

Winston-Salem State University MSRC Program Data for Fall 2010-Spring 2020 Graduates

Master of Science in Rehabilitation Counseling (MSRC) Program Data

Most recent performance indicators include enrollment of 39 Rehabilitation Counseling Program (RCP) students in the spring of 2020 and 17 graduates during the Fall 2019-Spring 2020 academic year. 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, the 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 Spring 2020.

Student Retention Rates Fall 2010-Spring 2020

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	97.3%
Fall 2018 – Spring 2019	9	9	1	38	97.37%
Fall 2019 – Spring 2020	20	17	1	39	97.37%
Total	199	155	35	Average Enrollment 45.3	Average 93.11%

Certified Rehabilitation Counseling (CRC) Passing Rates Fall 2010-Spring 2019

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%*
Total	96/150 = 64%

*Students who graduated Spring 2020 will take CRC exam July 2020 or October 2020. CRC exam results for July 2020 will be available in September 2020.

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 2010-2020 academic years, 73 % 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 2020, approximately 95 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 professional counselors (LMHC).

Student enrollment reflects a high level of diversity. In spring 2020, 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 four full-time faculty and three adjunct faculty. The full-time instructor to full-time student ratio is 1:9.75.

First Year Employment Data for Fall 2019-Spring 2020 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	8 (47.0%)

State Agencies, which include Mental Health, Corrections, and Substance Abuse	2 (11.8%)
Community Rehabilitation (e.g., Goodwill, Easter Seals and National Multiple Sclerosis Society)	0 (0%)
College Setting (community college/university)	1 (5.9%)
Veterans Affairs	0 (0%)
K-12 School Settings (transition/special education)	0 (0%)
Private Rehabilitation (Insurance & Workers Compensation)	0 (0%)
Other (employed in non-rehabilitation setting) *	4 (23.5%)
Unemployment *	2 (11.8%)
Total Graduates	17
Currently Enrolled	39

@Will update 2019-2020 in August 2020

* High due to COVID-19 effecting Spring 2020 graduates

First Year Employment Data for Fall 2018-Spring 2019 Graduates

Types of Agencies Graduates Are Employed	Number of Graduates Employed with Agencies
State Vocational Rehabilitation – includes VR and Division for Blind Services	4 (44.5%)
State Agencies, which include Mental Health, Corrections, and Substance Abuse	0 (0%)
Community Rehabilitation (e.g., Goodwill, Easter Seals and National Multiple Sclerosis Society)	1 (11.1%)
College Setting (community college/university)	0 (0%)

Veterans Affairs	2 (22.2%)
K-12 School Settings (transition/special education)	0 (0%)
Private Rehabilitation (Insurance & Workers Compensation)	0 (0%)
Other (employed in non-rehabilitation setting)	1 (11.1%)
Unemployment	1 (11.1%)
Total Graduates	9
Currently Enrolled	37

***Will update 2019-2020 in August 2020**

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 2019-2020

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. Rehabilitation counseling faculty in 2019-2020 produced eight peer-reviewed publications. Due to COVID-19 university policy, which limited faculty travel to conferences, the faculty presented at five national presentations.

Our rehabilitation counseling graduates and have been very successful at finding employment, 90% find employment within three months of graduating. Even with COVID-19 effecting the job economy in Spring 2020, our 2019-2020 graduates had an 88.2% employment rate upon completing the graduation, with 47% percent being employed in a rehabilitation counseling setting. We have a 97% 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 99% of our students receive some type of financial assistance through RSA or graduate fellowships. The program has three U.S. Department of Education Rehabilitation Services Administration training grants.

We want to increase our online offerings, 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 concentrations 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 spring 2020 has seventy-four percent (74%) of the students enrolled represent minority groups, and ninety-seven (97%) represent underrepresented groups. Ten percent of students have disabilities, ninety-two (92%) percent are females, and ninety percent 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 four full-time faculty and three adjuncts instructors, and the 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 38 students with a full-time student to faculty ratio is 1: 12.7 (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. 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 KPIs and student learning outcomes from the CPCE exam and 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 64% on the first attempt.

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 (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 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 so 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 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 88% received employment after three months of rehabilitation counseling graduates for 2019-2020. Fourteen (4 rehabilitation studies and 10 rehabilitation counseling) students have presented at professional conferences for 2019-2020 academic year.

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

Rehabilitation Counseling Department faculty members are active professionals. For 2019-2020, they had 8 articles published in refereed journals, four manuscripts submitted, and five national presentations with 80% with students. The department productive in pursuing external funding to supplement state funding for our program with \$549,205 per year of support for students 2014-2020. The department has a 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 is 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. 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. They 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 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 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 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 2019-2020 year.

Strategic Plan

Our foremost strategy for the coming year 2020-2021 must focus on all efforts needed to be awarded a favorable accreditation decision. While the self-report will be submitted in December 2018, we have received two written assessment of our program from CACREP once in March 2019 and September 2019. We were scheduled for site visit on May 4-2, 2020 but CACREP COVID-19 policy postponed our on-site visit. The site visit will be rescheduled for Fall 2020 or Winter of 2021. Thus, CACREP accreditation process will not be completed until July 2021 and our accreditation is extended until October 31, 2021.

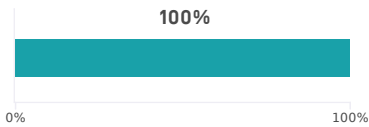
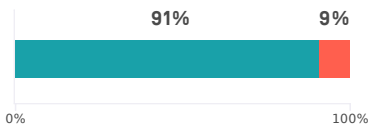
One excitement area for the department is undergraduate program having all major and minor courses as online courses. During the 2020-2021, we are shifting all courses to online including deaf studies which includes three American Sign Language courses as online offerings.

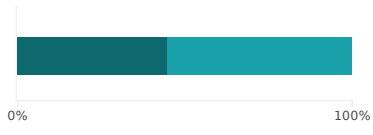
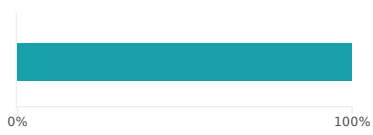
Academic year 2019-2020

Department of Rehabilitation Counseling Learning Outcomes

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE [CORE AREA 1] **MET**

Objective: Students will develop an understanding of the counseling profession and develop the knowledge and skills to apply the ethical code and ethical decision-making models to practice in an ethical manner

MEASURES	RESULTS	ACTIONS
<p>Rehabilitation Counselor Observation and Interview Paper</p> <p>Direct - Assignment</p> <p>Target</p> <p>A 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>  <p>Narrative – Write an 8-10 page paper where you reflect on both the interview and the course. [Points /40]</p>  <p>Analysis</p> <p>100% of the students scored 80% or better on the Rubric for Rehabilitation Counselor Observation and Interview Paper</p>	<p>Gather Additional Data</p> <p>Gathering additional data and will review to see if target or benchmark needs to be revised</p> <p>Recommended Due Date: 11/30/2020</p>
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Indirect - Survey</p> <p>Target</p> <p>The university supervisor rates function adequately and/or requires occasional</p>	<p>MET</p> <p>Overall Proficiency</p> <p> ■ Exceeded ■ Met </p>	<p>Gather Additional Data</p> <p>Gather additional data to see if we need to change the benchmark or revise the target</p> <p>Recommended Due Date: 11/30/2020</p>

<p>supervision at 80% performance level or above</p>	 <p>0% 100%</p> <p>Exceeded: 45% Met: 55%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>Internship survey indicated 100% university supervisor rates function adequately and/or requires occasional supervision at 80% performance level or above</p>	
<p>CPCE exam scores for Professional Counseling and Orientation and Ethical Practice section</p> <p>Direct - Exam [Certification/ Licensure]</p> <p>Target</p> <p>80% of the student will score above the national average under Professional Counseling and Orientation and Ethical Practice Section</p>	<p>Summary</p> <p>CPCE exam was not taken during the Fall 2019 and Spring 2020 due to scheduling issues. Students will take the CPCE exam during Fall 2020.</p> <p>Analysis</p> <p>CPCE exam was not taken during the Fall 2019 and Spring 2020 due to scheduling issues. Students will take the CPCE exam during Fall 2020.</p>	<p>Gather Additional Data</p> <p>Awaiting for CPCE results for 2019-2020 year which will be available in November 2020</p> <p>Recommended Due Date: 11/30/2020</p>
<p>Ethical Decision-Making Paper</p> <p>Direct - Assignment</p> <p>Target</p> <p>A score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency</p> <p>Met</p>  <p>0% 100%</p> <p>Met: 100% Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>100% of the students scored 80% or higher on rubric for Ethical Decision Making Paper</p>	<p>Gather Additional Data</p> <p>Gathering additional data to determine if we need to revise the target or benchmark</p> <p>Recommended Due Date: 11/30/2020</p>
<p>CRC exam results Professional Orientation Ethics</p> <p>CRC results are available in August (July exam), November (October exam), and April (March exam).</p> <p>Direct - Exam [Certification/ Licensure]</p> <p>Target</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Professional Orientation and Ethical Practice - Counseling</p>	<p><i>No actions have been added.</i></p>

<p>100% of students score above the national average on CRC exam results Professional Orientation Ethics</p>	
<p>Analysis</p> <p>CRC exam results will not be available for yearly results (October, March and July) in August 2020</p>	

General Outcome Actions

ACTIONS
<p>Adopt or Expand Technologies</p>
<p>During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) Springer Publishing CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.</p>
<p>Budget Request: \$1,534 USD</p>
<p>Purchase 40 textbooks/app for CRC exam preparation for all students currently in the program.</p>

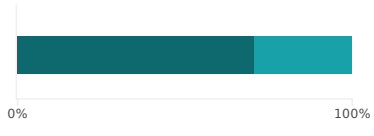
Conclusion

The program met four out of the five outcomes under Professional Orientation Ethics. The CRC exam results were below the 80% target and the CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

SOCIAL AND CULTURAL DIVERSITY (CORE AREA 2) MET

Objective: Students develop the knowledge and skills to apply multicultural competencies to their work with individuals and groups and learn strategies for working and advocating for diverse populations.

MEASURES	RESULTS	ACTIONS
<p>Counseling Diversity and Advocacy Project</p> <p>Direct - Assignment</p> <p>Target</p> <p>A score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency</p> <p>Exceeded: 57% Met: 43% Met Total: 100% Not Met Total:</p> <p>Analysis</p>	<p>Gather Additional Data</p> <p>Gathering data and will review to see if benchmark or target needs to be revised</p> <p>Recommended Due Date: 11/30/2020</p>

	<p>100% of the students scored 80% or higher on Counseling Diversity and Advocacy Project</p>	
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Indirect - Survey</p> <p>Target</p> <p>University supervisor rates: functions adequately and/or requires occasional supervision with 80% on the diversity performance level</p>	<p>MET</p> <p>Overall Proficiency</p> <p>■ Exceeded ■ Met</p>  <p>Exceeded: 71% Met: 29%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>100% of university supervisors scored above functions adequately and/or requires occasional supervision with 80% on the diversity performance level.</p>	<p>Gather Additional Data</p> <p>Gathering data to determine if the benchmark or target needs to be revised</p> <p>Recommended Due Date: 11/30/2020</p>
<p>CPCE exam scores for Social and Cultural Diversity</p> <p>Direct - Exam [Certification/ Licensure]</p> <p>Target</p> <p>80% of the student will score above the national average under Social and Cultural Diversity</p>	<p>NOT MET</p> <p>Analysis</p> <p>CPCE exam was not taken during the Fall 2019 and Spring 2020 due to scheduling issues. Students will take the CPCE exam during Fall 2020.</p>	<p>Maintain Assessment Strategy</p> <p>Due to CPCE exam scores not taken Fall 2019-Spring 2020, the program will review CPCE exam scores for Fall 2020.</p>

Conclusion

The program met two out of the three outcomes under Social and Cultural Diversity. The CRC exam results were below the 80% target and the CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

HUMAN GROWTH AND DEVELOPMENT (CORE AREA 3) NOT 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>Target</p> <p>A score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency</p> <p>■ Exceeded ■ Met ■ Not Met</p>	<p>Gather Additional Data</p> <p>The program will continue to collect data to determine if we need to revise the target or change the assessment.</p> <p>Recommended Due Date: 11/30/2020</p>

	<p>0% 100%</p> <p>Exceeded: 57% Met: 29% Not Met: 14%</p> <p>Met Total: 86% Not Met Total: 14%</p> <p>Analysis 86% of the met the target the 80% or higher on the rubric discussion posting for human growth and development.</p>	
<p>Research Project (Poster Presentation)</p> <p>Direct - Assignment</p> <p>Target 80% or better on Peer Review average 8 out of 10</p>	<p>NOT MET</p> <p>Overall Proficiency</p> <p>Exceeded Met Approached Not Met</p> <p>0% 100%</p> <p>Exceeded: 14% Met: 43% Approached: 14% Not Met: 29%</p> <p>Met Total: 57% Not Met Total: 43%</p> <p>Analysis 57% of the students met the target 80% or higher on peer review for poster presentation assignment for Human Growth.</p>	<p>Gather Additional Data</p> <p>The program will continue to collect data to determine if we need to revise the target or change the assessment.</p> <p>Recommended Due Date: 06/30/2021</p>
<p>CPCE exam scores for Social and Culture Diversity</p> <p>Target 80% of the student will score above the national average under Social & Cultural Diversity</p>	<p><i>No results have been added.</i></p>	<p><i>No actions have been added.</i></p>

General Outcome Actions

<p>ACTIONS</p>
<p>Gather Additional Data Awaiting CPCE exam results for October 2020</p>

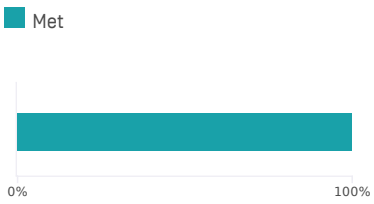
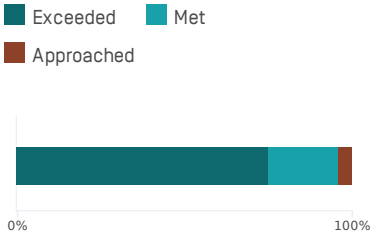
Recommended Due Date: 11/30/2020

Conclusion

The program met one of the three outcomes measured. The CPCE exam was not taken during 2019-2020. Students will take the CPCE exam in October 2020.

CAREER DEVELOPMENT [CORE AREA 4] **MET**

Objective: Students will develop the knowledge and skills to implement career development strategies with varied populations.

MEASURES	RESULTS	ACTIONS
<p>Discussion Posting: Target Population Analysis</p> <p>Target A score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency</p>  <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis 100% of the student scored 80% or higher on Discussion Posting: Target Population Analysis</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain the assessment strategy</p>
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Target The university supervisor rates: functions adequately and/or requires occasional supervision with 80% performance level</p>	<p>MET</p> <p>Overall Proficiency</p>  <p>Exceeded: 75%</p> <p>Met: 21%</p> <p>Approached: 4%</p> <p>Met Total: 96%</p> <p>Not Met Total: 4%</p> <p>Analysis 96% of the university supervisor rated functions adequately and/or requires occasional supervision with 80% performance level which was above the 80% on the Internship Site Supervisor Final</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain an assessment strategy.</p>

	<p>Student Evaluation Form under Career Counseling</p>	
<p>CRC exam results Career Development</p> <p>CRC results are available in August (July exam), November (October exam), and April (March exam).</p> <p>Direct - Exam (Certification/ Licensure)</p> <p>Target</p> <p>80% of the student will score above the national average under Career Development and Job Placement (counseling section)</p>	<p>NOT MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Career Development and Job Placement - Counseling</p>  <p>Analysis</p> <p>41% of students scored 80% or above the Career Development and Job Placement under counseling section</p>	<p>Maintain Assessment Strategy</p> <p>The program will collect additional data to see if we need to revise the target or assessment.</p>
<p>CPCE exam scores for Career Development section</p> <p>Direct - Exam (Certification/ Licensure)</p> <p>Target</p> <p>75% of the students will pass the Professional Orientation and Ethical Practice - Counseling section on CRC exam</p>	<p><i>No results have been added.</i></p>	<p><i>No actions have been added.</i></p>
<p>Career Development Portfolio</p> <p>Direct - Assignment</p> <p>Target</p> <p>A score of 80% or better on Rubric</p>	<p>MET</p> <p>Overall Proficiency</p> <p>Exceeded</p>  <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>100% of the student scored 80% or higher on Career Development Portfolio.</p>	<p>Gather Additional Data</p> <p>The program will continue to collect data to determine if we need to revise the target or change the assessment.</p> <p>Recommended Due Date: 11/30/2020</p>

General Outcome Actions

<p>ACTIONS</p>
<p>Adopt or Expand Technologies</p>

During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) Springer Publishing CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.

Recommended Due Date: 11/30/2020

Budget Request: \$1,534 USD

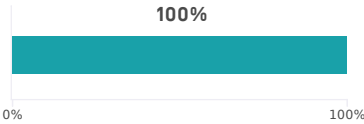
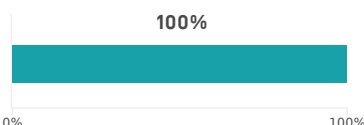
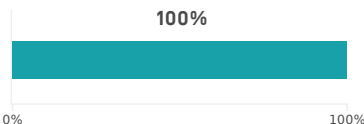
Purchase 40 textbooks/app for CRC exam preparation for all students currently in the program.

Conclusion

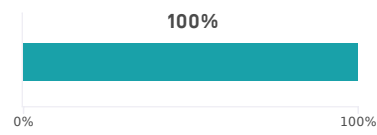
The program met three out of the four outcomes under Career Development. The CRC exam results were below the 80% target and the CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

COUNSELING AND HELPING RELATIONSHIPS [CORE AREA 5] **MET**

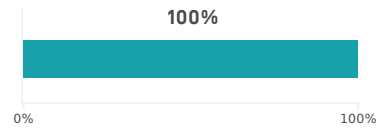
Objective: Students will develop and understanding of the basic theories and models of counseling and demonstrate essential interviewing, counseling, and case conceptualization skills.

MEASURES	RESULTS	ACTIONS
<p>Video portfolio Competency Rubric</p> <p>Target 80% of the students scored met or scored above target for video competency</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>  <p>It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.</p>  <p>Overall performance in this session</p> 	<p><i>No actions have been added.</i></p>

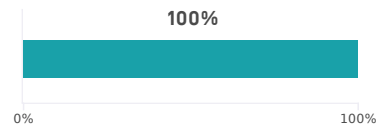
The client appeared comfortable to express thoughts and feelings with the counselor.



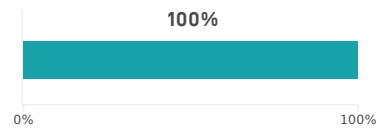
The client appeared to be relatively relaxed with the counselor as the counseling interview progressed



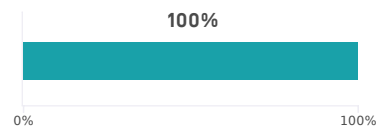
The counselor appeared to be able to establish rapport effectively with the client.



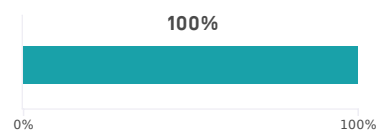
The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.



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

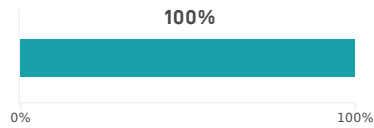


The counselor attempted to move the client toward active behavior

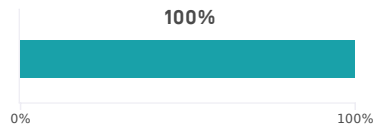


The counselor demonstrated specific techniques used in this theoretical

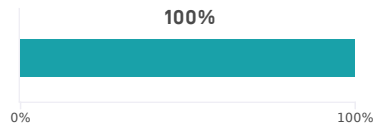
counseling orientation.



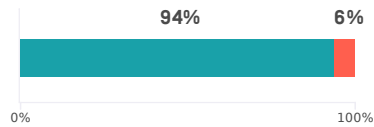
The counselor explained that the purpose of the session was to provide the student counselor practice using basic counseling skills.



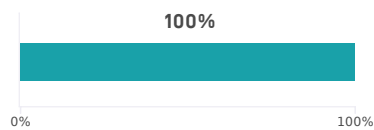
The counselor kept effective focus on the client's issues and concerns.



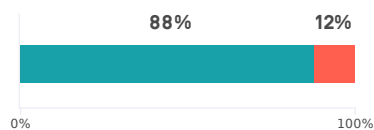
The counselor kept the counseling interview flowing and moving effectively.



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

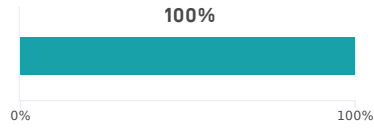


The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.

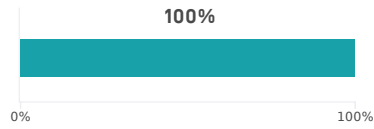


Analysis

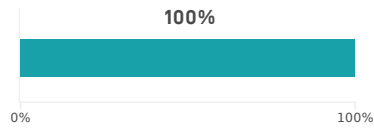
	<p>Students scored 80% or higher video competency rubric</p>	
<p>Analysis Five Stage Interview</p> <p>Direct - Assignment</p> <p>Target</p> <p>80% of the student will score 80% or higher on the Five stage interview rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>■ Met ■ Not Met</p> <p>Appropriate attending behavior (eye contact, forward body position, etc.) was demonstrated by the counselor.</p>  <p>It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.</p>  <p>Overall performance in this session</p>  <p>The client appeared comfortable to express thoughts and feelings with the counselor.</p>  <p>The client appeared to be relatively relaxed with the counselor as the counseling interview progressed</p>  <p>The counselor appeared to be able to establish rapport effectively with the client.</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain the assessment strategy for five stage interview</p>



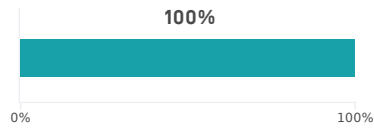
The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.



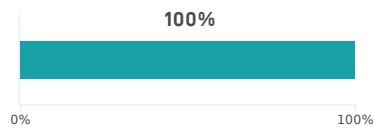
The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.



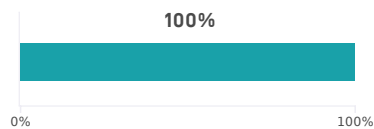
The counselor attempted to move the client toward active behavior



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



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



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

	<p style="text-align: center;">100%</p>  <p style="text-align: center;">The counselor kept the counseling interview flowing and moving effectively.</p> <p style="text-align: center;">100%</p>  <p style="text-align: center;">The counselor secured the client's permission to tape the counseling interview.</p> <p style="text-align: center;">100%</p>  <p style="text-align: center;">The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.</p> <p style="text-align: center;">100%</p>  <p>Analysis Students score 100% on Five Stage Interview Rubric which is above 80% of target</p>	
<p>CPCE exam scores for Counseling and Helping Relationships section under counseling</p> <p>Target 80% of the student will score above the national average under Counseling and Helping Relationships</p>	<p><i>No results have been added.</i></p>	<p><i>No actions have been added.</i></p>

General Outcome Actions

<p>ACTIONS</p>
<p>Maintain Assessment Strategy The program will maintain assessment strategy</p>

Conclusion

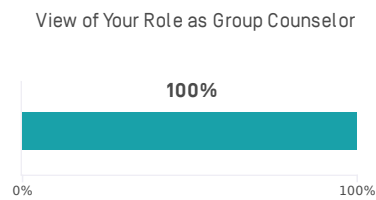
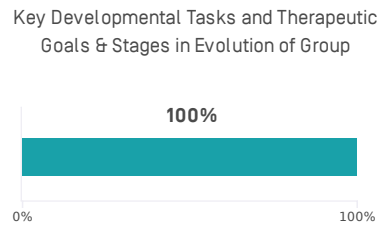
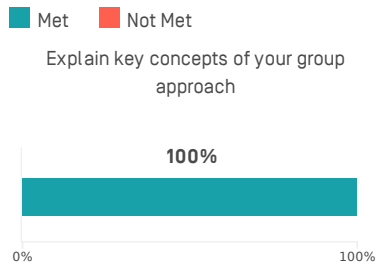
All two out of three outcomes were met. The CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

GROUP COUNSELING AND GROUP WORK [CORE AREA 6] **MET**

Objective: Students will develop skills and demonstrate ethically and culturally relevant strategies for designing and facilitating groups across varied settings.

MEASURES	RESULTS	ACTIONS
<p>REH 5303 Group Process Paper</p> <p>Direct - Assignment</p> <p>Target 80% of the students scored 80% of higher on group process rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>■ Met ■ Not Met</p> <p>Introducing the idea: Problem statement on literature on the group topic</p>  <p>100%</p> <p>Introduction: Explains the group purpose, type of group, and the significance of the group</p>  <p>100%</p>	<p>Maintain Assessment Strategy</p> <p>The program will continue to maintain the assessment strategy for group process paper</p>
<p>REH 5303 Group Ethics Quiz</p> <p>Direct - Assignment</p> <p>Target The students scored 80% of higher on Group ethics quiz</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>■ Met ■ Not Met</p> <p>Quiz Total Score</p>  <p>93% 7%</p>	<p><i>No actions have been added.</i></p>
<p>Group Integrative Paper</p> <p>Direct - Assignment</p> <p>Target</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain the assessment strategy for group integrative paper</p>

80% of the student will scored 80% or higher rubric on group integrative paper



Self Assessment Group Leader

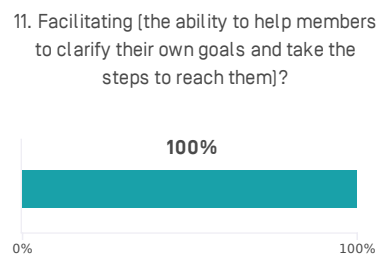
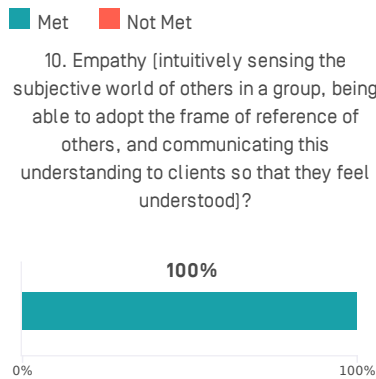
Direct - Assignment

Target

80% of the students will report 4 or higher on group leader self assessment

MET

Overall Proficiency of Student Scores by Criterion

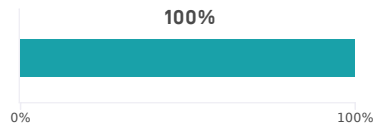


12. Initiating [demonstrating an active stance in intervening in a group at

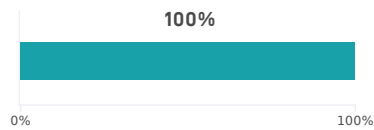
Maintain Assessment Strategy

The program will maintain assessment strategy on group leader self assessment. The program will review the assessment in the internship

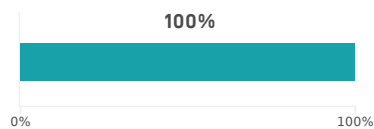
appropriate times)?



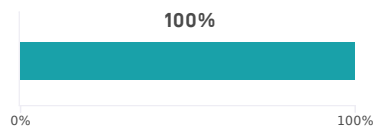
13. Goal Setting [being able to cooperatively work with members so that there is an alignment between member goals and leader goals, and being able to assist members in establishing concrete goals)?



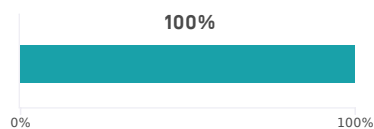
14. Feedback [giving information to members in such a way that they can use it to make constructive behavior changes)?



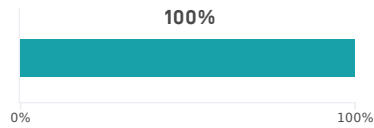
15. Suggestion [offering information or possibilities for action that can be used by members in making independent decisions)?



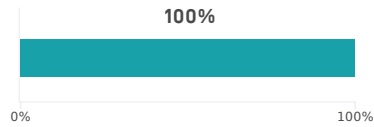
16. Protecting [the willingness to actively intervene to ensure that members will be safeguarded from unnecessary psychological risks)?



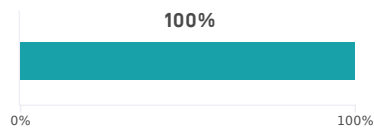
17. Self-Disclosure [demonstrating the ability and willingness to share persistent reactions with the members that relate to the here-and-now occurrences in the group)?



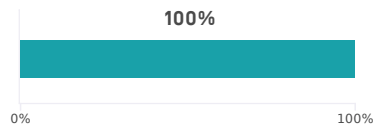
18. Modeling [demonstrating to members desired behaviors that can be practiced both during and after group sessions]?



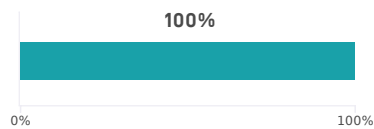
19. Silence [the ability to effectively deal with the meaning underlying silence in a group session]?



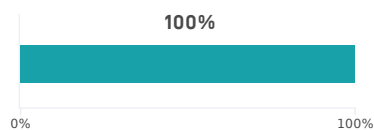
1. Active Listening [the ability to hear, understand, and communicate this understanding]?



20. Blocking [being able to intervene effectively without attacking members who engage in counterproductive behaviors in group]?

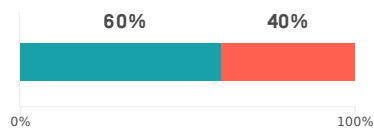


21. Terminating [creating a climate that encourages members to continue working after sessions]?

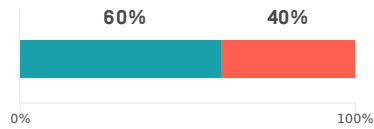


22. Assignment [suggesting to clients specific activities that they can practice

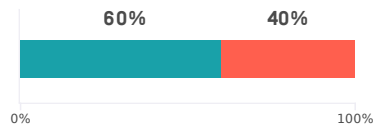
both in and out of group to develop new behaviors)?



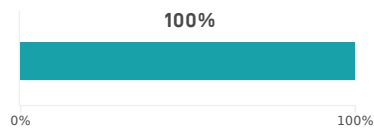
23. Role Direction [being able to direct members to enact specific roles in role-playing situations]?



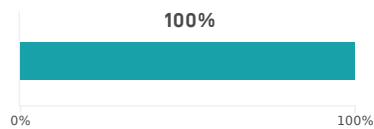
24. Diagnosing [the ability to assess specific problems or conflicts of members in such a way that avoids labeling them]?



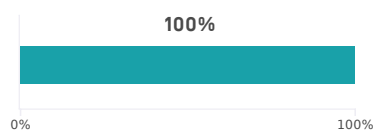
25. Evaluating [the ongoing appraisal of the process and outcomes of a group]?



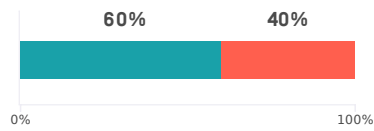
26. Following Through [the ability to implement and follow through to reasonable completion work that is begun with a client]?



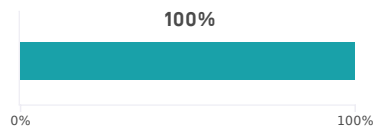
27. Knowledge of Theory [demonstrating a theoretical understanding of group dynamics, interpersonal dynamics, and drawing on a model or models in group leading]?



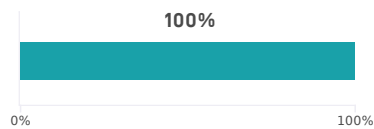
28. Application of Theory to Practice (the skill in applying theoretical constructs to actual group practice)?



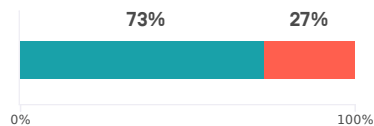
29. Perceptivity and Insight (sensitivity and accurately seeing underlying issues and getting at the core of both verbal and nonverbal communications)?



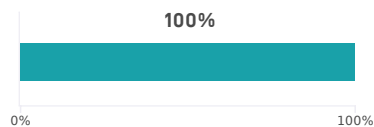
2. Restating (the ability to capture the essence of what is said in different words with the effect of adding meaning or clarifying meaning)?



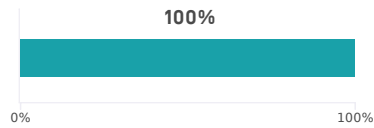
30. Referral (presenting to members resources for continued personal growth in such a way that they are likely to seriously consider using these resources)?



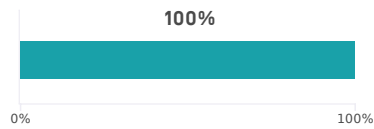
31. Risk-Taking (the willingness to risk making mistakes and an openness in learning from them)?



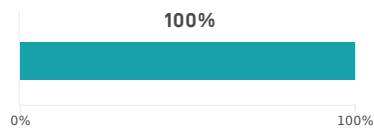
32. Inventiveness and Creativity (being able to approach a group with fresh ideas, and being able to synthesize a personal therapeutic style from a variety of therapeutic approaches)?



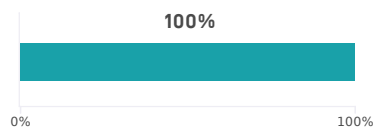
33. Enthusiasm [a sense of aliveness, a belief in group process, and the ability to influence members' level of excitement]?



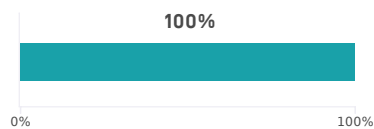
34. Expression [being able to verbally express thought and feelings in an effective manner]?



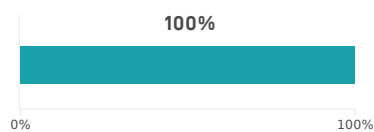
35. Awareness of Self [being aware of personal needs, motivations, problems, values, and the impact they have on group process]?



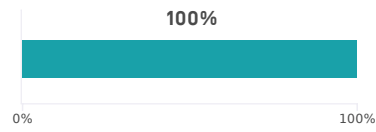
36. Group Dynamics [being aware of the many levels of interaction in a group and assisting members in working effectively together]?



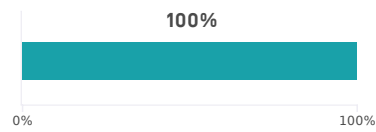
37. Content Orientation [helping members to focus on certain themes in a structured type of group]?



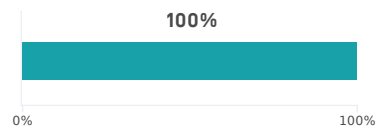
38. Cooperation as a Co-Leader [the ability to effectively work with a co-leader, to plan together, and the ability to carry out these plans in a group]?



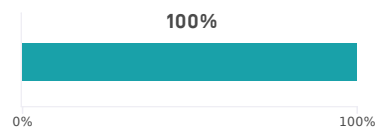
39. Values Awareness [awareness of how leader's values can either facilitate or inhibit the functioning of a group, and the ability to expose leader values without imposing them on members]?



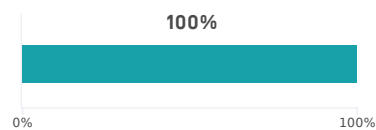
3. Clarifying [focusing on underlying issues and assisting others in getting a clearer picture of what they are thinking and feeling]?



40. Ethical Awareness [demonstrating a knowledge and sensitivity to the demands of the professional responsibility of leading a group]?

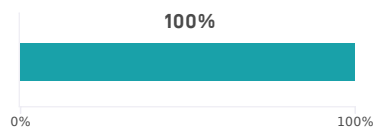


41. Techniques [knowing a range of techniques or therapeutic procedures and being able to use them appropriately in helping members work through personal issues]?

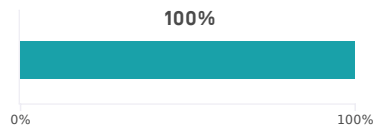


42. Flexibility [the willingness to change an agenda, modify a structure, change strategies, and in other ways adapt to the

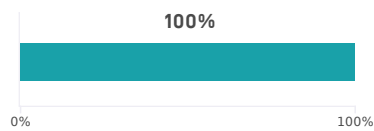
unique needs of a particular member or a certain group)?



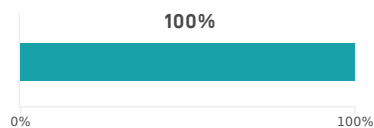
43. Psychological Presence (the ability to be emotionally in contact with members, and being psychologically ready to lead a particular session)?



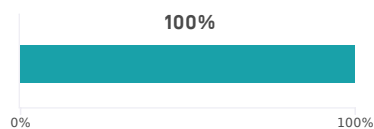
44. Genuineness (being what one is, the absence of false fronts, a congruence between inner experiencing and external expression, avoiding hiding in roles)?



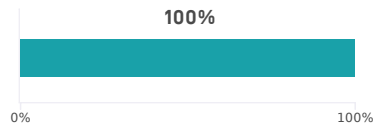
45. Structuring (the ability to use appropriate structuring in a group so that members do not become leader dependent but at the same time do not flounder needlessly)?



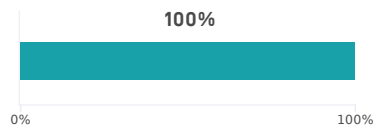
46. Belief in Group Process (demonstrating a belief in the values of a group for influencing constructive changes)?



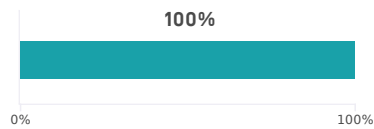
47. Personal Power (using personal power in such a way that members are not encouraged to adopt a dependent or inferior position)?



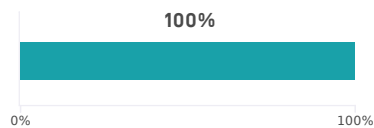
48. Respect [communicating an attitude of acceptance and seeing value in others and valuing the dignity and autonomy of the members]?



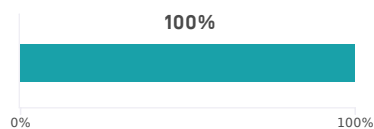
49. Care [experiencing and demonstrating an attitude of genuine caring, warmth, and concern for the members]?



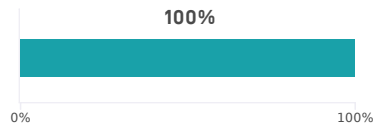
4. Summarizing [being able to tie together loose ends, identify common themes, and provide a picture of the directional trends of a group session]?



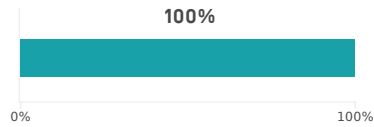
50. Courage [demonstrating the willingness to do for oneself what is expected of members and being willing to face oneself honestly]?



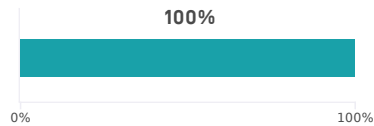
5. Questioning [the ability to use questions to stimulate thought and action, and to avoid a question/answer pattern of interaction between the leader and members]?



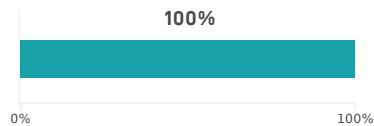
6. Interpretation [explaining the meaning of behavior patterns within the framework of a theoretical system]?



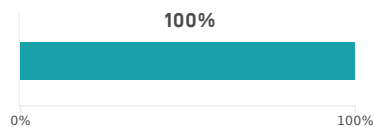
7. Confrontation [the ability to challenge members in a direct way on discrepancies in such a manner that they will tend to react non-defensively to the confrontation]?



8. Reflecting Feelings [mirroring what others appear to be feeling without being mechanical]?



9. Supporting [being able to offer some form of positive reinforcement at appropriate times in such a way that it has a facilitating effect]?



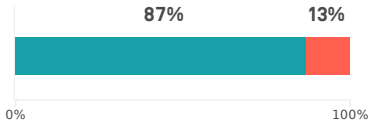
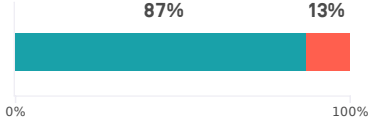
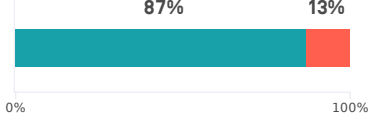
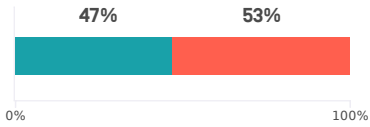
Analysis

80% and higher of student indicated exceed and met group leader survey. There are five areas as lower than 80%: application of theory(60%), referral (73%), diagnosing (60%), assignment (60%) and role direction (60%)

Group Journal Rubric

MET

Maintain Assessment Strategy

<p>Target</p> <p>80% of the student will achieve a score of 80% or above</p>	<p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Feel about being in the group</p>  <p>Reflection Learned about the Group</p>  <p>Reflection Learned about Yourself</p>  <p>Analysis</p> <p>87% of the student scored 80% or above on group journal rubric</p>	<p>The program will maintain assessment strategy for group journal rubric</p>
<p>CRC exam Group and Family</p> <p>Direct - Exam [Certification/ Licensure]</p> <p>Target</p> <p>75% of the students scored 80% or higher on Group and Family Counseling in Counseling section of CRC exam</p>	<p>NOT MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>Met Not Met</p> <p>Group and Family Counseling - Counseling</p>  <p>Analysis</p> <p>47% of students scored 80% or higher on Group and Family Counseling on Counseling Section on CRC exam</p>	<p>Gather Additional Data</p> <p>The program will continue to collect data on group and family counseling on counseling section on CRC exam</p> <p>Recommended Due Date: 11/30/2020</p>
<p>CPCE exam scores for Group Work section</p> <p>Target</p> <p>80% of the student will score above the national average under the Group Work</p>	<p><i>No results have been added.</i></p>	<p><i>No actions have been added.</i></p>

section		
---------	--	--

General Outcome Actions

ACTIONS
<p>Adopt or Expand Technologies</p> <p>During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) Springer Publishing CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.</p> <p>Recommended Due Date: 11/30/2020</p> <p>Budget Request: \$1,534 USD</p> <p>Purchase 40 textbooks/app for CRC exam preparation for all students currently in the program.</p>

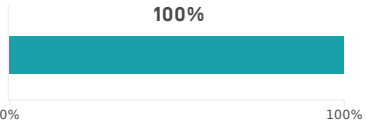
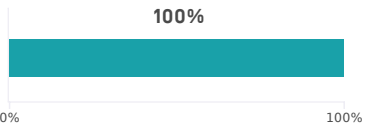
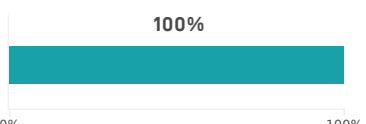
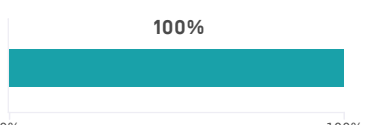
Conclusion

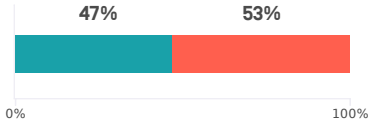

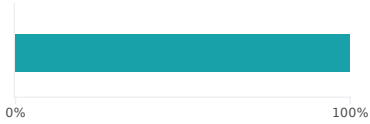
The program met five out of seven outcomes under Group Counseling. The CRC exam results were below the 80% target and the CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

ASSESSMENT AND TESTING (CORE AREA 7) MET

Objective: Students will develop knowledge and understanding of ethical and culturally relevant strategies for selecting, administering, interpreting, and using assessment results.

MEASURES	RESULTS	ACTIONS
<p>REH 5304 Assessment Evaluator Interview Paper</p> <p>Direct - Assignment</p> <p>Target</p> <p>80% of the student will achieve a score of 80% or above on the evaluator interview</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p> ■ Met ■ Not Met </p> <p>This criterion is linked to a Learning Outcome Reflection Paper (Pts /20.0)</p> <p>Analysis</p> <p>100% of the student scored 80% or better on the evaluator interview paper rubric</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain assessment strategy of evaluator interview paper</p>
<p>Self Assessment Report Rubric</p> <p>Direct - Assignment</p> <p>Target</p> <p>Students 80% or higher on self-assessment evaluation report rubric.</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p> ■ Met ■ Not Met </p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain the assessment strategy for a self-assessment report</p>

	<p>This criterion is linked to a Learning Outcome1. Content [Pts /3.0]</p> <p style="text-align: center;">100%</p>  <p>This criterion is linked to a Learning Outcome3. Organization [Pts /3.0]</p> <p style="text-align: center;">100%</p>  <p>This criterion is linked to a Learning Outcome4. Results, Findings, and Analysis [Pts /3.0]</p> <p style="text-align: center;">100%</p>  <p>This criterion is linked to a Learning Outcome5. Reflections [Pts /3.0]</p> <p style="text-align: center;">100%</p>  <p>Analysis</p> <p>100% of the students scored above the target 80% of the self-assessment evaluation report.</p>	
<p>CPCE exam scores for Assessment and Testing section</p> <p>Target</p> <p>80% of the student will score above the national average under the Assessment and Testing section</p>	<p><i>No results have been added.</i></p>	<p><i>No actions have been added.</i></p>
<p>CRC exam Assessment, Occupational Analysis, and Service Implementation domain area</p> <p>Target</p>	<p>NOT MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p> ■ Met ■ Not Met </p> <p>Assessment, Occupational Analysis, and Service Implementation - Counseling</p>	<p>Gather Additional Data</p> <p>The program is collecting additional data to see we need revise the target or assessment</p> <p>Recommended Due Date: 11/30/2020</p>


<p>80% of the students scored 80% or higher on Assessment, Occupational Analysis, and Service Implementation CRC exam under Counseling Section</p>	 <p>Analysis 47% of students scored 80% or higher on Assessment, Occupational Analysis, and Service Implementation under the counseling section</p>	
<p>Internship Site Supervisor Final Student Evaluation Form</p> <p>Indirect - Survey</p> <p>Target University supervisor rates: Functions adequately and/or requires occasional supervision with 80% performance level</p>	<p>MET</p> <p>Overall Proficiency</p>   <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis 100% of the student university supervisor rates: functions adequately and/or requires occasional supervision with 80% performance level under assessment.</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain the strategy assessment</p>

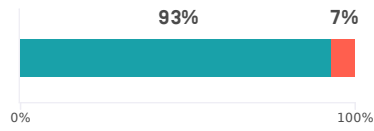
Conclusion

The program met three out of the four outcomes under Assessment and Testing. The CRC exam results were below the 80% target and the CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

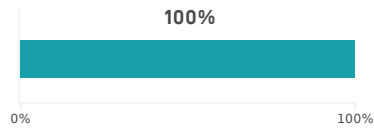
RESEARCH AND PROGRAM EVALUATION [CORE AREA 8] **MET**

Objective: Students will be able to identify evidenced based practices and utilize ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

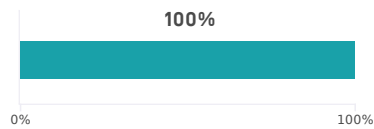
MEASURES	RESULTS	ACTIONS
<p>Research paper</p> <p>Direct - Assignment</p> <p>Target 80% of the students will score 80% on research rubric</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p>  <p>Additional Elements - Use of Peer-Reviewed Research</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain strategic strategy of research paper</p>



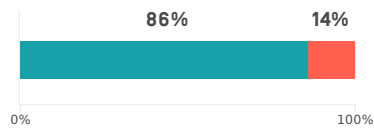
Content - Introduction • Describe the purpose, theoretical basis, and significance of the study • Review relevant studies • Identify gaps in the literature • Establish how the proposed study addresses gaps



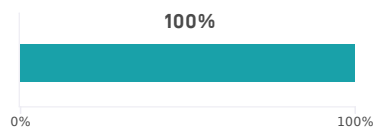
Discussion of the Literature



Methods • Describe o Participants o Measures/Operational definitions of variables o Procedures o Components appropriate for selected methodological approach (quantitative/ qualitative)



Research Questions and/or Hypotheses • State clearly • Establish significance • Be able to test/research • Ground in existing theory and research



Analysis

80% of the student score 89% or higher on research rubric

Quiz on Ethical Issues and Guidelines

Direct - Assignment

MET

Overall Proficiency of Student Scores by Criterion

Maintain Assessment Strategy

The program will maintain assessment strategy quiz on ethical issues

80% of the student will score above the national average under the Research and Program Evaluation section

General Outcome Actions

ACTIONS
<p>Adopt or Expand Technologies</p> <p>During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) Springer Publishing CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.</p> <p>Recommended Due Date: 11/30/2020</p> <p>Budget Request: \$1,534 USD</p> <p>Purchase 40 textbooks/app for CRC exam preparation for all students currently in the program.</p>

Conclusion

The program met three out of the five outcomes under Research and Program Evaluation. The CRC exam results were below the 80% target and the CPCE exam was not taken during 2019-2020. We are awaiting for CPCE exam results in October 2020.

REHABILITATION COUNSELING **MET**

Objective: Students will develop knowledge and understanding about rehabilitation counseling history legislation, philosophy, services, an overview of a variety of disabling conditions, and learn the skills to translate legislative mandates into proactive action that maximizes the rehabilitation of individuals with disabilities.

MEASURES	RESULTS	ACTIONS
<p>CRC prep exam</p> <p>Direct - Assignment</p> <p>Target</p> <p>80% of the students will score 80% or higher on CRC prep exam in REH 6310 Project</p>	<p>MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p> ■ Met ■ Not Met CRC prep exam </p> <p>Analysis</p> <p>The students scored 78% which was below the 80% target for the CRC prep exam in REH 6310 Project</p>	<p>Adopt or Expand Technologies</p> <p>During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.</p> <p>Recommended Due Date: 11/30/2020</p> <p>Budget Request: \$1,534 USD</p> <p>Purchase 40 textbooks/app for CRC exam preparation for all students currently in the</p>

program.

REH 6310 Project Research Paper

Direct - Assignment

Target

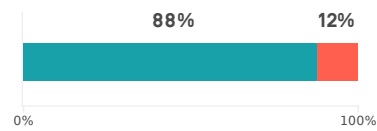
80% of the student will achieve a score of 80% on research paper rubric

MET

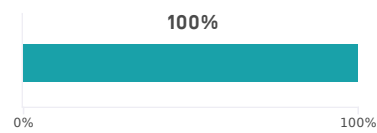
Overall Proficiency of Student Scores by Criterion

■ Met ■ Not Met

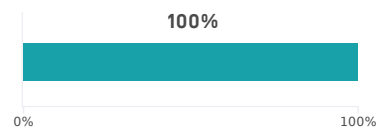
Additional Elements - Use of Peer-Reviewed Research



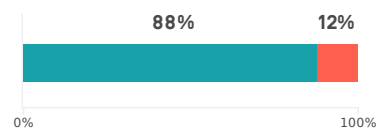
Content - Introduction • Describe the purpose, theoretical basis, and significance of the study • Review relevant studies • Identify gaps in the literature • Establish how the proposed study addresses gaps



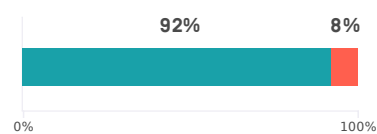
Discussion of the Literature



Limitations and Educational Implications

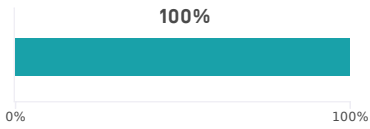

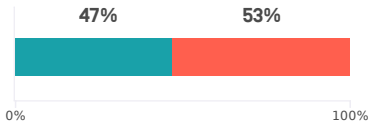
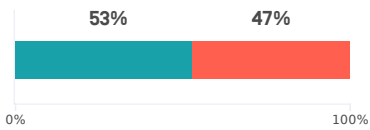


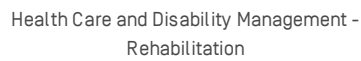
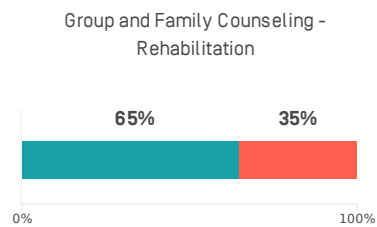
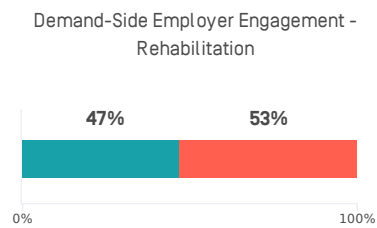
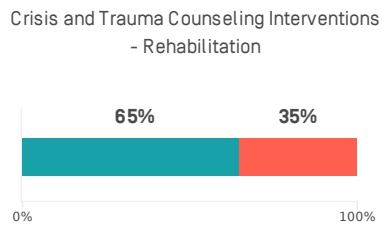
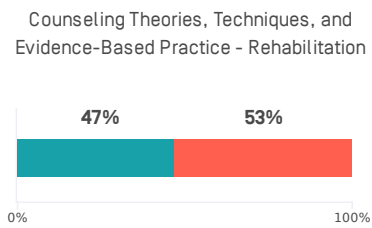
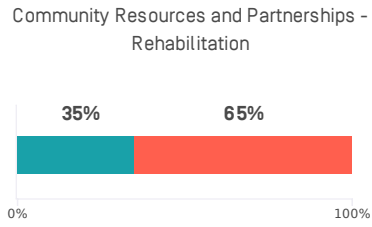
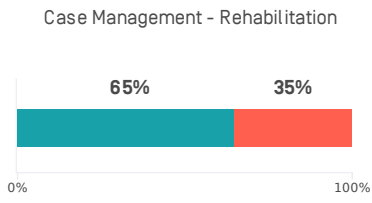
Methods • Describe o Participants o Measures/Operational definitions of variables o Procedures o Components appropriate for selected methodological approach (quantitative/ qualitative)

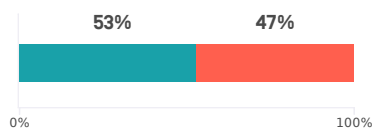


Research Questions and/or Hypotheses • State clearly • Establish significance • Be

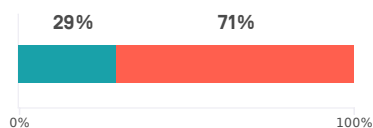
No actions have been added.

	<p>able to test/research • Ground in existing theory and research</p>  <p>100%</p>	
<p>Module 1 Writing Assignment: Legislative Acts</p> <p>Direct - Assignment</p> <p>Target A score of 80% or better on Rubric</p>	<p><i>No results have been added.</i></p>	<p><i>No actions have been added.</i></p>
<p>Student Evaluation by Supervisor</p> <p>Indirect - Survey</p> <p>Target Functions adequately and/or requires occasional supervision with 80% performance level</p>	<p>MET</p> <p>Overall Proficiency</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p>Exceeded: 71% Met: 29% Met Total: 100% Not Met Total:</p>	<p>Maintain Assessment Strategy</p> <p>The program will maintain assessment strategy</p>
<p>CRC exam on Rehabilitation Section</p> <p>Target 80% of the students will score 75% or higher on the Rehabilitation section of CRC exam</p>	<p>NOT MET</p> <p>Overall Proficiency of Student Scores by Criterion</p> <p>■ Met ■ Not Met</p> <p>Assessment, Occupational Analysis, and Service Implementation - Rehabilitation</p>  <p>0% 100%</p> <p>Career Development and Job Placement - Rehabilitation</p>  <p>0% 100%</p>	<p><i>No actions have been added.</i></p>

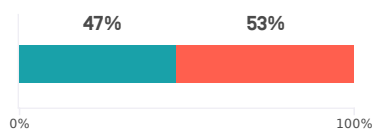




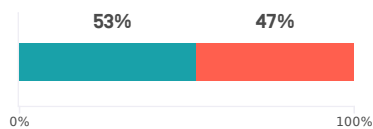
Medical and Psychosocial Aspects of Chronic Illness and Disability - Rehabilitation



Professional Orientation and Ethical Practice - Rehabilitation



Research, Methodology, and Performance Management - Rehabilitation



Conclusion

All were met except the CRC exam passing rate under the rehabilitation section and writing assignment legislative acts data was not collected during Fall 2019.

Rehabilitation Process [Program Objectives 2] **MET**

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

MEASURES

Rehabilitation Counselor Observation and Interview Paper

Direct - Assignment

Target

A score of 80% or better on Rubric

RESULTS

MET

Overall Proficiency of Student Scores by Criterion

Met Not Met

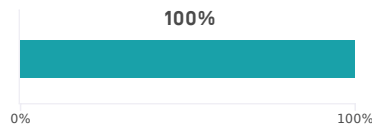
Interview and Observation – Observe and interview the counselor (CRC) to increase your understanding of what day-to-day life is like for a rehabilitation counselor who works with a population and setting that

ACTIONS

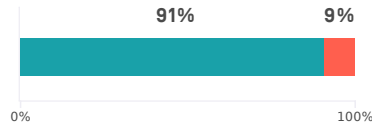
Maintain Assessment Strategy

The program reviewed the program objective #2 rehabilitation process during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #2

interest you. CACREP Core: F.1.b.; F.1.c.
 CACREP RC: 2.a. [Points /40]



Narrative - Write an 8-10 page paper where you reflect on both the interview and the course. [Points /40]



Analysis

100% of the students met the outcome of 80% or higher on rehabilitation counselor observation and interview paper.

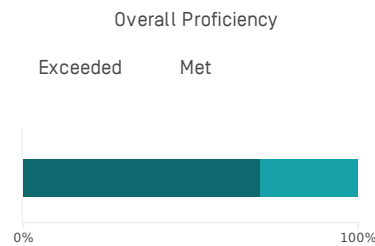
Internship Site Supervisor Final Student Evaluation Form

Indirect - Survey

Target

University supervisor rates: functions adequately and/or requires occasional supervision with 80% performance level

MET



Exceeded: 71%
 Met: 29%
 Met Total: 100%
 Not Met Total:

Analysis

100% of the student-supervisor rated the student's functions adequately and/or requires occasional supervision with 80% performance level under Professional Orientation and Ethics

Maintain Assessment Strategy

The program reviewed the program objective #2 rehabilitation process during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #2 rehabilitation process

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

The program will maintain the assessment strategy for 2020-2021.

Conclusion

The program has both outcomes under the program objective #2 rehabilitation process.

Facilitate Employment & Independent Living (Program Objective 3) MET

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

MEASURES

Job Analysis Discussion Board Assignment in REH 6301 Vocational Placement

Direct - Assignment

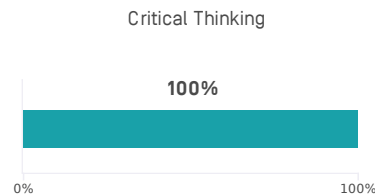
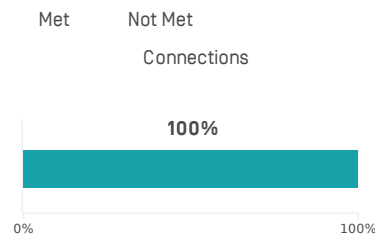
Target

80% of the students scored 80% or above on Job Analysis Assignment

RESULTS

MET

Overall Proficiency of Student Scores by Criterion



Analysis

100% of the students scored 80% (good or excellent) on the REH 6301 Vocational Placement job analysis case study discussion which demonstrating the skills necessary to access, analyze, plan, and implement actions needed to facilitate employment and independent living services to people with disabilities.

ACTIONS

Maintain Assessment Strategy

The program reviewed the program objective #3 to facilitate employment and independent living during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #2

Internship Site Supervisor Final Student Evaluation Form

Indirect - Survey

Target

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

MET

Maintain Assessment Strategy

The program reviewed the program objective #3 to facilitate employment and independent living during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #3

Conclusion

The program reviewed the program objective #3 to facilitate employment and independent living during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #2

Job technology and accommodations (Program Objective 4) MET

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

MEASURES

**REH 6301 Discussion #9
 Reasonable Accommodation**

Direct - Assignment

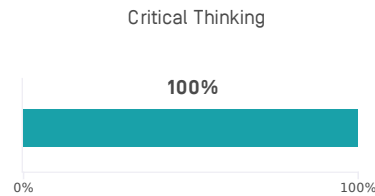
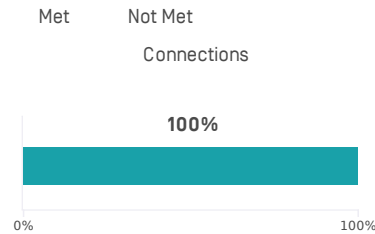
Target

80% of the students scored 80% or higher on discussion #9 reasonable accommodations

RESULTS

MET

Overall Proficiency of Student Scores by Criterion



Analysis

100% of the students scored 80% or higher on the case study discussion on reasonable accommodations.

ACTIONS

Maintain Assessment Strategy

The program will maintain the assessment strategy for discussion #2 employment data

Internship Site Supervisor Final Student Evaluation Form

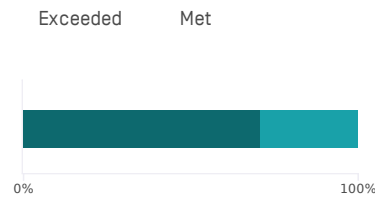
Indirect - Survey

Target

Functions adequately and/or requires occasional supervision with 80% performance level

MET

Overall Proficiency



Exceeded: 71%
 Met: 29%
 Met Total: 100%
 Not Met Total:

Analysis

100% of the student evaluation showed 80% or higher functions at adequately and/or requires occasional supervision with 80% performance level

Maintain Assessment Strategy

The program reviewed the program objective #4 job technology and accommodations during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #4

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

The program reviewed the program objective #4 to job technology and accommodation during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #4

Conclusion

The program met both outcomes on demonstrating the ability to utilize appropriate job technology and accommodations for employees with disabilities

Effective Person-Centered Counseling (Program Objective 5) **MET**

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

MEASURES

Videotape: Portfolio of Competency #1

Direct - Assignment

Target

The score of 80% or better on Rubric

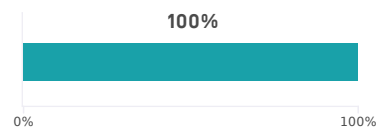
RESULTS

MET

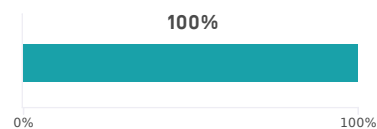
Overall Proficiency of Student Scores by Criterion

Met Not Met

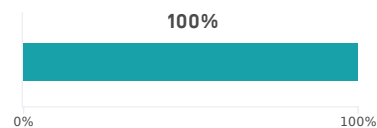
It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.



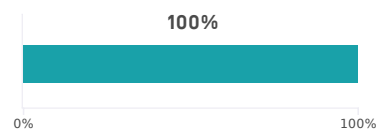
Overall performance in this session



The client appeared comfortable to express thoughts and feelings with the counselor.



The client appeared to be relatively relaxed with the counselor as the counseling interview progressed

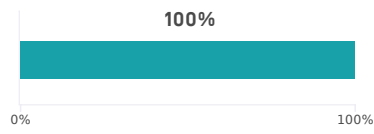


ACTIONS

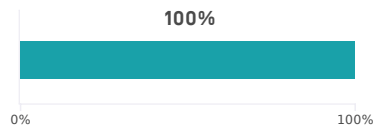
Maintain Assessment Strategy

Will review data during the Fall 2020 faculty meeting to determine any actions

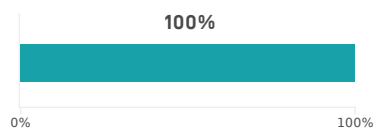
The counselor appeared to be able to establish rapport effectively with the client.



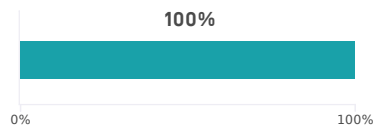
The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.



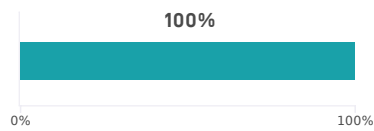
The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.



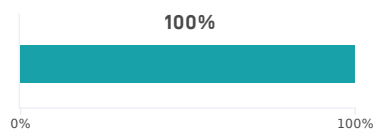
The counselor attempted to move the client toward active behavior



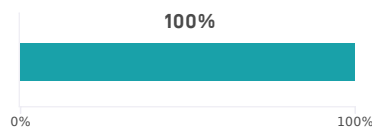
The counselor demonstrated specific techniques used in this theoretical counseling orientation.



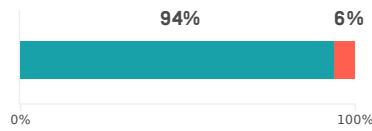
The counselor explained that the purpose of the session was to provide the student counselor practice using basic counseling skills.



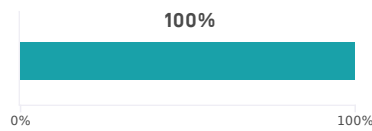
The counselor kept effective focus on the client's issues and concerns.



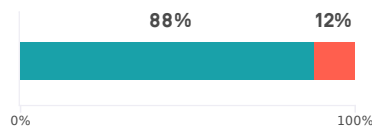
The counselor kept the counseling interview flowing and moving effectively.



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



The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.



Analysis

100% of the students 80% or higher on video competency with clients demonstrating effective person-centered counseling

Analysis Five Stage Interview #2

Direct - Assignment

Target

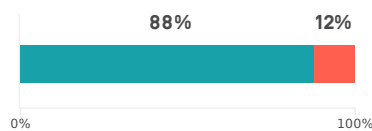
A score of 80% or better on the rubric.

MET

Overall Proficiency of Student Scores by Criterion

Met Not Met

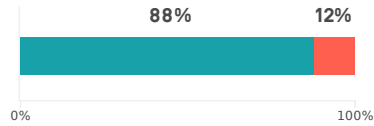
It appeared that the counselor was able to conduct a counseling session that was of benefit to the client.



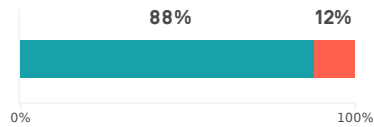
Maintain Assessment Strategy

Will review data during the Fall 2020 faculty meeting to determine any actions

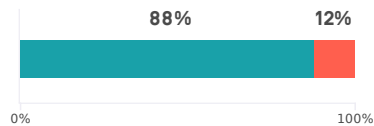
Overall performance in this session



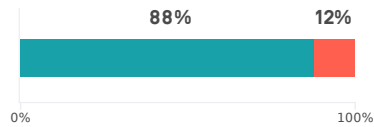
The client appeared comfortable to express thoughts and feelings with the counselor.



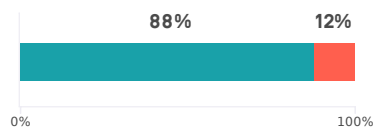
The client appeared to be relatively relaxed with the counselor or as the counseling interview progressed



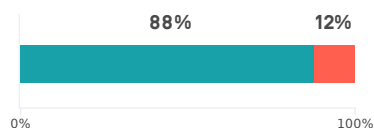
The counselor appeared to be able to establish rapport effectively with the client.



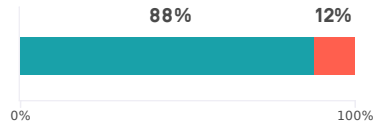
The counselor appeared to be relatively relaxed and natural as the counseling interview progressed.



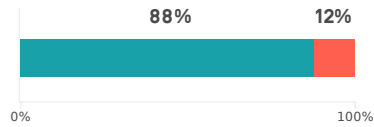
The counselor appeared to maintain a composed, steady, demeanor during the counseling interview.



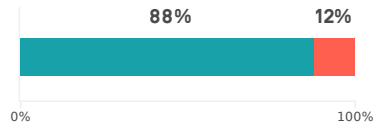
The counselor attempted to move the client toward active behavior



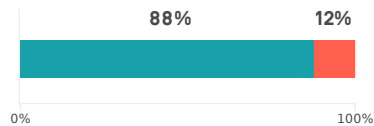
The counselor demonstrated specific techniques used in this theoretical counseling orientation.



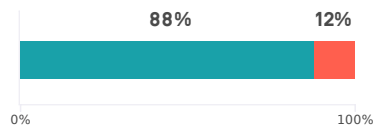
The counselor explained that the purpose of the session was to provide the student counselor practice using basic counseling skills.



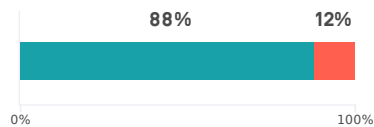
The counselor kept effective focus on the client's issues and concerns.



The counselor kept the counseling interview flowing and moving effectively.



The counselor sounded genuinely interested and concerned in the client's issues/concerns/problems.



Analysis

100% of the students performed 80% or higher on skills demonstrating effective

person-centered counseling

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

The program reviewed the program objective #5 effective person-centered counseling during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #5

Conclusion

The program has met outcomes for demonstrate the ability to establish effective, person-centered counseling relationships with service team members and consumers with disabilities.

Ethical Behaviors for Rehabilitation Counseling [Program Objective 6] **MET**

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

MEASURES

Ethical Decision-Making Paper

Direct - Assignment

Target

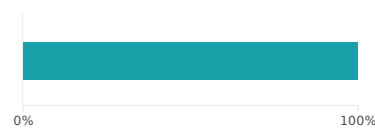
A score of 80% or better on Rubric

RESULTS

MET

Overall Proficiency

Met



Met: 100%

Met Total: 100%

Not Met Total:

Analysis

100% of the students scored 80% or higher on the rubric for Ethical Decision Making Paper

ACTIONS

Gather Additional Data

Gathering additional data to determine if we need to revise the target or benchmark

Recommended Due Date: 11/30/2020

Internship Site Supervisor Final Student Evaluation Form

Indirect - Survey

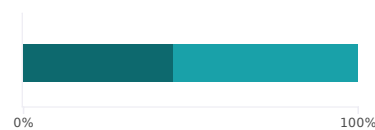
Target

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

MET

Overall Proficiency

Exceeded Met



Exceeded: 45%

Met: 55%

Met Total: 100%

Not Met Total:

Gather Additional Data

Gather additional data to see if we need to change the benchmark or revise the target

Recommended Due Date: 11/30/2020

Analysis

Internship survey indicated 100% university supervisor rates function adequately and/or requires occasional supervision at 80% performance level or above

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

The program reviewed the program objective #6 ethical behaviors for the rehabilitation counseling program during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #6

Conclusion

The program met outcomes for demonstrate ethical behaviors as required of professionals in the field of rehabilitation counseling.

Multicultural Knowledge & Respect for Diversity (Program Objective 7) **MET**

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

MEASURES

Counseling Diversity and Advocacy Project

Direct - Assignment

Target

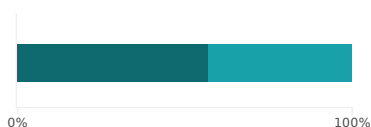
A score of 80% or better on Rubric

RESULTS

MET

Overall Proficiency

Exceeded Met



Exceeded: 57%

Met: 43%

Met Total: 100%

Not Met Total:

Analysis

100% of the students scored 80% or higher on Counseling Diversity and Advocacy Project

ACTIONS

Gather Additional Data

Gathering data and will review to see if the benchmark or target needs to be revised

Recommended Due Date: 11/30/2020

Internship Site Supervisor Final Student Evaluation Form

Indirect - Survey

Target

University supervisor rates: functions adequately and/or requires occasional supervision with 80% on the diversity performance level

MET

Overall Proficiency

Exceeded Met



Gather Additional Data

Gathering data to determine if the benchmark or target needs to be revised

Recommended Due Date: 11/30/2020

Exceeded: 71%
 Met: 29%
 Met Total: 100%
 Not Met Total:

Analysis

100% of university supervisors scored above functions adequately and/or requires occasional supervision with 80% on the diversity performance level.

General Outcome Actions

ACTIONS

Maintain Assessment Strategy

The program reviewed the program objective #7 multicultural knowledge and respect for diversity during the September 2020 faculty. The program decided to maintain an assessment strategy for program objective #7

Gather Additional Data

Gathering data to determine if the benchmark or target needs to be revised or add new measure

Recommended Due Date: 11/30/2020

Conclusion

The program has met both student program outcomes demonstrating facilitate interactions with consumers that exemplify multicultural knowledge, respect for diversity, and professionalism.

Obtain Credentials for CRC Testing Eligibility (Program Objective 1) **NOT MET**

Obtain the necessary academic credentials for testing eligibility to take the national Certified Rehabilitation Counselor (CRC) Exam.

MEASURES

CRC prep exam in REH 6310 Project

Direct - Exam [Course]

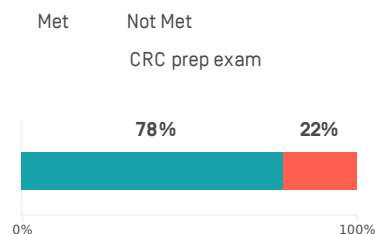
Target

80% of the student will achieve a score of 124 out of 170 on the CRC practice exam

RESULTS

NOT MET

Overall Proficiency of Student Scores by Criterion



Analysis

78% of the students passed the CRC practice exam slightly lower than 80% of the student will achieve a score of 124 out of 170 on the CRC practice exam

ACTIONS

Adopt or Expand Technologies

During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.

Recommended Due Date: 11/30/2020

Budget Request: \$2,398 USD

The program purchased in September 2020 40 textbooks with app/website access for each student currently enrolled in the program at a \$59.99 per student. The program will purchase the textbook/app each semester for new students only at average 12-15 new students [\$719.40 \$899.25]

CRC exam results

Direct - Exam [Certification/ Licensure]

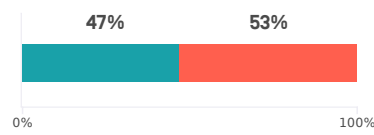
Target

80% of the student will achieve a met score on each domain area for CRC exam

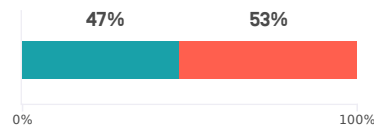
NOT MET

Overall Proficiency of Student Scores by Criterion

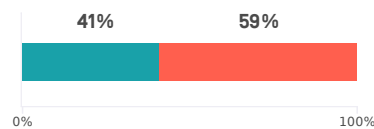
Met Not Met
 Assessment, Occupational Analysis, and Service Implementation - Counseling



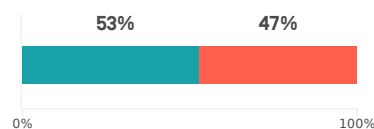
Assessment, Occupational Analysis, and Service Implementation - Rehabilitation



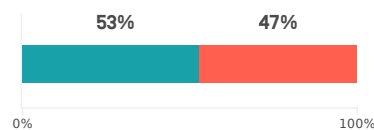
Career Development and Job Placement - Counseling



Career Development and Job Placement - Rehabilitation



Case Management - Counseling

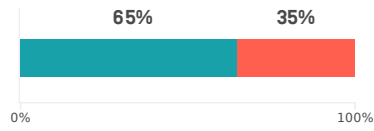


Case Management - Rehabilitation

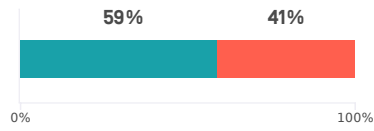
Adopt or Expand Technologies

During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.

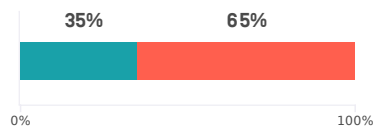
Recommended Due Date: 11/30/2020



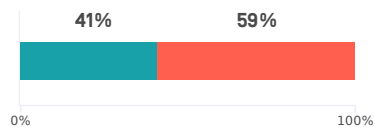
Community Resources and Partnerships - Counseling



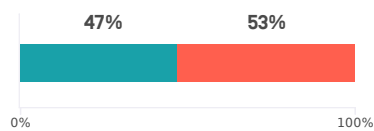
Community Resources and Partnerships - Rehabilitation



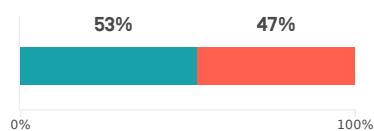
Counseling Theories, Techniques, and Evidence-Based Practice - Counseling



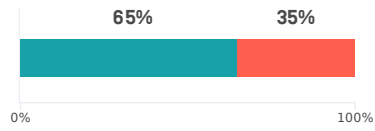
Counseling Theories, Techniques, and Evidence-Based Practice - Rehabilitation



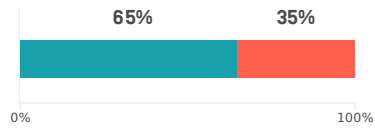
Crisis and Trauma Counseling Interventions - Counseling



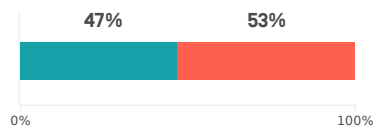
Crisis and Trauma Counseling Interventions - Rehabilitation



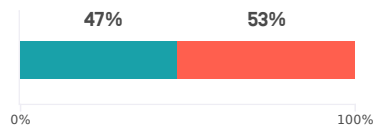
Demand-Side Employer Engagement - Counseling



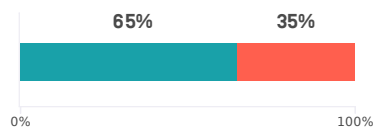
Demand-Side Employer Engagement - Rehabilitation



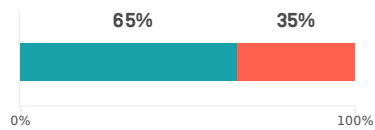
Group and Family Counseling - Counseling



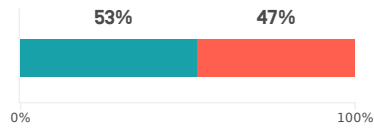
Group and Family Counseling - Rehabilitation



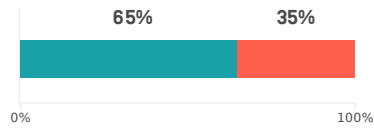
Health Care and Disability Management - Counseling



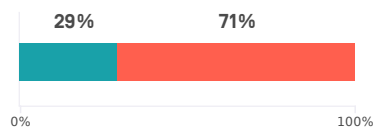
Health Care and Disability Management - Rehabilitation



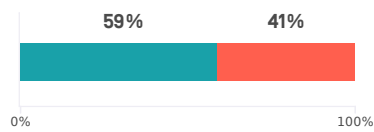
Medical and Psychosocial Aspects of Chronic Illness and Disability - Counseling



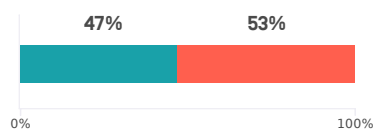
Medical and Psychosocial Aspects of Chronic Illness and Disability - Rehabilitation



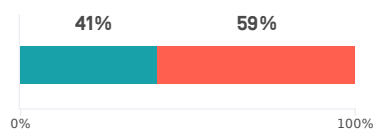
Professional Orientation and Ethical Practice - Counseling



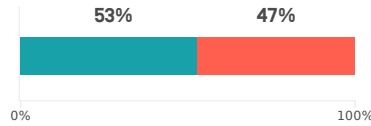
Professional Orientation and Ethical Practice - Rehabilitation



Research, Methodology, and Performance Management - Counseling



Research, Methodology, and Performance Management - Rehabilitation



General Outcome Actions

ACTIONS

Adopt or Expand Technologies

During September 2020 faculty meeting, the program reviewed the 2019-2020 annual program review. The annual review indicating CRC prep exam scores were not met. The program faculty voted to purchase for all students (incoming and present) CRC examination preparation textbook with app/website access. Each student was mailed in September a copy of the textbook with app/website access. The app/website includes interactive multiple-choice questions over each domain area for the CRC exam. Each student would use the textbook/app as resources for each course as a review for midterm and final examinations. The program will review in November and August to see if there is an increase in the passing rate of CRC practice exam scores and CRC exam.

Recommended Due Date: 11/30/2020

Conclusion

The program did not meet the program objective 1 CRC exam. While all students who graduated were did met academic credentials to take the CRC, the program did not achieve its goal of 80% of the students passing CRC practice exam or CRC national exam.

Department of Rehabilitation Counseling Success Outcomes

Student CRC exam passing rate **NOT MET**

Rehabilitation counseling program report employment data and percentage of CRC passing rate. 80% will pass the CRC.

MEASURES	RESULTS	ACTIONS
<p>CRC exam Passing rates for Graduate Programs</p> <p>Indirect - Other</p> <p>Target</p> <p>80% of students will pass on the CRC exam on the first attempt</p>	<p>NOT MET</p> <p>msrc-program-data without annual review.pdf</p> <p>Analysis</p> <p>42% passing rate on CRC Fall 2019 - Spring 2020 6 graduates out 14 (5 Fall 2019 graduates and one Spring 2020 graduate). It does not include graduates taking the July 2020 & October 2020 exam which includes Spring 2020 graduates.</p>	<p>Gather Additional Data</p> <p>Program is awaiting CRC results in August 2020 for students who took the CRC July 2020. Not sure if COVID-19 will prohibit students from taking the exam.</p> <p>Recommended Due Date: 09/01/2020</p>

General Outcome Actions

ACTIONS

Additional Training

The program met during September 2020 department meeting. The program voted to implement the CRC exam app and CRC study guide at the beginning of the program. Students are asked to review each section on CRC after completing each course. Faculty were asked to incorporate study skills in each course. REH 6310 Project added additional CRC study skills preparation meetings during the course.

Recommended Due Date: 09/15/2020

Conclusion

2019-2020 CRC results showed only 42% of students passing the CRC exam on the first attempt.

Employment Percentage six months after graduation **MET**

90% employment within the first six months of graduating

MEASURES

Employment six months after graduation for graduate program

Direct - Counts

Target

90% of the graduates find employment with the first six months of graduating

Employment six months after graduation for undergraduate program

Direct - Counts

Target

70% of the student find employment six months after graduating from the undergraduate rehabilitation studies program

RESULTS

MET

[msrc-program-data-annual-report 2020 5-11-2020.pdf](#)

Analysis

Employment rate 88% and 47% employment in the rehabilitation field. The employment rates include COVID-19 unemployment rates as a few students have been layoff by the workforce due to uncertainty with the state and community vendors.

No results have been added.

ACTIONS

Gather Additional Data

The program will review employment rates six months from May 2020

Recommended Due Date: 10/01/2020

No actions have been added.

Number of Degrees Awarded **MET**

Number of Degrees Awarded during the Fiscal Year

MEASURES

Number of Degrees Awarded for Fiscal Year for Graduate Program

Direct - Counts

Target

A 90% graduation rate

Number of Degrees Awarded for Fiscal Year for Undergraduate Rehabilitation Studies Program

RESULTS

MET

Summary

The department awarded 33 degrees: 16 Bachelors in Rehabilitation Studies (16 includes 6 Fall 2019 and 10 spring 2020) and Masters in Rehabilitation Counseling 17 (includes 11 Fall 2019 and 8 Spring 2020).

[Academic Unit Strategic Plan Metrics Scorecard 5-11-2020.pdf](#)

No results have been added.

ACTIONS

Revise Measurement / Assessment

The department will meet and revise the measure for a degrees awarded

Recommended Due Date: 09/01/2020

No actions have been added.

Direct - Counts

Student Participating in Research **MET**

The number of students participating in undergraduate research (e.g., presented at a conference or meeting, published a paper or manuscript, participated in a state, regional, or national competition)

MEASURES

Number of “unique” students participating in research (e.g., presented at a conference)

Direct - Counts

Target

50% of the student's participation in research (e.g., presented at a conference or meeting, published a paper or manuscript, participated in a state, regional, or national competition)

Implementation Faculty research teams

Direct - Counts

Target

30% of the students (graduate and undergraduate students) will participate in a research team with faculty.

RESULTS

MET

Summary

Fourteen Number of “unique” students participating in research (e.g., presented at a conference or meeting, published a paper or manuscript, participated in a state, regional, or national competition) - 10 masters rehabilitation counseling out 39 (25.6%) and 4 rehabilitation studies undergraduate out of 21 (19%).

[Academic Unit Strategic Plan Metrics Scorecard 5-11-2020.pdf](#)

No results have been added.

ACTIONS

Revise Benchmark / Target

The department will review and revise the benchmark

Recommended Due Date: 09/01/2020

No actions have been added.

Student Participating in Service Learning or Community Based Learning **MET**

Number of “unique” students who participated in Service Learning or Community-Based Learning

MEASURES

Student Participating Service Learning or Community Based Learning

Direct - Counts

Target

100% of the students participated in a service-learning or community-based learning project.

RESULTS

MET

Summary

80 students of “unique” students who participated in Service Learning or Community-Based Learning. (34 rehabilitation counseling students and 46 rehabilitation studies students)

[Academic Unit Strategic Plan Metrics Scorecard 5-11-2020.pdf](#)

Analysis

80 students who participated in Service Learning or Community-Based Learning (46 rehabilitation studies undergraduate and 34 rehabilitation counseling)

ACTIONS

Revise Measurement / Assessment

The department will review/revise the measure to see if we need to increase or change the measure

Recommended Due Date: 09/01/2020

Implementation of Rehabilitation Counseling RAMS “Red Table Talk” series

No results have been added.

No actions have been added.

Rehabilitation Counseling RAMS “Red Table Talk” series, which will consist of coping strategies in the online learning environment, trauma, crisis and stress management, anxiety for faculty, staff, and students.

Direct - Project

Target

Provide at least 3 red table talks per semester on Mental Health through Zoom or online conferencing

Amount of Corporate, Alumni or Donor Gifts **NOT MET**

Amount of Corporate and Foundation Gifts, Amount of Alumni Gifts, Amount of Donor Gifts, Number of Departments securing Corporate or Foundation Gifts

MEASURES

RESULTS

ACTIONS

Increase in External Funding by Corporate, Alumni or Donor Gift

NOT MET

Collaborate with another Department / Unit / Program

Target

Show an increase in the external funding by Foundations (Corporate, Alumni, or Donor Gift)

Summary

No increase of external funding from the University Foundation

Collaborate with Foundation and Dean's Office Foundations director to come up strategic plan for increasing fundraising

Recommended Due Date: 11/30/2020

Analysis

The department will collaborate with The University Foundation to set up an alumni fund and examine corporate sponsorship.

Establishment of Friends of WSSU Rehabilitation giving campaign

No results have been added.

No actions have been added.

Alumni/Friends of WSSU Rehabilitation giving campaign – March 2021

Direct - Project

Increase University Advancement for corporate and business support

No results have been added.

No actions have been added.

The RC department will work with University Advancement to increase corporate and business support/funding for students and the department. Meeting with Advancement to establish strategic goals for corporate and business support. [Scholarships and department support]

Amount of External Research Dollars Procured **MET**

Amount of Research Dollars Procured

MEASURES

External Funding Funding Research Dollars

Direct - Money Raised

Target

Show an increase of 10% to pursue external funding to supplement state funding of graduate and undergraduate programs.

RESULTS

MET

Summary

Increase from 2 to 5 submitted proposals for 2019-2020. The department increase with additional of two new grants as June 1, 2020 for 2019-2020 year.

[Academic Unit Strategic Plan Metrics Scorecard 5-11-2020.pdf](#)

[RC Department Grant Awarded Sponsored Programs Report 2019-2020.pdf](#)

[RC Department Grant Proposals Sponsored Programs Report 2019-2020.pdf](#)

Analysis

The department submitted five grant proposals for total funds of 7.4 million dollars with five out of seven full-time faculty in possible federal funding. Of the five proposals, two were awarded for the 2019-2020 academic year for a total of 1.75 million. The program has three RSA training grant for a total of 549,205 dollars per year in student support for 2019-2020 for the department of rehabilitation counseling [For 2019-2020: \$137,780 Virtual Rehab Deaf and Hard of Hearing Dock PI director, \$199,999 Rural VR Edwards PI director, \$199,216 Rural Transition PI director Edwards]. Dr. Edwards is the PI for 2.496 million dollars for allied health and stem graduate programs [Nursing, OT, rehab counseling, MAT-math/science, Healthcare Management, Computer Science] [HBCU-Graduate grant] grant for the university \$416,166 for 2018-2019 over 6 years. 9% of student support with RSA funding within the department and 35% of the WSSU graduate students supported through the HBCU-Graduate Fellowship Grant. Both supported 85% of African Americans. Edwards co-PI for United Way grant REACHE project \$355,000 [year 1-3] to serve East Winston Salem youths with disabilities 2018-2019 [year 3 of grant project \$80,000].

ACTIONS

Revise Measurement / Assessment

The department will review measure to see if we need to increase or change the measure

Recommended Due Date: 09/01/2020

Faculty Peer Reviewed Publications **MET**

MEASURES

Number of Faculty Peer-Reviewed Publications

Direct - Counts

Target

80% of faculty will have peer-review publication [6 out of 7]

RESULTS

MET

Summary

Faculty produced 8 peer-reviewed publications for 2019-2020

[Academic Unit Strategic Plan Metrics Scorecard 5-11-2020.pdf](#)

ACTIONS

Gather Additional Data

The department will collect data until July 1, 2020 then review/revise the measure to see if we need to increase measure.

Recommended Due Date: 09/01/2020

Faculty Presentations and Exhibits **NOT MET**

MEASURES	RESULTS	ACTIONS
<p>Faculty Presentations or Exhibitions</p> <p>Direct - Counts</p> <p>Target</p> <p>Each department faculty presentations will have one national presentation during the year. (7 out of 7)</p>	<p>NOT MET</p> <p>Summary</p> <p>Department recorded five national presentations for the 2019-2020 school year with 14 students participating in conference presentations with faculty.</p> <p>Analysis</p> <p>Due to COVID-19, the university canceled all travel in April until August 2020 and several national conferences were canceled. Therefore faculty were not able to present their research.</p>	<p>Revise Benchmark / Target</p> <p>Due to COVID-19, we will review and possibly revise the benchmark</p> <p>Recommended Due Date: 09/01/2020</p>

Conclusion

Due to COVID-19, the university canceled all travel in April 2020 and several national conferences were canceled. Therefore faculty were not able to present their research. The faculty have moved to submit and presenting at available online conferences.

Program Student Exit Surveys **MET**

Graduate student exit surveys and student course evaluations

MEASURES	RESULTS	ACTIONS
<p>Graduate Student Exit Surveys</p> <p>Indirect - Survey</p> <p>Target</p> <p>80% of the students indicated satisfaction with the program.</p>	<p>MET</p> <p>Summary</p> <p>The graduate student exit surveys 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 2019-2020 year.</p>	<p><i>No actions have been added.</i></p>

Course Evaluations

Indirect - Survey

Target

The student average will be 3.0 or higher on the program overall course evaluations.

MET

Summary

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).

No actions have been added.

Undergraduate Student Exit Surveys

No results have been added.

No actions have been added.