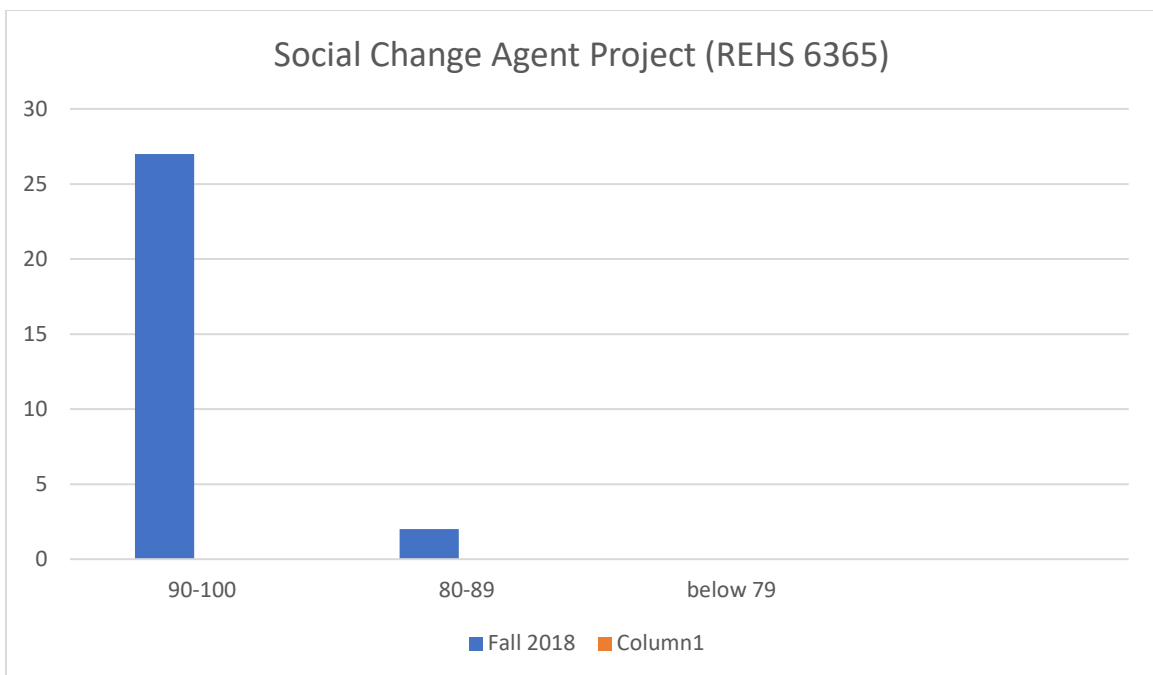
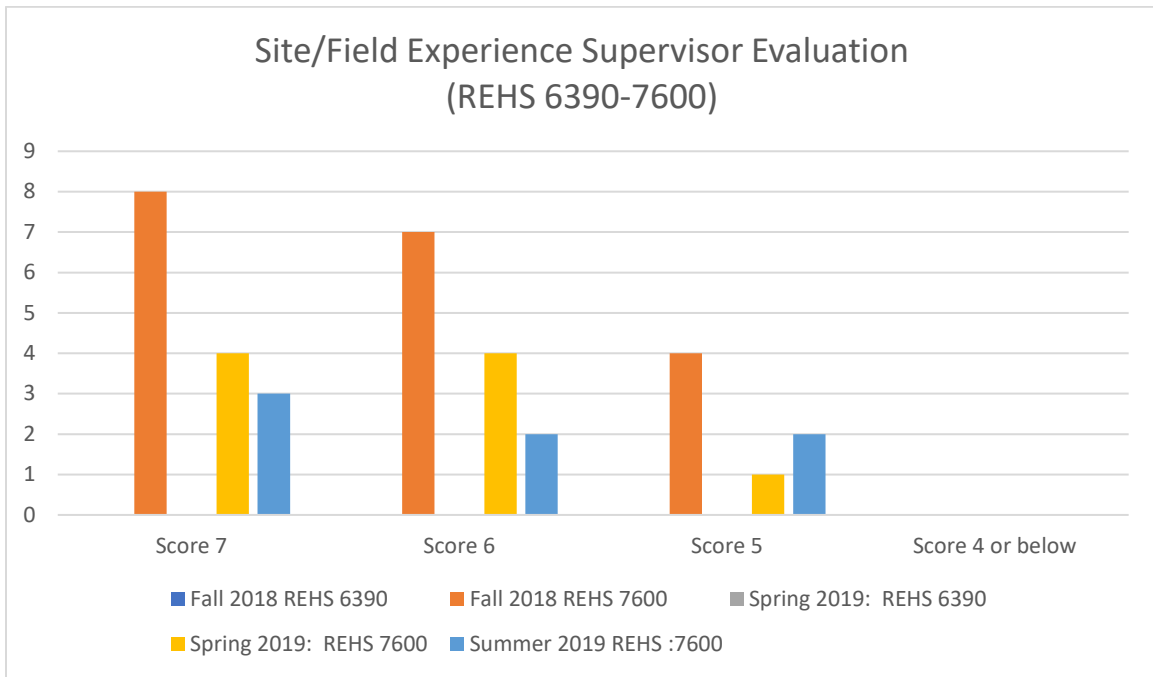
Students will demonstrate multicultural awareness related to cultural biases through Site/Faculty Supervisor and self-evaluations.

Criterion: Students will achieve a minimum of a score of 6 on an 7-point likert scale on item #20 of the Faculty Supervisor Evaluation in REHS 6390 and REHS 7600.

Measure 2

Students will complete knowledge and skills working with diverse population through completion of the Social Change Agent paper.

Criterion: Students will achieve a minimum score of 80% on the Social Change Agent Paper faculty-designed rubric in REHS 6365.



Human Growth and Development

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

Measure 1

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

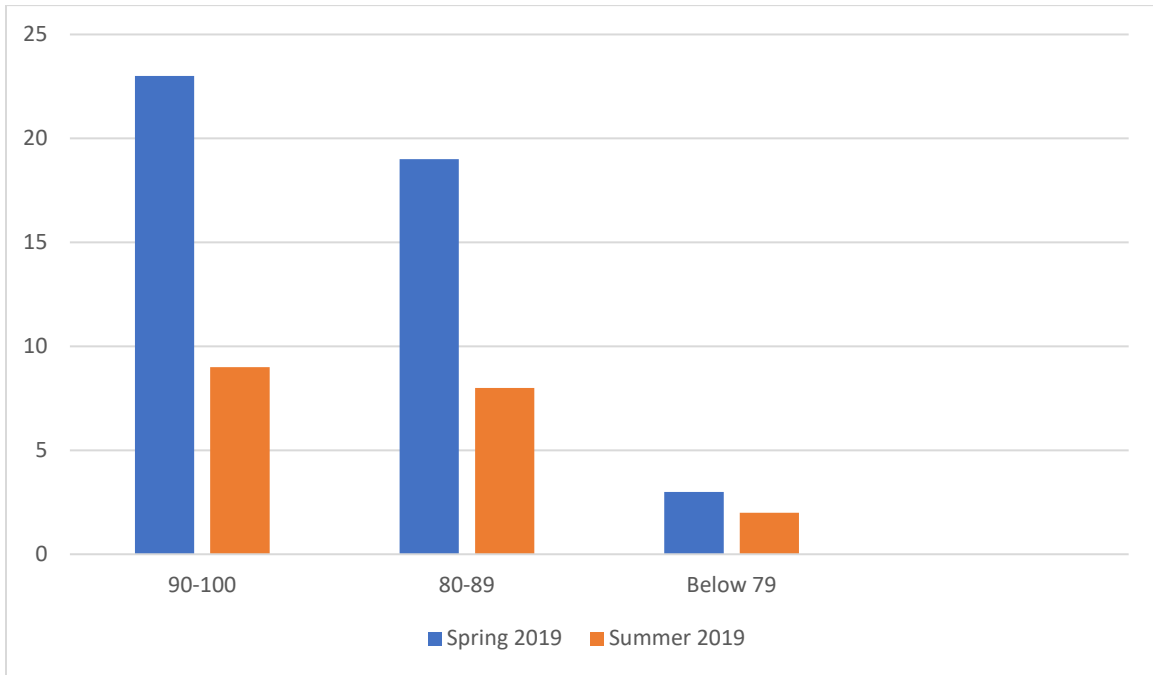
Criterion: Students will achieve a minimum of 80% on the presentation in REHS 6355.

Measure 2

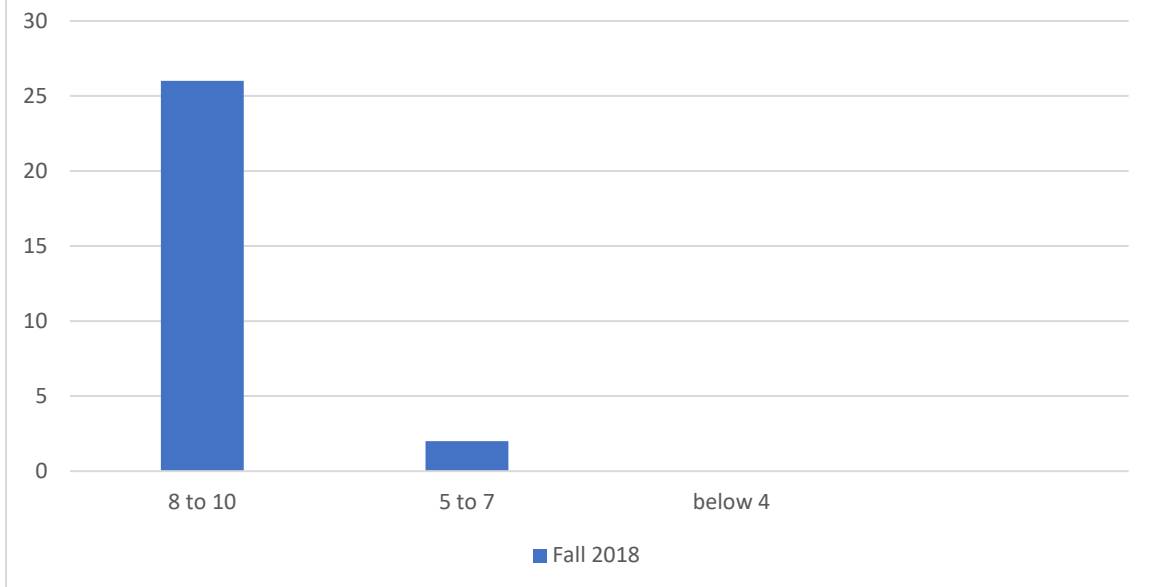
Students will demonstrate understanding of functional assets/limitations, and psychosocial and vocational implications of various disabling conditions through case studies participation on Blackboard Learn Discussion Board.

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

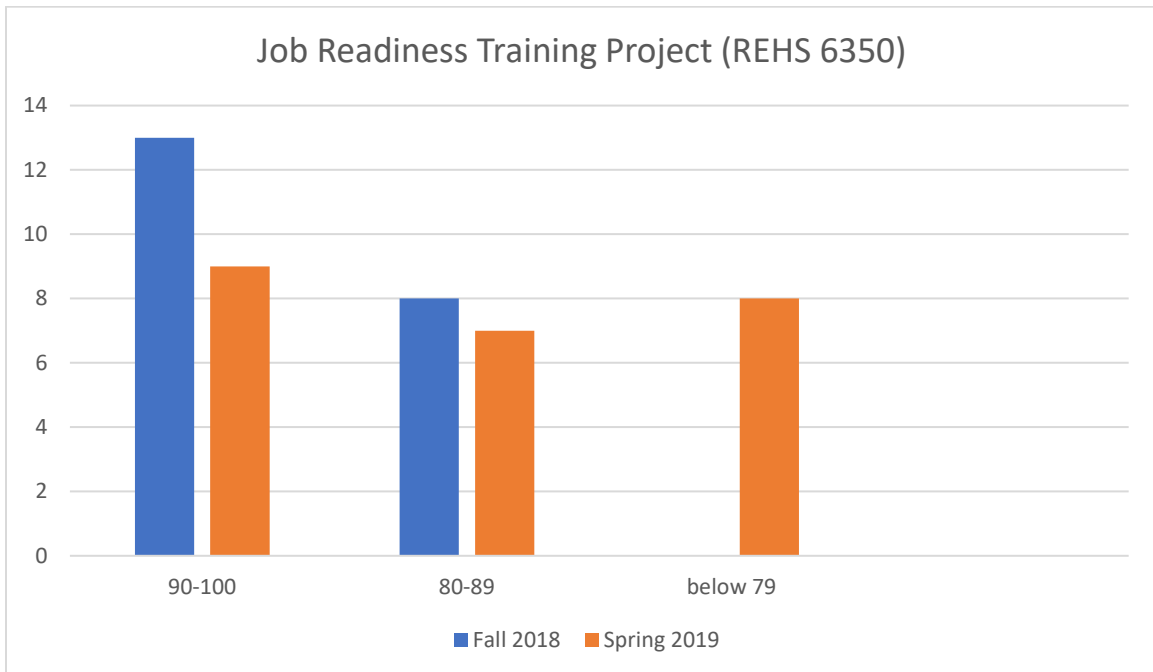
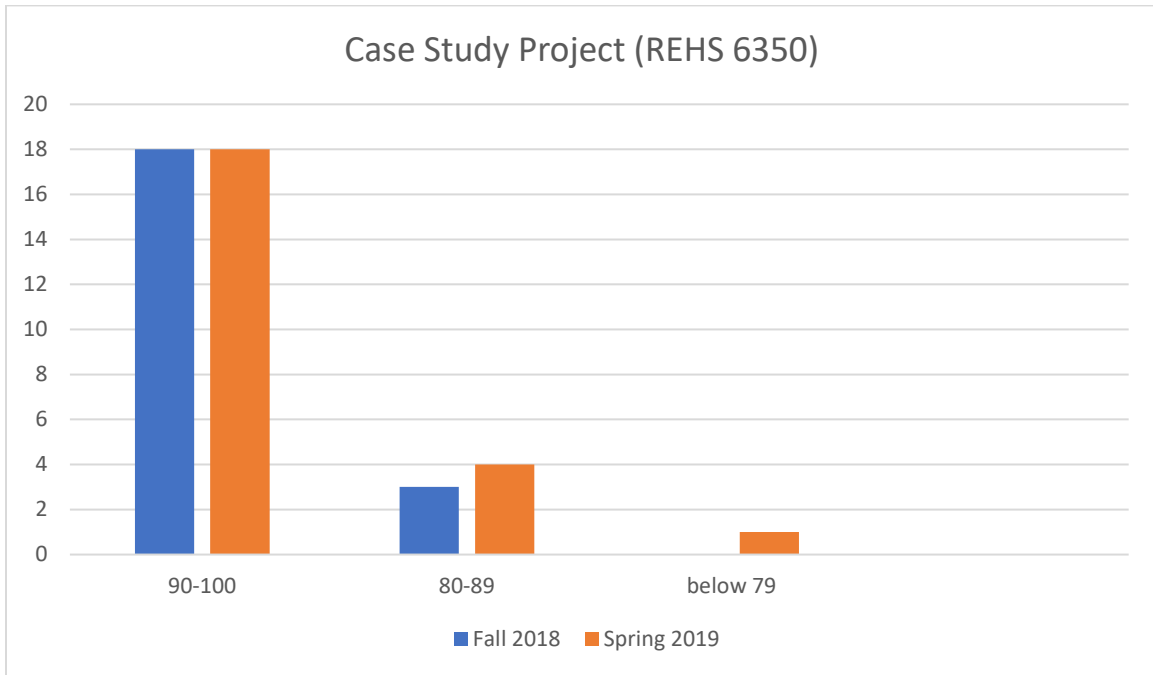
Lifespan & Disability Presentation (REHS 6355)



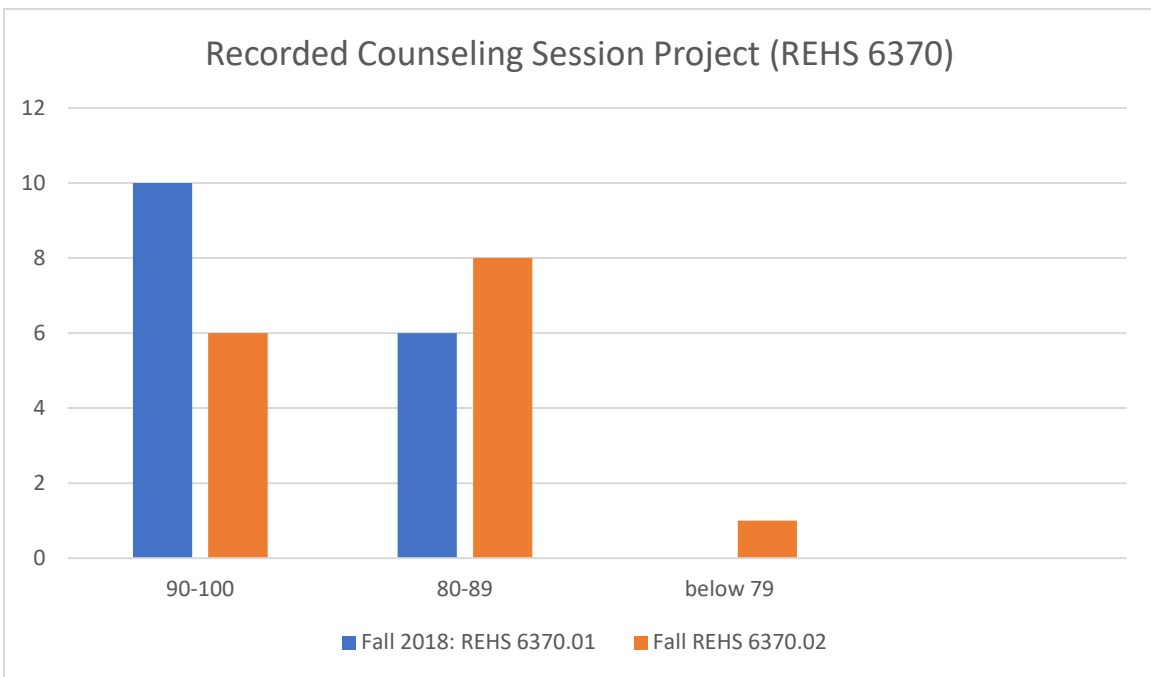
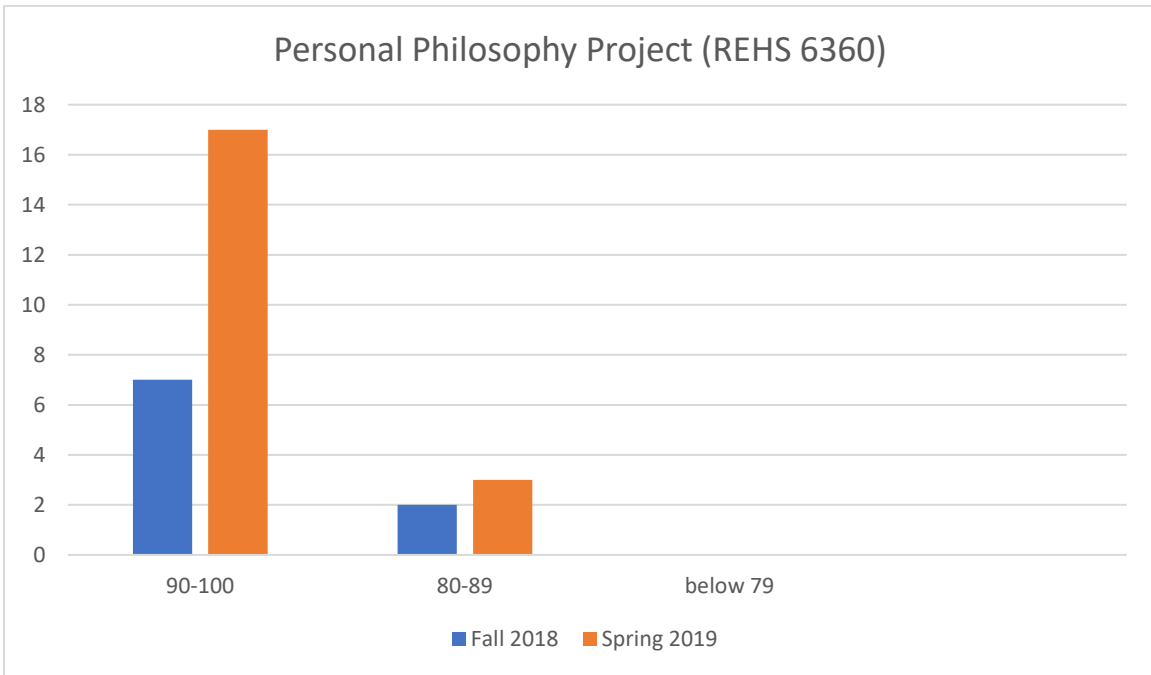
Introspective Discussion Board Reflections (REHS 6345)



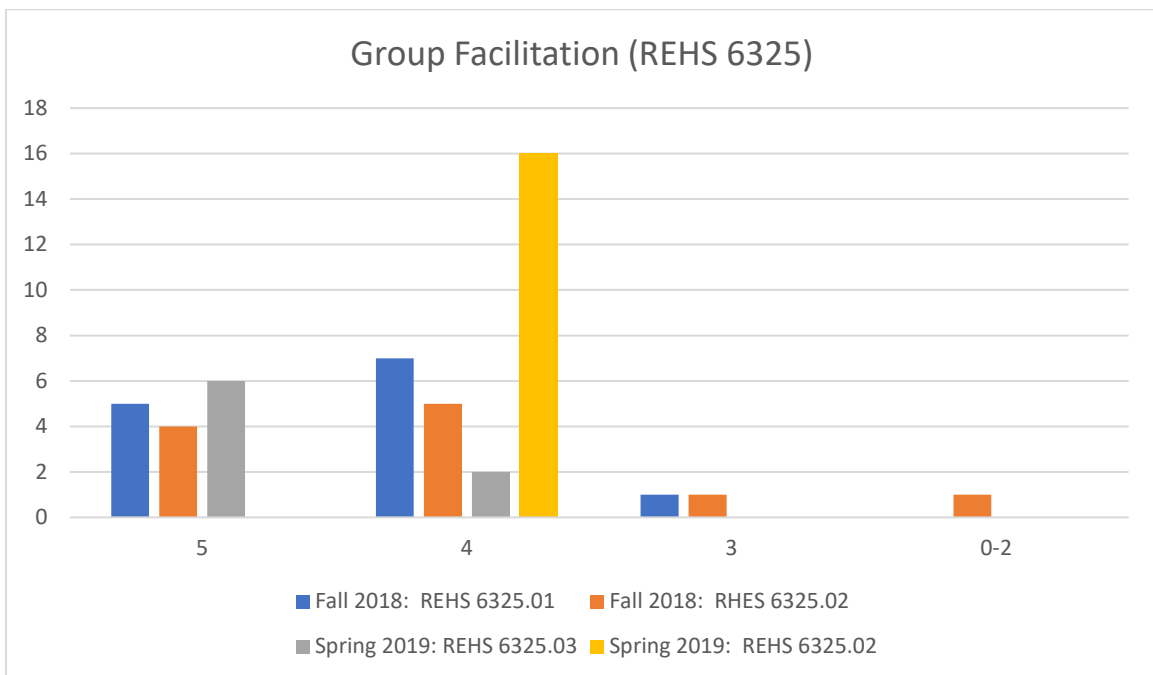
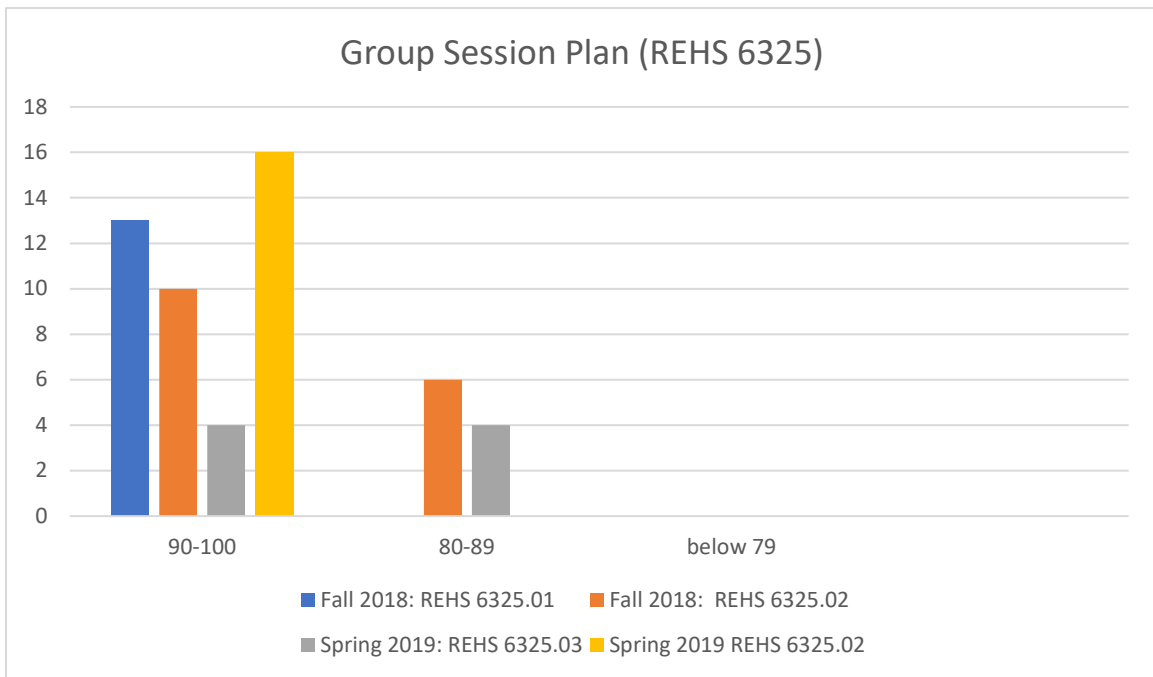
<p>Career Development</p> <p>Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions.</p>
<p>Measure 1</p> <p>Students will utilize career development theories through the application of a case study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



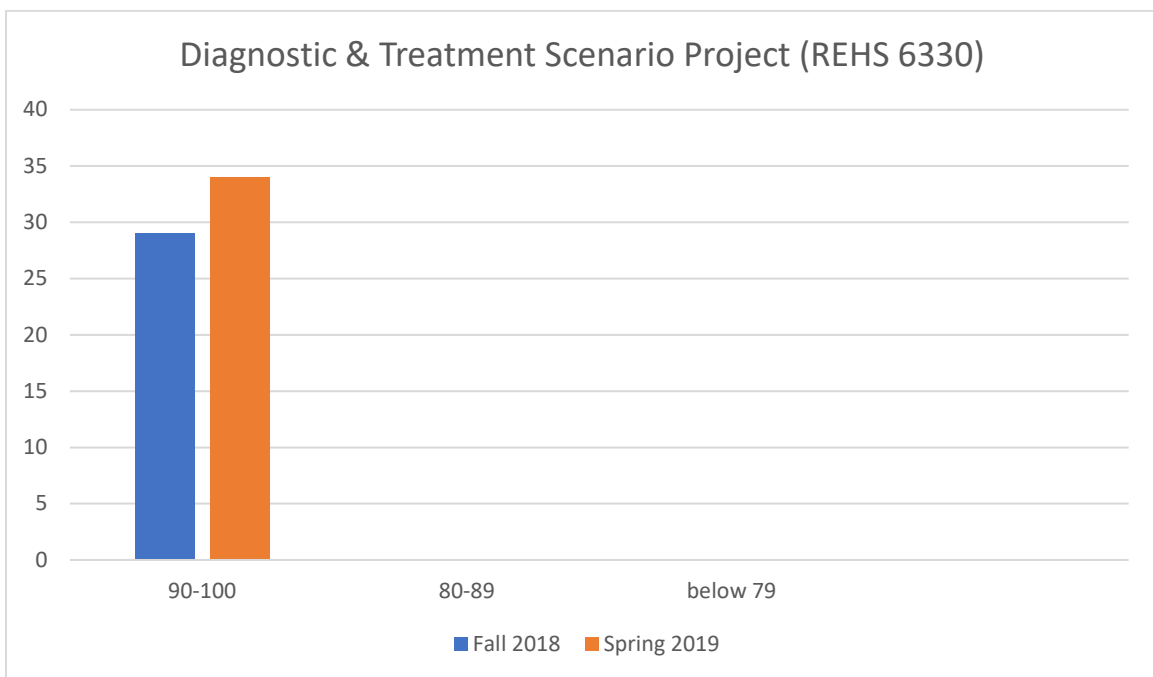
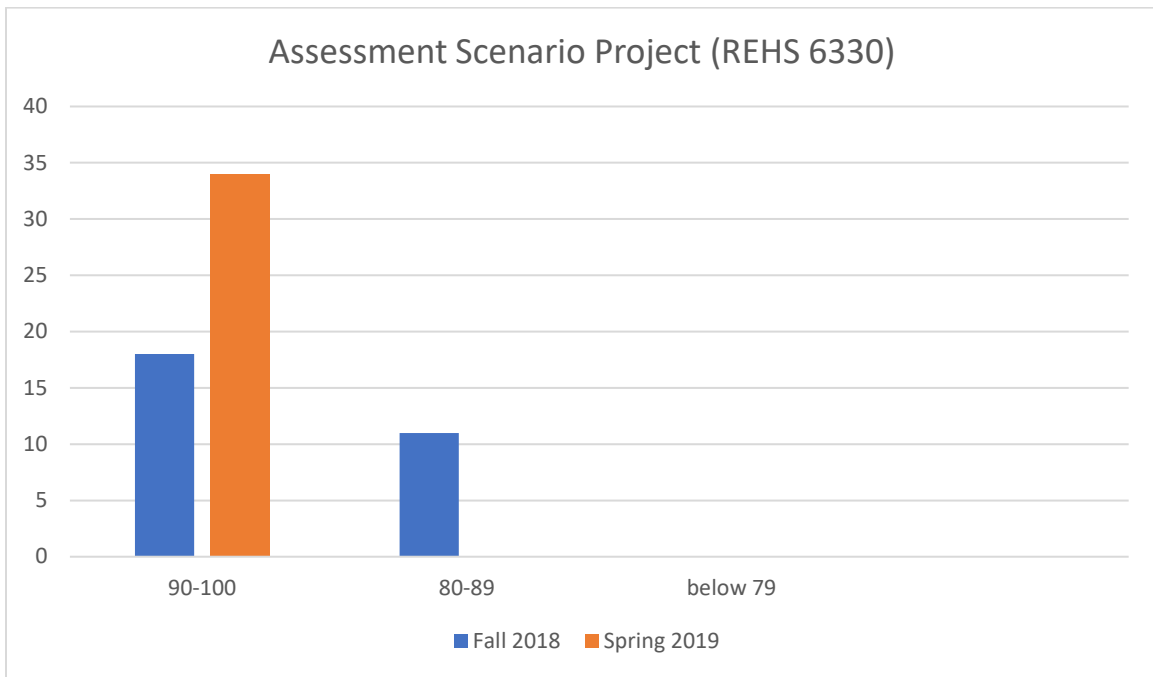
Counseling and Helping Relationships-
Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
<p>Measure 1 Students will demonstrate knowledge about basic counseling skills by writing a paper that identifies and justifies their Personal Philosophy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



Group Work
Students demonstrate competency in preparing and facilitating group counseling.
Measure 1 Students will demonstrate competency in the development a group counseling plan. Criterion: Students will achieve a minimum score of acceptable on all areas of the faculty designed rubric in REHS 6325
Measure 2 Students will demonstrate the skills associated with effective group work by facilitating an open process group and a psycho-educational session. Criterion: 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.



Assessment
Students will identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning.
<p>Measure 1 Students will be able to identify effective and diverse assessments strategies through the Assessment Scenario Project in REHS 6330. Criterion: Students will achieve a minimum score of 80% on the Assessment Scenario Project rubric in REHS 6330.</p>
<p>Measure 2 Students will be able to facilitate treatment planning through the final Diagnostic and Treatment Scenarios Project in REHS 6330. Criterion: Students will achieve a minimum score of 80% on the Diagnostic and Treatment Scenarios Project faculty-designed rubric in REHS 6330.</p>



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

