



**Department of Special Education  
and Rehabilitation Counseling**

Utah State University  
Emma Eccles Jones College of Education

Rehabilitation Counseling Program  
Annual Report  
August 2023 through July 2024

Master of Science – Rehabilitation Counseling

Post Master's Certificate in Rehabilitation and Disability Studies  
Post Master's Certificate in Transition Education and Services  
Post Master's Certificate in Customized Employment

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## **Introduction to the Annual Report**

In accordance with the accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the following Annual Report is designed to provide current students, alumni, program faculty, institutional administrators, and other key stakeholders (e.g., practicum/internship site supervisors, employers of alumni, agency administrators, etc.) with a summary of program evaluation efforts for the 2023-2024 Academic year, any program modifications that arose from those evaluation efforts, as well as any other substantial changes to the program.

Section 1 is the Annual Summary of Program Changes by year. Section 2 focuses on the program mission and objectives, specifically the program objectives and learning environment and systems objectives. Section 3 outlines the Assessment Plan, where data are collected, how they will continue to be collected, and how the data is used to inform decisions about the program. Section 4 reports the data and learning results from the learning environment and systems data. Section 5 is specific to aggregate student data and learning objectives. Section 6 outlines the results from the assessment of student professional dispositions.

### ***Section 1: Annual Summary of Program Changes***

The USU MRC program began in 1997, with their first graduates in 1999. Since that time, the program has continued to grow and be nationally recognized for its academic achievements and preparation of rehabilitation counselors. The program is currently ranked #6 by the U.S. News and World Report and is the highest ranked program at USU. Data is collected on an annual basis to help inform faculty of necessary program changes. The data help informing these decisions will be outlined in subsequent sections.

### **Coursework Changes Implemented in 2023-2024:**

- REH 6110 Medical Aspects of Disability: Due to high demand, this course was offered in two semesters for the first time in the 2023-2024 academic year. Offerings were available to students in the fall and spring semesters. Certificate students were largely enrolled in the fall 2023 offering taught by affiliate faculty, Dr. Curt Phillips. Students pursuing the master's degree took the course in the spring 2024 semester and were taught by Dr. Kathleen Oertle (core USU MRC program faculty member).
- REH 6200 Theories of Counseling: In the fall 2023 semester the counseling theories course was moved from being taught in the spring semester to the fall semester. The general idea was to have students begin a "sequence" of sorts as they begin the program where they enroll in theory, then skills, and then start into practicum. The coursework is intended to build off each other and better prepare students to engage in the counseling relationship when they enter their practicum. Initial feedback from students and site supervisors is positive.
- REH 6230 Introduction to Research in Rehabilitation Counseling: Dr. Trenton Landon began teaching this course in the fall 2023 semester. The course was changed to an asynchronous format. Student feedback indicated an appreciation for the change as it

freed up time for students so they did not have as many evenings dedicated to class attendance.

### **Coursework Changes for the Coming School Year, 2024-2025**

- REH 6350 Treatment Approaches for Addictions Disorders: This course will be moving from a two-credit offering to a three-credit offering. This brings the program in alignment in licensing requirements for the state of Utah. This change has been submitted to curriculum and will go into effect when the course is taught in the spring 2025 semester.
- REH 6000 Professional Seminar in Counseling: This course has been removed from the USU MRC Program of study. This comes from feedback from students indicating the course was becoming a financial burden and creating inequity. Some students were coming with funding from employers, others were self-funded. Students with physical disabilities were also experiencing difficulties in attending the campus course. Given the change in credits to REH 6350 and previous change REH 6130 Counseling Skill Development to a 16 week semester offering, it was felt the removal of this course was in the best interest of the students.
- REH 6180 Rehabilitation of Persons with Chronic Mental Illness: This course will undergo a name change and be moved from the summer semester to the spring semester starting in 2025. The new name of the course will be REH 6180 Mental Illness, Disability, and Trauma. The course is being moved to the spring 16-week semester based on student feedback indicating they would like more time with this content than the 2<sup>nd</sup> 7-week offering of a summer semester.
- REH 6150 Rehabilitation Resources and Services: This course will be moved to the summer semester starting in 2025. Essentially, REH 6150 and REH 6180 are swapping places in the course sequence for the USU MRC program of study. The timing of the switch means no students will be adversely impacted.

### **New Certificate Program**

The USU MRC program is proposing a certificate in Clinical Rehabilitation Counseling. This proposal is currently working its way through curriculum for approval. The proposal comes from the need for more licensed mental health counselors in the state of Utah and demand from past graduates of both the USU MRC program and the USU School Counseling program. Prior to this, assistance with any type of additional coursework and internship requirements were done on a case-by-case basis. The formation and implementation of the certificate will allow for a standardization of coursework, allow for supervision of counseling skill in an appropriate mental health setting, and ensure students are adequately trained prior to engaging in the provision of therapy. The program will require between 22 and 28 credits for completion. The required courses and credits are as follows:

- REH 6130 Counseling Skill Development (3 credits)
- REH 6200 Counseling Theories (3 credits)
- REH 6210 Mental Health Assessment (2 credits)
- REH 6320 The DSM of Mental Health Disorders (DSM-V-TR, 2 credits)
- REH 6350 Treatment Approaches for Addictions Disorders (3 credits)
- REH 6560 Clinical Internship (Fall, ~350 hours, 4 credits)
- REH 6560 Clinical Internship II (Spring, ~350 hours, 5 credits)

The additional two courses offered as electives as part of this program are:

- REH 6250 Group Counseling (3 credits)
- REH 6260 Human Growth and Development (3 credits)

Those courses are electives as not all past graduates will require those courses depending on when they graduated from the program. It is felt the proposed coursework helps align student learning with expectations from national certification bodies as well as the state of Utah Licensing board expectations and requirements.

## ***Section 2: Program Mission and Objectives***

### **Vision Statement**

Improve the health and wellness and inclusion of people with disabilities in their communities.

### **Abbreviated Mission Statement – USU Department of Special Education and Rehabilitation Counseling**

Our mission is to prepare high quality professionals; identify, implement, and disseminate evidence-based practices; and conduct research and outreach in collaboration with community partners. Our work is critical to ensure the full inclusion of people with disabilities across educational, independent living, and employment domains.

### **Rehabilitation Counseling Program Mission Statement**

The mission of the Master of Rehabilitation Counseling program is to promote quality rehabilitation services for individuals with disabilities through the education of rehabilitation counselors and professionals, provision of continuing education specific to rehabilitation counseling and serving people with disabilities, emphasizing ethical service delivery, and through research related to rehabilitation.

The USU Rehabilitation Counseling program recruits, admits, assists, and retains diverse students who contribute to the general needs of the rehabilitation field and persons with disabilities. The program is dedicated to the preparation of practitioners who will provide rehabilitation counseling in accordance with the standards outlined by the accrediting body, the Council for Accreditation of Counseling & Related Educational Programs (CACREP), as well as adhering to the legal and ethical considerations outlined in the American Counseling Association (ACA) Code of Ethics and the Commission on

## Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and Scope of Practice.

### **Program Objectives**

Consistent with the program's mission and vision, all graduates of the USU MRC program are expected to demonstrate the competencies outlined in the following sections. Feedback from faculty, site supervisors, employers, and the students helps to ensure the program objectives are achieved. Faculty review this feedback to consider programmatic changes as needed to ensure the objectives are achieved.

The program strives to provide a high-quality learning environment which stimulates interactions and communication with faculty and other students. The program also seeks to provide opportunities for students to have exposure with industry leaders, workers, consumer and advocacy groups, and other helping professionals. Students are encouraged to develop skills for lifelong learning through involvement with professional organizations, professional counseling literature, and conference participation.

#### **A. Core Counseling Student Learning Objectives**

1. *Professional Identity and Ethics*: Students will be knowledgeable of and adhere to the ethical standards of professional counseling organizations, specifically the American Counseling Association (ACA) Code of Ethics and the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics.
2. *Social and Cultural Diversity*: Students will understand the impact of heritage, attitude, beliefs, understandings, and acculturative experience on their individual views of others.
3. *Human Growth & Development*: Students will understand and apply theories of individual and family development across the lifespan to enhance case conceptualization and service delivery.
4. *Career Development*: Students will be able to implement strategies for facilitating client skill development for career, educational, and life-work planning and management.
5. *Helping Relationships*: Students will be able to use essential interviewing, counseling, and case conceptualization skills as they engage with clients.
6. *Group Counseling*: Students will understand the dynamics associated with group counseling process and development.
7. *Assessment*: Students will be able to use assessments for diagnostic and intervention planning purposes.
8. *Research*: Students will understand the basic elements of qualitative, quantitative, and mixed research methods.
9. *Rehabilitation Counseling Specific*: Students will be able to assist individuals with disabilities in obtaining knowledge of and access to community and technology services and resources.

#### **B. Learning Environment and Systems Objectives**

Vital Statistics: Maintain descriptive statistics of the student body as required by CACREP and other sources.

- A. Applications Data – Data obtained through student applications.
  - a. Number of Applicants
  - b. Number of Completed Applicants
  - c. Number of Students Denied Admittance
  - d. Number of Students Admitted but Not Enrolled/Withdrew Application
  - e. Number of Students Admitted and Enrolled
- B. Graduation Data
  - a. Graduates
  - b. Post-Masters Certificate Completion

Quality Students: Recruit and retain a high quality and diverse student body as measured by:

- A. Undergraduate GPA
- B. Dispositional Measures
  - a. Admissions Interview
  - b. Pre-Dispositions Assessment in REH 6100 Professional Counseling Orientation
  - c. Faculty Review of Students prior to enrollment in REH 6140 Counseling Practicum
  - d. Mid-Program of Study Assessment of PDs in REH 6140 Counseling Practicum
  - e. End of Program Assessment of PDs in REH 6175 Counseling Internship II
  - f. Feedback from Site Supervisors
- C. Ongoing Remediation Plans
  - a. New remediation plans;
  - b. Continuing remediation plans;
  - c. Successfully completed remediation plans; and,
  - d. Withdrawals and dismissals from the Program.

Quality Instruction: Maintain quality faculty and instructional resources to effectively deliver the academic program and facilitate skill development as measured by:

- A. Faculty to student ratios;
- B. Core faculty to non-core faculty ratios;
- C. Student Course Evaluations (Mid-term and End of Term); and,
- D. Student evaluation of practicum/internship sites and their site supervisors.

Employment Success: Graduates will successfully obtain and maintain relevant employment opportunities in the practice setting of their choice.

- A. Pass rates on national certification exams (i.e., CRC exam, NCC, exam, NCMHC exam);
- B. Recommendations for certification and/or licensure;
- C. Number of graduates obtaining entry level licensure and/or certification (as appropriate); and,
- D. Percentage of graduates employed (Goal of 90% of graduates employed within three months of their graduation date).

### Section 3. Assessment Plan

The USU MRC assessment plan is meant to assess the program objectives as previously stated. The USU School of Graduate Studies requires graduate students to maintain an overall GPA of 3.0. The USU MRC program has set specific grade benchmarks for Key Performance Indicators (KPI) within the program which include a grade specific to a signature assignment as well as a grade for course in which the KPI is assessed. For REH 6130 Counseling Skill Development, students must pass the course with a “B” letter grade or higher in order to continue within the program. This course can be re-taken one time. All other courses not meeting the expected overall grade for the course will be placed on a remediation plan for improvement, provided their overall GPA remains above 3.0 (compliant with the USU School of Graduate Studies).

USU MRC Program – Assessment Plan				
Data Points to be Reported and Reviewed				
Program Objective	Assessment Data to be Collected and Reported (each semester)	Data Collection Procedure	Method for Data Review and Analysis	Method for Data use in Curriculum and Program Development
Part 1. Student Information				
Vital Statistics	A. <i>Data Obtained from Applications</i> 1. # of Applicants 2. # of Completed Applications 3. # of Denied Applicants 4. # of Students who were accepted but did not enroll 5. # of Students admitted and enrolled (or deferred) 6. Minority Demographics	<u>How:</u> Data is collected from the USU MRC program recruitment efforts and data provided by the student in the application/admissions process.  <u>When:</u> Each Fall	Data will be presented in aggregate form using descriptive statistics.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes. Items reviewed include: <ul style="list-style-type: none"> <li>• Changes to Admission procedures</li> <li>• Overall Improvements</li> <li>• Identify and Implement Recruitment Strategies</li> <li>• Review of Historical Applicant data</li> </ul>
	B. <i>Graduation Data</i> 1. MRC Graduates 2. Certificate – Rehabilitation & Disability Studies 3. Certificate – Transition Education and Services	<u>How:</u> Data collected from the registrar’s office.  <u>When:</u> Each Spring	Data will be presented in aggregate form using descriptive statistics.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Recruitment of Quality Students	C. <i>Undergraduate GPA</i>	<u>How:</u> Data collected from the recruitment and admissions data.  <u>When:</u> Each Spring	Data will be presented in aggregate form using descriptive statistics.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Part 2. Remediation & Retention				

	<p># of Remediation Plans</p> <ul style="list-style-type: none"> <li>• Number of New Remediation Plans</li> <li>• # of Continuing Remediation Plans</li> <li>• # of Successfully Completed Remediation Plans</li> </ul>	<p><u>How:</u> Data collected from faculty advisors.</p> <p><u>When:</u> Each Semester</p>	Data will be presented in aggregate form using descriptive statistics.	Data is reviewed by the faculty in the annual retreat (each August) and February program meeting to determine any necessary programmatic changes.
	Withdrawals and Dismissals	<p><u>How:</u> Data collected from graduation data from the registrar's office and general communication with students.</p> <p><u>When:</u> Each semester.</p>	Data will be presented in aggregate form using descriptive statistics.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.

Part 3. Post Graduation Information

Employment Success Data Points	Pass Rate on National Counseling Certification Exams.	<p><u>How:</u> Pass rate information provided by national certification bodies and/or program calculation.</p> <p><u>When:</u> Each spring via the alumni survey and direct student contact.</p>	Data from certification bodies or by program calculation.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
	Number of Graduates Obtaining Licensure	<p><u>How:</u> Faculty will report number of recommendations made for students/graduates for certification and licensure.</p> <p><u>When:</u> Each Spring Semester via the alumni survey and direct student contact.</p>	Data collected and presented in aggregate form.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
	Percentage of Graduates Employed	<p><u>How:</u> Via a post graduate survey</p> <p><u>When:</u> Distributed each May (~three weeks post graduation) and direct graduate contact.</p>	Simple calculations will be used to determine the employment rate.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Part 4. Quality Learning Environment				

Quality Instruction – Recruit and Retain Quality Faculty and deliver a quality educational program.	Faculty to Student Ratios	<u>How:</u> Faculty is typically defined as a 2:2 teaching ratio for semester (depending on the faculty role statement). Student FTE is defined as 9 credits or more, or more than 3 credits in their last semester of the program.  <u>When:</u> Annually.	Tracking of teaching assignments and courses taught by core faculty to calculate faculty FTE to FTE student ratio.	Data is reviewed annually at the Fall Retreat when course assignments for the coming year are reviewed. Comparisons against accreditation standards will be reviewed and changes determined as needed.
	Core faculty to non-core faculty ratios.	<u>How:</u> The number of courses taught by core and non-core faculty will be determined.  <u>When:</u> Annually.	Simple calculation of # of credits taught by Core faculty vs Non-Core faculty across the duration of the program.	Data is reviewed annually at the Fall Retreat when course assignments for the coming year are reviewed. Comparisons against accreditation standards will be reviewed and changes determined as needed.
	Student Course Evaluation Data	<u>How:</u> Students will complete course evaluations as administered by the USU Office of Data and Analytics.  <u>When:</u> End of each semester.	Students rate both the course and the faculty based on the USU Office of Data Analytics procedures. Averaged data will be reported.	Individual data will be reviewed with faculty by the department head. Aggregate data will be reviewed at the annual fall retreat and compared against the knowledge domains from the most recent CRC exam data (if available). Faculty will determine if changes need to be made.
	Student evaluation of clinical site.	<u>How:</u> Students will complete a Site Supervisor Evaluation Form at the end of their REH 6140 Counseling Practicum and REH 6175 Counseling Internship II.  <u>When:</u> End of Summer and Spring Semesters.	Student ratings of their site supervisor will be scored. Averaged data will be reported.	Individual data will be reviewed with the supervisor (as appropriate). Aggregate data will be reviewed at the annual faculty retreat in the fall to determine if the respective settings are appropriate and meets the desired specifications of the program.
<b>Part 5. Student Learning</b>				
Professional Counseling Orientation and Ethical Practice (3.a.10.)	Assessed by: • Signature Assignment (Final Exam)	<u>How:</u> Reviewed by Instructor of Record for REH 6240 and Practicum/Internship Coordinator.	Assessment will review signature assignment grade, overall grade in REH	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.

	<ul style="list-style-type: none"> <li>Overall grade in the course.</li> <li>Supervisor Evaluations from Practicum/ Internship Sites.</li> </ul>	<p><u>When:</u> At the end of REH 6240 and through Site Supervisor evaluations from Practicum/Internship.</p>	6240, and feedback from site supervisors.	
Social & Cultural Identities and Experiences (3.b.2.)	<p>Assessed by:</p> <ul style="list-style-type: none"> <li>Signature Assignment (Final Paper)</li> <li>Overall grade in the course.</li> <li>Supervisor Evaluations from Practicum/ Internship Sites.</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6220 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6220 and through Site Supervisor evaluations from Practicum/Internship.</p>	Assessment will review signature assignment grade, overall grade in REH 6220, and feedback from site supervisors.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Lifespan Development (3.c.1.)	<p>Assessed by:</p> <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam)</li> <li>Overall grade in the course.</li> <li>Supervisor Evaluations from Practicum/ Internship Sites.</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6260 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6260 and through Site Supervisor evaluations from Practicum/Internship.</p>	Assessment will review signature assignment grade, overall grade in REH 6260, and feedback from site supervisors.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Career Development	<p>Assessed by:</p> <ul style="list-style-type: none"> <li>Signature Assignment (Employer Informational Interview)</li> <li>Overall grade in the course.</li> <li>Supervisor Evaluations from Practicum/ Internship Sites.</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6160 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6160 and through Site Supervisor evaluations from Practicum/Internship.</p>	Assessment will review signature assignment grade, overall grade in REH 6160, and feedback from site supervisors.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Counseling Practice & Relationships	<p>Assessed by:</p> <ul style="list-style-type: none"> <li>Signature Assignment (Counseling Skills Analysis)</li> <li>Overall grade in the course.</li> </ul> <p>Supervisor Evaluations from Practicum/ Internship Sites.</p>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6130 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6130 and through Site Supervisor evaluations from Practicum/Internship.</p>	Assessment will review signature assignment grade, overall grade in REH 6130, and feedback from site supervisors.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.

Group Counseling & Group Work	Assessed by: <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam)</li> <li>Overall grade in the course.</li> <li>Supervisor Evaluations from Practicum/ Internship Sites.</li> </ul>	<u>How:</u> Reviewed by Instructor of Record for REH 6250 and Practicum/Internship Coordinator.  <u>When:</u> At the end of REH 6250 and through Site Supervisor evaluations from Practicum/Internship.	Assessment will review signature assignment grade, overall grade in REH 6250, and feedback from site supervisors.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Assessment & Diagnostic Processes	Assessed by: <ul style="list-style-type: none"> <li>Signature Assignment (Average score of 80% or better across six weekly assessments)</li> <li>Overall grade in the course.</li> </ul>	<u>How:</u> Reviewed by Instructor of Record for REH 6190.  <u>When:</u> At the end of REH 6190.	Assessment will review signature assignment grade, overall grade in REH 6190.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Research & Program Evaluation	Assessed by: <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam)</li> <li>Overall grade in the course.</li> </ul>	<u>How:</u> Reviewed by Instructor of Record for REH 6230 and Practicum/Internship Coordinator.  <u>When:</u> At the end of REH 6230.	Assessment will review signature assignment grade, overall grade in REH 6230.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Rehabilitation Counseling (2016 CACREP Standard, 5.H.3.K)	Assessed by: <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam)</li> <li>Overall grade in the course.</li> </ul>	<u>How:</u> Reviewed by Instructor of Record for REH 6100.  <u>When:</u> At the end of REH 6100.	Assessment will review signature assignment grade, overall grade in REH 6100.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.
Clinical Rehab. Counseling (2024 CACREP Standards, 3.D.10)	Assessed by: <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam)</li> <li>Overall grade in the course.</li> </ul>	<u>How:</u> Reviewed by Instructor of Record for REH 6230 and Practicum/Internship Coordinator.  <u>When:</u> At the end of REH 6230.	Assessment will review signature assignment grade, overall grade in REH 6100.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.

## Section 4. Assessment of the Learning Environment and Concomitant Outcomes

### Vital Statistics

Descriptive Statistics of Applicants and Students	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Applicants</b>						
# of Applicants	9	13	25	26	33	27
Admitted	7	13	25	26	33	22
Denied	2	0	0	0	0	3
Withdrew after admission	2	8	9	9	9	5
Rejected offer	1	4	5	5	8	5
Attended, but dropped out later	1	4	4	4	1	0
Average GPA of admitted students	3.49	3.21	3.45	3.43	3.55	3.46
Average GPA of denied students	3.19	NA	NA	NA	NA	3.49
<b>Demographics of All Applicants</b>						
Female	5	9	20	19	23	23
Male	4	4	5	6	10	4
Other	0	0	0	1	0	0
<b>Race/Ethnicity of All App</b>						
White	8	12	21	20	25	23
Black/African American			1		4	
Hispanic of any race		1	2	3	1	2
Asian			1		2	
American Indian/Alaskan Native						1
Native Hawaiian/Pacific Islander	1				1	
Bi-racial (Multiple/Multicultural)				3		
Unknown (Other)						
International Student/Nonresident Alien					1	1
Percent of Non-White Students	11%	8%	16%	23%	26%	15%
Comparison to Utah % of Non-White Population	24.6%	20.7%	20.7%	24.3%	24%	22.7% <sup>o</sup>
Comparison to US Census Data	39.1% as of the 2020 US Census					
<b>Other Data Points of Applicants</b>						
Veteran Status	1	1	2	3	4	0
Disability	1	1	3	5	5	11
<b>USU Graduates</b>						
# of MRC Students Graduated	8	13	13	9	18	20 estimate
Average GPA of Graduating Class	3.82	3.86	3.92	3.89	3.86	TBD
% of Graduates Employed	100%	100%	100%	100%	94%	TBD
# of graduates who passed CRC exam	6	9	9	6	14	TBD
Mental Health Focus	0	2	5	4	6	12 estimate
# of Certificate Graduates	13	7	10	3	3	4 estimate
# of Non-degree Seeking Graduates	27	30	14	8	4	3 estimate

\*2024-2025 only includes data from Fall 2024

## Review of Instructional Quality

Quality Instruction – Recruit/Maintain quality faculty and instructional resources.					
Ratios	20-21	21-22	22-23	23-24	24-25
<b>Faculty to Student Ratios</b>					
Total Number of Enrolled Students	110	107	75	99	81
Total Number of Student Credit Hours Generated	1,254	1,064	1,074	1,515	880
Total Number of MRC Degree Students	45	44	47	59	49
Total Number of Rehabilitation & Disability Studies Certificate Students	16	51	10	19	13
Total # of Category 3 Students (CRC)	42	33	18	17	9
Total # of Transition Studies Cert. Students	-	-	-	-	2
Total # of Cust. Employment Cert. Students	-	-	-	-	-
Total # of CMHC “Work Up” Students	7	9	-	4	8
FTE Faculty (2:2 Load, 2 courses per semester for 4 CORE Faculty; 3:3 Load, 3 courses per semester for 1 CORE Faculty)	5	5	5	5	5
FTE Students (9 credits or more, or more than 3 credits in their final semester)	36	41	45	33	
FTE Faculty to FTE Student Ratio	~1:7	~1:8	1:9	~1:6	
<b>CORE Faculty to Non-Core Faculty</b>					
	20-21	21-22	22-23	23-24	24-25
Number of Core Faculty	5	5	5	5	5
Number of Non-Core Faculty	1	1	1	1	2
Number of Affiliated Faculty	5	8	7	5	<b>In progress</b>
Class Sections taught by CORE Faculty	14	11	11	12	
Class Sections taught by Non-CORE or Affiliated Faculty	8	11	10	9	
Percentage of credits taught by CORE Faculty (Total of 61 credits for the USU MRC degree)	60%	45%	60%	58%	
<b>Student Course Evaluation Data</b>					
	20-21	21-22	22-23	23-24	24-25
Average Course Evaluation USU MRC Program	Working with USU Office of Assessment to Calculate				<b>In progress</b>
Average Course Evaluation USU					
Average USU MRC Instructor Evaluation					
Percent of MRC Courses Above USU Average					
<b>Student Evaluation of Clinical Sites</b>					
	20-21	21-22	22-23	23-24	24-25
Practicum – Rating of Site Supervisor (6-point scale)	Working with Practicum/Internship Coordinator to Calculate				<b>In progress</b>
Internship I – Rating of Site Supervisor (6-point scale)					
Internship II- Rating of Site Supervisor (6-point scale)					

## Assessment Outcomes of Key Performance Indicators

This process of tracking and scoring specific KPIs began in part in 2021 and with all students starting in the Fall 2022 semester. Data collection for 2024 is presently in process.

Domain			2021	2022	2023	2024
	Prof. Counseling Orientation & Ethical Practice	Signature Assessment (average score)	91% (n= 15)	91% (n=14)	95% (n=25)	
		% of Class with Final Grade of B or better	100%	100%	100%	
	Social & Cultural Diversity	Signature Assessment (average score)	87% (n=8)	84% (n=16)	100% (n=25)	
		% of Class with Final Grade of B or better	87%	94%	100%	
	Human Growth & Development	Signature Assessment (average score)	88% (n=10)	95% (n=19)	100% (n=13)	In Progress
		% of Class with Final Grade of B or better	100%	100%	100%	
	Career Development	Signature Assessment (average score)	100% (n=28)	96% (n=20)	96% (n=33)	
		% of Class with Final Grade of B or better	100%	100%	100%	
	Counseling & Helping Relationships	Signature Assessment (average score)	90% (n=11)	99% (n=9)	87% (n=16)	
		% of Class with Final Grade of B or better	100%	100%	88%	
	Group Counseling	Signature Assessment (average score)	94% (n=8)	95% (n=9)	95% (n=14)	
		% of Class with Final Grade of B or better	100%	100%	100%	
	Assessment & Testing	Signature Assessment (average score)	83% (n=17)	88% (n=27)	88% (n=20)	
		% of Class with Final Grade of B or better	100%	96%	95%	
	Research & Program Eval	Signature Assessment (average score)	79% (n=15)	83% (n=11)	87% (n=23)	
		% of Class with Final Grade of B or better	87%	90%	100%	
	Rehab Counseling Specific	Signature Assessment (average score)	71% (n=37)	81% (n=23)	86% (n=35)	
		% of Class with Final Grade of B or better	95%	95%	97%	
Faculty Reviews						
	Pre-Practicum Review					
	• Approved for Practicum/Internship Cycle		12	8	18	20
	• Remediation Plan Enacted		0	0	1	0
Site Supervisor Rating						
Pass Rate on National Exam (CRC)			11/13 85%	8/9 89%	6/6 100%	

## Review of Student Professional Dispositions

Due to the relative recency of collecting these data points and missing data, we are only able to present this data in aggregate form. Over time, it is anticipated we will be able to examine results based on three evaluation points in the students' program of study: their first semester, the start of their practicum, and the end of their final internship semester. Students are given a prompt and asked to rate their perception of themselves at that point in time in their academic training based on the following Likert style scale: 1: *Little to no Proficiency* to 7: *Extremely Proficient*).

Item		Start of Practicum		End of Internship	
		<i>m</i>	SD	<i>m</i>	SD
Knowledge & Skills					
	Dedication to an embodiment of ethical values.	5.18	.9	5.67	.6
	Show unconditional acceptance.	5.27	1.3	5.33	1.2
	Demonstrate sensitivity to all aspects of multiculturalism.	5.0	1.3	5.33	1.2
	Demonstrate a counselor identity (e.g., theoretical orientation, helping disposition, professional advocacy).	4.34	1.3	3.67	1.2
	Demonstrate professional and personal maturity (accepting feedback, following through on commitments, commitment to professional growth).	5.49	1.0	5.0	1.0
	Demonstrate adequate professional administrative skills (e.g., punctuality, organizational skills, documentation, etc.).	5.33	1.3	5.00	0
	Use professional interpersonal skills.	5.54	1.1	5.67	.6
	Use problem-solving skills in a timely and professional fashion.	5.22	1.1	5.0	0
	Maintain a respectful countenance in all interactions. Recognize and honor diversity, boundaries, and appropriate communication style.	5.50	1.1	5.0	0
	Establish appropriate personal and professional boundaries with clients, co-workers, and community partners.	5.30	1.3	6.33	.6
	Engage in difficult conversations with clients, coworkers, and/or supervisors in an appropriate manner.	4.70	1.4	4.67	1.2
	Committed to a career in the counseling field and recognize the need to be a life-long learner.	5.45	1.2	5.67	1.2
	Demonstrate an awareness of my role as a counselor, including self-awareness, humility, and integrity.	5.10	1.2	4.67	.6
	Demonstrate professionalism and professional behavior in interactions with peers, supervisors, clients, and as a representative of my educational program.	5.49	1.1	5.	1.0
Tasks		Start of Practicum		End of Internship	
		<i>m</i>	SD	<i>m</i>	SD
	Collaborate with clients to design tasks that are congruent with the mutually agreed upon goal.	5.03	1.2	4.67	.6
	Identify tasks that will lead to goal attainment.	4.87	1.2	4.33	1.2
	Develop options to address clients' needs and problems with identified priorities.	4.67	1.3	4.0	1.0
	Adjust with the client as their needs and problems evolve during the counseling process.	5.06	1.2	4.67	1.5
	Communicate the link between the chosen task and the agreed upon goal.	4.75	1.1	4.7	.6
	Provide appropriate consultation and/or referral resources available in the ethnocultural communities.	4.51	1.4	4.33	1.2

	Show support when holding clients accountable for tasks completion (or non-completion).	4.61	1.4	4.3	1.2
	Apply Evidence-Based Practices (EBP)	4.45	1.4	4.00	0
	Design tasks to meet the unique developmental and individual needs of the client.	4.75	1.3	4.00	1.00
	Apply theory to justify the rationale behind the assigned tasks.	3.99	1.5	4	0
Goals		Start of Practicum		End of Internship	
		<i>m</i>	SD	<i>m</i>	SD
	Incorporate the client voice in the goal setting process	5.18	1.1	5.33	.6
	Demonstrate empathy in understanding the various influences which have impact the client's goals and experiences.	5.46	1.0	5.	1.0
	Allow clients to take the lead in the identification of potential goals.	5.07	1.2	4.67	.6
	Collaborate with client in the development of mutually agreed upon goals.	5.22	1.1	4.67	.6
	Cooperate with the client when establishing and implementing the treatment plan.	5.22	1.2	4.67	.6
	Apply theory to a situation in order to provide guidance in the goal setting process.	4.10	1.4	4.00	0
	Develop goals that follow a strengths-based approach, and identify the potential in clients (as opposed to focus solely on dysfunction or deficits).	5.15	1.1	5.0	1.0
	Facilitate goal development in areas that may be in conflict with my personal values.	4.69	1.2	4.33	1.5
Working Alliance		Start of Practicum		End of Internship	
		<i>m</i>	SD	<i>m</i>	SD
	Use active and reflective listening to ensure effective collaboration, problem-solving, and decision making.	5.30	.9	5.00	1.0
	Demonstrate unconditional positive regard for clients.	5.58	1.1	5.0	1.0
	Adhere to ethical practice for respecting client's informed consent and other client rights.	5.68	.9	6.00	1.00
	Actively avoid cultural biases and discriminatory practices in working with clients of minority backgrounds.	5.24	1.2	5.67	1.2
	Address multicultural issues when presented in the session that may affect the counseling relationship or the client's ability to pursue a goal.	4.77	1.2	5.00	0
	Demonstrate ethical behavior in the development of bonds with clients (e.g., appropriate boundaries, etc.)	5.61	1.02	6.33	.6
	Communicate in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness and sensitivity to potential cultural differences.	5.60	.9	5.67	.6
	Ensure client autonomy.	5.50	1.1	5.67	.6
	Appropriately communicate acceptance to the client.	5.53	1.0	5.67	.6
	Establish trust with the client as evidenced by the communication that occurs between myself and the client.	5.58	1.0	6.0	0
	Maintain a nonjudgmental disposition regarding client values.	5.40	1.1	5.33	.6
	Manage the power differential between counselor and client.	4.86	1.1	5.00	0

Identify client's needs and problems in congruence with their priorities.	5.09	1.0	4.67	.6
Adjust interactions with clients to mee their individual needs and communication style.	5.33	1.1	5.0	1
Demonstrate openness and flexibility when addressing the client's issues and problems.	5.35	1.0	5.33	1.2
Advocate for clients of minority backgrounds who experience institutional discrimination.	5.03	1.2	5.33	1.2
Sustain the effort to help a client whether or not they make progress.	5.09	1.2	5.3	1.2

## Results from Alumni Survey

Item		Prior to 2020	2020	2021	2022	2023	2024	
Gender	Female	97	15	12	8	4	7	
	Male	24	6	6	1	2	3	
Ethnicity	Asian/Asian American	5		1				
	Black/ African American	10	6	1				
	Hawaiian/ Pacific Islander	1						
	Hispanic (any race)	5	1			1	1	
	White/Caucasian	98	13	16	9	5	9	
	Multiracial	2	1					
Other Status	Veteran	4		2	1	1		
	Person with a Disability							
Type of Program	Masters Degree in RC	55	6	9	3	4	8	
	Certificate in Rehabilitation & Disability Studies	1		3	1	1	1	
	Transition Certificate	10	1					
	Customized Employment Certificate	6	1					
	CRCC Category III	53	12	7	5	1	1	
Employment Setting	State VR Agency	58	15	10	6	3	6	
	Workers Compensation			1				
	Veteran's Administration	7		1	1			
	Community Rehab Program	14	1	1	1			
	Private-for-Profit Rehab Facility	8	1	2		1		
	Community Mental Health	6	1	2			3	
	Other	21	1	1	1	2	1	
Certification	Have Obtained CRC	79	12	6	8	1	7	
	Plan on Getting the CRC	21	7	7	1	2	2	
	No Interest in Getting the CRC	15	2	3		3	1	
	Obtained NCC	6		2	2	1	3	
	Obtained NCMHC	4		1		1	3	
Licensure	Obtained State Licensure	54	6	2	1		2	
	Plan on State Licensure	46	4	7	5	3	4	
	No Interest in State Licensure	66	15	15	5	5	4	
Knowledge Domains ( <i>1 – Strongly Disagree to 6 – Strongly Agree</i> )		Prior to 2020	2020	2021	2022	2023	2024	Overall
	I understand the history of rehabilitation counseling.	5.49	5.57	5.47	5.56	6.00	5.00	5.49
	I understand the philosophy of rehabilitation counseling.	5.52	5.71	5.65	5.11	6.00	5.11	5.53
	I understand the philosophy of transition services.	5.25	5.50	5.41	5.22	5.50	4.78	5.28

I understand the philosophy of customized employment.	5.24	5.57	5.06	6.00	5.50	4.44	5.26
I understand the role I have as a rehabilitation counselor.	5.51	5.62	5.88	5.63	5.50	5.33	5.55
I understand the inherent power difference I have between myself and the individuals I serve.	5.51	5.48	5.53	5.78	6.17	5.22	5.53
I am better able to advocate on behalf of PWDs in diverse settings.	5.44	5.29	5.53	5.67	6.17	5.00	5.44
I am familiar with and do my best to adhere to the CRCC Code of Professional Ethics.	5.59	5.33	5.71	5.89	6.00	5.33	5.59
I am familiar with and do my best to adhere to the ACA Code of Professional Ethics.	5.42	5.71	5.41	6.00	6.33	5.11	5.53
I am confident in my counseling skills.	5.32	4.86	5.59	5.67	5.67	5.00	5.31
I am confident in my ability to serve PWDs.	5.49	5.48	5.59	5.56	5.33	4.89	5.47
I am confident in my interaction with employers.	5.10	4.67	5.12	5.56	5.67	4.44	5.06
I am confident in my interaction with community partners.	5.31	5.14	5.41	5.56	5.83	4.78	5.30
The USU MRC Program enhanced my knowledge of ecological assessments.	4.97	4.74	5.12	5.22	5.67	5.11	5.01
The USU MRC Program enhanced my knowledge of vocational assessments.	5.21	5.11	5.24	5.11	5.83	5.33	5.22
The USU MRC Program enhanced my knowledge of mental health assessments.	5.03	5.05	5.12	5.25	5.83	5.22	5.09
The USU MRC Program enhanced my knowledge on how to use assessments to plan service provision.	5.26	5.10	5.35	4.89	5.50	5.11	5.23
The USU MRC program enhanced my knowledge of how to talk with employers.	4.89	4.65	4.76	5.11	5.17	5.11	4.88
The USU MRC program enhanced my knowledge of how to serve as a disability support and resource for employers.	5.10	4.80	5.24	5.22	5.83	5.44	5.13
The USU MRC Program enhanced my knowledge of counseling theories.	5.49	5.65	5.53	5.33	6.17	5.44	5.52
The USU MRC Program enhanced my knowledge of human growth and development theories.	5.33	5.60	5.76	5.67	5.67	5.33	5.43
The USU MRC Program enhanced my knowledge of career development theories.	5.28	5.40	5.24	5.67	5.50	5.44	5.32
The USU MRC Program enhanced my knowledge of case conceptualization.	5.42	5.50	6.12	5.56	5.83	5.67	5.53
I am better able to conduct ecological assessments.	4.96	4.35	5.29	5.00	5.50	4.67	4.93
I am better able to conduct vocational assessments.	5.03	4.55	5.18	5.33	6.17	5.22	5.05
I am better able to recognize mental health concerns.	5.28	5.30	5.59	5.89	6.17	5.78	5.40

	I am better able to use a variety of assessments to enhance holistic service provision.	5.09	4.90	5.24	5.22	5.67	5.00	5.10
	I am better able to talk with employers.	4.98	4.60	4.94	5.33	5.67	5.11	4.98
	I am better able to serve as a disability support and resource to employers.	5.12	4.75	5.29	5.44	5.83	5.33	5.15
	I am better able to apply counseling theories.	5.39	5.35	5.63	5.44	5.83	5.56	5.43
	I am better able to apply human growth and development theories.	5.24	5.50	5.82	5.67	5.83	5.22	5.37
	I am better able to apply career development theories.	5.24	5.35	5.24	5.56	5.67	5.44	5.29
	I am better able to conceptualize cases and identify needs.	5.37	5.53	5.82	5.56	5.67	5.56	5.46