

Winston-Salem State University MSRC Program Data for Fall 2010-Spring 2025 Graduates

Master of Science in Rehabilitation Counseling (MSRC) Program Data

Most recent performance indicators include enrollment of 62 Rehabilitation Counseling Program (RCP) students in the fall of 2025 and 13 graduates during the Fall 2024-Summer 2025 academic year. The program admits candidates every fall, spring, and summer term. The average estimated time for completion of the 63-credit-hour program is 2.5 - 3.0 years for students enrolled full-time. This entails continuous enrollment over two fall semesters, two spring semesters, and two summer terms. The estimated annual cost of attendance for in-state students enrolled in online courses is \$19,472.00 including fall, spring and summer; for out-of-state students, the annual cost of attendance is \$28,768.00. These costs include tuition/fees, books and supplies, and room and board. The following tables reflect the annual retention rates and CRC passing rates for students enrolled in the program for Fall 2010 through Summer 2025.

Student Retention Rates Fall 2010-Summer 2025

Year	Students Admitted	Graduated	Exited Program w/out graduating	Enrolled	Retention Rate
Fall 2010-Summer 2011	33	19	13	62	79.03%
Fall 2011-Summer 2012	19	19	3	56	94.64%
Fall 2012- Summer 2013	29	23	3	55	94.54%
Fall 2013 – Summer 2014	21	13	4	43	90.70%
Fall 2014 – Spring 2015	12	16	4	40	92.50%
Fall 2015 – Summer 2016	26	9	1	43	97.67%
Fall 2016 – Spring 2017	13	12	4	40	90.00%
Summer 2017 – Summer 2018	19	18	1	37	97%
Fall 2018 – Spring 2019	11	9	1	40	97.14%
Fall 2019 – Spring 2020	22	12	1	61	97%
Fall 2020 – Summer 2021	27	12	2	71	96%
Fall 2021-Summer 2022	25	11	8	90	91.5%
Fall 2022- Summer 2023	25	19	6	83	92.1%
Fall 2023 -Summer 2024	28	15	8	77	89.5

Fall 2024 -Summer 2025	30	13		62	
Total	303	213	59	Average 57.3	Average 92.81%

Certified Rehabilitation Counseling (CRC) Passing Rates Fall 2010-Summer 2025

Year	CRC Passing Rates
Fall 2010-Spring 2011	13/18 = 72%
Fall 2011-Spring 2012	13/18 = 72%
Summer 2012- Summer 2013	19/24 = 79%
Fall 2013 – Summer 2014	8/12= 67%
Fall 2014 – Spring 2015	10/15 = 67%
Fall 2015 – Summer 2016	3/9= 33%
Fall 2016 – Summer 2017	12/15 =80%
Fall 2017-Summer 2018	9/16 = 56%
Fall 2018 – Summer 2019	3/9 = 33%
Fall 2019 – Spring 2020	6/14= 42%
Fall 2020 – Summer 2021	3/9=25%
Fall 2021 – Summer 2022	8/10 = 80%
Fall 2022 – Summer 2023	11/18= 61%
Fall 2023 – Summer 2024	8/14 =57%
Fall 2024 – Summer 2025	10/11 = 91%
Total	136/189 = 72%

*Students who graduated Spring 2026 will take CRC exam March 2026, July 2026 or October 2026. CRC exam results for July 2026 will be available in September 2026.

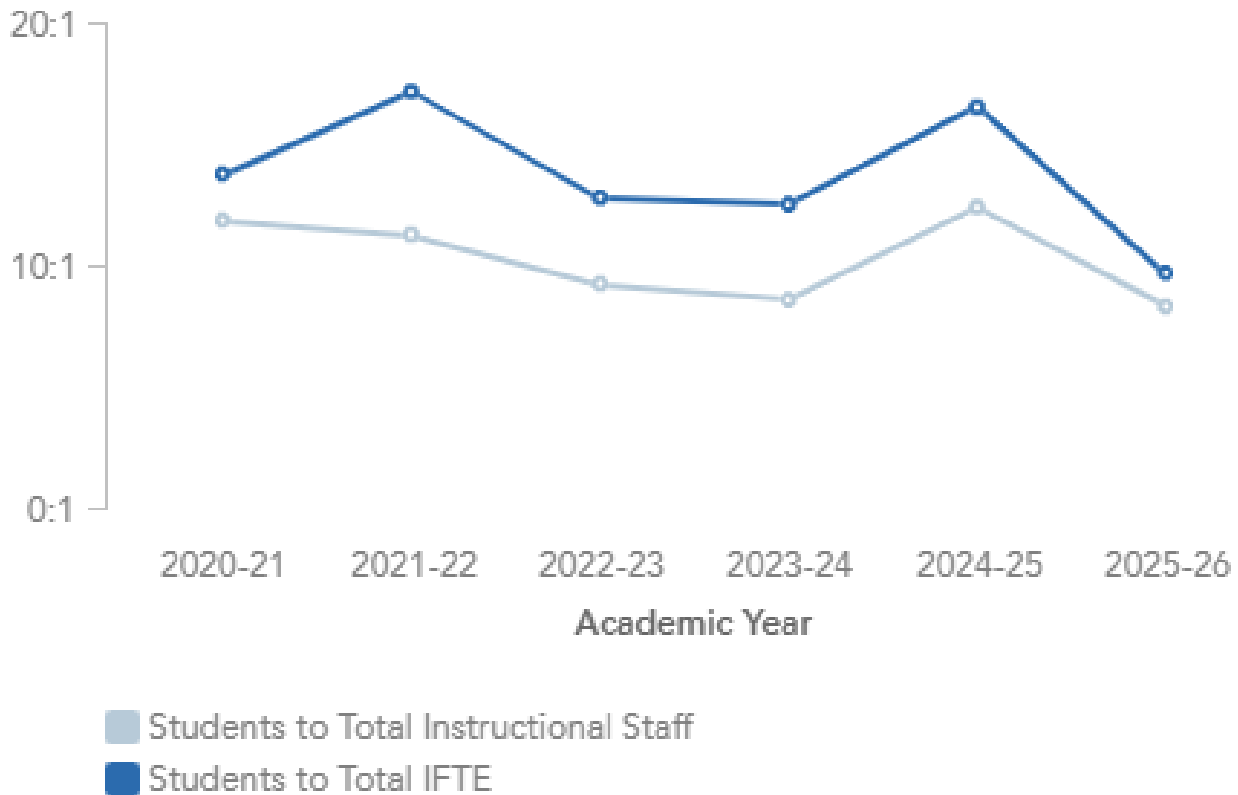
Student outcomes are evaluated every year using a variety of measures that are part of the overall program evaluation. These include passing rates on the Certified Rehabilitation Counselor (CRC) examination, licensure scores, and employment three to six months following graduation. During the 2010-2024 academic years, 70.79 % of students passed the Certified Rehabilitation Counselor (CRC) examination, which is the Master of Rehabilitation Counseling (MSRC) program’s comprehensive exam, on the first attempt. Between 95% to 100% of graduates find employment within three to six months after graduating, which is consistent with program goals and objectives. Since 2025, estimate sixty (60) students have applied to become licensed as mental health professional counselor associates (LMHC-A), and 45 are licensed as licensed mental health counselors (LMHC) in the state of North Carolina. The North Carolina Board of Licensed Mental Health Counselors accepts the CRC exam, which is the program’s comprehensive exam, for persons who wish to become licensed in North Carolina as licensure mental health counselors (LMHC).

Student enrollment reflects a high level of diversity. In spring 2025, ninety-seven (97%) represent underrepresented groups. Twenty (20%) percent of students have disabilities, and ninety percent are from rural areas. During 2019-2025, the MSRC program offers three U.S. Department of Education Rehabilitation Services Administration training grants that generate a total of \$549,205 in student support each year. These funds are awarded to students in the form of scholarships and graduate fellowships to cover tuition and professional development. Students also have student support on the U.S. Department of Education HBCU Fellowship

which provides student support which 80% of the students. For 2025-2030, we have one U.S. Department of Education Rehabilitation Services Administration training grant on Co-Occurring Mental Health Counseling.

The MSRC program has three full-time faculty and four adjunct faculty. The full-time instructor to full-time student ratio is 1:12.

Trends in Student to Instructional Staff Ratios



First Year Employment Data for Fall 2024-Summer 2025 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	7 (53.8%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	0 (0%)
Community Rehabilitation (e.g., Goodwill, Easter Seals and National Multiple Sclerosis Society)	1 (.08%)
Community Mental Health Agency	3 (23.1%)
College Setting (community college/university)	1 (0.8%)
Veterans Affairs	0 (0%)
K-12 School Settings (transition/special education)	0 (0%)
Private Rehabilitation (Insurance & Workers Compensation)	0 (0%)
Other (employed in non-rehabilitation setting) *	1 (0.8%)
Unemployment *	0 (0%)
Total Graduates	13

First Year Employment Data for Fall 2010-Summer 2025 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	97 (48.9%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	15 (7.6%)
Community Rehabilitation (e.g., Goodwill, Easter Seals, and National Multiple Sclerosis Society)	29 (14.6%)
Community Mental Health Agency	10 (5.0%)
College Setting (community college/university)	5 (2.5%)
Veterans Affairs	7 (3.5%)
Private Rehabilitation (Insurance & Workers Compensation)	1 (.05%)
K-12 School Settings (transition/special education)	3 (1.6%)
Other (employed in non-rehabilitation setting)	13 (6.5%)
Unemployment	6 (3.2%)
Doctoral Program (Rehabilitation)	1 (0.5%)*
Total Graduates	198

*entered directly after graduation

Rehabilitation Counseling Program

Program Evaluation Annual Report Summary

Academic Year 2024–2025

1. Summary of the Program Evaluation Annual Report

The Rehabilitation Counseling Program conducts an annual program evaluation to assess student learning outcomes, program effectiveness, and alignment with CACREP standards. The evaluation process includes multiple measures collected through coursework, clinical experiences, internship evaluations, certification results, surveys, and program productivity indicators.

Assessment data are reviewed annually by program faculty to identify strengths, weaknesses, and areas for improvement. Findings are used to guide curriculum revisions, program improvements, and strategic planning.

During the 2024–2025 academic year, results indicate that most student learning outcomes and program benchmarks were met, including certification pass rates, graduation rates, and student competency across CACREP core curriculum areas. Areas for improvement were identified in employment tracking, faculty scholarship productivity, and selected instructional areas requiring stronger integration of theory and application.

2. Program Objectives and Results Summary

The program prepares graduates to demonstrate competencies in the following areas:

1. Knowledge and understanding of the rehabilitation process.
2. Skills to facilitate employment and independent living services.
3. Use of assistive technology and workplace accommodations.
4. Person-centered counseling and professional relationships.
5. Ethical practice and professional standards.
6. Multicultural competence and respect for diversity.

Results

Assessment results for 2024–2025 indicate that students met or exceeded expectations across most program objectives:

- Students demonstrated strong understanding of professional roles, ethical standards, and rehabilitation processes in coursework and internship evaluations.

- Students effectively applied career counseling, vocational assessment, and employment planning skills in practicum and internship settings.
- Multicultural competence and advocacy skills were demonstrated in coursework and fieldwork, with 100% of students meeting benchmark levels in major assessments.
- Ethical decision-making competencies were consistently demonstrated, with most students scoring at or above benchmark levels on major assignments and field evaluations.

One area requiring improvement was human growth and development coursework, where some assessments indicated a need to strengthen applied learning and integration of developmental concepts.

3. Summary of Key Performance Indicators (KPIs)

KPIs were used to evaluate student learning outcomes in CACREP core curriculum areas.

Core Areas Meeting Benchmarks

The following areas were fully met:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Career development
- Counseling and helping relationships
- Group counseling and group work

Students consistently scored at or above benchmark levels on assignments, presentations, and supervisor evaluations in these domains.

Core Area Partially Met

- Human Growth and Development was partially met due to lower performance on selected discussion and research measures, although quiz scores and internship evaluations indicated adequate knowledge and applied competency.

Overall KPI Interpretation

Overall, KPI results indicate that students are demonstrating competency in counseling skills, ethical practice, multicultural counseling, and rehabilitation counseling interventions. Action steps include revising assignments, strengthening applied learning strategies, and improving access to certain clinical experiences.

4. Program Goals and Achievements

Program goals for 2024–2025 focused on:

- Maintaining high levels of student competency and certification success.
- Strengthening assessment and program evaluation processes.
- Expanding external funding and student fellowship support.
- Enhancing research and professional development opportunities.
- Maintaining accreditation and program quality.

Major Achievements

Key accomplishments during the 2024–2025 academic year include:

- CRC certification pass rate of approximately 90.9%, exceeding program benchmarks.
- Graduation of 13 MSRC students and continued strong retention trends.
- Approximately \$2.55 million in external funding and continued federal grant support.
- Continued CACREP accreditation through March 2028.

These outcomes demonstrate continued program effectiveness and alignment with workforce and accreditation expectations.

5. Program Modifications and Changes

Based on assessment findings and faculty review, the program implemented or planned the following improvements:

- Revising assignments and instructional strategies in human growth and development courses to strengthen applied learning.
- Expanding opportunities for assessment, testing, and group counseling experiences in internship placements.
- Strengthening employment tracking systems and alumni surveys to improve outcome data collection.
- Continuing to enhance assessment processes and documentation for accreditation and program review.

These changes reflect the program's commitment to continuous improvement and data-driven decision-making.

6. Summary of Strategic Plan

Strategic priorities for the next planning cycle include:

Student Success and Workforce Preparation

- Strengthen CRC preparation and field placement opportunities.
- Improve employment tracking and career placement support.

Continuous Improvement and Assessment

- Continue strengthening the assessment system and annual program evaluation process.
- Use multiple measures and follow-up studies to monitor graduate outcomes and program effectiveness.

Research and Grant Development

- Expand interdisciplinary grant funding and research initiatives.
- Increase faculty scholarship and national presentations.

Accreditation and Program Development

- Prepare for CACREP reaffirmation and continue development of program specializations and related accreditation efforts.
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Overall Conclusion

The Rehabilitation Counseling Program demonstrated strong performance during the 2024–2025 academic year. Most program objectives and KPIs were met, student learning outcomes were strong, and certification and graduation rates exceeded benchmarks.

Assessment findings support that graduates are well prepared for professional practice, while ongoing improvements in curriculum, assessment, and strategic planning will continue to strengthen program quality and student outcomes.

Rehabilitation Counseling Program Key Performance Indicators (KPIs) Summary Academic Year 2024–2025

The Rehabilitation Counseling Program conducts annual assessments of student learning outcomes to ensure alignment with **CACREP standards**, professional competencies, and workforce expectations. Key Performance Indicators (KPIs) are evaluated through coursework, practicum, internship, and supervisor feedback.

Overall results indicate that **students consistently meet or exceed program expectations in most core competency areas**, demonstrating strong preparation for professional practice.

Summary of Student Learning Outcomes by Core Area

1. Professional Counseling Orientation and Ethical Practice

Status: Met

Students demonstrated strong understanding of:

- Professional roles and responsibilities of rehabilitation counselors
- Ethical decision-making and professional standards
- Application of counseling theory and ethics in field settings

Course assessments and internship supervisor evaluations showed that students are able to apply ethical reasoning, work effectively with diverse populations, and function independently or with minimal supervision in professional settings.

2. Social and Cultural Diversity

Status: Met

Students showed strong competency in:

- Multicultural counseling knowledge
- Cultural humility and responsiveness
- Advocacy for individuals with disabilities and diverse populations

All outcome measures were successfully met, and internship supervisors reported that students demonstrated cultural sensitivity, advocacy skills, and effective engagement with diverse clients.

3. Human Growth and Development

Status: Partially Met

Students demonstrated strong knowledge of:

- Developmental theory
- Counseling across the lifespan
- Application of developmental concepts in fieldwork

However, some coursework assessments indicated that additional support is needed to strengthen integration of developmental theory into applied analysis. Faculty have implemented curriculum improvements, including case-based learning and revised assignments, to strengthen this area.

Internship evaluations confirm that students are effectively applying developmental concepts in real-world counseling settings.

4. Career Development

Status: Met

Students demonstrated competency in:

- Career counseling theory and practice
- Vocational assessment and planning
- Advocacy for employment and educational opportunities

Supervisor evaluations confirmed that students effectively administer and interpret career assessments and apply career counseling strategies in practice settings.

5. Counseling and Helping Relationships

Status: Met

Students demonstrated strong skills in:

- Counseling theories and case conceptualization
- Interviewing and rapport-building
- Application of evidence-based counseling techniques

Internship supervisors reported that students consistently met or exceeded expectations in counseling and interviewing competencies and were well prepared for professional practice.

6. Group Counseling and Group Work

Status: Partially Met

Students demonstrated strong knowledge of:

- Group counseling theory
- Group facilitation skills
- Ethical and culturally responsive group leadership

While students met competency benchmarks when group opportunities were available, some internship sites offered limited opportunities for group counseling. The program is expanding training opportunities and site partnerships to increase applied group experience.

7. Assessment

Status: Met

Students demonstrated competency in:

- Selecting and administering assessments
- Interpreting results
- Using assessment data in treatment planning

Supervisor evaluations confirmed that students effectively utilize assessment tools and apply findings in counseling practice.

8. Research and Program Evaluation

Status: Met

Students demonstrated the ability to:

- Design research proposals
- Conduct program evaluations
- Apply evidence-based practices

All students met performance benchmarks on program evaluation and research assignments, demonstrating competency in integrating research with counseling practice.

Overall Program Findings

The 2024–2025 KPI results indicate that:

- Most core competency areas were fully met.
- Students demonstrate strong professional readiness and ethical practice.
- Internship supervisors consistently report high levels of student performance.
- Areas identified for improvement are being addressed through curriculum revisions and expanded experiential learning opportunities.

These outcomes confirm that the Rehabilitation Counseling Program continues to effectively prepare graduates for professional roles in counseling, vocational rehabilitation, and disability services.

Continuous Improvement

The program uses KPI results to:

- Update curriculum and instructional strategies
- Strengthen fieldwork experiences
- Enhance applied learning and case-based instruction
- Improve assessment and feedback processes

This ongoing evaluation process ensures continued alignment with accreditation standards and workforce needs.