CLINICAL REHABILITATION COUNSELING PROGRAM

SCHOOL OF MEDICINE

UNIVERSITY OF SOUTH CAROLINA

2022 ANNUAL REPORT

The 2022 Annual Report presents an overview of our program's mission and objectives, which guide the evaluation process; the results of our program evaluation; discussion of our findings; a presentation of subsequent program modifications that resulted from the process; and a discussion of other substantial program changes. Data are from 2021-2022, unless otherwise noted.

Mission and Program Objectives

Clinical Rehabilitation Counseling Mission Statement

The **Mission** of the Clinical Rehabilitation Counseling Program is to enhance the quality of life of persons who have physical or mental disabilities, including addictions, or who are disadvantaged by cultural differences and educational and economic impoverishment, through educational, scholarly, and service activities.

Clinical Rehabilitation Counseling Program Objectives

Program Objectives

Education

- To provide high quality professional **education** that includes classroom learning, field experiences, and other applied learning opportunities to equip students with the skills and knowledge necessary for successful, effective, and responsible participation in changing diverse state and national rehabilitation counseling environment. Specifically,

  o Education/Program Objective # 1. Students will demonstrate current knowledge and competencies required for successful practice in the field of professional counseling.
  o Education/Program Objective # 2. Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

Scholarship

- Through research and **scholarship** activities, to advance knowledge and understanding of the effects of disability on the lives of persons with disabilities, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

Service

- To provide **consultation** and **training** to agencies and programs to enhance the abilities of their personnel serving disabled and disadvantaged persons in South Carolina and throughout the southeast.

- To provide rehabilitation **services** while offering students the opportunity for hands-on learning under the supervision of qualified, experienced professionals.

- To **support** the operations and activities of the Department of Neuropsychiatry and Behavioral Science, School of Medicine, and University

Respect for Diversity

- To actively demonstrate **respect** for cultural and individual diversity in areas of education, scholarship, and service.

Section 1. Results of the Evaluation

Section 1 includes the following data: (1) Demographic and other characteristics of applicants, students, graduates; (2) Vital statistics; (3) Aggregate student assessment data including knowledge, skills, and dispositions; (4) systematic follow-up studies; and (5) external review.

1.1 Demographic and Other Characteristics of Applicants, Students, and Graduates

Applicant Data

	# Applications	Number Accepted	Number Matriculated
Fall 2021	14	12	7
Spring 2022	7	5	4
Total AY 21-22	**21**	**17**	**11**
Fall 2020	26	22	18
Spring 2021	12	6	6
Total AY 20-21	**38**	**28**	**24**
Fall 2019	25	16	12
Spring 2020	7	4	4
Total AY 19-20	**32**	**20**	**16**

Applicant Demographic Data for AY 2021-2022

	# Applications N= 21	Number Accepted N= 16	Number Matriculated N= 11
Gender	Female- 16 (76%) Male- 5 (24%)	Female- 12 (75%) Male- 4 (25%)	Female- 8 (73%) Male- 3 (27%)
Race/Ethnicity	African American- 7 (33%) Caucasian- 11 (52%) Hispanic- 0 Asian- 1 (5%) More than one- 2 (10%)	African American- 5 (31%) Caucasian- 10 (63%) Hispanic- 0 Asian- 1 (6%) More than one- 0	African American- 3 (27%) Caucasian- 7 (64%) Hispanic- 0 Asian- 1 (9%) More than one- 0
Age (average)	30 years old	29 years old	30 years old
Age (range)	22 years to 52 years	22 years to 52 years	22 years to 52 years

** The 2 applicants who self-identified as "more than one" include the following: Hispanic/Caucasian and Hispanic/American Indian/Caucasian**

Applicant Score Data

For the 2021-2022 academic year, the average scores for accepted students were as follows:

	Undergraduate GPA	**GRE**	**MAT**
AY 21-22	3.30	Writing: 4.3 Quantitative: 147 Verbal: 152	397
AY 20-21	3.2	Writing: 3.8 Quantitative: 147 Verbal: 150	390
AY 19-20	3.38	Writing: 4.0 Quantitative: 147 Verbal: 151	390

Student Data

	Number Enrolled	New students	Graduates
Fall 2021	45	7	2
Spring 2022	46	5	7
Total AY 21-22	**50 (unduplicated)**	**12**	**9**
Fall 2020	43	18	2
Spring 2021	44	6	3
Total AY 20-21	**49 (unduplicated)**	**24**	**5**
Fall 2019	35	12	4
Spring 2020	36	4	5
Total AY 19-20	**41 (unduplicated)**	**16**	**9**

Student Demographic Data

	2021-2022	2020-2021	2019-2020
	Number Enrolled N= 50	Number Enrolled N= 49	Number Enrolled N= 41
Gender	Males- 5 (10%) Females- 44 (88%) Affirmed gender- 1 (2%)	Males- 6 (12%) Females- 42 (86%) Affirmed gender- 1 (2%)	Males – 5 (12%) Females – 36 (88%)
Race/Ethnicity	African American- 10 (20%) Caucasian- 32 (64%) Hispanic- 0 Asian- 3 (6%) More than one- 5 (10%)	African American- 11 (22%) Caucasian- 32 (66%) Hispanic- 0 Asian- 2 (4%) More than one- 4 (8%)	African American- 12 (29%) Caucasian- 23 (56%) Hispanic- 0 Asian- 2 (5%) More than one- 4 (10%)
Age (average)	32	32	32

** The 5 students who self-identified as "more than one" include the following: Hispanic/Caucasian, African American/Caucasian, and Asian/Caucasian. **

Graduation Data

- Ten (10) students graduated in the 2021-2022 academic year. Of the eight (8) students seeking employment, all eight (100%) found employment within 6 months of graduation.
  - The remaining two (2) students were offered a position from their internship but decided to delay their job search.

	Number of Graduates	Number Employed at Graduation	Number Employed 6 Months After Graduation
Fall 2021	2	2	2
Spring 2022	7	2	5
Summer 2022	1	1	1
Total	**10**	**5**	**8****
Fall 2020	2	1	2
Spring 2021	3	2	3
Summer 2021	2	1	2
Total	**7**	**5**	**7**
Fall 2019	4	3	4
Spring 2020	5	4	4
Summer 2020	4	4	4
Total	**13**	**11**	**12**

** Number reflects students actively pursuing employment. **

Graduate Demographic Data

	2021-2022 Number of Graduates N = 10	2020-2021 Number of Graduates N = 7	2019-2020 Number of Graduates N= 13
Gender	Female- 10 (100%) Male- 0	Female- 4 (57%) Male- 3 (43%)	Female- 11 (85%) Male- 2 (15%)
Race/Ethnicity	African American- 2 (20%) Caucasian- 5 (50%) Asian- 2 (20%) Hispanic- 0 More Than One- 1 (10%)**	African American- 2 (29%) Caucasian- 5 (71%) Hispanic- 0 More Than One- 0	African American- 2 (15%) Caucasian- 9 (69%) Hispanic- 0 More Than One- 2 (16%)**
Age (average)	34	33	31

** The graduate who self-identified as "more than one" identified as Asian/Caucasian. **

Rehabilitation Services Administration (RSA) scholarships

In 2022, the clinical rehabilitation counseling program wrapped up its most recent Department of Education RSA long-term training grant. Thirty-two students received awards through this grant; 29 of the 32 either have graduated or are expected to graduate from the program. Future funding of these federal grants is uncertain because of changes occurring in rehabilitation

legislation and there have been fewer calls for proposals for new awards. The program is proceeding by providing applicants with information about alternative sources of financial aid.

1.2 Vital Statistics

Program Graduates

- 2021-2022: 10 MA program graduates (60 credit hour degree)
- 2020-2021: 5 MA program graduates (60 credit hour degree)
- 2020-2021: 2 MRC graduates (48 credit hour degree)
- 2019-2020: 5 MA graduates (60 credit hour degree)
- 2019-2020: 7 MRC graduates (48 credit hour degree)
- 2018-2019: 3 MA graduates (60 credit hour degree)
- 2018-2019: 5 MRC graduates (48 credit hour degree)

Program Completion

For students who started the 60 credit-hour program in 2019-2020 (N=16):

- 4 graduated in 2.5 years
- 2 graduated in 2 years
- 1 graduated in 1.5 years
- 1 is on track to graduate in 3 years
- 4 are on track to graduate in 3.5 - 4 years
- 2 transferred to other professional programs
- 2 left the program for non-academic reasons

For students who started the 60 credit-hour program in 2018-2019 (N=12):

- 2 graduated in 3 years
- 2 graduated in 2.5 years
- 2 graduated in 2 years
- 1 is on track to graduate in 3.5 - 4 years
- 2 transferred to other professional programs
- 3 left the program for non-academic reasons

Certification

In 2021-2022, 1 of 1 program (100%) graduates took and passed the Certified Rehabilitation Counselor (CRC) exam.

In 2020-2021, 5 of 5 program (100%) graduates took and passed the Certified Rehabilitation Counselor (CRC) exam. The national pass rate for the same period was 47%.

In 2019-2020: 3 of 3 (100%) program graduates took and passed the Certified Rehabilitation Counselor (CRC) exam.

Licensure Examination

In 2021-2022, 8 recent program graduates took and passed the National Counselor Examination (NCE). All 8 of these program graduates are seeking licensure (Note: 2021-2022 is the first year reporting this statistic in Annual Report).

Employment Outcomes

- Academic year 2021-2022: 100% of program graduates (N=8) who were actively seeking employment are employed. Two (2) graduates opted to delay their job search. 6 of 8 employed graduates (75%) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers. One (1) graduate is employed in a school setting and one (1) is employed at a victims' advocacy agency.
- Academic year 2020-2021: 100% of program graduates (N=7) are employed. Six of 7 graduates (86%) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers.
- Academic year 2019-2020: 100% of program graduates (N=13) are employed. Twelve of 13 graduates (93%) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers. One is employed in a related field in a university setting.

1.3 Aggregate student assessment data including knowledge, skills, and dispositions

This section addresses the aggregate student assessment data, including knowledge, skills, and professional dispositions.

Student Learning Outcomes for 2021-2022

The MA degree program includes 2 overarching program/educational goals, the first of which focuses on the field of professional counseling (8 core areas); the second program/educational goal focuses on the specialization of clinical rehabilitation counseling.

Collection of Student Learning Outcome (SLOs) data coincides with the shift to the 60 credit-hour MA program and alignment with our accrediting body's (CACREP) reporting requirements. The expectation is that the program gathers and then reviews data on individual student performance over time focusing on Key Performance Indicators (KPIs), as well as data on aggregate program performance (SLOs).

The data are separated into 12 Student Learning Outcomes for the eight Common Core content areas of Professional Counseling, and another 3 Student Learning Outcomes cover the Specialty area of Clinical Rehabilitation Counseling. Each SLO has multiple measures. See **Appendix 1** for a summary and crosswalk of the overall assessment plan.

Summary Data for 2021-2022

As mentioned, each SLO has multiple measures, ranging from two measures to four measures. Benchmarks for the measures are reported as the percentage of students who meet the success target.

For the 8 Common Core areas, six SLO's achieved 100% performance across all measures and five SLOs scored between 91%-100% across all measures. Four SLOs scored between 71% and 100% across all measures. Like the previous year, we noticed that results of less than 100% were related more to personal student factors than to academic performance factors.

In general, student performance across all eight common core areas and the specialty area was commendable. However, the faculty closely examined any measure that did not achieve 100% performance, specifically we examined those with scores in the 70 percent-80 percent range. For example, in RCON 702, students who achieved less than 80% either did not turn in the assignment or did not apply the bridge model when reporting the assignment results. The bridge model program evaluation has one class period dedicated to explaining it. Therefore, we decided to incorporate the Bridge Model into the prevention unit in RCON 733 to introduce the topic and bolster student learning in this area. As a result of the feedback from students about their experience in EDPY and the rates of withdraws/below Bs, the program is considering developing a Lifespan course specifically for counselors, rather than teachers. Finally, while we have noticed that a relative area of growth for students continues to be in the application of career theory, we want to generate ideas to bolster students' outcomes. Therefore, now that we are re-integrating in-person Learning Community Saturdays, faculty plans to offer additional career theory workshops at those meetings in AY 22-23.

In the Specialty area, performance was also good. Two of the three measures achieved 100% performance across all measures and the remaining SLO scored between 80%-100% across three measures. No changes were recommended in the SLOs related to the specialty area.

Key Performance Indicators (KPIs)

The Clinical Rehabilitation Counseling program (RCP) allows students to matriculate in both Fall and Spring semesters and to attend as either part-time or full-time students. Without a cohort model, aggregate data does not always match individual student data. The program faculty systematically collects Key Performance Indicators (KPIs) for individual students across time. Also, we discuss the systematic process of key performance indicators (KPI) data collection in Section 3 of this report.

Comprehensive Examination Data

Summarized Results: In 2021-2022, students did well on the Comprehensive Examination. We had a 100% pass rate, overall. Our first-time pass rate was 80%, with 20% of students returning to take one or more sections. This iterative process is designed to be an intentional part of the learning process, providing students who have not yet fully developed their knowledge and skills the opportunity to further explore the material and to participate in a different case study. This formal process allows students to gather formative feedback on areas for further growth to address those areas and reflect professional competence.

Faculty Discussion: The faculty meet to discuss comprehensive exam performance every semester, noting trends in performance and examining student's developmental progress. No changes seemed warranted from the 2021-2022 review process.

Clinical Evaluation Data

In 2021-2022, internship students developed case conceptualizations that include how mental health conditions affect the rehabilitation process. Competency is assessed as earning a score

of Satisfactory or higher on the case conceptualization assignment. The case conceptualization assignment focuses on a person with a serious mental illness and includes an assessment of the student's ability to critically evaluate a psychiatric diagnosis. Ten of 10 internship students met this goal by describing the impact of mental health conditions on key areas of functioning, including interpersonal relationships, employment, and independent living. All internship students received a grade of satisfactory on this assignment on the first attempt. All students did well on this section of the case conceptualization that required them to evaluate the psychiatric diagnosis of the client.

Dispositions Data

Assessment Process

Faculty assess student dispositions using an adapted process based on the work of Spurgeon, Gibbons, and Cochran (2012). Dispositions include commitment, interpersonal competence, openness, respect, integrity, and self-awareness. Professional dispositions are assessed 2 times per year, in each major semester. Each disposition is rated on a 3-point continuum of Growth Needed, Developing Well, and Exceptional. Students are rated according to what would be expected of them during the semester in which they are enrolled. That is, a first semester student is not compared to what would be expected of a practicum or internship student.

In addition to faculty review of dispositions, each student completes a self-assessment of dispositions. This "two-step" process is designed to help students to calibrate their own professional and personal development monitoring skills. Designated faculty members meet individually with students to compare the faculty and student assessments and identify areas for growth and continued improvement.

Summary of 2021-2022 Results:

As in previous years, students continue to do well regarding dispositions, with most students receiving ratings of Developing Well across all six characteristics. Ratings of Exceptional are reserved for rare instances in which a student demonstrates a particular dispositional characteristic above and beyond what would be expected of a developing counseling professional. On average, 10-15% of students receive one or more ratings of Exceptional. Similarly, on average, approximately 10% of students receive one or more ratings of Growth Needed. In 2021-2022, most students who received ratings of Growth Needed had rated themselves similarly and/or were receptive to the feedback from faculty. Two (2) students required remediation due to concerns about professional dispositions and academic performance. To address this remediation, the program faculty adopted the Professional Development Plan format, which is discussed later in this report (see Section 3.1).

Based on feedback received during the CACREP accreditation site visit in July 2020, beginning in Spring 2021, the review of dispositions was linked to the formal annual Spring evaluation process in which students receive feedback about the development of knowledge and skills (i.e., key performance indicators) as well as dispositions.

1.4 Exit Interview

To capture updated contact information and other helpful information for program continuous improvement efforts, an Exit Interview was initiated during this reporting period. The exit interview is divided into two parts. Part 1 was designed to capture contact information, reason

for exiting the program, current employment, use of student services, and professional organizational memberships. Part 2, however, was designed to gather information about students' perspectives regarding their learning related to the SLOs. The eight students who completed the exit interview rated their learning as 5 or above on a scale from 1 to 7. The RCP will evaluate the efficacy of collecting this data as it relates to sending out other required systematic follow-up surveys.

1.5 Systematic follow-up studies

Site Supervisor Survey Data

The 2021 survey of site supervisors was completed in January 2022 – June 2022 and the results are attached. Of the fifteen site supervisors who were surveyed, 10 individual site supervisors responded (a 67% return rate), several responding about 2 or more practicum/internship students. Two of the site supervisors have since left the agency, thus were unavailable for the survey. Four of the site supervisors reported working with Practicum students, while three reported working with Internships students. Six of the site supervisors worked with both Practicum and Internship students. Respondents were evenly spaced over Fall, Spring, and Summer semesters, with both Practicum and Internship being represented.

Note: Some respondents responded to multiple surveys as they had students in multiple semesters and some responses were skipped, so numbers in each response category may not match total responses in all cases.

In the first section of the survey, site supervisors were asked to rate the overall quality of the following items on a scale from 1 to 10, with 1 being unsatisfactory and 10 being outstanding: access to faculty members, clarity of USC documentation process, ease of completing required USC documentation, and student educational preparation. The ratings are as follows:
- Access to faculty members: Six of the site supervisors gave a score of 10; four gave a score of 9 and 3 site supervisors gave a score of 8.
- Clarity of USC documentation process: Seven of the site supervisors gave a score of 10; five gave a score of 9.
- Ease of completing required USC documentation: Seven of the site supervisors gave a score of 10; four gave a score of 9 and three site supervisors gave a score of 8.
- Student educational preparation: Ten of the site supervisors gave a score of 10; four gave a score of 9.

In the second section of the survey, site supervisors were asked to respond to several questions regarding the MA program. The first question asked site supervisors for recommendations for the educational preparation of practicum/internship students. Site supervisors responded with the following:
- Perhaps a few required field trips or job shadows prior to landing an internship location. Sometimes the interns don't really understand what happens in an agency or what services are provided.
- [Student] was well prepared and jumped right into every task she was given at Able SC. I had no doubt in her abilities and that isn't always the case with some interns. USC SOM certainly prepared her well for the experience.
- More exposure to core therapy approaches/modalities
- This student was well prepared.
- Good as is

- No guidance here. Program is great as is.
- No response. (5)

Site supervisors were also asked to comment on the strengths of the faculty and program. Site supervisors gave the following responses:
- As a graduate myself, I believe the major strength is the knowledge and experience of the faculty. I also feel the program provides great support for "adult learners" and the many obligations they may have outside of the classroom and schoolwork.
- Faculty were easy to check in with if we had any questions and the virtual check ins were great.
- USC provided good communication and feedback for the student. I appreciated the flexibility for this student to meet her needs with her expectations/career path decisions.
- Amazing program and staff!
- Fabulous program!
- Fabulous program and staff!
- Our intern was a mature and prepared student who was focused on learning from the internship program.
- Good follow up and guidance from USC staff.
- No response (5).

Finally, site supervisors were asked to provide additional comments related to the weaknesses, or areas for growth, of the faculty and program. Site supervisors offered the following responses:
- As a CRC and a student that truly had no desire to pursue an LPC or "talk therapy" career path, I'm greatly concerned that the shift from "Rehab" to mental health has occurred. Students are coming out of the program not understanding the federally funded VR programs are for employment outcomes. The students seem prepared to provide counseling to support disability adjustment; but, in no way prepared to navigate addressing disability related barriers to employment. This shift concerns me.
- Future for VR is WIOA measures. Looking for career type jobs versus just a job. Knowledge of credentials available for consumers will be in important. (Same response on two surveys)

Faculty Discussion: Students need to be aware of matters related to WIOA and disability awareness. The students need to be nimble in moving between case management and counseling. We will continue to prepare clinical rehabilitation counselors who can work in a variety of counseling agencies that work with people with disabilities. No changes are indicated.

Employer Survey Data

The 2022 Annual Employer Survey was sent out to 6 students for distribution to their Employers. We sent the survey link to each graduate/employee and asked them to follow up with their supervisor on completion. Responses were received from 3 Employers. Reminders were sent out at one, three and twelve weeks. That brings the response rate on the electronic survey to 50%. One student reported difficulty in that she was awaiting visa paperwork for employment clearance. When adjusted for the student as-yet awaiting employment paperwork, the response rate was 60%.

Consistent with Counselor Education practice, the Employer Survey is designed to measure Employers level of satisfaction in areas of Knowledge, Skills, and Attitudes. Respondents are asked to rate from a scale of 1 to 5, with 5 being Most Satisfied and 1 being Least Satisfied.

In the first Knowledge area, Level of knowledge regarding the Role of the Rehabilitation Counselor, two respondents rated a score of 4 and one rated a score of 5. In rating the Vocational Concepts and the World of Work area, one employer rated a score of 4 and two rated a score of 5, indicating that employers were broadly satisfied with employees' preparation in these areas. All three employers ranked a score of 5 (Most Satisfied) for employee's knowledge of Counseling Techniques and Theories and working with Diverse Populations, which is a positive trend from previous years' surveys.

In the Skills areas, all respondents rated their level of Satisfaction as Most Satisfied. This includes areas such as: the Job of the Rehabilitation Counselor, Skills in helping clients to explore the World of Work, Use of Counseling Theories and Techniques, Use of Disability Related Information, and the Use of Culturally Appropriate Interventions with Clients.

In Attitude areas, all respondents rated their level of Satisfaction as Most Satisfied in areas such as: Workplace Attitude, Attitudes Towards Supervisors, Attitudes Towards Persons with Disabilities, and Attitudes Towards Persons with Diverse Cultures/Backgrounds, and Attitudes Towards Co-Workers.

Employers noted areas of strength in employees as follows:

"Good management of time and client relationship. (Good) Management of the office and integration of disability care within the practice."

"Intelligent, resourceful and dependable."

"Overall knowledge. Team player. Self starter."

Employer noted the Growing Edges of employees as:

"Improved area of knowledge in a wider/different types of disability medications and effects."

"Increase trauma knowledge."

Faculty Discussion: In the short term, faculty discussed bringing specialty topics such as pharmacology, trauma informed care, and wider issues relating to disability and function to distance education day as workshops. The faculty also discussed moving further to ensure that the trauma focused CBT training aspect of Practicum continues to be delivered as a required part of the course. The faculty will also remind students that the CPT program is featured as part of our Learning Community resources.

Alumni/Graduate Survey Data

Summarized Results: The faculty met and examined the results of the 2020-2021 Survey of Program Graduates at the April 2022 meeting. Of the 6 MA graduates who were surveyed, 5 graduates responded, which represents an 83% response rate (compared to 40% last year, and 55.5% in the years before).

Program graduates rated how core courses helped to prepare them as professional counselors. The average rating for this section was 3.68 of 4 points (compared to 2.75 of 4 points last year). The survey graduates also rated how they perceive their specialization coursework and field experiences prepared them for their current employment. The average rating for this section was 3.88 of 4 points (this section was not rated separately last year).

For the program graduates surveyed, the average rating of overall experiences within the program was 3.2 on a 4-point scale, with 4 being positive experiences. The average reading for this section was 3.72 of 4 points (compared to 3.05 of 4 last year). Eight (8) items shared the highest rating of 4.0. The items receiving the lowest rating (3.2 of 4) were opportunities addressing gender issues in counseling, addressing LGBT issues in counseling, and re-evaluating research outcomes.

Conclusions and associated action plans: This survey was the second survey of program graduates for the newly established and accredited MA program. We had a larger pool of graduates and a better response rate compared to last year. In all parts of the survey, average ratings were higher this year compared to last year.

These differences may be accounted for, in part, by a key difference in the groups of graduates. This year, all graduates had entered the 60 credit-hour MA degree program. Last year, several of the respondents completed a portion of coursework from the MRC degree and then transferred to the MA program, which may have impacted perceptions of and experiences during their matriculation.

Based on results of the survey, faculty decided to revise the credential items to be clear about passing CRC or exam for LPC and intention to be certified or licensed. Faculty also opted to revise questions about post-graduation employment to include roles in clinical counseling, rehabilitation counseling and working in other rehabilitation-specific roles.

Student Evaluation of Site Supervisor Survey Data

As part of the Agency Placement Evaluation completed by each student at the end of their practicum and internship, students evaluate the perceived effectiveness of their site supervisor. This year, all students (2 in practicum; 10 in internship) rated their experiences with their site supervisors as 7 or higher on the scale from 1 (unsatisfactory) to 10 (outstanding).

Discussion and actions: Students consistently noted that their site supervisors provided helpful and supportive guidance during the field experiences. No students reported feeling disappointed with the level of engagement of their site supervisor. University supervisors have worked closely with students and site supervisors throughout the field experiences.

1.6 Additional external review

CACREP Accreditation

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. The collaborative review process resulted in several helpful suggestions from the site visitors. The program is now accredited through March 2029.

Counseling and Rehabilitation Advisory Board Data

The function of the Advisory Board is threefold: It serves as a primary external review of our program. In addition to this vital program evaluation function, the Advisory Board is intricately linked to two of our program objectives. Specifically, the presence of students and professional representatives of private and public rehabilitation agencies helps us to achieve effective and responsible participation in a changing state and national rehabilitation environment. In addition to advising the program, the Advisory Board also requests consultation and training as specific needs present themselves. This year, the Advisory Board met in June 2022. The winter meeting of the Advisory Board was postponed due to continued scheduling disruptions.

Highlights of the 2022 Advisory Board process:

- Review of the Advisory Board description. The Advisory Board re-approved the description as was previously written by the previous members of the Advisory Board.
- Advisory Board members and faculty worked to problem-solve some ways to re-energize the board to increase local agency involvement.
- Advisory Board members also discussed ways the program can better prepare graduates for a variety of careers after graduation.
    - Ideas from Advisory Board members included:
        - Variety of sites for practicum/internship such as university settings, non-profits, etc.
        - Creating events where students can interact with employers before graduation (e.g., a career fair, practicum/internship fair, etc.)
        - Cultivating an environment that empowers students to be comfortable sharing ideas of growth or change at their clinical sites

Section 2. Discussion of Findings

This year's Program Evaluation process yielded some key insights:
- Institutional demographic information is limited to a binary gender choice. To ensure diverse students are represented in data reports, the RCP opted to maintain our generated demographic categories related to gender and/or sex to reflect current best practices to enhance inclusion and acknowledgment of diversity.

- One site supervisor recommended that students need to be more competent in knowing about the federally funded VR programs for consumer employment outcomes. The faculty reviewed this site supervisor's feedback and concurred that students need to be aware of matters related to WIOA, vocational rehabilitation, and disability awareness. Students need to be nimble in moving between case management and counseling. In addition, the RCP needs to ensure students have an array of opportunities for employment post-graduation and to be able to work effectively with people with disabilities throughout our communities. We will continue to prepare clinical rehabilitation counselors who can work in a variety of counseling agencies that work with people with disabilities.

- As mentioned in the survey of program graduates' section, this year's survey was the second survey of program graduates for the accredited MA program. We had a larger pool of graduates and a better response rate compared to last year. In addition, average ratings were higher in all parts of the survey this year compared to last year.

- Student Dispositions ratings continue to be highly effective in:
  - Identifying and highlighting key growth areas for students at the earliest possible time to support the student's professional development.
  - Dispositions have become part of the program's culture and have provided faculty and students with a common developmental language on which to collaborate on student professional counselor development.
  - Though this is faculty driven, students are actively engaged in intentionally reflecting on their own dispositions and development as part of their ongoing growth as counselors in training.
  - Providing real time formative feedback on students' self-monitoring skills.
  - Providing an ongoing forum for faculty to engage with the evaluation process outside of traditional academic areas.
  - Utilizing the findings to guide a Professional Development Plan and/or remediation process.

- Student Learning Outcome data were positive and indicated that students are doing well in acquiring key knowledge and skills. No substantial changes have been warranted.

- Site supervisor survey data revealed that site supervisors were pleased with student performance and faculty interaction. Though no specific recommendations were indicated, we enhanced the clarity of the Agreement for Practicum/Internship.

- Overall, RCP faculty were pleased with both the summative outcomes and the formative processes within the program. Program evaluation activities will continue and areas for future growth and development will be noted and addressed.

- The 2021 Annual Report was discussed with the rehabilitation counseling program Advisory Board at its June 2022 meeting.

Section 3. Recent and Subsequent Program Modifications

The review of incoming data throughout the year resulted in several program actions and modifications.

3.1 Professional Development Plan

To continue to support student professional development (e.g., skills, behaviors, and professional dispositions), faculty members attended several workshop presentations featuring gatekeeping and remediation in counselor education during the 2021 American Counseling Association virtual conference. Using the framework of the Professional Development Plan presented by faculty from Youngstown State University and with consultation from Dr. Protivnak of Youngstown State University, the RCP faculty created a procedure outline for developing Clinical Rehabilitation Counseling Program Professional Development Plans to assist faculty and students develop collaborative remediation plans designed to promote student success and support forward progression in the program. During our program's Annual Student Orientation Day, faculty introduced Professional Development Plans as an opportunity for students to further professional and dispositional growth (rather than a punitive process). Students were informed that these plans could be initiated by faculty, students, or a combination of faculty and a student.

3.2 Decolonizing Syllabi

To address inclusivity and equity, last year faculty, with the assistance of graduate assistants, began to review course syllabi to determine areas that represent privilege and power of the academic system rather than engaging all students and validating their sense of belonging in the academic environment. This year, faculty continued efforts to find and incorporate course material written by BIPOC and LGBTQIA+ counseling professionals and counseling professionals with disabilities and ways to allow students to engage in on-going process of learning about diverse perspectives and identities in a safe environment. Intersectionality is a throughline in the MC course and in the other program offerings.

3.3 Student Professional Development

Graduates and alumni continue to report they would recommend the Clinical Rehabilitation Counseling program to others because of its program offerings. Over time, these graduates indicated a desire to be more involved in scholarly activities. To involve students more in the program and provide numerous opportunities for professional growth, faculty and staff developed programs and opportunities for students to engage more in scholarly activities. For example, this year the RCP hosted its second annual Graduate Student Research Showcase Conference, which was organized last year by Brianna Newton, our Student Program Coordinator. During this event, graduate students presented the research they worked on throughout the academic year. Additionally, students engaged in scholarly activities with faculty (e.g., research, presentations, and scholarly publications). Other students participated in SOM governance by volunteering to serve on SOM committees. Students are encouraged to seek out opportunities to work with faculty or their peers to promote their professional development through scholarly activities.

3.4. Modified Learning Community Saturday

Before the pandemic, an important part of our program was a mandatory in-person Saturday session once per major semester. These sessions offered opportunities for students to engage in course activities and attend workshops and trainings led by faculty, members of the local professional community, and current and former students. Also, students attending the program from a distance can network and communicate with peers in a face-to-face learning environment. During the ongoing pandemic, faculty have created virtual learning opportunities to continue to enhance the educational experiences of our community of learners. During the 2020-2022 academic cycle, these sessions remained virtual to follow safety protocols and best practices in an ever-changing global situation. Faculty modified agendas to promote engagement, while being aware of the potential for increased fatigue due to the growing numbers of virtual classes and meetings. In-person Learning Community Saturdays will resume in Fall 2022.

3.5 Comprehensive Evaluation Study Guide Update

The Comprehensive Exam Study Guide was examined by a panel of faculty and former students in Fall of 2021. The committee undertook a redesign of the study guide to incorporate the clinical rehabilitation components of the 60-credit hour Clinical Rehabilitation Counseling program. The redesign includes realigning the course names, numbers and descriptions, and a revision of the format. The format redesign was based on graduate feedback and was targeted to make the review document more useful and more dynamic. The updated document was completed and deployed in Spring of 2022.

3.6 Enhanced collaboration with Counselor Education

The rehabilitation counseling program and the counselor education program in the College of Education have a long history of working collaboratively. In recent years, as the rehabilitation counseling program sought and required CACREP accreditation, opportunities for collaboration increased. Specifically, the curriculum in the rehabilitation counseling program includes 3 courses (NPSY 757, NPSY 758, and NPSY 760) also required for students completing degrees in the counselor education program. The curriculum also includes a course (EDCE 510) that is offered by the College of Education and is taught by doctoral students or recent graduates of the College of Education. The increasing numbers of enrolled students in both programs necessitated a review of course scheduling to ensure that students can progress toward degree completion in the most efficient way possible. The increase in the numbers of students has also resulted in the need for more sections of courses and, in turn, adjunct faculty. In Summer 2022, there were two (2) NPSY 757 and three (3) sections of NPSY 758 offered to accommodate the counselor education program's students.

3.7 Collaboration with South Carolina Department of Mental Health (SCDMH) regarding Practicum and Internship Options

In 2021, the rehabilitation counseling program participated in an initiative with the South Carolina Department of Mental Health to improve the collaboration between the state agency and colleges and universities in South Carolina. Specifically, this initiative is designed in part to expand practicum and internship opportunities for program students with the long-term hope of strengthening the SC DMH workforce. During the Spring and Summer 2022, several students preparing for their Practicum interviewed with and obtained placements with SCDMH offices across the state.

3.8 Enhanced KPI Collection and Annual Student Review Process

The rehabilitation counseling program does not have a cohort model and instead enrolls students in fall and spring semesters and students may attend part-time or full-time. This model meets program students' needs but presents challenges as to how faculty can collect data related to key performance indicators for individual students at multiple points in the curriculum. Last year was the first full calendar year for collecting KPI data for individual students. Faculty record KPI information during our bi-annual disposition meetings and then review these with students during the Spring semester to ensure that all feedback related to academic progress as well as dispositional status is formally presented to each student at least one time per year. So far, faculty are finding the process to be effective and efficient.

Due to the primarily virtual nature of contact with students, we continue to seek the most efficient and effective mechanism by which to secure signatures and manage copies of the feedback. Faculty review the information via shared screen using WebEx.

3.9 Addition of Writing Workshop to Learning Community In-Person Saturdays

With the advent of the Writing Workshops offered during the Learning Community Saturday events, faculty have noted an improvement in the quality of student writing. In fact, because of the workshop, students began to pair with others to review each other's work. This peer-to-peer help has promoted student engagement with their peers and has promoted confidence. We will

continue to provide this opportunity for students. Additionally, the on-campus Writing Center now services graduate students. Faculty have shared this information with students.

3.10 Virtual Reality

This year the virtual-reality lab has offered demonstrations within the School of Medicine, Prisma, Columbia Museum of Art, and the university campus. The virtual-reality team continues to focus on finding and evaluating virtual reality programs specific to the School of Medicine and Department of Neuropsychiatry and Behavioral Medicine. We have also worked as consultants with departments such as pediatrics, palliative care, simulations lab to help them set up and develop their own virtual reality systems. During the Summer, Dr. Dawson worked closely with a Medical Program faculty member to set up a VR program for the M1s to learn and reflect on soft skills needed by practitioners.

The South Carolina Center for Assistive Technology and Educational Research (SC-CATER) is a collaborative, interdisciplinary environment of faculty, professionals, and persons with disabilities working together to enhance the lives of persons with disabilities in the areas of school and transitioning to work. At the heart of the Center are the core values of equality, equity, and access. We hold the belief that no person should be deprived of services, benefits, or opportunities due to a disability.

SC-CATER provides Rehabilitation Counseling students with clinical opportunities to interact with people with disabilities and to utilize Science, Education, Technology, and Math (STEM) modalities to help those persons to optimize their functioning. Examples include the use of robotics and coding in an interactive and dynamic program that is highly individualized to the person's unique needs. Students also get hands-on experience working with K-12 students and their parents in assistive technology.

3.11 Site Supervisor Training Program

The Site Supervisor Training Program has been expanded to include a Population Series, designed to help Site Supervisors to learn about ways to be effective with a variety of people with disabilities. The Populations Series began with a narrated PowerPoint *Part One: Recovery-Oriented Services for People with Psychiatric Disabilities*. Part Two will debut in Spring 2023. In addition to the Population Series, we have continued the Microburst Series, Narrated Power Point-based series of short training courses designed to highlight specific areas of practice. Topics this year have included: Top Ten Issues Experienced in Supervision and Top Tips in Clinical Supervision. Future planned topics include Burnout Prevention in Supervision and Handling Sensitive Topics in Culture, Race, and Spirituality in Supervision.

Section 4. Other Substantial Program Changes

4.1 COVID-19

USC began a return to full time in person instruction in 2021. By 2022, full time in person instruction resumed over much of the University, while allowing for safe instructional spaces and alternative delivery in some cases. Because the RCP offers all its classes in a hybrid format for in-person and distance students, the RCP program had the opportunity to maximize this experience for students. The COVID-19 pandemic, in its early phases, interfered with students' Practicum and Internship experiences, and the program took active measures to enhance student support in this area. Those efforts were successful. As the COVID-19 pandemic shifted

to a new phase, students' practical experiences resumed at many agencies, allowing for completion. In 2022, the program began to explore opportunities for the expansion of those sites. In 2022, we continued to offer classes in the regular hybrid format and many clinical sites were providing in-person as well as virtual services. The program and the University continue to monitor the COVID-19 pandemic and will continue to keep the health and safety of our students at the forefront of our decision making. Fortunately, the program's hybrid format offers the opportunity to be flexible in times of challenge imposed by pandemic-related need.

4.2 CACREP Accreditation

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. We are now accredited through March 2029.

Section 5. Faculty Professional Engagement and Accomplishments

Research and scholarship

In the academic year 2021-2022, RCP faculty engaged in several scholarly activities. A partial listing of those activities follows:

Grants and Awards:

Dr. Walsh was awarded the Association for Humanistic Counseling (AHC) 2021 Humanistic Leadership Award.

Principal investigator/Co-principal investigator with Dr Robert Dawson. Two awards from the Department of Education, Rehabilitation Services Administration (RSA). Rehabilitation Long Term Training in Vocational Rehabilitation (PR/Award #:H129W150004 and PR/Award #: H129H-140008). University of South Carolina – Columbia. Both grants are now in post-award follow-up activities.

National and Local Presentations:

Dr. Dawson presented:

- Dawson, R. D. (2021). *What do you know about the South Carolina Center for Assistive Technology and Educational Research (SC-CATER)?* EdTech. Myrtle Beach, SC
- Dawson, R. D. (2021). *Empowering students with disabilities through robotics.* EdTech. Myrtle Beach, SC
- Dawson, R. D. (2021). *Smartphone Accessibility.* ASCIT 2021State Digital Accessibility Conference, South Carolina

Dr. Sacco-Bene presented:

- Sacco-Bene, C., Blazejewski, N., & Stackpole, K. (2021, October). *Beginning at the end and end at the beginning: Building and extending effective learning communities by mentoring masters students and graduates.* Concurrent presentation presented at the Association for Counselor Education and Supervision's 2021 conference, Atlanta, GA.

- Tapia-Fuselier, J., Sacco-Bene, C., & Balva, D. (2021, October). *The ableist mindset: Exploring barriers and best practices to integrating disability competencies into*

counselor education and supervision. Poster session presented at the Association for Counselor Education and Supervision's 2021 conference, Atlanta, GA.

- Sacco-Bene, C. (2022, August 13). *Inclusion means inclusion: Disability in Leadership* [Webinar]. The Counseling Roundtable – D.E.I. in Leadership: Conversations with Leaders in Counseling Field.

Dr. Walsh presented:

- Walsh, M. (2022, July). *Ethical responsiveness in challenging times* [Webinar]. ALSAIGE Summer Workshop Alabama Society for Sexual, Affectional, Intersex, and Gender Expansive Identities.

Publications:

Sacco-Bene, C., **& Walsh, M.** (under review). Family-oriented theories: Advocating and supporting diverse and underrepresented families. In K. Wilson, S. Chao, & T. Andrews (Eds.) *Enhancing Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies.*

Balva, D., Mandas, P., & **Sacco-Bene, C.** (under review). Re-envisioning multiculturalism: Promoting and applying disability competencies within clinical supervision. In K. Wilson, S. Chao, & T. Andrews (Eds.) *Enhancing Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies.*

Sacco-Bene, C.*,* **Walsh, M., Dawson, R. D.,** Petrino, J., & Boening, E. (2022). Virtual enhanced education in counselor education: Is this for real?. *Counselor Education and Supervision, 61*(3), 276-292. https://doi.org/10.1002/ceas.12245

Sacco-Bene, C. (2022) Appreciative inquiry: A component of course evaluation and improvement. *The Journal of Humanistic Counseling,* 1-14. https://doi.org/10.1002/johc.12180

Stackhouse, F., Brooks, M., Wang, Y., Smith, S., Kim, T., Limbrick, D. (Manuscript in progress). Know-Use: Psychotherapy Intervention Implications for Ethnic Minority Athletes Living with Perfectionism. Manuscript in progress.

Stackhouse F. (Manuscript in progress). Striving for transculturation through travel and transformation: A counselor's autoethnography.

Walsh, M. J., & Stackpole, K. (In Press). Program Evaluation. In Balkin (Ed.) *Counseling Research: A Scholar-Practitioner Approach to Research in the Counseling Profession, 2*[nd] *Ed.* American Counseling Association: Alexandria, Virginia.

Service

In the academic year 2021-2022, RCP faculty engaged in several service activities. A partial listing of those activities follows:

Dr. Dawson
In addition to professional memberships in ACA, APA, ARCA, ACES, and NCRE:
- University of South Carolina Virtual Reality Meeting group

- Rehabilitation Counseling Program Advisory Board
- Past President of Board of Directors, ABLE SC
- South Carolina Assistive Technology Advisory Committee
- Coordinates Rehabilitation Virtual Reality Lab
- Co-Director South Carolina Assistive Technology and Educational Research Center (SC-CATER)
- Sundays K-12 student drop in SC-CATER

Dr. Lachance
In addition to professional memberships in ACA, ARCA, and ACES:
- UofSC School of Medicine Carolinian Creed Task Force, Chair, 2022 - present.
- UofSC Disability Affairs Committee, 2018-present
- UofSC Dean's Review Committee, 2020
- UofSC School of Medicine Climate and Culture Committee, 2021-ongoing.
- UofSC School of Medicine Culture Task Force, 2020
- United Way of the Midlands, Assertive Community Treatment (ACT) program consultant
- American Association of Suicide Prevention - SC Chapter, board of directors through 2018; currently volunteer

Dr. Sacco-Bene
- American Counseling Association
- American Rehabilitation Counseling Association
  - Council on Public Relations & Awareness 2019-2022
- Florida Counselors Association
- Chair, Institutional Accreditation Mid-Cycle Review for University Council of Jamaica, February 2022.
- Assessor, Institutional Accreditation Review for University Council of Jamaica, December 2021.
- Association for Counselor Education and Supervision
- USC School of Medicine Honor Code Taskforce, 2020-2022.
- USC School of Medicine Student Services Committee, 2021-present.
- USC School of Medicine Student Services Committee, 2022-present.

Dr. Stackhouse
- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- American Educational Research Association (AERA)

Dr. Walsh
- School of Medicine Awards Committee 2018-Present
- American Counseling Association
  - Trustee of the American Counseling Association Foundation 2017-2020
  - American Counseling Association Governance Structure Task Force 2021
  - American Counseling Association Governance Structure Committee 2021-2024
  - American Counseling Association Parliamentarian 2020-2021
  - American Counseling Association Conference Session Reviewer 2006-2020
- Journal of Counseling and Development Reviewer 2017-2020
- Reviewer for International Journal for the Advancement of Counseling 2021

Faculty Credentials

Dr. Dawson
- Certified Rehabilitation Counselor: CRC #85454
- NSF ID: 000803911

Dr. Lachance
- Licensed Professional Counselor Supervisor: SC-LPC/S #5117
- Licensed Professional Counselor: SC-LPC #4694
- Certified Rehabilitation Counselor: CRC #00112171

Dr. Sacco-Bene
- Florida Licensed Mental Health Counselor (LMHC) and Qualified State Supervisor MH & MFT: FL-MH 8713
- Virginia Licensed Professional Counselor (LPC): 0701003808
- National Certified Counselor (NCC): 85343
- Certified Rehabilitation Counselor (CRC): 36137

Dr. Stackhouse
- Licensed Professional Counselor of Georgia GA-LPC #009419
- Licensed Clinical Mental Health Counselor of North Carolina NC-LCMHC #15443
- Certified Dialectical Behavioral Therapist
- Board Certified Telehealth Provider
- Cardiopulmonary Resuscitation Certified

Dr. Walsh
- Licensed Professional Counselor: SC-LPC # 4900
- Certified Rehabilitation Counselor: CRC # 95795

Appendices

1.   *Summary and crosswalk of the overall assessment plan*
2.   *Disposition Rating Form*

MA-60, Counseling and Rehabilitation – Academic Assessment Plan

**EVALUATION IN THE PROGRAM
&
ASSESSMENT OF STUDENT LEARNING**

(ALIGNED WITH CACREP AREAS and DATA COLLECTION POINTS)

Updated October 1, 2019

Educational Objective 1 – Students will demonstrate knowledge and competencies required for successful practice in the field of professional counseling. (Corresponds to CACREP's 8 common core elements)

Area 1 –Professional Counseling Orientation and Ethical Practice.
Curriculum: EDCE 510, RCON 704
Other measures: Pre-practicum assessment, Comprehensive assessment

			Measure
Area 1. Professional counseling orientation and ethical practice	SLO 1.1 Students will adopt a professional counseling orientation commensurate to beginning counselors. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the Reflective Learning Paper in EDCE 510 (Intro. to Counseling).	Rubric
		Measure 2. Pre-practicum assessment. 100% of students will articulate a professional counseling orientation as measured by a rating of Satisfactory on the PPA.	PPA form
	SLO 1.2 Students will engage in ethical decision-making process that demonstrates an understanding of ethical principles and is beneficial to the client. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the Final Ethics Case Presentation in RCON: 704 (Ethics)	Rubric
		Measure 2. Comprehensive assessment (CA). 90% of students will pass the ethics portion of the CA on the first attempt; 100% will pass on the second attempt.	Comp question

Area 2 – Social and Cultural Diversity
Curriculum: RCON 605 (Culture), RCON 711, RCON 883 (Internship)
Other measures: Pre-practicum assessment, Comprehensive assessment

			Measure
Area 2. Social and cultural diversity	SLO 2.1 Students will describe how student-centered and client-centered cultural factors	Measure 1. 90% of students will earn a grade of Competent or better on the Stylistic Model (Self-Analysis Series) assignment in RCON 605: (Culture and Disability).	Rubric

		Measure 2. Pre-practicum assessment. 100% of students will demonstrate a Satisfactory understanding of their strengths and areas for growth as related to counseling diverse clients.	PPA form
may influence the counseling relationship across a variety of helping settings. (KPI) (Type of KPI: Knowledge)		Measure 3. Comprehensive assessment (CA). 90% of students will pass the multicultural counseling portion of the CA on the first attempt; 100% will pass on the second attempt.	Comp questions
	SLO 2.2 Students will demonstrate the ability to work effectively with diverse clients in a counseling setting. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of satisfactory or better on the Diversity component of the video recording assignment in RCON 711 (Theories/Practice II).	Rubric
		Measure 2. 100% of students will receive a rating of Satisfactory or better on the final Site Supervisor evaluation in RCON 883 (Internship); specifically, the item related to working with diverse clients.	Evaluation form

Area 3 – Human Growth and Development
Curriculum: EDPY 705, RCON 711, NPSY 757
Other measures: Comprehensive assessment

Area 3. Human growth and development	SLO 3.1 Students will identify psychosocial and psychoeducational strategies for promoting resilience and optimal development and wellness across the lifespan. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn an overall grade of B or better in EDPY 705 (Human Growth & Development). *[Edited in Fall 2019]*	Data Warehouse
		Measure 2. 90% of students will earn a grade of B or better on the Adlerian Lifestyle assessment in RCON 711 (Theories and Practice II). *[Added in Fall 2019.]*	Need measure/rubric
		Measure 3. 90% of students will earn a grade of B or better on the Capstone Project in NPSY 757 (Psychopathology for Counselors).	Rubric
		Measure 4. Comprehensive Assessment. 90% of students will pass the lifespan component of the CA on the first attempt; 100% will pass on the second attempt	Comp question

Area 4 – Career Development and Decision-making

Curriculum: RCON 725, RCON 883
Other measures: Comprehensive assessment

Area 4. Career development and career decision-making.	SLO 4.1 Students will accurately describe theories and models of career development and career decision-making. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the Capstone Project in RCON 725 (Career Theories and The World of Work)	Rubric
		Measure 2. Comprehensive Assessment (CA). 90% of students will pass the career theory portion of the CA on the first attempt; 100% will pass on the second attempt	Comp question

	SLO 4.2 Students will apply a theory and/or model of career development to a client. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the capstone presentation (previously: role-play assignment) in RCON 725 (Career).	Rubric
		Measure 2. 90% of students will earn a grade of Satisfactory or better on the Career Development Project/Parts 4 and 5 in RCON 883 (Internship)	Rubric

Area 5 – Counseling and Helping Relationships
Curriculum: RCON 601 and RCON 880; RCON 711 and RCON 883

Area 5. Counseling and helping relationships.	SLO 5.1 Students will demonstrate the intentional use of interviewing and basic counseling skills. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the final video in RCON 601 (Helping Relationships).	Rubric
		Measure 2. 100% of students will earn a grade of Satisfactory or better on the final audio recording in Practicum.	Rubric
	SLO 5.2 Students will discuss and demonstrate counseling theories and related techniques. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the final video in RCON 711 (Theories and Practice).	Rubric
		Measure 2. 100% of students will earn a grade of Satisfactory or better on the audio recording in Internship.	Rubric

Area 6 – Group Counseling and Group Work
Curriculum: RCON 720, RCON 880

Area 6. Group counseling and group work	SLO 6.1 Students will demonstrate group leadership skills by planning and carrying out purposeful group counseling activities. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the group co-leadership paper in RCON 720 (Group Counseling).	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the group leadership assignment in RCON 880 (Practicum).	Rubric

Area 7 – Assessment and Testing
Curriculum: RCON 714, NPSY 758

Area 7. Assessment and testing	SLO 7.1 Students will select and describe assessment and testing techniques with specific counseling populations. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the "Become the Expert" assignment in RCON 714 (Assessment).	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the Basics of Assessment assignment in NPSY 758 (Classification/Assessment of Mental Disorders).	Rubric

Area 8 – Research and Program Evaluation
Curriculum: RCON 700, RCON 702
Other measures: Comprehensive assessment

Area 8. Research and program evaluation	SLO 8.1 Students will utilize the results of scholarly research to inform and adapt counseling practice. (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the Journal critiques assignment in RCON 700 (Intro to Rehabilitation Counseling)	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the final project in RCON 702 (Research and Program Evaluation)	Rubric
		Measure 3. Comprehensive assessment (CA) 90% of students will receive a passing score on the research section of the CA on the first attempt; 100% of students will pass on the second attempt	Comp question

CLINICAL REHABILITATION SPECIALIZATION

Educational Objective 2 – Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

Curriculum: RCON 734, RCON 733, RCON 883, NPSY 760, NPSY 757, NPSY 758

SA SLO 1 Students will identify and strategically utilize community services and resources related to the provision of individualized rehabilitation services. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the final presentation in RCON: 734 (Professional Issues in Rehabilitation Counseling).	Rubric
	Measure 2. Comprehensive Assessment (CA). 90% of students will pass the community resources portion of the CA on the first attempt; 100% of students will pass on the second attempt.	Comp question
SA SLO 2 Students will develop and implement individualized service plan for a person with a disability that reflects principles of client choice and self-determination and include theory-based and evidence-based counseling and rehabilitation services. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the Case Conceptualization and Rehabilitation Plan (previously: final exam) in RCON 733 (Medical and Psychosocial Aspects of Disability).	Rubric
	Measure 2. 90% of students will earn a grade of Satisfactory or better on the Case Conceptualization project in RCON 883 (Internship).	Rubric
SA SLO 3 Students will demonstrate fundamental competencies in Addictions and Mental Health counseling (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the Unit 3 Blackboard assignment in NPSY 760 (Addictions Rehabilitation), in which they describe the neurobiological basis for addiction and co-occurring disorders.	Rubric
	Measure 2.	Rubric

For discussion: *This may work better as a stand-alone SLO, rather than a key performance indicator. For a KPI, the measures occur too close in time, and each represents a different fundamental competency.*	90% of students will earn a grade of B or better on the Case Study assignment in NPSY 757 (Psychopathology for Counselors) identify and address the functional effects of the symptoms of mental disorders on holistic life areas.	
	Measure 3. 90% of students will earn a grade of B or better on the Capstone project in NPSY 758 (Classification & Assessment of Mental Disorders) in which they conceptualize and write-up a formal diagnosis using current classification systems (i.e., the DSM-5).	Rubric

#	SLO # Course	CACREP core areas								Specialization		
		1	2	3	4	5	6	7	8	1	2	3
1	EDCE 510	X										
1	RCON 601					X						
1	RCON 700								X			
1	RCON 733										X	
1	RCON 605		X									
1	EDPY 705			X								
2	RCON 725				XX							
1	RCON 704	X										
2	RCON 711		X	X		X						
1	RCON 714							X				
2	NPSY 757			X								X
1	RCON 720						X					
1	RCON 734									X		
1	NPSY 760											X
2	NPSY 758							X				X
1	RCON 702								X			
2	RCON 880				X	X						
	RCON 883				X	X					X	
4	RCON 883 (Site Sup Eval)		X									
	Other skill, knowledge measures											
2	PPA	X	X									
6	Comps	X	X	X	X				X	X		
			X									
	Dispositional evaluation											
2	Dispositions	X	X									

Assessment of Dispositions
(Adapted from Spurgeon, Gibbons & Cochran, 2012)

Commitment:

Investment in learning; development of counselor identity; advocacy; professional excellence; civic engagement; collaboration; scholar/practitioner; acting on feedback.

Rating: Growth Needed   Developing Well   Exceptional

Comments:

Interpersonal Competence:

Ability to deal with conflict, express thoughts and feelings effectively, presence

Rating: Growth Needed   Developing Well   Exceptional

Comments:

Openness:

Openness to ideas, learning, and change; openness to giving and receiving feed- back; openness to growth; openness to others; openness to self-development, flexibility and tolerance of ambiguity

Rating: Growth Needed   Developing Well   Exceptional

Comments:

Respect:

Perceives and honors diversity; appropriate self-care; adherence to the wellness philosophy; curiosity about, and respect for, the experience and selfhood of others.

Rating: Growth Needed   Developing Well   Exceptional

Comments:

Integrity:

Personal responsibility; personal and professional maturity; honesty; courage; congruence

Rating: Growth Needed   Developing Well   Exceptional

Comments:

Self-Awareness:

Integrity; humility; self-reflection and exploration of self; understanding of place in history, awareness of personal identity, awareness of influence on others

Rating: Growth Needed   Developing Well   Exceptional

Comments:

FACULTY SIGNATURE and DATE   STUDENT SIGNATURE and DATE