



University of Texas at El Paso
Master of Rehabilitation Counseling
Department of Rehabilitation Sciences
College of Health Sciences

Program Outcomes & Analysis

Annual Summary Report

2019-2020

2018-2019

This report is carefully reviewed by faculty and decisions are made to determine and guide curricular and program changes. The recommendations for change are sought from the Dean of the College of Health Sciences (CHS).

The Master of Rehabilitation Counseling (MRC) Program at The University of Texas at El Paso engages in continuous student and program evaluation (CACREP, 2016) each year. Each October, after all data from the previous academic year (AY) are collected and analyzed, a comprehensive report is distributed to the CHS Dean's office. This report is an overall program evaluation, considering data across all areas presented in the CACREP standards. From the overall program evaluation, faculty review and generate an annual summary report in October and set goals for the current (ongoing) academic year.

In October, the Annual Summary Report is distributed to the Dean of the College of Health Science. External constituencies (e.g., site supervisors, employers, program graduates, advisory committee) are informed of the availability of the data on the MRC website. Current students, stakeholders, prospective students, and the general public are also invited to review the data findings on the MRC program website.

Note: This Annual Summary Report offers program data from AY 2019-2020 and AY 2018-2019. This report is published in October 2020 after faculty review and input.

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The mission of the MRC Program is:

To graduate well-qualified individuals who have the knowledge, skills, attitudes, and cultural competence required for professional service as rehabilitation counselors in order to promote community inclusion, independent living, and quality of life for persons with disabilities.

Program Objectives

1. Graduates of the program will identify the MRC Program as being supportive of the needs of adult learners. Further, graduates will demonstrate the capacity to work collaboratively with other professionals toward accomplishing the rehabilitation goals of persons with disabilities.
2. Graduates of the program will be able to recognize and address their attitudes and those held by others in society and effectively enact change in those barriers.
3. Graduates of the program will possess the knowledge and skills to serve in a variety of agencies to meet the needs of those service providers.
4. Graduates of the program will learn to use their skills to assist the human resource needs of employers as a compatible and necessary aspect of employment advocacy for persons with disabilities.
5. Graduates of the program and current students must recognize and contribute toward the solution of problems that reflect the structure and attitudes of society through service on community boards and volunteer activities.
6. Graduates of the program and current students should clearly and enthusiastically identify themselves as members of the profession of rehabilitation counseling and professional organizations in rehabilitation counseling.
7. Graduates of the program should recognize that the ultimate responsibility for life decisions belongs to the consumer with a disability and promote independence and autonomy.

Master of Rehabilitation Counseling Program

54 credit-hour Program (AY 2019-2020)

54 credit-hour Program (AY 2018-2019)

Faculty (AY 2019-2020)

| Core Faculty | Rank |
|---|---|
| Chuling Lo , Ph.D., CRC (2013, University of Iowa, Rehabilitation and Counselor Education) | Clinical Assistant Professor and Program Director |
| Emre Umucu , Ph.D., CRC, LPC (WI) (2017, University of Wisconsin Madison, Rehabilitation Psychology) | Assistant Professor |
| Non-Core Faculty | |
| Veronica Estala , ABD, CRC | Lecturer |

Faculty (AY 2018-2019)

| Core Faculty | Rank |
|--|--|
| Chuling Lo , Ph.D., CRC (2013, University of Iowa, Rehabilitation and Counselor Education) | Visiting Assistant Professor and Program Co-Director |
| Rick Myer , Ph.D., (1987, Counseling Psychology, University of Memphis) | Professor and Program Co-Director |
| Emre Umucu , Ph.D., CRC, LPC (WI) (2017, University of Wisconsin Madison, Rehabilitation and Counselor Education) | Assistant Professor |
| Non-Core Faculty | |
| Veronica Estala , ABD, CRC | Lecturer |

Degree awarded and the completion rate

| Semester/Year | # of MRC Graduates | # of Graduates who Completed within Two Years of Study | # of Graduates who Completed within Three Years Study |
|---------------|--------------------|--|---|
| Fall 2019 | 6 | 5 (83.33%) | 6 (100%) |
| Spring 2020 | 5 | 4 (80%) | 5 (100%) |
| Summer 2020 | 4 | 3 (75%) | 4 (100%) |
| Fall 2018 | 5 | 4 (80%) | 5 (100%) |
| Spring 2019 | 6 | 4 (66.67%) | 6 (100%) |
| Summer 2019 | 3 | 3 (100%) | 3(100%) |
| Summer 2018 | 5 | 5 (100%) | 5 (100%) |

Applicants

| Ethnicity | Fall 2018 | | | Spring 2019 | | |
|-----------|-----------|------|-------|-------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| | | | | | | |

| | | | | | | |
|------------------|---|---|----|---|---|---|
| Hispanic | 8 | 1 | 9 | 3 | 0 | 3 |
| African American | 0 | 0 | 0 | 1 | 0 | 1 |
| White | 1 | 1 | 2 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| International | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 9 | 2 | 11 | 4 | 0 | 4 |

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

| Ethnicity | Fall 2019 | | | Spring 2020 | | |
|------------------|-----------|------|-------|-------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| Hispanic | 8 | 1 | 9 | 3 | 1 | 4 |
| African American | 0 | 1 | 1 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| International | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 8 | 2 | 10 | 3 | 1 | 4 |

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

Enrolled Students

| Ethnicity | Fall 2018 | | | Spring 2019 | | |
|------------------|-----------|------|-------|-------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| Hispanic | 21 | 7 | 28 | 18 | 5 | 23 |
| African American | 0 | 3 | 3 | 1 | 2 | 3 |
| White | 3 | 2 | 5 | 0 | 2 | 2 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| International | 1 | 0 | 1 | 1 | 0 | 1 |
| Total | 25 | 12 | 37 | 20 | 9 | 29 |

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

| Ethnicity | Fall 2019 | | | Spring 2020 | | |
|------------------|-----------|------|-------|-------------|------|-------|
| | Female | Male | Total | Female | Male | Total |
| Hispanic | 18 | 5 | 23 | 19 | 2 | 21 |
| African American | 1 | 3 | 4 | 1 | 1 | 2 |
| White | 2 | 1 | 3 | 1 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| International | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 21 | 9 | 30 | 21 | 3 | 24 |

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

Graduates

| Ethnicity | Fall 2018 | | | Spring 2019 | | | Summer 2019 | | |
|------------------|-----------|------|-------|-------------|------|-------|-------------|------|-------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| Hispanic | 4 | 0 | 4 | 4 | 2 | 6 | 2 | 0 | 2 |
| African American | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| International | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Total | 4 | 1 | 5 | 4 | 2 | 6 | 3 | 1 | 3 |

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

| Ethnicity | Fall 2019 | | | Spring 2020 | | | Summer 2020 | | |
|------------------|-----------|------|-------|-------------|------|-------|-------------|------|-------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| Hispanic | 1 | 3 | 4 | 4 | 0 | 4 | 4 | 0 | 4 |
| African American | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| International | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2 | 4 | 6 | 5 | 0 | 5 | 4 | 0 | 4 |

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

Certified Rehabilitation Counselor (CRC) examination pass rate

| Semester/Year | # of MRC Students Took CRC Exam | # of Students Passed CRC Exam |
|---------------|---------------------------------|-------------------------------|
| Fall 2019 | 4 | 1 (25%) |
| Spring 2020 | 3 | 2 (66.67%) |
| Summer 2020 | 2 | 2 (100%) |
| Fall 2018 | 3 | 2 (66.67%) |
| Spring 2019 | 5 | 2 (40%) |
| Summer 2019 | 1 | 1 (100%) |
| Summer 2018 | 4 | 4 (100%) |

Note. National pass rate 59%-63% <https://www.crccertification.com/crc-exam-overview>

MRC program comprehensive exam pass rate

| Semester/Year | # of MRC Students Took Comps | # of Students Passed Comps |
|---------------|------------------------------|----------------------------|
| Fall 2019 | 5 | 5 (100%) |
| Spring 2020 | 2 | 2 (100%) |
| Summer 2020 | 3 | 3 (100%) |
| Fall 2018 | 3 | 3(100%) |

| | | |
|-------------|---|---------|
| Spring 2019 | 5 | 5(100%) |
| Summer 2019 | 3 | 3(100%) |

Job placement rate

| Semester/Year | # of MRC Graduates | # of graduates who were Employed within 180 Days of Graduation | Employer |
|---------------|--------------------|--|--|
| Fall 2019 | 6 | 4 employed (66.67%) 1 unknown | TWC, PCSI (El Paso office), PRIDE industry |
| Spring 2020 | 5 | pending | El Paso VA, San Diego VA (IPE fellow) |
| Summer 2020 | 4 | pending | Pending |
| Summer 2019 | 4 | 4 (100%) | PRIDE Industry, EHN, admission to PhD program in U of Wisconsin Madison, |
| Spring 2019 | 6 | 6 (100%) | Ready and Able LLC, PRIDE Industry, Criss Cole rehabilitation center, ReadyOne, EPCC |
| Fall 2018 | 6 | 5 (83.33%) | TWC El Paso, AmeriGroup, Empowering Hands |

Employer survey (10 responses to date)

| | Exceeds Expectations | Meets Expectations | Needs Improvement | Inadequate |
|--|----------------------|--------------------|-------------------|------------|
| The overall level of preparedness to enter the field | 2 | 8 | 0 | 0 |
| How would you characterize our students as counseling practitioners? | 2 | 8 | 0 | 0 |
| To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients? | 2 | 8 | 0 | 0 |
| Their use of research, ethics and critical thinking to guide best practice | 4 | 6 | 0 | 0 |
| Their openness to developing innovations in counseling practice that meet diversity concerns | 4 | 6 | 0 | 0 |
| Their commitment to serving as an agent of organizational change (social justice) or client empowerment | 5 | 5 | 0 | 0 |

| | | | | | | |
|--|----------------|-----------|--------------------|-----------------------|--------------|-------------------|
| Their ability to integrate biological, psychological and social interventions in their work with clients | 3 | 6 | 1 | 0 | | |
| Their interest in fostering life-long healthy development | 2 | 8 | 0 | 0 | | |
| Their holding of an ecological view of people in context (history, culture, social life) | 0 | 10 | 0 | 0 | | |
| | Very satisfied | Satisfied | Somewhat satisfied | Somewhat dissatisfied | Dissatisfied | Very dissatisfied |
| Rate your overall satisfaction with your supervisee/employee who graduated from the MRC program | 7 | 3 | 0 | 0 | 0 | 0 |

Faculty course evaluation

Fall 2018

| Course # | Course Title | Credit Hours | Class size | Rating of Instructor (1-5) | Rating of Course (1-5) | Overall Response Rate (%) |
|-----------|---|--------------|------------|----------------------------|------------------------|---------------------------|
| DRSC 5389 | Research in Health Science | 3 | 20 | 4.58 | 4.58 | 60% |
| REHC 5300 | Ethical Legal Professional Issues in Rehab Counseling | 3 | 9 | 5.00 | 5.00 | 88.9% |
| REHC 5310 | Rehab Counseling Theory | 3 | 10 | 5.00 | 5.00 | 80% |
| REHC 5320 | Medical Aspects of Disability | 3 | 13 | 5 | 4.8 | 61.5% |
| REHC 5338 | Group Counseling in Rehab Counseling | 3 | 19 | 4.7 | 4.5 | 68.4% |

Spring 2019

| Course # | Course Title | Credit Hours | Class size | Rating of Instructor (1-5) | Rating of Course (1-5) | Overall Response Rate (%) |
|-----------|---|--------------|------------|----------------------------|------------------------|---------------------------|
| REHC 5339 | Techniques in Rehabilitation Counseling | 3 | 10 | 4.85 | 4.85 | 70 % |
| REHC 5340 | Rehabilitation Counseling Methods | 3 | 11 | 4.5 | 4.5 | 18.2% |
| REHC 5350 | Psychiatric Rehabilitation | 3 | 10 | 4.8 | 5.0 | 50% |
| REHC 5360 | Career Placement | 3 | 11 | 5 | 5 | 90.9% |

Summer 2019

| Course # | Course Title | Credit Hours | Class size | Rating of Instructor (1-5) | Rating of Course (1-5) | Overall Response Rate (%) |
|-----------|--|--------------|------------|----------------------------|------------------------|---------------------------|
| REHC 5330 | Psychosocial Aspects of Disability | 3 | 16 | 4.6 | 4.7 | 62.5% |
| REHC 5375 | Assessment & research in REHC | 3 | 10 | 5 | 5 | 100% |
| REHC 5370 | Diversity and Disability Across Lifespan | 3 | 10 | 5 | 5 | 60% |

Fall 2019

| Course # | Course Title | Credit Hours | Class size | Rating of Instructor | Rating of Course | Overall Response Rate (%) |
|-----------|---|--------------|------------|----------------------|------------------|---------------------------|
| REHC 5320 | Medical Aspects of Disability | 3 | 10 | 4.8 | 5 | 50% |
| REHC 5338 | Grp Counseling in Rehab Counseling | 3 | 6 | 4.6 | 4.8 | 83.3% |
| REHC 5310 | Rehab Counseling Theory | 3 | 10 | 4.8 | 5.0 | |
| REHC 5300 | Ethical Legal Professional Issues in Rehab Counseling | 3 | 10 | 4.88 | 4.88 | 88.9% |

Spring 2020

| Course # | Course Title | Credit Hours | Class size | Rating of Instructor (1-5) | Rating of Course (1-5) | Overall Response Rate (%) |
|-----------|---|--------------|------------|----------------------------|------------------------|---------------------------|
| REHC 5339 | Techniques in Rehabilitation Counseling | 3 | 11 | 5 | 5 | 9.1% |
| REHC 5340 | Rehabilitation Counseling Methods | 3 | 10 | 4.3 | 4.3 | 30% |
| REHC 5350 | Psychiatric Rehabilitation | 3 | 12 | 4.2 | 4.0 | 8.3% |
| REHC 5360 | Career Placement | 3 | 12 | 4.4 | 4.5 | 16.7% |

Summer 2020

| Course # | Course Title | Credit Hours | Class size | Rating of Instructor (1-5) | Rating of Course (1-5) | Overall Response Rate (%) |
|----------|--------------|--------------|------------|----------------------------|------------------------|---------------------------|
|----------|--------------|--------------|------------|----------------------------|------------------------|---------------------------|

| | | | | | | |
|-----------|------------------------------------|---|----|-----|-----|-------|
| REHC 5330 | Psychosocial Aspects of Disability | 3 | 12 | 4.7 | 4.7 | 58.3% |
| REHC 5375 | Assessment & research in REHC | 3 | 10 | 5 | 5 | 60% |
| REHC 5390 | Practicum | 3 | | | | |

Graduates survey (29 responses by Fall 2019)

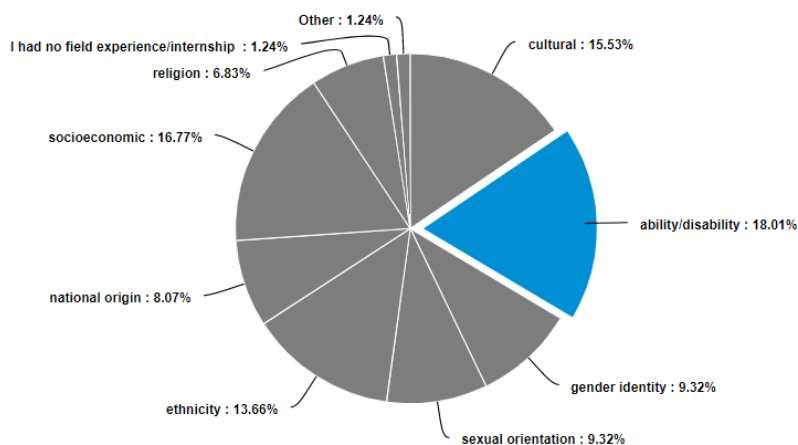
| Diversity and Inclusiveness | Mean score on the scale 1-4 |
|--|-----------------------------|
| I experienced an inclusive and respectful learning environment in the Graduate School | 3.66 |
| My program prepared me to promote inclusive and/or therapeutic environment | 3.52 |
| My program prepared me to work effectively with diverse populations | 3.41 |
| Research-based Practice & Professional Standards | |
| My program prepared me to critically analyze and implement research-based practices | 3.17 |
| My program prepared me with appropriate professional knowledge | 3.45 |
| My program prepared me with appropriate professional skills | 3.48 |
| My program helped me to acquire appropriate dispositions (values, commitments, and professional ethics) | 3.52 |
| Impact on Learning and Development | |
| My program prepared me to ensure all learners/clients succeed | 3.41 |
| My program prepared me to use technology to enhance learning and development | 3.07 |
| My program prepared me to influence policy and provide leadership in my field | 3.21 |
| Evidence-informed Decision Making | |
| My program prepared me to use evidence to solve problems of practice and to make informed decisions | 3.31 |
| My program taught me strategies to assess client/program progress | 3.24 |
| My program taught me strategies to analyze data for client/program improvement | 3.21 |
| Please rate your satisfaction on the technology and any technical support you receive while in the program if applicable | |
| The technology support from UTEP | 3.28 |
| Blackboard online course environment | 3.31 |
| Questions related to the Program Quality. Please report your level of satisfaction with the following aspects of the graduate program in which you were enrolled | |
| Effectiveness of the overall instruction in the program | 3.21 |
| Usefulness of program curriculum for my chosen professional role | 3.28 |
| Overall responsiveness of instructors | 3.45 |
| Convenience of the program schedule | 3.55 |
| Overall responsiveness of advisers | 3.34 |
| Depth of coverage of important subject areas | 3.14 |
| Overall quality of the program | 3.28 |
| Overall as a result of this program, how well prepared are you to work in your field or in your chosen professional role? | 3.24 |

| | |
|---|--|
| How likely would you be to recommend the MRC program at UTEP to a friend or family member if it were relevant to his/her interests? | |
| Very likely (16, 55.17%), likely (6, 20.69%), neutral (1, 3.45%), unlikely (1, 3.45%), very unlikely (5, 17.24%) | |
| <i>Note. Graduates were frustrated about faculty turnover and a program director came from a different field before 2018.</i> | |

- The top factors that influenced your decision to enroll in the MRC program at UTEP
 1. Alumni who are successful in their careers
 2. Student/faculty ratio
 3. Reputation of the institution
 4. Faculty reputation/expertise
 5. Reputation of the program

- Diversity experiences in the internship

Please indicate the types of diversity you encountered in your field experience or internship: (select all that apply)

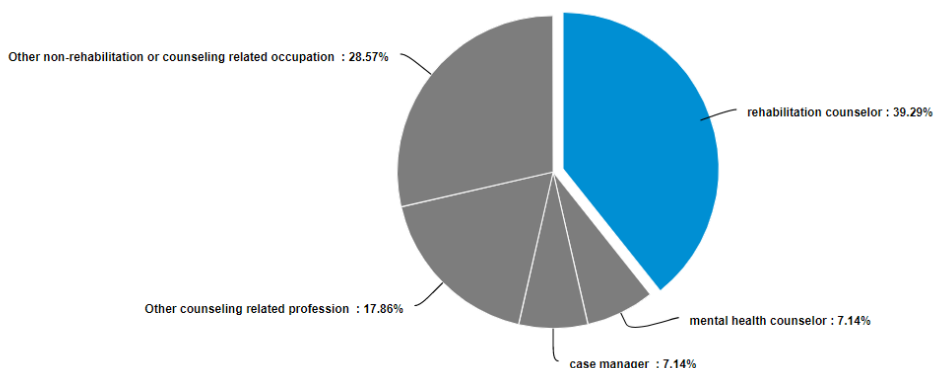


| | Very diverse | Somewhat diverse | A little diverse | Not diverse |
|---|--------------|------------------|------------------|-------------|
| Reflecting on the diverse groups listed in the previous question, in your opinion, how diverse would you say your field experience or internship was? | 14 | 14 | 1 | 0 |

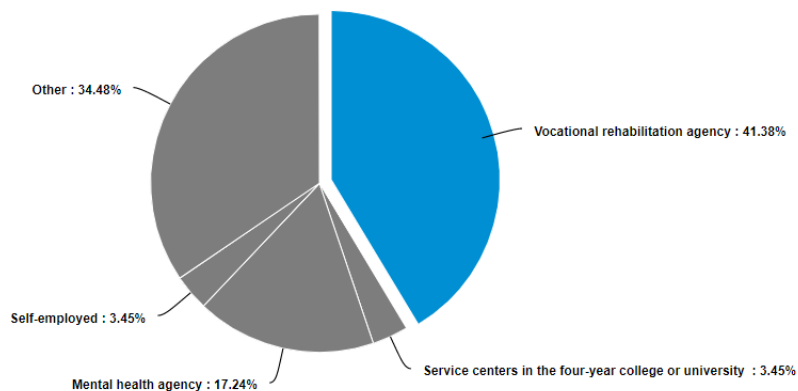
- Employment data from graduates' survey

| | | | |
|--|---|--|--|
| Are you currently employed? | Yes (28, 96.55%) | No, but actively seeking employment (0, 0%) | No, and I am not actively seeking employment (1, 3.5%) |
| Are you currently employed in a position for which you were educated at MRC program? | Employed in a field directly related to my graduate study at MRC program (18, 64.29%) | Employed in a field somewhat related to my graduate study at MRC program (8, 28.57%) | Employed in a field not related to my graduate study at MRC program (2, 7.14%) |
| Did you obtain employment within 180 days of your graduation? (question added in 2019, 15 responses) | Yes. (15, 100%) | No. (0, 0%) | |

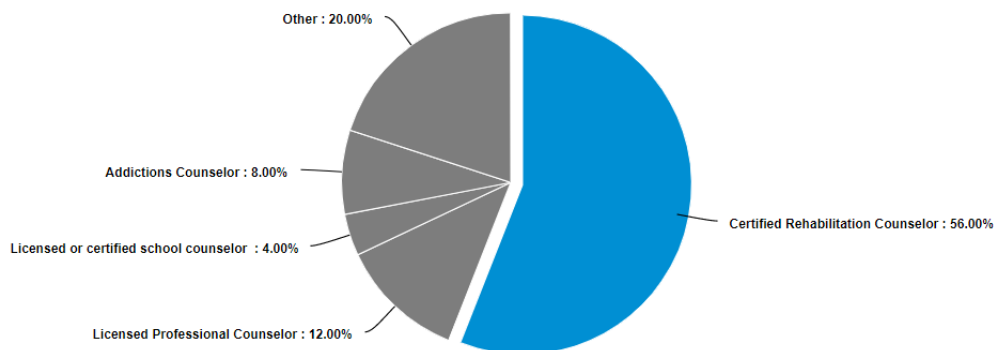
- What best describes your current position?



- What best describes your current place of employment?



- What best describes the type of certification or license you currently have? (Select all that apply)



MRC key performance indicators (KPIs), learning outcomes & measures

Core Area 1: Professional Counseling Orientation and Ethical Practice

KPI: Students will articulate ethical standards in counseling and apply ethical and legal considerations in counseling practice

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--------------------------|--|---------|
| Measure 1 | REHC 5300 | Ethical case discussions | Student will articulate ethical standards in the case discussions | 4.77 |
| Measure 2 | REHC 5390 | Case Presentation | Students will apply the ethical practice in their case presentations | 5 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--------------------------|--|---------|
| Measure 1 | REHC 5300 | Ethical case discussions | Student will articulate ethical standards in the case discussions | 4.87 |
| Measure 2 | REHC 5390 | Case Presentation | Students will apply the ethical practice in their case presentations | 5 |

Core Area 2: Social and Cultural Diversity

KPI: Students will demonstrate the knowledge, skills, and awareness of multicultural competency in working with a diverse population

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|--|---|---------------------------|
| Measure 1 | REHC 5370 | Cultural awareness in counseling paper | Students will show the knowledge and application of multicultural counseling | n/a. Offered in Fall 2020 |
| Measure 2 | REHC 5330 | Work Incentive counseling script | Students will demonstrate multicultural counseling skills in their work incentive counseling script | 4.7 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|--|---|---------|
| Measure 1 | REHC 5370 | Cultural awareness in counseling paper | Students will show the knowledge and application of multicultural counseling | 4.8 |
| Measure 2 | REHC 5330 | Work Incentive counseling script | Students will demonstrate multicultural counseling skills in their work incentive counseling script | 4.96 |

Core area 3: Human Growth and Development

KPI: *Students will identify physiological, psychological, and environmental factors that affect human development, functioning, and behavior*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|---------------------------------|--|---------------------------|
| Measure 1 | REHC 5370 | Online Discussion and Summaries | Students will demonstrate an understanding of human development theories | n/a. Offered in Fall 2020 |
| Measure 2 | REHC 5330 | Media Project paper | Students will demonstrate the impact of disability on people's development | 4.4 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|---------------------------------|--|---------|
| Measure 1 | REHC 5370 | Online Discussion and Summaries | Students will demonstrate an understanding of human development theories | 5 |
| Measure 2 | REHC 5330 | Media Project paper | Students will demonstrate the impact of disability on people's development | 4.9 |

Core Area 4: Career Development

KPI: *Students will demonstrate the understanding of the models of career counseling, and apply strategies for advocating for diverse clients' employment opportunities*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--|--|---------|
| Measure 1 | REHC 5360 | Career counseling theories presentation | Students will demonstrate an understanding of the career counseling models | 4.88 |
| Measure 2 | REHC 5330 | Advocacy Project | Students will advocate for clients' employment opportunities with solid rationales | 4.04 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--|--|---------|
| Measure 1 | REHC 5360 | Career counseling theories presentation | Students will demonstrate an understanding of the career counseling models | 4.87 |
| Measure 2 | REHC 5330 | Advocacy Project | Students will advocate for clients' employment opportunities with solid rationales | 5 |

Core Area 5: Counseling and Helping Relationships

KPI: *Students will demonstrate an understanding of the models of counseling, and the skills necessary to establish effective helping relationships.*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--------------------------------|---|---------|
| Measure 1 | REHC 5310 | Application paper | Students will demonstrate an understanding of the career counseling models | 4.6 |
| Measure 2 | REHC 5339 | Recording and transcription | Students will apply fundamental counseling skills to maintain rapport with the role-play client | 4.56 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------|------------|-----------|---------|
|-------------------|--------|------------|-----------|---------|

| | | | | |
|-----------|-----------|-----------------------------|---|------|
| Measure 1 | REHC 5310 | Application paper | Students will demonstrate an understanding of the career counseling models | 4.33 |
| Measure 2 | REHC 5339 | Recording and transcription | Students will apply fundamental counseling skills to maintain rapport with the role-play client | 4.7 |

Core Area 6: Group Counseling and Group Work

KPI: *Students will demonstrate competency in preparing and facilitating group counseling.*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|--|---|----------------------------|
| Measure 1 | REHC 5338 | Group Proposal | Students will develop a sound group plan to achieve group goals | 4.69 |
| Measure 2 | REHC 5990 | Lead a psychoeducational or counseling group | Students will effectively facilitate group sessions | Will be included next year |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|--|---|----------------------------|
| Measure 1 | REHC 5338 | Group Proposal | Students will develop a sound group plan to achieve group goals | 4.89 |
| Measure 2 | REHC 5990 | Lead a psychoeducational or counseling group | Students will effectively facilitate group sessions | Will be included next year |

Core Area 7: Assessment and Testing

KPI: *Students will demonstrate assessment knowledge and skills*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|------------------------------------|---|---------|
| Measure 1 | REHC 5375 | Assessment interview | Students will effectively conduct a mock assessment interview. | 4.7 |
| Measure 2 | REHC 5960 | Individualized Plan for Employment | Students will use assessment information to help mock clients identify employment goals | 4.3 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--|---|---------|
| Measure 1 | REHC 5375 | Assessment interview | Students will effectively conduct a mock assessment interview. | 5 |
| Measure 2 | REHC 5960 | Individualized Plan for Employment | Students will use assessment information to help mock clients identify employment goals | 5 |

Core Area 8: Research and Program evaluation

KPI: *Students will demonstrate an understanding of basic knowledge and terms in research and assessment*

Students will receive a minimum of 3 on a 4-point scale in the faculty-designed rubric

Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--|--|---------|
| Measure 1 | REHC 5375 | Chapter summaries and discussion | Students will prepare an assessment portfolio with the required information | 4.52 |
| Measure 2 | REHC 5340 | Quizzes | Students will demonstrate an understanding of the knowledge about research methods | 4.52 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|--------------|--|--|---------|
| Measure 1 | REHC 5375 | Chapter summaries and discussion | Students will prepare an assessment portfolio with the required information | 5 |
| Measure 2 | DRSC 5389 | Quizzes | Students will demonstrate an understanding of the knowledge about research methods | 4.7 |

Specialty area: Clinical Rehabilitation Counseling

KPI: *Students will demonstrate an understanding of psychiatric conditions and other medical conditions that cause disabilities*

Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|------------------------------------|--|---------|
| Measure 1 | REHC 5320 | Quizzes | Students will demonstrate an understanding of the knowledge about different medical conditions that cause disabilities | 4.38 |
| Measure 2 | REHC 5350 | Integrative case conceptualization | Students will apply DSM knowledge in their case conceptualization | 4.6 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|------------------------------------|--|---------|
| Measure 1 | REHC 5320 | Quizzes | Students will demonstrate an understanding of the knowledge about different medical conditions that cause disabilities | 4.7 |
| Measure 2 | REHC 5350 | Integrative case conceptualization | Students will apply DSM knowledge in their case conceptualization | 4.8 |

Specialty area: Rehabilitation Counseling

KPI: Students will demonstrate an understanding of the philosophy and current trends of rehabilitation counseling, as well as theories, models, and interventions related to rehabilitation counseling

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)

AY 2019-2020

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|-----------------------------|---|---------|
| Measure 1 | REHC 5300 | Professional identity paper | Students will demonstrate an understanding of the philosophy and trends of rehabilitation counseling | 4.85 |
| Measure 2 | REHC 5340 | Quizzes | Students will demonstrate an understanding of the models and interventions related to rehabilitation counseling | 4.2 |

AY 2018-2019

| Measurement Point | Course | Assignment | Criterion | Results |
|-------------------|-----------|-----------------------------|--|---------|
| Measure 1 | REHC 5300 | Professional identity paper | Students will demonstrate an understanding of the philosophy and trends of rehabilitation counseling | 4.26 |

| | | | | |
|-----------|--------------|---------|---|-----|
| Measure 2 | REHC 5340 | Quizzes | Students will demonstrate an understanding of the models and interventions related to rehabilitation counseling | 4.8 |
|-----------|--------------|---------|---|-----|

Advisory board meeting summary

Date: September 24, 2018

Suggestions:

Students need to pay more attention to documentation and case management, and crisis planning. Sometimes students struggle to recognize which area clients need help with. Students need to develop a course of action and know what to look for.

For youth, skills in aptitude assessments are important. TWC would prefer applicants who understand the local labor market. Besides, the types of disabilities are growing in El Paso. It is important for counselors to open the spectrum on how to work with a myriad of disabilities. When dealing with a large caseload, it requires critical thinking aspects combined with a systematic approach. Students need the ability to work with multiple tasks at once.

There is increasing importance about technology and electronic record keeping. Also, the student organization can participate in community activities more from an educational standpoint.

Date: September 16, 2019

Many community members are not aware that the MRC degree is eligible for LPC. LPC is great and allows for the employment opportunity. In addition, MRC students shouldn't stay stuck in VR mentality but include both mental health and VR. They need to market themselves as a counselor.

Community members have seen improvement in skills. They see the MRC program is going in a great direction. Readiness and performance is great

Community members are interested in CEUs. No need for ethics but everything else is welcomed

The Emergency Health Network focuses more on trauma-informed care. Need more people in critical instant stress management techniques. Specialty training for first responders and community is lacking.

Students will benefit from the work ethic. Once they commit, they should stick to it and be more professional

West Texas (Midland, Odessa, San Angelo) has a lot of employment opportunities (VR/ counselor positions vacancy) but housing is a problem.

Summary of MRC Program Strengths

1. The overall quality of the curriculum/instructor (evaluations are above 4 on a 5-point scale)
2. Employers' satisfaction
 - Employers were overall satisfied with the performance of MRC graduates

- Positive comments from community members
3. Alumni's success and reputation are reasons to attract applicants
 4. Clinical education provided students with the experience of diversity
 5. Student recruitment and enrollments include a diversity of students
 6. Employment outcomes are extraordinary. The employment rates were high.
 7. Students identify with the rehabilitation and counseling profession by seeking relevant certification and license
 8. Students and graduates would like to explore their career in the mental health field
 9. The program has external funding from the Department of Education to provide scholarship and assistantships to students
 10. MRC students participate in IPE events that increase their conceptualization and clinical decision-making skills
 11. Student Rehabilitation Counseling Association (SRCA) initiates volunteer services to community agencies. Students who participate in SRCA events learn about the community and use the knowledge in their clinical practice. In addition, SRCA provides professional networking opportunities for students.
 12. MRC students received funding to attend National and regional conferences to enhance their professional development
 13. UTEP MRC program addresses the shortage of bilingual rehabilitation counselors. Our graduates are being employed agencies where they need bilingual rehabilitation counselors.
 14. MRC faculties were being recognized and awarded (Research Award; 1st Place; and 2nd Place) by the American Rehabilitation Counseling Association (ARCA) of the American Counseling Association (ACA).
 15. MRC faculty collaborates with well-known national rehabilitation counseling researchers to improve the clinical services, quality of life, and well-being of individuals with disabilities.
 16. MRC students are provided with opportunities for scientific research publications and presentations.

Improvements made in 2018-2020

Curriculum

2018-2019

1. Students started to take the crisis intervention class taught by Dr. Myer.
2. Comprehensive exam items were updated
3. Guest lectures from community agencies were arranged to help students exposed to practical knowledge and skills that are unique to our community

2019-2020

1. More in-depth guest lectures were arranged, especially on documentation and record-keeping
2. To enhance the CRC exam pass rate, CRC practice test and other study materials were provided to students
3. 60 credit-hour curriculum proposal was submitted and approved. The new curriculum adds four more mental health courses. The new curriculum will be implemented in Fall 2021

4. Practicing sites in the mental health field and rehabilitation counseling are introduced to students for clinical placement for students. Students were given more options in their clinical training.
5. Students participated in the Texas Transition conference in San Antonio, Texas. This helped students identify with the importance of counselors in the transition setting and on providing evidence-based practices for a smooth transition from school to adult life for youth with disabilities.

Career preparation/opportunities

1. Students were advised to enroll in required mental health counseling classes to meet the eligibility of LPC. The MRC students as well as potential applicants were informed about the requirements of LPC.
2. Counseling techniques and group counseling involved service-learning activities that provided hands-on experiences in the community
3. New mental health sites are introduced to the MRC students, such as Project Amistad, and Sawyer Behavioral Health which will allow students to explore career opportunities outside of the state VR offices

Community engagement

1. SRCA helped bring awareness to community resources such as National Alliance Mental Illness (NAMI) by participating in several workshops throughout the year for families of those with Mental Illness.
2. SRCA participated in a workshop provided by the Texas Workforce Commission for individuals with visual impairments. The workshop was an introduction to factors such as braille, cane walking, training in technology, and assistive devices.
3. SRCA participated in the Youth Leadership Forum (YLF) which provides encouragement and resource information to young adults with disabilities who have demonstrated leadership potential in their community and schools. This is a two-day event that requires strong advocacy as they provide training, guidance, and direction for self-advocacy.

Program development

1. Various surveys were created for graduates, employers, and current students.
2. Sought feedback from students, alumni, employers, site supervisors, and community members
3. Three core faculty members were needed to meet the CACREP requirement. One additional faculty is hired beginning Fall 2020
4. The 60-credit-hour curriculum will be implemented in Fall and makes all mental health courses required. This will ensure the eligibility of LPC and follow accreditation standards.
5. Increasing the number of applicants and enrollment
 - a. Presentations in undergraduate classes (Rehabilitation Sciences, Psychology, Public Health Science, Education) and open houses were offered for recruitment
 - b. Program website and brochures were updated for accreditation and recruitment

Goals for 2020-2021

1. CACREP self-study submitted in July 2021
 - Annual program summary report will be generated regularly
 - The proposed change from the Rehabilitation Counseling Program to Clinical Rehabilitation counseling program to address the focus of mental health training
 - 10 Key Performance Indicators (KPIs) are determined and data are collected
 - Reduce course load for non-core faculty
 - Ensure all program activities meet all CACREP standards, especially in the area of clinical education, faculty professional identity, and evaluation procedures
2. Use Tevera for data collection
 - Organized all paperwork for clinical education
 - Evaluation data entry and report
 - Enhancement of clinical placement efficiency
3. Prepare for 60-credit curriculum in Fall 2021
 - Determine course offering
 - Prepare for certificate and fast-track program
4. Recruitment
 - Aims at least 25 applications in AY 2020-2021
5. Enhance average CRC exam pass rate to the national level (60%)
6. Curriculum and instruction include
 - Use of technology
 - Integrate biological, psychological, and social interventions in their work with clients
 - An ecological view of people in context (history, culture, social life)
 - Depth of coverage of important subject areas
 - The emphasis of group counseling in clinical education
 - The emphasis on mental health concentration
 - Maintain clinical education provision under COVID-19
 - Regularly check in on students and seek feedback to improve their learning experiences
7. Community partnership
 - Provide site supervisors training and CEUs