

Winston-Salem State University MSRC Program Data for Fall 2010-Spring 2024 Graduates

Master of Science in Rehabilitation Counseling (MSRC) Program Data

Most recent performance indicators include enrollment of 51 Rehabilitation Counseling Program (RCP) students in the fall of 2024 and 19 graduates during the Fall 2023-Summer 2024 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; 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 2024.

Student Retention Rates Fall 2010-Summer 2024

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	17	18	1	37	97%
Fall 2018 – Spring 2019	10	9	1	40	97.14%
Fall 2019 – Spring 2020	26	17	1	61	97%
Fall 2020 – Summer 2021	25	12	2	71	96%
Fall 2021-Summer 2022	21	11	8	90	91.5%
Fall 2022- Summer 2023	24	19	6	83	92.1%
Fall 2023 -Summer 2024	27	16	8	77	89.5
Total	303	213	59	Average 57.3	Average 92.81%

Certified Rehabilitation Counseling (CRC) Passing Rates Fall 2010-Summer 2024

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%
Total	126/178 = 70.79%

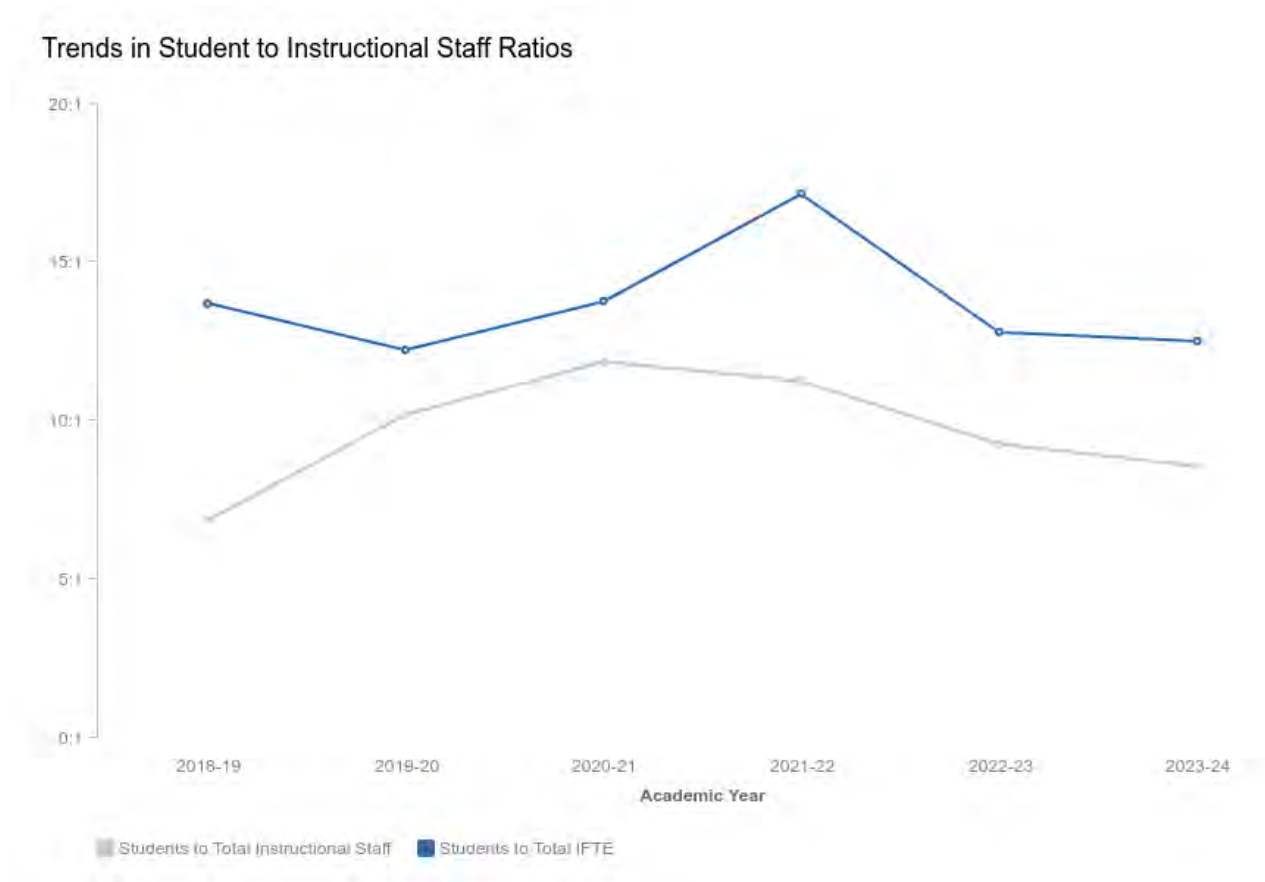
*Students who graduated Spring 2024 will take CRC exam July 2024 or October 2024.
CRC exam results for July 2024 will be available in September 2024.

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 2023-2024, approximately 24 students have applied to become licensed as mental health professional counselor associates (LMHC-A), and 42 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 2024, seventy-four percent (74%) of the students enrolled represent minority groups, and ninety-seven (97%) represent underrepresented ethnic groups. Ten percent of students have disabilities, ninety-two (92%) percent are females, and ninety percent are from rural areas.

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.

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



First Year Employment Data for Fall 2023-Summer 2024 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	8 (50.0%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	1 (6.25%)
Community Rehabilitation (e.g., Goodwill, Easter Seals and National Multiple Sclerosis Society)	4 (25%)
Community Mental Health Agency	0 (0%)
College Setting (community college/university)	1 (6.25%)
Veterans Affairs	0 (0%)
K-12 School Settings (transition/special education)	1 (6.25%)
Private Rehabilitation (Insurance & Workers Compensation)	0 (0%)
Other (employed in non-rehabilitation setting) *	1 (6.25%)
Unemployment *	0 (0%)
Total Graduates	16

First Year Employment Data for Fall 2010-Summer 2024 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	90 (48.6%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	15 (8.1%)
Community Rehabilitation (e.g., Goodwill, Easter Seals, and National Multiple Sclerosis Society)	28 (15.1%)
Community Mental Health Agency	7 (3.8%)
College Setting (community college/university)	4 (2.2%)
Veterans Affairs	7 (3.8%)
Private Rehabilitation (Insurance & Workers Compensation)	1 (.05%)
K-12 School Settings (transition/special education)	3 (1.6%)
Other (employed in non-rehabilitation setting)	12 (6.5%)
Unemployment	6 (3.2%)
Doctoral Program (Rehabilitation)	1 (0.5%)*
Total Graduates	185

*entered directly after graduation

Winston Salem State University Department of Rehabilitation Counseling
Annual Report for Academic Year 2023-2024

Summary

The Department of Rehabilitation Counseling at WSSU continues our mission to advance the knowledge, skills, and dispositions necessary to work with persons who have physical, mental, or emotional disabilities. Our courses met the CACREP accreditation standards and current trends in rehabilitation counseling. The graduate and undergraduate courses are well received by our students, alumni, and key stakeholders. Our faculty members excel both in teaching and in contributing to our department, university, and larger communities. The rehabilitation counseling faculty in 2023-2024 produced eight peer-reviewed publications.

Our rehabilitation counseling graduates have been very successful at finding employment, 95% find employment within three months of graduating. Even with COVID-19 effecting the job economy in Spring 2020, our 2023-2024 graduates had a 95% employment rate upon completing the graduation, with 47% percent being employed in a rehabilitation counseling setting. We have an 89.4% retention rate. We will maintain our efforts to continue these successes and want to continue our momentum.

Our rehabilitation counseling program admits students year-round (fall, spring, and summer). Our average completion rate is 2.5 to 3.0 years. Our rehabilitation counseling graduate with a small debt ratio, with 100% of our students receiving some type of financial assistance through RSA or HBCU graduate fellowships. The program has three U.S. Department of Education Rehabilitation Services Administration training grants.

We want to increase our online offers, and undergraduate rehabilitation studies major has electives, which are online courses in the following areas: addictions, deaf studies, special education, and rehabilitation studies honors. The graduate rehabilitation counseling program has concentration in the following areas: rehabilitation counseling, clinical mental health counseling, deaf and hard of hearing, vocational evaluation, and transition. We offer all courses to our students and as a professional development opportunity for practitioners as a non-degree student.

Our program represents a high level of diversity. The graduate program for Fall 2024 has eighty (80.9%) of the students enrolled represent minority groups, and ninety-five (95%) represent underrepresented groups. Ten percent of students have disabilities, eighty-five (85.2%) percent are females, and ninety percent are from rural areas.

The MSRC program has three full-time faculty, and four adjunct faculty and the undergraduate program in rehabilitation and human services has three full-time faculty and two adjuncts for deaf studies program. The MSRC program has three full-time faculty and four adjuncts' instructors, and the instructor to full-time student ratio is 1:9.25 (3 full-time faculty and 48 full-time students). The rehabilitation studies undergraduate program has 35 students with a full-time student to faculty ratio is 1: 11.67 (3 full-time faculty and 38 undergraduate students).

Program Goals and Achievements

a) Learning Outcomes Assessment.

Our learning outcomes assessment supports the belief that our programs are fulfilling our mission, which increases knowledge, skills, and dispositions necessary to work with persons who have physical, mental, or emotional disabilities. Our students master content and apply it to real-life settings. The program has identified key performance indicators (KPI's) under the following areas: professional counseling orientation and ethical practice, social and cultural diversity, human growth, career development, counseling and helping relationships, group

counseling and group work, assessment and testing, research and program evaluation and rehabilitation counseling. KPIs below.

The program serves two national exams to measure student outcomes. One is the midpoint measure CPCE exam. CPCE exam measures the following counseling outcomes: (1) theories and techniques, (2) group work; (3) appraisal/assessment; (4) research, ; (5) human growth; (6) career and lifestyle development; (7) helping relationship (8) social and cultural foundations; (9) professional orientation and ethics. The second national exam is CRC, which measures both counseling and rehabilitation domain areas. (See attached Program KPIs)

Additionally, the self-report, which was submitted in December 2019 for CACREP accrediting body, has solidified that conclusion with accreditation granted under 2028. Our annual program evaluation is based on our mission statement and program objectives. As such, we assessed the following student learning outcomes:

- 1) Demonstrate background knowledge and understanding of the rehabilitation process based on a holistic, comprehensive service-to-people with disabilities concept.
- 2) Demonstrate the skills necessary to access, analyze, plan, and implement actions needed to facilitate employment and independent living services to people with disabilities.
- 3) Demonstrate the ability to utilize appropriate job technology and accommodations for employees with disabilities.
- 4) Demonstrate the ability to establish effective, person-centered counseling relationships with service team members and consumers with disabilities.
- 5) Demonstrate ethical behaviors as required of professionals in the field of rehabilitation counseling.
- 6) Facilitate interactions with consumers that exemplify multicultural knowledge, respect for diversity, and professionalism

Results of our assessment of KPIs and student learning outcomes from the CRC results showed that our students are meeting and exceeding the benchmarks that we set. This means that our students have completed the necessary credentials to take CRC, which is the program's comprehensive exam, with an overall passing rate is 57% on the first attempt with is little below the CRC exam with a national average of 70%.

Our assessment shows that on average, our graduate students are learning to demonstrate knowledge and understanding of the rehabilitation process; skills necessary to access, analyze, plan, and implement actions needed to facilitate employment and independent living services; utilize appropriate job technology and accommodations for employees with disabilities; establish effective, person-centered counseling relationships with service team members and consumers with disabilities; facilitate interaction with consumers that exemplify multicultural knowledge, respect for diversity, and professionalism; and practice ethical behaviors.

Our goals based on these findings are to a) sustain the progress that we have made, as we continue to grow throughout the country and with the addition of new faculty, and b) to broaden the scope of our program evaluation, including our measures and indicators of progress, using university assessment software programs (Watermark Planning and Self Study and Student Learning and Licensure) and our new clinical training management system Supervision Assist. A third goal is to stay on top of current trends in the field, particularly about mental health, deaf and hard of hearing, and transition population and devise ways to teach ethical practice, cultural

competence, and skills development in interdisciplinary settings.

Program Modifications/Changes

We continue to refine the delivery of our graduate degree programs and our undergraduate program. We revised our curriculum to match CACREP standards under clinical mental health. So, in the future students can receive two CACREP specialties in rehabilitation counseling and clinical mental health. The rehabilitation counseling program added a 600 clinical hour Internship course titled Internship in Clinical Mental Health, which allows students to complete two internships, one in rehabilitation counseling 600 clinical hours and one in clinical mental health 600 clinical hours, which meets the CACREP standards for both specialty areas. The first offering of the course was Fall 2023.

The undergraduate programs completed a curriculum coherence and are revising our articulation agreement with community colleges and development of 24 credits of online courses for the undergraduate major so transfer students can complete the degree without coming to campus. This revision will be complete by Fall 2020. The undergraduate committee has designed a timeline and content so that transfer students can complete the degree within 18-24 months.

a) Student and graduate accomplishments.

We had 95% received employment after three months of rehabilitation counseling graduates for 2023-2024. Twelve (two rehabilitation studies and 10 rehabilitation counseling) students have presented at professional conferences for the 2023-2024 academic year.

b) Research, scholarship, and creative productivity in the department.

Rehabilitation Counseling Department faculty members are active professionals. For 2023-2024, they had three articles published in refereed journals, one book chapter, three manuscripts submitted, and eleven national presentations with 50% with students. The department is productive in pursuing external funding to supplement state funding for our program with \$549,205 per year of support for students 2023-2024 for RSA funding and 1.8 million for HBCU graduate fellowship. The department has a total of four federal grants. 100% of the students are funded with some type of fellowship.

The strengths of this amount of productivity are the production and refinement of expertise areas in rehabilitation, mental health, and addiction counseling. Our faculty members are curious and always investigating big ideas as well as disseminating their knowledge to the field. Our faculty members respond to WSSU motto “*enter to learn depart to serve*” as well our strategic plan dealing with social justice and health equity as it relates to disability. WSSU high standard for research and scholarship involvement and senior faculty model balancing those expectations with strong teaching and community engagement. Our faculty members are being invited to collaborate. Faculty and staff work across universities on various research projects related to topics such as disability, clinical mental health counseling, deaf and hard of hearing, addictions counseling, supervision, enhancement of student retention of minorities, and others.

c) Community engagement and outreach efforts

Our department embraces the university motto, which enters to learn and depart to serve. The program incorporates assignments in several courses that consist of community engagement. Faculty have incorporated community-based assignments and service-learning into the curriculum. We have documented several student learning activities on the department website blog at <https://wssurehabco.wordpress.com/blog>. Students blog about their learning experiences.

Faculty members also contributed. Some examples of those activities include outreach

training for addictions with SBROT training for supervisors and other stakeholders.

d) Graduate program's yearly student exit surveys

The graduate student exit surveys and student course evaluations (average 3.4 or higher out of 4.0) indicate we have delivered programs and courses students overwhelmingly rate as satisfactory or very satisfactory (90% agreed or strongly agreed). Graduates rated faculty highly and noted expertise and faculty interaction (83% strongly agreed) and program and faculty flexibility (83.3% strongly agreed) as strengths of our department members. Students said they would take the programs again and that they would recommend the programs to others seeking a graduate degree. 87% rated their experience in the program as excellent.

While some of the comments about discussed adding more areas to the curriculum, including certificates in mental health, school counseling, substance abuse, transition, and deafness course work. Continue to work on maintaining an ethical level of professionalism for students and professors. Provide more CRC preparation training. I believe we have been successful with the great majority of graduates in the 2023-2024 year.

Strategic Plan

Our foremost strategy for the coming year 2023-2024 focuses on continuation of student success. One exciting area for the department is the undergraduate program is increased number of students in deaf studies and addiction minors. We have developed most of our minor courses as online courses making it easier for undergraduate students to take our courses.

2023 - 2024 Academic Programs Plan (8.2.a)

Major - Rehabilitation Counseling (MSRC)

Mission

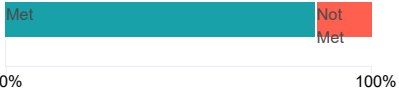
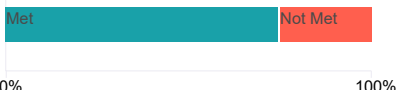
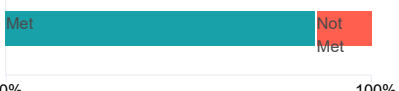
The mission of the Rehabilitation Counseling Program (MSRC) is to advance the knowledge, skills, and dispositions necessary to work with persons who have physical, mental or emotional disabilities

2023 - 2024

Major - Rehabilitation Counseling (MSRC) Learning Outcomes

Rehabilitation Process **MET**

Demonstrate background knowledge and understanding of the rehabilitation process based on a holistic, comprehensive service-to-people with disabilities concept.

MEASURES	RESULTS	ACTIONS
Rehabilitation Counselor Observation and Interview Paper Direct - Assignment <i>Foundations of Professional and Rehabilitation Counseling: REH 5301</i> Target A score of 80% or better on Rubric	MET Overall Proficiency of Student Scores by Criterion Met Not Met Interview and Observation – Observe and interview the counselor (CRC) to increase your understanding of what day-to-day life is like for a rehabilitation counselor who works with a population and setting that interest you. CACREP Core: F.1.b.; F.1.c. CACREP RC: 2.a. (Points /40)  0% 100% Met: 85% Not Met: 15% Narrative - Write an 8-10 page paper where you reflect on both the interview and the course. (Points /40)  0% 100% Met: 75% Not Met: 25% Writing: Demonstrate s graduate-level writing in 5 pages of information. (Points /20)  0% 100% Met: 85% Not Met: 15% Analysis 85% of students scored Rehabilitation Counselor Observation and Interview Paper	Maintain Assessment Strategy Continue to maintain assessment strategy
Internship Site Supervisor Final Student Evaluation Form Indirect - Survey	MET Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf Analysis	Maintain Assessment Strategy Continue to maintain assessment strategy

<i>Internship in Rehabilitation Counseling: REH 6601</i> Target The university supervisor rates function adequately and/or requires occasional supervision at 80% performance level or above	100% of the student's university supervisor rates the students at functions adequately and/or requires occasional supervision with 80% on the rehabilitation process performance level	
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General Outcome Actions

ACTIONS
Maintain Assessment Strategy Continue to maintain assessment strategy

Conclusion

Outcomes have been met for rehabilitation process

Facilitate Employment & Independent Living MET

Demonstrate the skills necessary to access, analyze, plan, and implement actions to facilitate employment and independent living services for people with disabilities.

MEASURES	RESULTS	ACTIONS
Job Analysis Discussion Board Assignment in REH 6301 Vocational Placement <i>Vocational Placement: REH 6301</i> Target 80% of the students scored 80% or above on Job Analysis Assignment	MET Job Analysis Discussion Board Assignment in REH 6301 Vocational Placement ■ Exceeded ■ Not Met 0% 100% Exceeded: 93% Not Met: 7% Met Total: 93% Not Met Total: 7% Analysis 80% of the students scored 80% or above on Job Analysis Assignment	Maintain Assessment Strategy Continue to maintain assessment strategy
Internship Site Supervisor Final Student Evaluation Form <i>Internship in Rehabilitation Counseling: REH 6601</i> Target The university supervisor rates function adequately and/or requires occasional supervision at 80% performance level or above	MET Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf Analysis 100% of the student's university supervisors rates the students at functions adequately and/or require occasional supervision, with 80% on the performance level	Maintain Assessment Strategy Continue to maintain strategy

General Outcome Actions

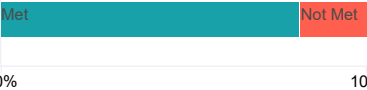
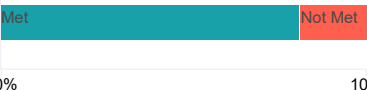
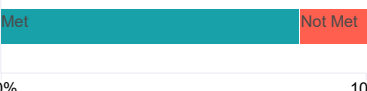
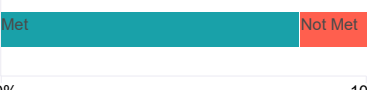

ACTIONS
Maintain Assessment Strategy Continue to maintain assessment strategy

Conclusion

All outcomes have been met

Job technology and accommodations **MET**

Demonstrate the ability to utilize appropriate job technology and accommodations for employees with disabilities.

MEASURES	RESULTS	ACTIONS
REH 6301 Discussion #9 Reasonable Accommodation Direct - Assignment <i>Vocational Placement: REH 6301</i> Target The student scored 80% or higher on Rubric for Discussion #9 Reasonable Accommodation	MET Overall Proficiency of Student Scores by Criterion Met Not Met Connections  0% 100% Met: 82% Not Met: 18% Critical Thinking  0% 100% Met: 82% Not Met: 18% Stylistics  0% 100% Met: 82% Not Met: 18% Timeliness  0% 100% Met: 82% Not Met: 18% Uniqueness  0% 100% Met: 82% Not Met: 18%	Maintain Assessment Strategy The program will review Fall 2024 and see if we need to revise the assessment strategy

	<div>Analysis</div> <div>Student scored 82% on Discussion #9 Reasonable Accommodation rubric, which meets the 80% or higher on reasonable accommodations.</div>	
<div>Internship Site Supervisor Final Student Evaluation Form</div> <div>Indirect - Survey</div> <div>Internship in Rehabilitation Counseling: REH 6601</div> <div>Target</div> <div>The university supervisor rates function adequately and requires occasional supervision at an 80% performance level or above</div>	<div>MET</div> <div>Summary</div> <div>Under career counseling, the site supervisor indicated that 76.9% (20) function well and/or independently, and 19.2% (5) function adequately and require occupational supervision.</div> <div>June 2023- June 2024 Internship Final Student Evaluation - Sharedexplore - Public-view.pdf</div> <div>Analysis</div> <div>The site supervisor indicated under career counseling that 76.9% (20) function well and independently, and 19.2% (5) function adequately and require occupational supervision, which meets the performance level of 80%. The supervisor rates function adequately and requires occasional supervision. At an 80% performance level or above</div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>
<div>AT Portfolio</div> <div>Direct - Assignment</div> <div>Foundations of Professional and Rehabilitation Counseling: REH 5301</div> <div>Target</div> <div>100% of the students will score at least 80% or higher on AT Portfolio assignment</div>	<div>MET</div> <div>AT Portfolio</div> <div><div><div>Exceeded</div><div>Met</div></div><div><div></div><div></div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Exceeded:</div><div>60%</div></div> <div><div>Met:</div><div>40%</div></div> <div><div>Met Total:</div><div>100%</div></div> <div><div>Not Met Total:</div><div></div></div>	<div>Maintain Assessment Strategy</div> <div>continue to maintain the assessment strategy</div>

General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

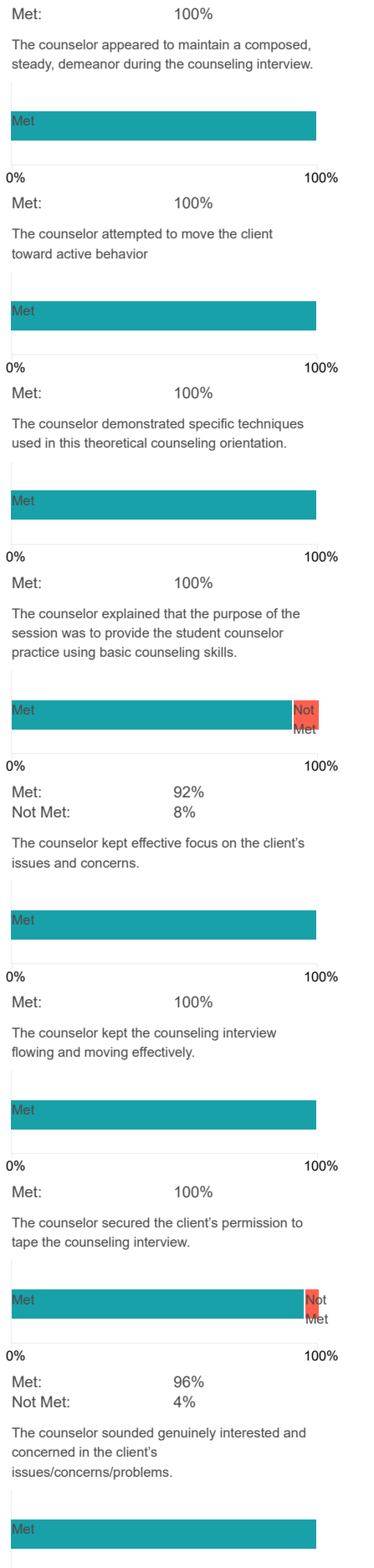
Conclusion

All three outcomes have been met

Effective Person-Centered Counseling **MET**

Demonstrate the ability to establish effective, person-centered counseling relationships with service team members and consumers with disabilities.

MEASURES	RESULTS	ACTIONS
<p>Videotape: Portfolio of Competency #1</p> <p>Direct - Assignment</p> <p><i>Helping Relationships & Techniques in Counseling: REH 5318</i></p> <p>Target</p> <p>The score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>■ Met ■ Not Met</p> <p>Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div> <p>It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div> <p>Overall performance in this session</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div> <p>The client appeared comfortable to express thoughts and feelings with the counselor.</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div> <p>The client appeared to be relatively relaxed with the counselor as the counseling interview progressed</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div> <p>The counselor appeared to be able to establish rapport effectively with the client.</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div> <p>The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.</p> <div><div>Met</div><div>0%100%</div><div>Met: 100%</div></div>	<p>Maintain Assessment Strategy</p> <p>The program will review Fall 2024 and maintain an assessment strategy.</p>



	<div><div>0%100%</div><div>Met:100%</div><div>Analysis</div><div>All students scored 92%-100 on the Portfolio of Competency #1 rubric, which is above 80%. This measure has been met.</div></div>	
<div>Analysis Five Stage Interview #2</div> <div>Direct - Assignment</div> <div>Helping Relationships & Techniques in Counseling: REH 5318</div> <div>Target</div> <div>A score of 80% or better on the rubric.</div>	<div><div>MET</div><div>Overall Proficiency of Student Scores by Criterion</div><div><div>Met</div><div>Not Met</div></div><div>Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.</div><div><div>Met</div></div><div><div>0%100%</div><div>Met:100%</div><div>It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.</div><div><div>Met</div></div><div><div>0%100%</div><div>Met:100%</div><div>Overall performance in this session</div><div><div>Met</div></div><div><div>0%100%</div><div>Met:100%</div><div>The client appeared comfortable to express thoughts and feelings with the counselor.</div><div><div>Met</div></div><div><div>0%100%</div><div>Met:100%</div><div>The client appeared to be relatively relaxed with the counselor as the counseling interview progressed</div><div><div>Met</div></div><div><div>0%100%</div><div>Met:100%</div><div>The counselor appeared to be able to establish rapport effectively with the client.</div><div><div>Met</div></div><div><div>0%100%</div><div>Met:100%</div></div></div></div></div></div></div></div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>

The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.



0% 100%
Met: 100%

The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.



0% 100%
Met: 100%

The counselor attempted to move the client toward active behavior



0% 100%
Met: 100%

The counselor demonstrated specific techniques used in this theoretical counseling orientation.



0% 100%
Met: 100%

The counselor explained that the purpose of the session was to provide the student counselor practice using basic counseling skills.



0% 100%
Met: 100%

The counselor kept effective focus on the client's issues and concerns.



0% 100%
Met: 100%

The counselor kept the counseling interview flowing and moving effectively.

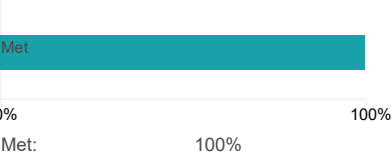


0% 100%
Met: 100%

The counselor secured the client's permission to tape the counseling interview.



0% 100%
Met: 100%

	<p>The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.</p>  <p>Met: 100%</p> <p>Analysis</p> <p>All students scored 80% or better on the Analysis Five Stage Interview #2 rubric.</p>	
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General Outcome Actions

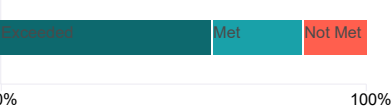
ACTIONS
<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

Conclusion

Outcomes have been met for Effective Person-Centered Counseling

Multicultural Knowledge & Respect for Diversity MET

Facilitate interactions with consumers that exemplify multicultural knowledge, respect for diversity, and professionalism.

MEASURES	RESULTS	ACTIONS
<p>Counseling Diversity and Advocacy Project</p> <p>Direct - Assignment</p> <p><i>Cultural Diversity Issues in Rehabilitation Counseling and Healthcare: REH 6307</i></p> <p>Target</p> <p>A score of 80% or better on the rubric.</p>	<p>MET</p> <p>Counseling Diversity and Advocacy Project</p> <p>Exceeded Met Not Met</p>  <p>Exceeded: 58% Met: 25% Not Met: 17%</p> <p>Met Total: 83% Not Met Total: 17%</p> <p>Analysis</p> <p>80% of the students scored 80% or higher on the Counseling Diversity and Advocacy Project rubric.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain the assessment strategy</p>
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Indirect - Survey</p> <p><i>Internship in Rehabilitation Counseling: REH 6601</i></p> <p>Target</p>	<p>MET</p> <p>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</p> <p>Analysis</p> <p>100% of the student's university supervisors rate the students at functions adequately and</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

The university supervisor rates function adequately and requires occasional supervision at an 80% performance level or above

require occasional supervision, with 80% on the performance level

Conclusion

Outcomes have been met

Ethical Behaviors for Rehabilitation Counseling MET

Demonstrate ethical behaviors as required of professionals in the field of rehabilitation counseling

MEASURES	RESULTS	ACTIONS
<p>Ethical Decision-Making Paper</p> <p>Direct - Assignment</p> <p><i>Ethics Rehabilitation Counseling: REH 5309</i></p> <p>Target</p> <p>A score of 80% or better on the rubric.</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Apply Code of Ethics</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Conclusion</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Consider potential consequences of all options</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Determine course of action F.1.i</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Evaluate course of action F.1.i</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Generate potential courses of action</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

	<div><div>Identify a Decision Making Model</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>Identify the problem</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>Implement course of action</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>Introduction</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>Nature/dimension of the dilemma</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>References/ Reference Page</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>Writing Quality</div><div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div></div><div>Analysis</div><div>A score of 80% or better on the rubric for Ethical Decision Making Paper</div></div>	
<div>Internship Site Supervisor Final Student Evaluation Form</div> <div>Indirect - Survey</div> <div>Internship in Rehabilitation Counseling: REH 6601</div> <div>Target</div>	<div>MET</div> <div>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</div> <div>Analysis</div> <div>The university supervisor rates function adequately and/or requires occasional supervision at an 80% performance level or above.</div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>

The university supervisor rates function adequately and/or requires occasional supervision at 80% performance level or above		
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Conclusion

Outcomes have been met

2023 - 2024 Academic Programs Plan (8.2.a)

Rehabilitation Counseling KPIs

2023 - 2024

Rehabilitation Counseling KPIs Learning Outcomes

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (CORE AREA 1) **MET**

MEASURES	RESULTS	ACTIONS
<p>Rehabilitation Counselor Observation and Interview Paper</p> <p>Key Performance Indicator: The student will understand the multiple professional roles and functions of rehabilitation counselors. Knowledge Measure 1 collect Fall 2022</p> <p>Direct - Assignment</p> <p><i>Foundations of Professional and Rehabilitation Counseling: REH 5301</i></p> <p>Target</p> <p>100% of the students will score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>■ Met ■ Not Met</p> <p>Interview and Observation – Observe and interview the counselor (CRC) to increase your understanding of what day-to-day life is like for a rehabilitation counselor who works with a population and setting that interest you. CACREP Core: F.1.b.; F.1.c. CACREP RC: 2.a. (Points /40)</p> <div><div></div><div><div>Met</div><div>Not Met</div></div><div>0%100%</div><div>Met: 85% Not Met: 15%</div><p>Narrative - Write an 8-10 page paper where you reflect on both the interview and the course. (Points /40)</p><div><div></div><div><div>Met</div><div>Not Met</div></div><div>0%100%</div><div>Met: 75% Not Met: 25%</div></div><p>Analysis</p><p>100% of the students will score of 80% or better on Rubric</p></div>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Key Performance Indicator: Students will understand the multiple professional roles and functions of rehabilitation counselors. Knowledge Measure 2 collect end of Fall 2022 and Spring 2023</p> <p>Direct - Field Assessment</p> <p><i>Internship in Rehabilitation Counseling: REH 6601</i></p> <p>Target</p> <p>100% of the student's university supervisor will rate functions adequately and/or requires occasional supervision with an 80% performance level</p> <p>Fall 2020 - Spring 2021 Final Student Evaluation - Sharedexplore - Public-view (1) 3-17-2022.pdf</p>	<p>MET</p> <p>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</p> <p>Analysis</p> <p>100% of the student's university supervisor will rate functions adequately and/or requires occasional supervision with an 80% performance level</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

Ethical Decision-Making Paper

Key Performance Indicator: Students will apply ethical code and decision-making. Measure 1 collect Fall 2022

Direct - Assignment

Ethics Rehabilitation Counseling: REH 5309

Target

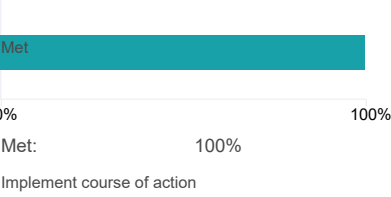
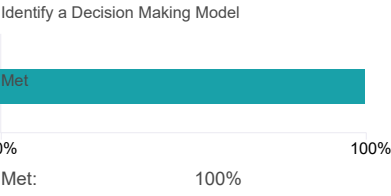
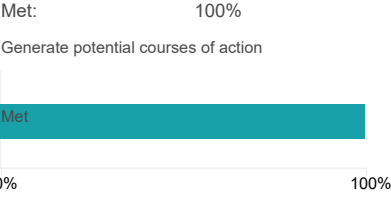
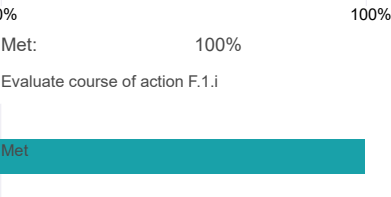
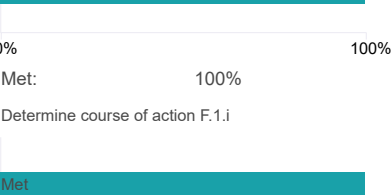
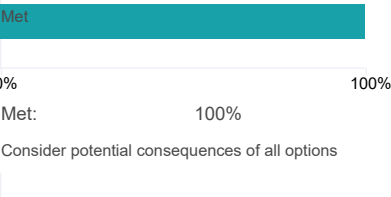
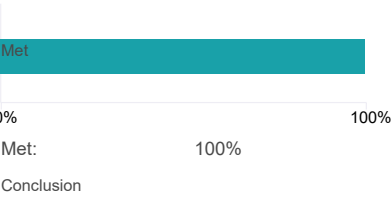
100% of the student will score of 80% or better on Rubric

MET

Overall Proficiency of Student Scores by Criterion

Met Not Met

Apply Code of Ethics



Maintain Assessment Strategy

Continue to maintain assessment strategy

	<div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div><div>Introduction</div></div> <div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div><div>Nature/dimension of the dilemma</div></div> <div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div><div>Writing Quality</div></div> <div><div>Met</div><div><div>0%</div><div>100%</div></div><div>Met: 100%</div><div>Analysis 100% of the students scored 80% on Ethical Decision Case Study</div></div>	
<div>Internship Site Supervisor Final Student Evaluation Form</div> <div>Key Performance Indicator: Students will be able to apply ethical code and decision-making. Skills Measure 2 collected Fall 2022 and Spring 2023</div> <div>Direct - Field Assessment</div> <div>Internship in Rehabilitation Counseling: REH 6601</div> <div>Target</div> <div>100% of the student's university supervisor rates the students at functions adequately and/or requires occasional supervision with 80% on the ethics performance level</div>	<div>MET</div> <div>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</div> <div>Analysis 100% of the student's university supervisor rates the students at functions adequately and/or requires occasional supervision with 80% on the ethics performance level</div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>

General Outcome Actions


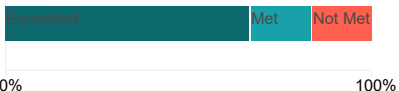

ACTIONS
<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>

Conclusion

All four outcomes have been met

SOCIAL AND CULTURAL DIVERSITY (CORE AREA 2) MET

Rehabilitation Counseling KPIs

MEASURES	RESULTS	ACTIONS
<p>Cultural Population Presentation</p> <p>Key Performance Indicator: Students will gain knowledge about different approaches to assist clients from diverse populations. Knowledge Measure 1</p> <p>Direct - Assignment</p> <p><i>Cultural Diversity Issues in Rehabilitation Counseling and Healthcare: REH 6307</i></p> <p>Target</p> <p>100% of the students will score 80% or higher on the rubric</p>	<p>MET</p> <p>Cultural Population Presentation</p> <p>■ Exceeded ■ Not Met</p>  <p>0% 100%</p> <p>Exceeded: 92% Not Met: 8%</p> <p>Met Total: 92% Not Met Total: 8%</p> <p>Analysis</p> <p>100% of the students will score 80% or higher on the Cultural Population rubric. One student (8%) did not complete the assignment.</p>	<p>Maintain Assessment Strategy</p> <p>continue to maintain assessment strategy</p>
<p>Cultural Immersion Interview</p> <p>Key Performance Indicator: Students will gain knowledge about different approaches to assist clients from diverse populations. Knowledge Measure 2</p> <p>Direct - Assignment</p> <p><i>Cultural Diversity Issues in Rehabilitation Counseling and Healthcare: REH 6307</i></p> <p>Target</p> <p>100% of the students scored 80% or higher on the Cultural Immersion Interview rubric</p>	<p>MET</p> <p>Cultural Immersion Interview</p> <p>■ Exceeded ■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Exceeded: 67% Met: 17% Not Met: 16%</p> <p>Met Total: 83% Not Met Total: 17%</p> <p>Analysis</p> <p>100% of the students scored 80% or higher on the Cultural Immersion Interview rubric. We had 17% (20 students) who did not score 80% or higher because they did not complete the assignment.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Counseling Diversity and Advocacy Project</p> <p>Key Performance Indicator: Students will integrate advocacy and multicultural competencies into their work with individuals and groups from diverse populations. Skill Measure 1</p> <p>Direct - Assignment</p> <p><i>Cultural Diversity Issues in Rehabilitation Counseling and Healthcare: REH 6307</i></p> <p>Target</p> <p>100% of the students score 80% or higher on Counseling Diversity and Advocacy Project</p>	<p>MET</p> <p>Counseling Diversity and Advocacy Project</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p>Exceeded: 67% Met: 33%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>100% of the students score 80% or higher on the Counseling Diversity and Advocacy Project</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Key Performance Indicator: Students will integrate advocacy and multicultural competencies into their work with individuals and groups from diverse populations. Skill Measure 2</p> <p>Direct - Field Assessment</p> <p><i>Internship in Rehabilitation Counseling: REH 6601</i></p> <p>Target</p> <p>100% of the student's university supervisor rated the student functions adequately and/or requires occasional supervision with 80% on diversity performance level.</p> <p>Fall 2020 - Spring 2021 Final Student Evaluation - Sharedexplore - Public-view (1) 3-17-2022.pdf</p>	<p>MET</p> <p>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</p> <p>Analysis</p> <p>100% of the student's university supervisors rated the student as functioning adequately and/or requiring occasional supervision, with 80% rating diversity performance level.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
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General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

Conclusion

All four outcomes have been met

HUMAN GROWTH AND DEVELOPMENT (CORE AREA 3) MET

Objective: Students will be able to systemic, environment, biological, neurological, and physiological factors that affect human development, functioning, and behavior from a developmental perspective.

MEASURES	RESULTS	ACTIONS										
<p>Discussion Posting</p> <p>Direct - Assignment</p> <p><i>Human Growth and Development: REH 6304</i></p> <p>Target</p> <p>Key Performance Indicator: Students will develop an understanding of and ability to recognize and provide counseling services based upon developmental level and issues. Knowledge Measure 1</p>	<p>MET</p> <p>Discussion Posting</p> <p>Exceeded Met Approached</p> <table><tr><td>Exceeded:</td><td>73%</td></tr><tr><td>Met:</td><td>18%</td></tr><tr><td>Approached:</td><td>9%</td></tr><tr><td>Met Total:</td><td>91%</td></tr><tr><td>Not Met Total:</td><td>9%</td></tr></table> <p>Analysis</p> <p>100 of the students scored 80% or higher on discussion 7</p>	Exceeded:	73%	Met:	18%	Approached:	9%	Met Total:	91%	Not Met Total:	9%	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
Exceeded:	73%											
Met:	18%											
Approached:	9%											
Met Total:	91%											
Not Met Total:	9%											

Rehabilitation Counseling KPIs



<div>Human Growth Quiz</div> <div>Key Performance Indicator: Students will develop an understanding of and ability to recognize and provide counseling services based upon developmental level and issues. Knowledge Measure 2</div> <div>Direct - Assignment</div> <div>Project: REH 6310</div> <div>Target</div> <div>100% of the students scored 80% or higher on Human Growth Quiz</div>	<div>MET</div> <div>Overall Proficiency of Student Scores by Criterion</div> <div><div>Met</div><div>Not Met</div></div> <div>Quiz #1 Human Growth</div> <div><div><div>Met</div><div>Not Met</div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>88%</div></div> <div><div>Not Met:</div><div>12%</div></div> <div>Analysis</div> <div>100% of the students scored 80% or higher on Human Growth Quiz</div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>
<div>Research Project (Poster Presentation)</div> <div>Key Performance Indicator: Student will be able to demonstrate their ability to recognize and provide counseling services based on development level and issues Skill Measure 1</div> <div>Direct - Assignment</div> <div>Human Growth and Development: REH 6304</div> <div>Target</div> <div>100% of the students will score 80% or higher on the peer review research project rubric (8 out of 10)</div>	<div>MET</div> <div>Research Project (Poster Presentation)</div> <div><div>Exceeded</div><div>Met</div></div> <div></div> <div><div><div>Exceeded</div><div>Met</div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Exceeded:</div><div>55%</div></div> <div><div>Met:</div><div>45%</div></div> <div><div>Met Total:</div><div>100%</div></div> <div><div>Not Met Total:</div><div></div></div> <div>Analysis</div> <div>100% of the students will score 80% or higher on the peer review research project rubric (8 out of 10)</div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>
<div>Internship Site Supervisor Final Student Evaluation Form</div> <div>Key Performance Indicator: Students will be able to demonstrate their ability to recognize and provide counseling services based on development level and issues. Skill Measure 2</div> <div>Direct - Field Assessment</div> <div>Internship in Rehabilitation Counseling: REH 6601</div> <div>Target</div> <div>100% of the student's university supervisor rated functions adequately and/or requires occasional supervision with 80% performance level student's ability to provide services based on developmental level and issues</div> <div>Fall 2020 - Spring 2021 Final Student Evaluation - Sharedexplore - Public-view (1) 3-17-2022.pdf</div>	<div>MET</div> <div>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</div> <div>Analysis</div> <div>100% of the student's university supervisor rated functions adequately and requires occasional supervision with 80% performance level student's ability to provide services based on developmental level and issues</div>	<div>Maintain Assessment Strategy</div> <div>To continue to maintain assessment strategy</div>

Conclusion

All four outcomes were met

Rehabilitation Counseling KPIs

CAREER DEVELOPMENT (CORE AREA 4) MET

MEASURES	RESULTS	ACTIONS
<p>Case Study Analysis: Client Kevin</p> <p>Key Performance Indicator: Students will gain awareness and foundational knowledge of career counseling which may be experienced by different client populations. Knowledge Measure 1</p> <p>Direct - Assignment</p> <p><i>Foundations of Professional and Rehabilitation Counseling: REH 5301</i></p> <p>Target</p> <p>100% of the students will score 80% or higher on Case Study Analysis: Client Kevin rubric</p>	<p>MET</p> <p>Case Study Analysis: Client Kevin</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p>Exceeded: 63% Met: 37%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>100% of the students will score 80% or higher on Case Study Analysis: Client Kevin rubric</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Discussion Posting: Target Population Analysis (Module 10)</p> <p>Key Performance Indicator: Students will gain awareness and foundational knowledge of career counseling which may be experienced by different client populations. Knowledge Measure 2</p> <p>Direct - Assignment</p> <p><i>Career Decision-Making in Rural Setting: REH 5325</i></p> <p>Target</p> <p>100% of the students will score 80% or higher on the Discussion Posting: Target Population Analysis rubric</p>	<p>MET</p> <p>Discussion Posting: Target Population Analysis (Module 10)</p> <p>■ Exceeded ■ Met ■ Approached</p>  <p>0% 100%</p> <p>Exceeded: 75% Met: 19% Approached: 6%</p> <p>Met Total: 94% Not Met Total: 6%</p> <p>Analysis</p> <p>100% of the students will score 80% or higher on the Discussion Posting: Target Population Analysis rubric. We had two students who did not complete the assignment.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Practicum Site Supervisor Final Student Evaluation Form</p> <p>Key Performance Indicator: Students will demonstrate the ability to apply theory, administer and interpret career assessments. Skill Measure 1</p> <p>Direct - Assignment</p> <p><i>Practicum: REH 5308</i></p> <p>Target</p> <p>100% of the student's university supervisor rates: functions adequately and/or requires occasional supervision with 80% performance level.</p>	<p>MET</p> <p>Practicum Final Student Evaluation - Shared explore 2023-2024 9-11-2024.pdf</p> <p>Analysis</p> <p>100% of the student's university supervisor rates: functions adequately and requires occasional supervision with 80% performance level under Career Counseling</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Key Performance Indicator: Students will demonstrate the ability to apply theory, administer and interpret career assessments. Skill Measure 2</p> <p>Direct - Field Assessment</p> <p><i>Internship in Rehabilitation Counseling: REH 6601</i></p> <p>Target</p> <p>100% of the student's university supervisor rates the student functions adequately and/or requires occasional supervision with 80% performance level on the student's ability to conduct career assessments</p> <p>Fall 2020 - Spring 2021 Final Student Evaluation - Sharedexplore - Public-view (1) 3-17-2022.pdf</p>	<p>MET</p> <p>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</p> <p>Analysis</p> <p>100% of the student's university supervisor rates the student functions adequately and/or requires occasional supervision with 80% performance level on the student's ability to conduct career assessments</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
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General Outcome Actions

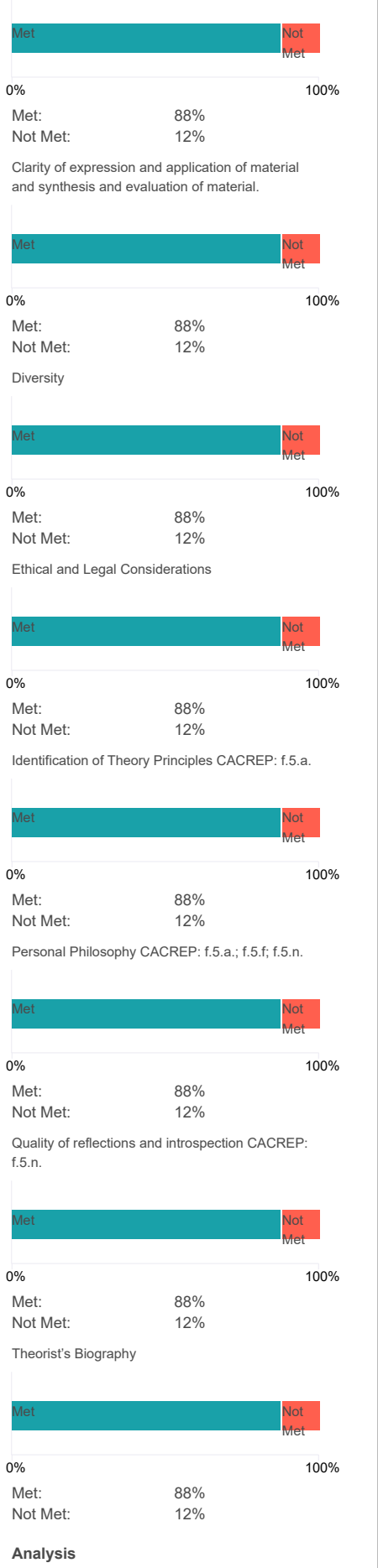
ACTIONS
<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

Conclusion

all four outcomes have been met

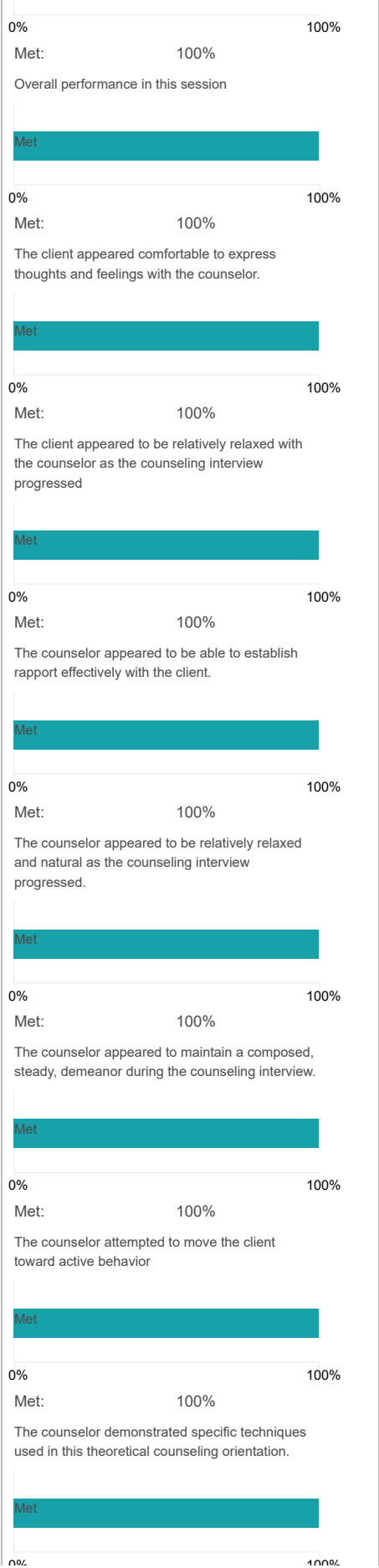
COUNSELING AND HELPING RELATIONSHIPS (CORE AREA 5) NOT MET

MEASURES	RESULTS	ACTIONS								
<p>Theoretical Perspective Paper</p> <p>Key Performance Indicator: Students will gain knowledge about basic theories and models of counseling that influence the helping processes and case conceptualization. Knowledge Measure 1</p> <p>Direct - Assignment</p> <p><i>Theories and Techniques of Counseling: REH 5302</i></p> <p>Target</p> <p>100% of the student will score 80% or higher on the Theoretical Perspective Paper rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>APA, Vocabulary, Spelling/Punctuation/ Capitalization, Grammar & Syntax, Organization</p> <table><tr><td>Met:</td><td>76%</td></tr><tr><td>Not Met:</td><td>24%</td></tr></table> <p>Application of Theory Principles</p> <table><tr><td>Met:</td><td>88%</td></tr><tr><td>Not Met:</td><td>12%</td></tr></table> <p>Characteristics of a counselor and the helping relationship CACREP: f.5.a.; f.5.f</p>	Met:	76%	Not Met:	24%	Met:	88%	Not Met:	12%	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
Met:	76%									
Not Met:	24%									
Met:	88%									
Not Met:	12%									



	100% of the students scored 80% or higher on Theoretical Perspective Paper	
<p>Oral Case Presentation</p> <p>Key Performance Indicator: Students will gain knowledge about basic theories and models of counseling that influence the helping processes and case conceptualization. Knowledge Measure 2</p> <p>Direct - Assignment</p> <p><i>Practicum: REH 5308</i></p> <p>Target</p> <p>100% of students will score 80% or higher on Oral Case Presentation rubric</p>	<p>NOT MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Ability to Answer Questions Anticipates audience questions Understands audience questions Can integrate knowledge to answer questions Thoroughly responds to questions</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 94% Not Met: 6%</p> <p>Ability to Answer Questions Anticipates audience questions Understands audience questions Can integrate knowledge to answer questions Thoroughly responds to questions</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 94% Not Met: 6%</p> <p>Clarity Well thought out. Use of proper language. Significance clearly stated.</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 94% Not Met: 6%</p> <p>Content Student presents material in an engaging manner and demonstrates full knowledge of topic/consumer. Email document to student's one hour before class time. Identifies the consumer in details Covers background (age, gender, race) Family History /Marital status/ lifestyle Educational & Employment History Medical/Psychological history Vocational Rehab Services/Vocational Assessment/ IPE (job choice)/ job development strategies Counseling Approach / Barriers/Accommodations - Complicating Fact</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 94% Not Met: 6%</p> <p>Integration of Knowledge Integrates research findings to broader context. Support arguments or explanation with 3 or more references. Identify three resources that consumers may utilize related to the disabilities.</p> <p>Met Not Met</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

	<div><div>0%100%</div><div>Met: 75% Not Met: 25%</div><div>Solicit Feedback what particular difficulties are you having with this case? what kind of help/feedback would you like from this group?</div><div><div>Met</div><div>Not Met</div></div></div> <div><div>0%100%</div><div>Met: 94% Not Met: 6%</div><div>Style/Delivery Uses time wisely 20 - 30 minutes. Logical progression through the presentation. Voice is clear and can be heard by all audience members. Speaks with good pacing. Makes eye contact. Uses engaging tone and vocabulary. Upload document in Canvas before due date.</div><div><div>Met</div><div>Not Met</div></div></div> <div><div>0%100%</div><div>Met: 94% Not Met: 6%</div><div>Use of Visual Aids Email paper to classmates and professor before 5:00 pm on Monday April 26 Upload paper in Canvas before 5:00 pm on Monday April 26 Presentation in Zoom meeting.</div><div><div>Met</div><div>Not Met</div></div></div> <div><div>0%100%</div><div>Met: 94% Not Met: 6%</div><div>Analysis 100% of students will score 80% or higher on the Oral Case Presentation rubric except for Integration of Knowledge, which Integrates research findings into a broader context. Support arguments or explanations with three or more references. Identify three resources that consumers may utilize related to the disabilities.</div></div>	
<div>Videotapes #2: Assignment of Five stage Interview Key Performance Indicator: Students will demonstrate the ability to demonstrate essential interviewing and counseling techniques. Skill Measure 1 Direct - Assignment <i>Helping Relationships & Techniques in Counseling: REH 5318</i> Target 100% of the students will score 80% or higher on the Five Stage Interview</div>	<div><div>MET</div><div>Overall Proficiency of Student Scores by Criterion</div><div><div>Met</div><div>Not Met</div></div><div>Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.</div><div><div>Met</div></div><div><div>0%100%</div><div>Met: 100%</div><div>It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.</div><div><div>Met</div></div></div></div>	<div>Maintain Assessment Strategy Continue to maintain assessment strategy</div>



	<div><div><div>Met: 100%</div><div>The counselor explained that the purpose of the session was to provide the student counselor practice using basic counseling skills.</div><div><div>Met</div><div>Not Met</div></div><div>0%100%</div></div><div><div>Met: 98%</div><div>Not Met: 2%</div><div>The counselor kept effective focus on the client's issues and concerns.</div><div><div>Met</div></div><div>0%100%</div></div><div><div>Met: 100%</div><div>The counselor kept the counseling interview flowing and moving effectively.</div><div><div>Met</div></div><div>0%100%</div></div><div><div>Met: 100%</div><div>The counselor secured the client's permission to tape the counseling interview.</div><div><div>Met</div><div>Not Met</div></div><div>0%100%</div></div><div><div>Met: 99%</div><div>Not Met: 1%</div><div>The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.</div><div><div>Met</div></div><div>0%100%</div></div><div><div>Met: 100%</div><div></div><div><div>Met</div></div><div>0%100%</div></div><div><div>Analysis</div><div>100% of the students will score 80% or higher on the Five Stage Interview</div></div></div>	
<div><div>Internship Site Supervisor Final Student Evaluation Form</div><div>Key Performance Indicator: Students will demonstrate the ability to demonstrate essential interviewing and counseling techniques. Skill Measure 2</div><div>Direct - Field Assessment</div><div>Internship in Rehabilitation Counseling: REH 6601</div><div>Target</div><div>100% of the student's university supervisor rates: functions adequately and/or requires occasional</div></div>	<div><div>MET</div><div>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</div><div>Analysis</div><div>100% of the student's university supervisor rates: functions adequately and/or requires occasional supervision with an 80% performance level</div></div>	<div><div>Maintain Assessment Strategy</div><div>Continue to maintain assessment strategy</div></div>

supervision with 80% performance level

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Conclusion

Met three out of four outcomes

GROUP COUNSELING AND GROUP WORK (CORE AREA 6) MET

MEASURES	RESULTS	ACTIONS
<p>Group Process Paper</p> <p>Key Performance Indicator: Students will develop knowledge to lead groups using ethical and cultural relevant strategies for designing and facilitating groups across varied settings. Knowledge Measure 1</p> <p>Direct - Assignment</p> <p>Group Counseling: REH 5303</p> <p>Target</p> <p>100% of the student will score 80% or higher on Group Process Paper Rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Body: Flow of the review of literature on the group topic</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Citations/References: Proper APA format</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Clarity of writing and writing technique</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Introducing the idea: Problem statement on literature on the group topic</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Introduction: Explains the group purpose, type of group, and the significance of the group</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Analysis</p> <p>100% of students scored 80% or higher on the Group Process Paper Rubric in the Summer</p>	<p>Maintain Assessment Strategy</p> <p>The program will be reviewed in Fall 2024 and maintain assessment strategy</p>

Rehabilitation Counseling KPIs

	2024 Group Counseling course.	
Internship Site Supervisor Final Student Evaluation Form Key Performance Indicator: Students will develop knowledge to lead groups using ethical and cultural relevant strategies for designing and facilitating groups across varied settings. Knowledge Measure 2 Direct - Field Assessment <i>Internship in Rehabilitation Counseling: REH 6601</i> Target 100% of student's university supervisor will rates functions adequately and/or requires occasional supervision with 80% performance level on the group counseling	MET Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf Analysis 100% of student's university supervisors will rates functions adequately and requires occasional supervision with an 80% performance level on the group counseling	Maintain Assessment Strategy Continue to maintain assessment strategy
Group Leader Self-Assessment Week 10 for Group Counseling course Key Performance Indicator: Students will demonstrate the ability to lead a group in a variety of professional settings. Skill Measure 1 Direct - Assignment <i>Group Counseling: REH 5303</i> Target 100% of the student will score on the self-assessment of 4 almost always true of me or higher on Group Leader Self-Assessment Week 10 for Group Counseling	MET dashboard-export-03-52-pm-2024-09-11.pdf Analysis 100% of the students will score on the self-assessment four almost always true of me or higher on Group Leader Self-Assessment Week 10 for Group Counseling	Maintain Assessment Strategy continue to maintain assessment strategy
Psychoeducation Group in Internship - Group Leader Self-Assessment Key Performance Indicator: Students will demonstrate the ability to lead a group in a variety of professional settings. Skill Measure 2 Direct - Assignment <i>Group Counseling: REH 5303</i> Target 100% of the students will have an average score of 4.0 or higher on the student's self-assessment of group leader rating showing almost almost or always true of me for each group leadership skill for REH 6601 Internship Psychoeducation Group assignment.	dashboard-export-03-58-pm-2024-09-11.pdf Analysis We are missing data for 2023-2024 due to a change in the platform	Gather Additional Data Not Started Evaluation will be moved to a new course evaluation platform to be distributed for Fall 2024

Conclusion

Three outcomes have been met. The four outcome will be assessment starting Fall 2024

ASSESSMENT AND TESTING (CORE AREA 7) **NOT MET**

MEASURES	RESULTS	ACTIONS
<p>Evaluator Interview Reflection Paper</p> <p>Key Performance Indicator: Students will develop knowledge about formal and informal assessment strategies to conceptualize and treat clients. Knowledge Measure 1</p> <p>Direct - Assignment</p> <p>Assessment: REH 5304</p> <p>Target</p> <p>100% of the students will score 15 or above or 80% or higher on Evaluator Interview Reflection Paper #1 Rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Interview a Vocational Evaluator AND a Mental Health Clinician to increase your understanding of the VE and the Mental Health Clinician use assessment in their practice.</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Narrative Write a 2-3 page narrative paper where you reflect on data gathered in the interview.</p> <p>Met</p> <p>0% 100%</p> <p>Met: 100%</p> <p>Writing Demonstrates graduate-level writing.</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 96%</p> <p>Not Met: 4%</p> <p>Analysis</p> <p>100% of the students will score 15 or above or 80% or higher on Evaluator Interview Reflection Paper #1 Rubric</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Self- Assessment Report</p> <p>Key Performance Indicator: Students will develop knowledge about formal and informal assessment strategies to conceptualize and treat clients. Knowledge Measure 2</p> <p>Direct - Assignment</p> <p>Assessment: REH 5304</p> <p>Target</p> <p>100% of the student will score an average score of 2 or above on the Self-Assessment Report Rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Content (Pts /3.0)</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 96%</p> <p>Not Met: 4%</p> <p>Mechanics (Pts /3.0)</p> <p>Met Not Met</p> <p>0% 100%</p> <p>Met: 96%</p> <p>Not Met: 4%</p> <p>Organization (Pts /3.0)</p>	<p>No actions have been added.</p>

Rehabilitation Counseling KPIs

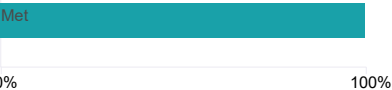

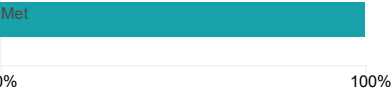
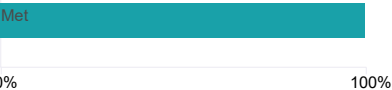
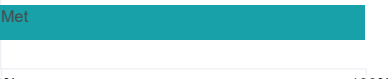
	<p>0% 100%</p> <p>Met: 92%</p> <p>Not Met: 8%</p> <p>Reflections (Pts /3.0)</p> <p>0% 100%</p> <p>Met: 96%</p> <p>Not Met: 4%</p> <p>Results, Findings, and Analysis (Pts /3.0)</p> <p>0% 100%</p> <p>Met: 92%</p> <p>Not Met: 8%</p> <p>Analysis</p> <p>100% of the students scored an average score of 2 or above on the Self-Assessment Report Rubric for REH 5304 Assessment course</p>	
<p>Practicum Student Evaluation by Supervisor Form</p> <p>Key Performance Indicator: Students will demonstrate the ability to utilize formal and informal assessment strategies to conceptualize and treat clients. Skill Measure 1</p> <p>Direct - Field Assessment</p> <p><i>Practicum: REH 5308</i></p> <p>Target</p> <p>100% of the student's university supervisor will rates the student functions adequately and/or requires occasional supervision with an 80% performance level</p> <p>Practicum Final Student Evaluation - Sharedexplore 2023-2024 9-11-2024.pdf</p>	<p>NOT MET</p> <p>Practicum Final Student Evaluation - Sharedexplore 2023-2024 9-11-2024.pdf</p> <p>Analysis</p> <p>44% of the student's university supervisors will rate the student's functions adequately and/or require occasional supervision with an 80% performance level for testing/administration and interpretation.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Key Performance Indicator: Students will demonstrate the ability to utilize formal and informal assessment strategies to conceptualize and treat clients. Skill Measure 2</p> <p>Direct - Field Assessment</p> <p><i>Internship in Rehabilitation Counseling: REH 6601</i></p> <p>Target</p> <p>100% of the student's internship site supervisor will rate the student's functions adequately and/or requires occasional supervision with an 80% performance level</p>	<p>MET</p> <p>Fall 2023 - Spring 2024 Site Supervisor Final Student Evaluation - 9-4-2024.pdf</p> <p>Analysis</p> <p>100% of the student's university supervisor rated functions adequately and requires occasional supervision with 80% performance level student's ability to provide services based on developmental level and issues</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

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Conclusion

Three out of four outcomes have been met.

RESEARCH AND PROGRAM EVALUATION (CORE AREA 8) MET

MEASURES	RESULTS	ACTIONS
<p>WSSU IRB Assignment</p> <p>Key Performance Indicator: Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. Knowledge Measure 1 collected Fall 2022</p> <p>Direct - Assignment</p> <p><i>Research & Program Evaluation Methods in Rehabilitation: REH 6306</i></p> <p>Target</p> <p>100% of the students will score 80% or higher on the WSSU IRB assignment</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Completion of IRB</p>  <p>0% 100%</p> <p>Met: 100%</p> <p>Analysis</p> <p>100% of the students will score 80% or higher on the WSSU IRB assignment</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>
<p>Program Evaluation</p> <p>Key Performance Indicator: Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. Knowledge Measure 2 collected Fall 2022</p> <p>Direct - Assignment</p> <p><i>Research & Program Evaluation Methods in Rehabilitation: REH 6306</i></p> <p>Target</p> <p>100% of the students will score 80% or higher on the program evaluation rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Content</p>  <p>0% 100%</p> <p>Met: 100%</p> <p>Evaluation Table</p>  <p>0% 100%</p> <p>Met: 100%</p> <p>Executive Summary</p>  <p>0% 100%</p> <p>Met: 100%</p> <p>Professional Appearance</p>  <p>0% 100%</p> <p>Met: 100%</p>	<p>Maintain Assessment Strategy</p> <p>Continue to maintain assessment strategy</p>

	<div><div>0%100%</div><div>Met:100%</div><div>Program Description</div><div><div>Met</div></div></div> <div><div>0%100%</div><div>Met:100%</div><div>Program Goals and Outcomes</div><div><div>Met</div></div></div> <div><div>0%100%</div><div>Met:100%</div><div>Summary and Conclusion</div><div><div>Met</div></div></div> <div><div>0%100%</div><div>Met:100%</div><div>Analysis</div><div>100% of the students will score 80% or higher on the program evaluation rubric</div></div>	
<div>Research Proposal</div> <div>Key Performance Indicator: Understand and apply evidence-based research. Skill Measure 1 collected Fall 2022</div> <div>Direct - Assignment</div> <div>Research & Program Evaluation Methods in Rehabilitation: REH 6306</div> <div>Target</div> <div>100% of the students will score an average of 3 competent in each criterion for a total of 38 or research proposal rubric</div>	<div><div>MET</div><div>Overall Proficiency of Student Scores by Criterion</div><div><div>Met</div><div>Not Met</div></div><div>Abstract</div><div><div>Met</div></div></div> <div><div>0%100%</div><div>Met:100%</div><div>Additional Elements - Use of Peer-Reviewed Research</div><div><div>Met</div></div></div> <div><div>0%100%</div><div>Met:100%</div><div>Citation of sources</div><div><div>Met</div></div></div> <div><div>0%100%</div><div>Met:100%</div><div>Content - Introduction • Describe the purpose, theoretical basis, and significance of the study • Review relevant studies • Identify gaps in the literature • Establish how the proposed study addresses gaps</div><div><div>Met</div></div></div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>

	<div><div><div>0%100%</div><div>Met:100%</div><div>Discussion of the Literature</div><div><div>Met</div></div></div><div><div>0%100%</div><div>Met:100%</div><div>Methods • Describe o Participants o Measures/Operational definitions of variables o Procedures o Components appropriate for selected methodological approach (quantitative/ qualitative)</div><div><div>Met</div></div></div><div><div>0%100%</div><div>Met:100%</div><div>Paper guidelines and APA style (e.g., references, levels of heading, margins)</div><div><div>Met</div></div></div><div><div>0%100%</div><div>Met:100%</div><div>Research Questions and/or Hypotheses • State clearly • Establish significance • Be able to test/research • Ground in existing theory and research</div><div><div>Met</div></div></div><div><div>0%100%</div><div>Met:100%</div><div>Technical Merit (spelling, grammar, typographical errors)</div><div><div>Met</div></div></div><div><div>0%100%</div><div>Met:100%</div><div>Writing Style</div><div><div>Met</div></div></div><div><div>0%100%</div><div>Met:100%</div><div>Analysis</div><div>100% of the students will score an average of 3 competent in each criterion for a total of 38 or research proposal rubric</div></div></div>	
<div>Research Proposal using evidence based research</div> <div>Key Performance Indicator: Understand and apply evidence-based research. Skill Measure 2</div>	<div>MET</div> <div>Overall Proficiency of Student Scores by Criterion</div> <div><div>Met</div><div>Not Met</div></div>	<div>Maintain Assessment Strategy</div> <div>Continue to maintain assessment strategy</div>

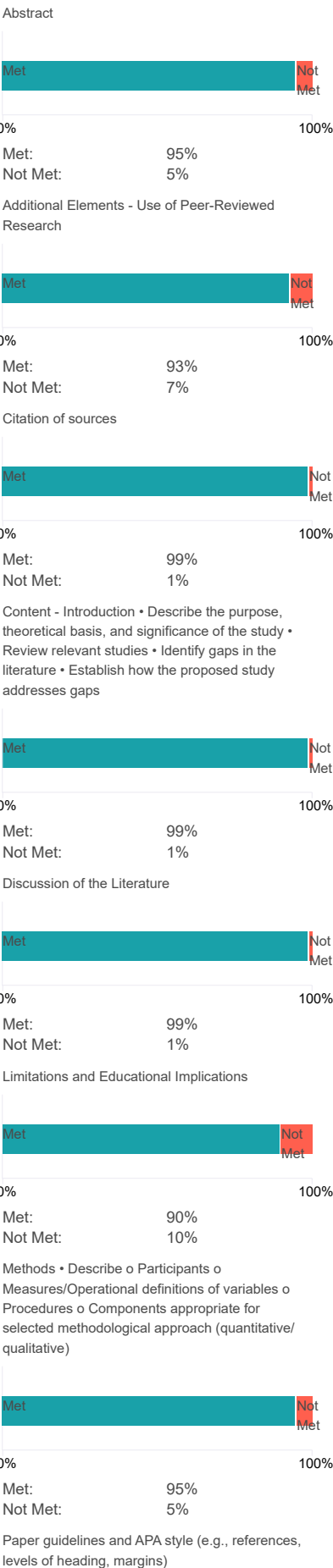
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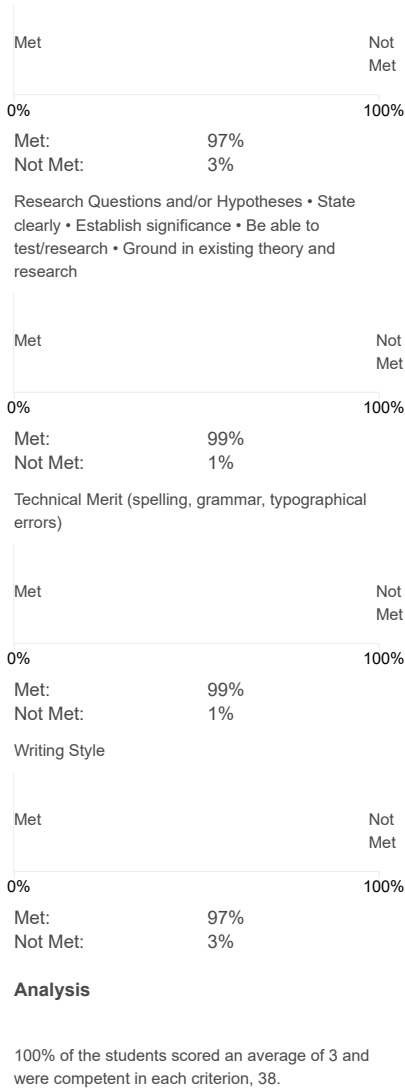
Direct - Assignment

Project: REH 6310

Target

100% of the students score an average of 3 competent in each criterion for a total of 38.





General Outcome Actions

ACTIONS

Maintain Assessment Strategy

Continue to maintain assessment strategy

Conclusion

All four outcomes met