



University of Texas at El Paso

Master of Clinical Rehabilitation Counseling

Department of Counseling and Special Education (CSE)

College of Education (COE)

Program Outcomes & Analysis

Annual Summary Report

2023-2024

The Master of Clinical Rehabilitation Counseling (MRC) Program at The University of Texas at El Paso engages in continuous student and program evaluation every year. Each October, after data from the previous academic year (AY) are collected and analyzed, a comprehensive report is distributed to the College of Education (COE) 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 reviews and generates an annual summary report in October and sets goals for the current (ongoing) academic year. 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 Department Chair of CSE and the Dean of the College of Education (COE).

In October, the Annual Summary Report is distributed to the Dean of the College of Education. 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.

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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

60 credit-hour Program (AY 2023-2024)

Faculty (AY 2023-2024)

Core Faculty	Rank
Veronica Estala , Ph.D., CRC (2021, University of Wisconsin Madison, Rehabilitation Counselor Education)	Assistant Professor of Instruction
Chuling Lo , Ph.D., CRC (2013, University of Iowa, Rehabilitation and Counselor Education)	Assistant Professor of Instruction

Degree awarded and the completion rate

Semester/Year	# of MRC Graduates	# of Graduates who Completed within Three Years of Study	# of Graduates who Completed within Four Years of Study
Fall 2023	4	4 (100%)	4(100%)
Spring 2024	6	6 (100%)	6 (100%)
Summer 2024	2	2 (100%)	2 (100%)

Applicants

Ethnicity	Fall 2023			Spring 2024		
	Female	Male	Total	Female	Male	Total
Hispanic	3	2	5	4	4	8
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	1	0	1
Other	2	0	0	0	0	0
Total	3	3	6	5	4	9

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

Enrolled Students

Ethnicity	Fall 2023			Spring 2024		
	Female	Male	Total	Female	Male	Total
Hispanic	11	6	17	13	7	20
African American	3	2	5	2	2	4
White	0	0	0	0	0	0
Asian	0	0	0	0	0	0
International	0	0	0	0	0	0
Other	0	1	1	0	1	1

Total	14	9	23	15	10	25
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SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

Graduates

Ethnicity	Fall 2023			Spring 2024			Summer 2024		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Hispanic	1	2	3	1	2	3	1	1	2
African American	1	0	1	1	1	2	0	0	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	0	0	0
Other	0	0	0	0	1	1	0	0	0
Total	2	2	4	2	4	6	1	1	2

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

MRC program comprehensive exam pass rate

Semester/Year	# of MRC Students Took Comps	# of Students Passed Comps
Fall 2023	3	3 (100%)
Spring 2024	6	6 (100%)
Summer 2024	2	2 (100%)

Certified Rehabilitation Counselor (CRC) examination pass rate

Semester/Year	# of MRC Students Took CRC Exam	# of Students Passed CRC Exam
Fall 2023	5	0 (0%)
Spring 2024	3	2 (66%)
Summer 2024	0	0

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

Job placement rate

Semester/Year	# of MRC Graduates	# of graduates who were Employed within 180 Days of Graduation	Employer
Fall 2023	4	3	Virginia VR, Ready One Ind., La Familia
Spring 2024	8	3 (June 2024)	Enjoy Your Life, TWC-VR
Summer 2024	2	2 (June 2024)	Empowering Hands

Employer survey (14 responses to date)

	Exceeds Expectations		Meets Expectations		Needs Improvement		Inadequate	
The overall level of preparedness to enter the field	3		11		0		0	
How would you characterize our students as counseling practitioners?	2		12		0		0	
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	4		10		0		0	
Their use of research, ethics and critical thinking to guide best practice	4		9		1		0	
Their openness to developing innovations in counseling practice that meet diversity concerns	7		7		0		0	
Their commitment to serving as an agent of organizational change (social justice) or client empowerment	6		8		0		0	
Their ability to integrate biological, psychological and social interventions in their work with clients	3		9		2		0	
Their interest in fostering life-long healthy development	3		11		0		0	
Their holding of an ecological view of people in context (history, culture, social life)	1		12		1		0	
Their being caring, compassionate and self-reflective people	8		6		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	10	4	0	0	0	0		

Graduates survey (65 responses to date)

Diversity and Inclusiveness	Mean score on the scale 1-4 (Compared with the previous report)
I experienced an inclusive and respectful learning environment in the Graduate School	3.57 (-)
My program prepared me to promote inclusive and/or therapeutic environment	3.43 (-)
My program prepared me to work effectively with diverse populations	3.38 (-)
Research-based Practice & Professional Standards	
My program prepared me to critically analyze and implement research-based practices	3.16 (-)
My program prepared me with appropriate professional knowledge	3.41 (-)
My program prepared me with appropriate professional skills	3.48 (-)
My program helped me to acquire appropriate dispositions (values, commitments, and professional ethics)	3.51 (-)
Impact on Learning and Development	
My program prepared me to ensure all learners/clients succeed	3.33 (-)
My program prepared me to use technology to enhance learning and development	3.1 (-)
My program prepared me to influence policy and provide leadership in my field	3.2 (-)
Evidence-informed Decision Making	
My program prepared me to use evidence to solve problems of practice and to make informed decisions	3.36 (-)
My program taught me strategies to assess client/program progress	3.28 (-)
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	3.34 (+)
Blackboard online course environment	3.36 (-)
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	3.21 (-)
Overall responsiveness of instructors	3.43 (-)
Convenience of the program schedule	3.41 (-)
Overall responsiveness of advisers	3.31 (-)
Depth of coverage of important subject areas	3.16 (-)
Overall quality of the program	3.31 (-)
Overall as a result of this program, how well prepared are you to work in your field or in your chosen professional role?	3.25 (-)
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 (29, 48.33%, ↓), likely (19, 31.67%, ↑), neutral (3, 5% ↑), unlikely (1, 1.67%, ↓), very unlikely (8, 13.33%, ↓)	

- Employment data from graduates' survey

Are you currently employed?	Yes (56, 91.8%, ↓)	No, but actively seeking employment (4, 6.56% ↑)	No, and I am not actively seeking employment (1, 1.64%, ↓)
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 (37, 63.79%, ↑)	Employed in a field somewhat related to my graduate study at MRC program (15, 25.86%, ↓)	Employed in a field not related to my graduate study at MRC program (6, 10.34%, ↑)
Did you obtain employment within 180 days of your graduation? (question added in 2019, 22 responses to date)	Yes (41, 87.23%, ↓)	No (6, 12.77%, ↑)	

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

Core Area A: Professional Counseling Orientation and Ethical Practice

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5324	Final Exam	Students will receive 80% of the points (4 on a 5-point scale)	4.45
Measure 2	REHC 5300	Ethical case discussions	Students will articulate ethical standards in the case discussions Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	3.925

Core Area B: Social and Cultural Identities and Experiences

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5346	Final exam	Students will receive 80% of the points (4 on a 5-point scale)	4.54
Measure 2	REHC 5330	Insider Perspectives Reflection	Students will develop awareness regarding the experiences of having a disability. Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.56

Core area C: Lifespan Development

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5317	Final exam	Students will receive 80% of the points (4 on a 5-point scale)	4.22
Measure 2	REHC 5330	Media Project paper	Students will develop an understanding regarding the impact of disability on people's development. Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.82

Core Area D: Career Development

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5320	Final Exam	Students will receive 80% of the points (4 on a 5-point scale)	Not offered in AY23-24
Measure 2	REHC 5330	Advocacy Project	Students will advocate for clients' employment opportunities with solid rationales Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.68

Core Area E: Counseling Practice and Relationships

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5341	Quizzes	Students will receive 80% of the points (4 on a 5-point scale)	4.68
Measure 2	EDPC 5339	Final exam	Students will receive 80% of the points	4.75

Core Area F: Group Counseling and Group Work

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5338	Final exam	Students will receive 80% of the points	4.47
Measure 2	REHC 5991/5392	Lead a psychoeducational or counseling group	Students will effectively facilitate group sessions Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.9

Core Area G: Assessment and Diagnostic Processes

KPI: *Students will demonstrate assessment knowledge and skills*

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5335	Exam	Students will receive 80% of the points (4 on a 5-point scale)	4.33
Measure 2	EDPC 5320 Career	Assessment assignment	Students will use assessment information to help mock clients identify employment goals Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	4.55

Core Area H: Research and Program Evaluation

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	EDPC 5310	Final exam	Students will receive 80% of the points	4.43
Measure 2	EDPC 5335	Final paper	Students will receive 80% of the points	4.65

Specialty area: Clinical Rehabilitation Counseling

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

AY 2023-2024

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5320	Quizzes	Students will understand the functional limitation effects caused by different medical conditions and chronic illness Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)	Not offered in AY 23
Measure 2	REHC 5350	Integrative case conceptualization	Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric	5

Professional disposition review aggregate data

Fall 2023

	Initial review Average ratings (2 students)	Pre-practicum review (0 students)	Pre graduation review (4 students)
I. ACADEMIC PERFORMANCE			
a. Exhibits general alertness to and participation in class activities	4		4
b. Makes appropriate and knowledgeable contributions to class discussions	4		4
c. Prepares for class by reading and completing assignments on time	4		4
d. Adheres to expectations of academic integrity	4		4
II. INTRAPERSONAL FACTORS			
a. Displays personal insight and self-awareness	4		4
b. Identifies and expresses feelings appropriately	4		4
c. Demonstrates motivation and commitment to personal growth	4		4
III. INTERPERSONAL RELATIONSHIPS			
a. Demonstrates appropriate sensitivity and respect in interactions with peers	4		4
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals	4		4
c. Maintains appropriate emotional boundaries with others	4		4
IV. PROFESSIONAL BEHAVIOR			

a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor	4		4
b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor	4		4
c. Exhibits awareness, concern, and, ability to adhere to Ethical Standards	4		4
d. respect and appreciate cultural difference	4		4
e. Seek, reflect, and respond to supervisory feedback in a professional manner	4		4
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients	4		4
V. OVERALL EVALUATION			
Overall assessment of the student's status based on observed academic, personal, interpersonal, and professional behaviors	4		4

Spring 2024

	Initial review Average ratings (3 students)	Pre-practicum review (4 students)	Pre graduation review (9 students)
I. ACADEMIC PERFORMANCE			
a. Exhibits general alertness to and participation in class activities	3.9	4	4
b. Makes appropriate and knowledgeable contributions to class discussions	4	4	4
c. Prepares for class by reading and completing assignments on time	3.9	4	4
d. Adheres to expectations of academic integrity	4	4	3.9
II. INTRAPERSONAL FACTORS			
a. Displays personal insight and self-awareness	4	4	4
b. Identifies and expresses feelings appropriately	4	4	4
c. Demonstrates motivation and commitment to personal growth	4	4	4
III. INTERPERSONAL RELATIONSHIPS			
a. Demonstrates appropriate sensitivity and respect in interactions with peers	4	4	4
b. Displays appropriate decorum in interactions with the instructor, peers, and other professionals	4	4	4
c. Maintains appropriate emotional boundaries with others	4	4	4
IV. PROFESSIONAL BEHAVIOR			
a. Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor	4	4	4

b. Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor	4	4	4
c. Exhibits awareness, concern, and, ability to adhere to Ethical Standards	4	4	4
d. respect and appreciate cultural difference	4	4	4
e. Seek, reflect, and respond to supervisory feedback in a professional manner	4	4	4
f. demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients	4	4	4
V. OVERALL EVALUATION			
Overall assessment of the student's status based on observed academic, personal, interpersonal, and professional behaviors	4	4	4

Internship Evaluation

Evaluation items	Average ratings (1-4)
III. Case Management Skills	
1. Reviews and documents client information and to maintain a current and accurate case record.	4
2. Compiles case information, summaries, and reports in a manner that others can easily understand when reviewing the case.	4
3. Coordinates appropriate services with other agencies involved in the client's rehabilitation plan.	4
4. Collaborates with other service providers to ensure that services are provided in a timely manner.	2
5. Consults with medical and other professionals regarding the functional capacities, prognosis, and treatment plan of clients.	3
IV. Employer Development/Job Placement	
1. Assists clients in developing job search skills.	4
2. Monitors clients' adjustment to employment to determine the appropriateness of the job match and to determine the need for additional services.	4
3. Provides employers with information on incentives to hiring individuals with disabilities and information regarding clients' work skills and abilities.	4
4. Utilizes labor market information to assist clients in choosing vocational goals.	4
5. Recommends modifications to the work site and job duties to accommodate a client's functional limitations.	4
6. Determines the level of intervention necessary for job placement (e.g., job club, supported work, OJT).	4
V. Counseling Skills	
1. Counsels clients to select jobs consistent with their abilities, interests, and rehabilitation goals.	4

2. Develops a therapeutic relationship characterized by empathy and positive regard for the client.	4
3. Adjusts counseling style or approach according to the client's cognitive and personality characteristics.	4
4. Identifies social, economic, and environmental forces that may adversely affect a client's rehabilitation process.	4

Advisory board meeting summary

Due to CACREP site visit in October 2023. The Annual Advisory Board Meeting was not held in AY 23-24. However, during the site visit, the site supervisors and community partners met with the site visit team and re-addressed the importance of documentation skills.

The narrative feedback in the employer and graduates surveys are included as follows:

Employer surveys

Case note writing and documentation. How to advocate in the workplace for individuals with disabilities

Students may need more information about working with students with disabilities and the accommodations process.

Understanding functional limitations associated with various disabling conditions and how these impact on overall functional capacities and performing work duties of their normal and customary occupation.

Graduates survey

Thank you for all the support and help! I think it would be beneficial to future students to add an elective course in state or federal vocational rehabilitation for students who are going to work for state VR or the VA's VR&E for example to prepare them for those roles as entry level VRC's.

More focus on multiculturalism and disability.

Alumni are an excellent source; for outreach, internships, experience, development, mentorship's and support services.

In 2024 it is possible to take online courses. UTEP needs to do better with accessibility

Completing this program was one of the best decisions I have made.

Very good program and excellent support

Assist with employment opportunities and continuing education to keep certification

I believe there should be an actual course offered for CRC Certification study. Not many students in the program are passing the CRC with the current curriculum provided. However, the study opportunities offered are not robust enough to ensure cohorts are successful in passing the CRC.

Everything was great!

Summary of Evaluation Results

Goals and Objectives	Evaluation	Results
<p>STUDENTS: Students enter the MRC Program with a range of educational backgrounds, strengths, personal experiences, gender, ethnicity, sexual orientation, and disability statuses. These differences between students can serve to promote diversity of thought in and out of the classroom. The Program will support students in sharing their experiences through collaborative learning processes. In addition, the Program will offer training that builds on students' strengths yet is flexible in its delivery to meet students' life demands.</p> <p>Objective: 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.</p>	<p>-Demographic and other characteristics of applicants, students, and graduates</p> <p>- Items in the graduate survey <i>"I experienced an inclusive and respectful learning environment in the Graduate School of Education."</i> <i>"My program prepared me to promote an inclusive and/or therapeutic environment."</i> <i>"My program prepared me to work effectively with diverse populations."</i></p> <p>- The employer survey, <i>"To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?"</i></p>	<p>-The demographic data shows the diversity of the applicants, enrollment, and graduates (meet objective).</p> <p>-3.57/4 (meet objective)</p> <p>-3.43/4 (meet objective)</p> <p>-3.38/4 (meet objective)</p> <p>-3.28/4 (meet objective)</p>
<p>PEOPLE WHO HAVE DISABILITIES: The graduate experience at UTEP will train students to help reduce potential sources of prejudice or stereotyping. Throughout academic and field-based education, the importance of recognizing and relating to clients as unique individuals will be stressed. The Program will also seek to reduce attitudinal boundaries in students between "us" (the professionals) and "them" (the clients).</p> <p>Objective: 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.</p>	<p>-KPI evaluation of the REHC 5330 media project paper</p> <p>- KPI core area #2: Social and Cultural Diversity, students are evaluated by the final exam in EDPC 5346</p> <p>- Two items in the graduate survey <i>"My program helped me to acquire appropriate dispositions (values, commitments, and professional ethics,"</i> <i>"My program prepared me to ensure all learners/clients succeed."</i></p>	<p>-4.82/5 (meet objective)</p> <p>-4.54/5 (meet objective)</p> <p>-3.51/4 (meet objective)</p> <p>-3.33/4 (meet objective)</p>

<p>REHABILITATION SERVICE PROVIDERS: Rehabilitation services are provided by public, federal, and private agencies. Each agency makes unique contributions to the goal of promoting community inclusion, opportunities, and quality of life in persons with disabilities. In addition to the training areas stipulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the rehabilitation counseling profession requires rehabilitation counselors to be ethical service providers, effective case managers, professional writers, and proficient in time management.</p> <p>Objective: 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.</p>	<p>- Internship evaluation form section III case management skills. The items are 1. <i>Reviews and documents client information and to maintain a current and accurate case record.</i> 2. <i>Compiles case information, summaries, and reports in a manner that others can easily understand when reviewing the case.</i> 3. <i>Coordinates appropriate services with other agencies involved in the client's rehabilitation plan</i> 4. <i>Collaborates with other service providers to ensure that services are provided in a timely manner.</i> 5. <i>Consults with medical and other professionals regarding the functional capacities, prognosis, and treatment plan of clients.</i></p> <p>- Graduate survey "My program prepared me with appropriate professional knowledge" and "My program prepared me with appropriate professional skills"</p> <p>- The employer survey "use of research, ethics and critical thinking to guide best practice," "To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?" "Their openness to developing innovations in counseling practice that meet diversity concerns."</p>	<p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-2.0/4 (not meet objective)</p> <p>-3.0/4 (meet objective)</p> <p>-3.41/4 (meet objective)</p> <p>-3.48/4 (meet objective)</p> <p>-3.21/4 (meet objective)</p> <p>-3.28/4 (meet objective)</p> <p>-3.50/4 (meet objective)</p>
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<p>EMPLOYER ORGANIZATIONS: The MRC Program recognizes that employers are also clients and partners in the vocational rehabilitation process by providing labor market opportunities for persons with disabilities. Thus, students are assisted throughout the Program to value and be able to initiate long-term, reciprocally beneficial relationships with employers. The perspective of employers is obtained in a variety of ways and incorporated in all aspects of the Program.</p> <p>Objective: Students 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.</p>	<p>- Internship evaluation form section IV Employer Development/Job Placement. The items are 1. <i>Assists clients in developing job search skills.</i> 2. <i>Monitors clients' adjustment to employment to determine the appropriateness of the job match and to determine the need for additional services.</i> 3. <i>Provides employers with information on incentives to hiring individuals with disabilities and information regarding clients' work skills and abilities.</i> 4. <i>Utilizes labor market information to assist clients in choosing vocational goals.</i> 5. <i>Recommends modifications to the work site and job duties to accommodate a client's functional limitations.</i> 6. <i>Determines the level of intervention necessary for job placement (e.g., job club, supported work, OJT)</i></p> <p>- KPI evaluation of REHC 5330 Assignment: Advocacy Project</p>	<p>-4.0/4 (meet objective)</p> <p>-4.0/4 (meet objective)</p> <p>-4.0/4 (meet objective)</p> <p>-4.0/4 (meet objective)</p> <p>-4.0/4 (meet objective)</p> <p>-4.0/4 (meet objective)</p> <p>-4.68/5 (meet objective)</p>
<p>ADVOCACY: Only when these systemic problems are addressed will life significantly improve for all people with disabilities. As such, graduates must be prepared to promote multi-level change.</p> <p>Objective: Graduates 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.</p>	<p>- The graduate survey "<i>My program prepared me to influence policy and provide leadership in my field</i>"</p> <p>-The employer survey "<i>Their commitment to serving as an agent of organizational change social justice) or client empowerment</i>", "<i>Their holding of an ecological view of people in context (history, culture, social life),</i>" and "<i>Their interest in fostering</i></p>	<p>-3.20/4 (meet objective)</p> <p>-3.42/4 (meet objective)</p> <p>-3.0/4 (meet objective)</p> <p>-3.21/4 (meet objective)</p>

	<i>life-long healthy development"</i>	
<p>PROFESSIONALISM: Students and graduates should be committed to supporting and advancing the field as well as their individual careers through dedicated service, working collaboratively with and gaining knowledge of other disciplines, understanding the boundaries of one's own professional role, cultural competence, lifelong learning, and ethical practice.</p> <p>Objective: Graduates of the Program and current students should clearly and enthusiastically identify themselves as members of the profession of rehabilitation counseling and of professional organizations in rehabilitation counseling.</p>	<p>- Professional Disposition evaluation form section IV Professional Behavior. The evaluation items are: a. <i>Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor.</i> b. <i>Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor.</i> c. <i>Exhibits awareness, concern, and, ability to adhere to Ethical Standards</i> d. <i>respect and appreciate cultural difference.</i> e. <i>Seek, reflect, and respond to supervisory feedback in a professional manner.</i> f. <i>demonstrate emotional sensitivity, interpersonal respect, and ethical manners with clients</i></p> <p>-Graduate survey "My program helped me to acquire appropriate dispositions (values, commitments, and professional ethics"</p> <p>- REHC 5300 by using ethical case discussions as well as professional identity papers.</p>	<p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-4/4 (meet objective)</p> <p>-3.51/4 (meet objective)</p> <p>-3.925/5 (approaching objective)</p>
<p>PARTNERSHIP: Rehabilitation counselors should view themselves as partners in the rehabilitation process by working together with service recipients to define appropriate goals and strategies.</p>	<p>- Internship evaluation form section V Counseling Skills. The items are 1. <i>Counsels clients to select jobs consistent with their abilities, interests, and rehabilitation</i></p>	<p>-4/4 (meet objective)</p>

Objective: 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.	<i>goals. 2. Develops a therapeutic relationship characterized by empathy and positive regard for the client.</i>	-4/4 (meet objective)
	<i>3. Adjusts counseling style or approach according to the client's cognitive and personality characteristics.</i>	-4/4 (meet objective)
	<i>4. Identifies social, economic, and environmental forces that may adversely affect a client's rehabilitation process.</i>	-4/4 (meet objective)
	-The employer survey asks <i>"Their ability to integrate biological, psychological and social interventions in their work with clients"</i>	-3.07/4 (meet objective)
	-The graduate survey. <i>"My program taught me strategies to assess client/program progress, and "My program taught me strategies to analyze data for client/program improvement"</i>	-3.28/4 (meet objective) -3.21/4 (meet objective)

Summary of Strengths and Areas of Improvements

1. The number of applicants has slightly increased this year.
2. The evaluation from site supervisors showed that the documentation skills have improved.
3. Employment and job placement rates vary by semester.
4. The overall ratings from the employers and graduates are good
5. The rating about *"the ability to integrate biological, psychological and social interventions in their work with clients"* is relatively lower in the employer survey
6. The ratings from the graduate survey were slightly lower compared to last year
7. Students need to improve their ability to *"collaborate with other service providers to ensure that services are provided in a timely manner"* according to the site supervisor's evaluation
8. CRC exam pass rate drops to 25%.

Goals for AY 2024 and Program Modifications

1. CRC exam preparation
 - a. Student organization will be hosting in-person CRC workshops prior to each scheduled exam date.
 - b. Prior graduates with CRC offer online webinars and training to include pre-recorded sessions via YouTube
 - c. Current students will have in-person class opportunities to sample CRC exam questions and answers
2. Improve students' documentation skills
 - a. Students will have an in-depth review during their clinical placements of case note documentation
 - b. Students will be provided with sample case notes to follow and use as a guideline for documentation purposes.
 - c. Students will have course assignments that align with case note documentation
 - d. Students will have in-depth training and sample documentation for courses
3. Employment rate
 - a. Faculty will encourage employment sectors outside of the general community
 - b. Faculty will provide outreach about employment in the rehabilitation counseling field
 - c. Faculty will continue to provide job leads via email, social media channels, and prior students in the employment sector
 - d. In-class presenters from employees in the current field will be used during classes