

**Winston-Salem State University  
MSRC Program Data for  
Fall 2010-Summer 2018 Graduates**

**Master of Science in Rehabilitation Counseling (MSRC) Program Data**

Most recent performance indicators include an enrollment of 39 Rehabilitation Counseling Program (RCP) students in the spring 2018 and 39 graduates during the Fall 2010-Spring 2018 academic years. The program admits candidates every fall, spring and summer term. The average estimated time for completion of the 60-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 one summer term. The estimated annual cost of attendance for in-state students enrolled in online courses is \$11,533; for out-of-state students, annual cost of attendance is \$22,073. 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 2018.

**Student Retention Rates Fall 2010-Summer 2018**

Year	Students Admitted	Graduated	Exited Program	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	97.3%
Total	170	129	33	Average Enrollment 47	Average 92.05%

**Certified Rehabilitation Counseling (CRC) Passing Rates Fall 2010-Summer 2018**

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	8/16 = 50%
Total	86/115 = 75%

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 2010-2018 academic years, 70 % 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 98% to 100% of graduates find employment within three to six months after graduating, which is consistent with program goals and objectives. Since 2009, approximately 75 students have applied to become licensed as professional counselor associates (LPC-A), and twenty are licensed as professional counselors (LPC) in state of North Carolina. The North Carolina Board of Licensed Professional Counselors accepts the CRC exam, which is the program’s comprehensive exam, for persons who wish to become licensed in North Carolina as professional counselors (LPCs).

Student enrollment reflects a high level of diversity. In spring 2018, ninety-five percent of the students enrolled were from underrepresented ethnic groups. Ten percent of students have disabilities, eighty-seven 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 \$550,000 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 four full-time faculty and three adjunct faculty. The full-time instructor to full-time student ratio is 1:10.

### **First Year Employment Data for Fall 2017-Summer 2018 Graduates**

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	9 (50%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	1 (5.5%)
Community Rehabilitation (e.g., Goodwill, Easter Seals and National Multiple Sclerosis Society)	3 (16.7%)
College Setting (community college/university)	1 (5.5%)
Veterans Affairs	2 (11.1%)
K-12 School Settings (transition/special education)	0 (0%)

Private Rehabilitation (Insurance & Workers Compensation)	0 (0%)
Other (employed in non-rehabilitation setting)	2 (11.1%)
Unemployment	0 (0%)
Total Graduates	18
Currently Enrolled	37

### First Year Employment Data for Fall 2010-Summer 2018 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	50 (49.5%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	14 (13.9%)
Community Rehabilitation (e.g., Goodwill, Easter Seals and National Multiple Sclerosis Society)	14 (13.9%)
College Setting (community college/university)	3 (2.97%)
Veterans Affairs	4 (3.9%)
Private Rehabilitation (Insurance & Workers Compensation)	1 (1%)
K-12 School Settings (transition/special education)	2 (1.9%)
Other (employed in non-rehabilitation setting)	8 (7.9%)
Unemployment	5 (4.9%)
Doctoral Program (Rehabilitation)	1 (1%)*
Total Graduates	101

\*entered directly after graduation

**Winston Salem State University Department of Rehabilitation Counseling**  
**Annual Report for Academic Year 2017-2018**

**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 courses are well received by our student, alumni and key stakeholders. Our faculty members excel both in teaching and in contributing to our department, university and larger communities. Our students graduate and have been very successful at finding employment, 95% find employment within three months of graduating. For example, our 2017-2018 graduates had 100% employment rate upon completing the graduation with 89% percent being employed in a rehabilitation counseling setting. We have a 97% retention rate. We will maintain our efforts to continue these successes and also want to continue our momentum.

Our program admits students year around (fall, spring and summer). Our average completion rate is 2.5 to 3.0 years. Our student graduate with small debt ratio with 99% of our students receive some type of financial assistance through RSA or graduate fellowships. The program has three US Department of Education Rehabilitation Services Administration training grants. We want to increase our online offerings, both in the undergraduate summer school arena and as elective courses for our students and professional development opportunities for practitioners.

Our program represents high level of diversity. In spring 2019, 95% of students enrolled were from underrepresented ethnic group. Ten percentage of students have a disability, 95% are females and 90% are from rural areas. The MSRC program has four full-time faculty and three adjunct faculty and the undergraduate program in rehabilitation and human services has three full time faculty and one adjunct for deaf studies program. The MSRC program has 4 full-time faculty and three adjuncts instructor with instructor to full-time student ratio is 1:9.25 (4 full time faculty and 37 full time students). The rehabilitation studies undergraduate program has 70 students with full time student to faculty ratio is 1: 23 (3 full time faculty and 70 undergraduate students).

**Program Goals and Achievements**

***a) Learning Outcomes Assessment.***

Our learning outcomes assessment supports the belief that our programs is fulfilling our mission which is increase 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 serves two national exams to measure the student outcomes. One is 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:

Additionally the self-report we are writing for CACREP accrediting body has solidified that conclusion. Our annual program evaluation is based on our mission statement and program

objectives. As such, we assessed the following student learning outcomes:

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

Results of our assessment of seven student learning outcomes 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 overall passing rate is 75% on the first attempt.

The CRC results for 2012-2016 showed: Under the counseling section, the graduates students showed above the national average 6.50 under job development, job placement, and career and lifestyle development domain which was above national average 6.24. The current students showed slightly below the national average at 6.14 which was above the national average 6.24. Under the rehabilitation section, the graduates students showed below the national average 9.17 under job development, job placement, and career and lifestyle development domain which was above national average 10.00. The current students showed below the national average at 9.33 which was above the national average 10.00. (05/01/2017).

Under counseling section, the graduates students showed slightly below the national average with 7.00 under case management professional roles and practices, and utilization of community resources domain which was national average 7.21. The current students showed below above the national average 6.69. Under rehabilitation section, the graduates students showed slightly below the national average with 19.08 under case management professional roles and practices, and utilization of community resources domain which was national average 19.47. The current students showed below the national average 18.26. (05/01/2017).

The graduate students average score 16.50 same as the national average 16.50 under medical, functional, and environmental implications under Rehabilitation section. The current students average score 16.83 above the national average 16.50 under medical, functional, and environmental implications under Rehabilitation section. (05/01/2017). The graduates score 15.00 above the national average 14.94 and current students 13.57 which is below national average 14.94 (05/01/2017)

This means that, on average, our 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 (Nuventive Improve –TracData) and our new clinical training management system Supervision Assist. A third goal is to stay on top of current trends in the field, particularly in reference to 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. Last year we revised our curriculum to match CACREP standards by added Crisis Intervention course, revising our Assessment and Foundation course to include CACREP standards. The undergraduate programs are going through curriculum coherence, 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 2019. The undergraduate committee has designed a timeline and content so transfer students can complete the degree within 18-24 months.

#### **a) Student and graduate accomplishments.**

We had 95% received employment after 3 months of graduation. Twenty of them have presented at professional conferences this past academic year.

#### **b) Research, scholarship, and/or creative productivity in the department.**

Rehabilitation Counseling Department faculty members are active professionals. For 2017-2018, they had 5 articles published in refereed journals, 4 manuscripts submitted and 15 national presentations with 80% with students. The department productive in pursuing external funding to supplement state funding for our program with 2.755 million dollars of support for students 2014-2020. The department has total four federal grants and one state level funding.

The strengths of this amount of productivity are the production and refinement of expertise areas in rehabilitation, mental health and addiction counseling. Our faculty member are curious and always investigating big ideas as well as disseminating their knowledge to 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. Wake's 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 and are working across universities on various research projects related to topics such as disability, 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 enter to learn and depart to service. The program incorporates assignments in several course 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 department website blog at <https://wssurehabco.wordpress.com/blog>. Students blog about their learning experiences.

Faculty members also contribute. 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 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 it is fair to say we have been successful with the great majority of graduates in the 2017-2018 year.

#### **Strategic Plan**

Our foremost strategy for the coming year 2018-2019 must focus on all efforts needed to be awarded a favorable accreditation decision. While the self-report will be submitted in November 2018, we will need to respond to the written assessment of our program before we will be considered for an on-site visit. After the site visit, we will have to address the report findings. Thus this process will not be completed until July 2019.

Our other excitement next year will be welcoming new faculty with emphasis in rehabilitation counseling and mental health. We are excited about the addition of undergraduate rehabilitation studies program which includes addition of three faculty. We have one new faculty for graduate program who has experience in six years of experience teaching clinical mental health program and research areas in disability services. We are excited about these additions to our department and the contributions they will bring.