



**Department of Special Education  
and Rehabilitation Counseling**

Utah State University  
Emma Eccles Jones College of Education

Rehabilitation Counseling Program  
Annual Report  
August 2024 through July 2025

Master of Science – Rehabilitation Counseling

Post Master's Certificate in Rehabilitation and Disability Studies

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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 2024-2025 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.

### *Faculty and Staff Contact*

Table 1. Faculty and Staff Contact Information

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### *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 #7 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 2024-2025:**

- REH 6350 Treatment Approaches for Addictions Disorders: This course was changed from a two-credit offering to a three-credit offering, bringing the program in alignment in licensing requirements for the state of Utah.
- REH 6000 Professional Seminar in Counseling: This course was 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.
  - Of note here is the requirement from CACREP that all students be evaluated “in person” twice over the course of their program beginning on July 1, 2026.
    - [CACREP Guiding Statement on Policy A.2.e. – Program Training Requirement.](#)
  - This decision will need to be re-evaluated in the coming year.
- REH 6180 Rehabilitation of Persons with Chronic Mental Illness: This was renamed to REH 6180 Mental Illness, Disability, and Trauma and was 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 was moved to the summer semester starting in 2025. Essentially, REH 6150 and REH 6180 swapped places in the course sequence for the USU MRC program of study. The timing of the switch means no students were adversely impacted.

### **Coursework Changes for the Coming School Year, 2025-2026**

The following course changes are being submitted to Curriculog and will be reflected in the program of study for all students starting in the Fall 2025 semester.

- REH 6150 Rehabilitation Resources and Services: This course will have a name change to Case Management for Health Professions. This will better align with expectations from the Commission on Rehabilitation Counseling Certification (CRCC). The course will continue to be taught using an asynchronous format. However, it will be **removed from the formal program of study** for the master’s degree in Rehabilitation Counseling. It will be retained and provided on an as needed basis for students who are pursuing Category 3 eligibility with CRCC. The knowledge domains needed for case management with CRCC in the master’s degree will be incorporated into other coursework.
- REH 6240 Ethical Decision Making in Counseling: This course will be changed to 3 credits to align with the Utah Department of Occupational and Professional Licensing (DOPL) expectations.

- REH 6120 Psychosocial Aspects of Disability: This course will be changed to 2 credits to offset the increase in credits in REH 6240. It will continue to be taught in an asynchronous format in both the spring and summer semesters.
- REH 6210 Mental Health Assessment: This course will be changed to 3 credits to align with the Utah Department of Occupational and Professional Licensing (DOPL) expectations. This will also help students better articulate their coursework with national certification bodies.
- REH 6320 Diagnostic and Statistical Manual of Mental Health Disorders (DSM V-TR): This course will be changed to 3 credits to align with the Utah Department of Occupational and Professional Licensing (DOPL) expectations. This will also help students better articulate their coursework with national certification bodies.
- REH 6230 Intro to Research in Rehabilitation Counseling: The name of this course will be changed to REH 6230 Research in Clinical Rehabilitation Counseling. This is being done in part to better align with the forthcoming accreditation application for recognition as a Clinical Rehabilitation Counseling Program with CACREP.
  - Another change to REH 6230 is the “signature assessment” for the corresponding KPI. Moving forward, the signature assessment will no longer be the final exam. It will be the 2<sup>nd</sup> Research Article Critique assignment.
- REH 6180 Mental Illness, Disability, and Trauma: Based on feedback from students and the instructor, this course will have a prerequisite of REH 6200 Theories of Counseling. This will impact the options of coursework for Spring enrollees, but the overall impact should be minimal.
- National Exam Requirement for Graduation: Utah DOPL is no longer requiring the National Certified Counselor Exam for licensure. Wording on our website articulating the need to pass a national counselor exam for graduation purposes will be changed to:
  - Take and pass a national certification exam to graduate with the MRC. Acceptable exams are the Certified Rehabilitation (CRC) exam, the National Certified Counselor (NCC) exam, or the National Clinical Mental Health Counselor (NCMHC) exam. Students who do not pass the CRC or NCC will be required to take a comprehensive exam through the MRC program to graduate (required for students admitted Fall 2022 and after).

### **New Certificate Program– Certificate of Clinical Rehabilitation Counseling**

The USU MRC program has proposed and received approval by the USU Board of Regents for a certificate in Clinical Rehabilitation Counseling. The program 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 USU MRC faculty have worked with the Utah Mental Health Counselor’s Association (UMCHA) Governing Board and the two CMHC representatives to the DOPL Licensing board to finalize this curriculum. 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 (3 credits)
- REH 6240 Ethical Decision Making in Counseling (3 credits)
- REH 6320 The DSM of Mental Health Disorders (DSM-V-TR, 3 credits)
- REH 6350 Treatment Approaches for Addictions Disorders (3 credits)
- REH 6560 Clinical Internship (Fall, ~350 hours, 2 credits)
- REH 6560 Clinical Internship II (Spring, ~350 hours, 2 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.

## ***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. Initial Dispositional Assessment in REH 6240 Ethical Decision Making in Counseling
- c. Faculty Review of Students prior to enrollment in REH 6140 Counseling Practicum
- d. Mid-Program 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).

**Table 2. USU MRC Program Assessment Plan**

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
<b>Part 1. Student Information</b>				
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.
<b>Part 2. Remediation &amp; Retention</b>				
	<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.
<b>Part 3. Post Graduation Information</b>				
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>	Data collected and presented in aggregate form.	Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.

		<u>When:</u> Each Spring Semester via he alumni survey and direct student contact.		
	Percentage of Graduates Employed	<u>How:</u> Via a post graduate survey  <u>When:</u> Distributed each May (~three weeks post graduation) and direct graduate contact.	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.
<b>Part 4. Quality Learning Environment</b>				
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	Students rate both the	Individual data will be reviewed

		<p>evaluations as administered by the USU Office of Data and Analytics.</p> <p><u>When:</u> End of each semester.</p>	<p>course and the faculty based on the USU Office of Data Analytics procedures. Averaged data will be reported.</p>	<p>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.</p>
	<p>Student evaluation of clinical site.</p>	<p><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.</p> <p><u>When:</u> End of Summer and Spring Semesters.</p>	<p>Student ratings of their site supervisor will be scored. Averaged data will be reported.</p>	<p>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.</p>

**Part 5. Student Learning**

<p>Professional Counseling Orientation and Ethical Practice (3.a.10.)</p>	<p><u>Assessed by:</u></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/</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6240 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6240 and through Site Supervisor evaluations</p>	<p>Assessment will review signature assignment grade, overall grade in REH 6240, and feedback</p>	<p>Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.</p>
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	Internship Sites.	from Practicum/Internship.	from site supervisors.	
Social & Cultural Identities and Experiences (3.b.2.)	Assessed by: <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.)	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>	<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	Assessed by: <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	Assessed by: <ul style="list-style-type: none"> <li>Signature Assignment (Counseling Skills Analysis)</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6130 and Practicum/Internship Coordinator.</p>	Assessment will review signature assignment grade, overall	Data is reviewed by the faculty in the annual retreat to determine any necessary

	<ul style="list-style-type: none"> <li>Overall grade in the course.</li> </ul> <p>Supervisor Evaluations from Practicum/ Internship Sites.</p>	<p><u>When:</u> At the end of REH 6130 and through Site Supervisor evaluations from Practicum/Internship.</p>	<p>grade in REH 6130, and feedback from site supervisors.</p>	<p>programmatic changes.</p>
Group Counseling & Group Work	<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 6250 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6250 and through Site Supervisor evaluations from Practicum/Internship.</p>	<p>Assessment will review signature assignment grade, overall grade in REH 6250, and feedback from site supervisors.</p>	<p>Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.</p>
Assessment & Diagnostic Processes	<p>Assessed by:</p> <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>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6190.</p> <p><u>When:</u> At the end of REH 6190.</p>	<p>Assessment will review signature assignment grade, overall grade in REH 6190.</p>	<p>Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.</p>
Research & Program Evaluation	<p>Assessed by:</p> <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam – <i>changing in Fall 25 to be the 2<sup>nd</sup> research article critique</i>)</li> <li>Overall grade in the course.</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6230 and Practicum/Internship Coordinator.</p> <p><u>When:</u> At the end of REH 6230.</p>	<p>Assessment will review signature assignment grade, overall grade in REH 6230.</p>	<p>Data is reviewed by the faculty in the annual retreat to determine any necessary programmatic changes.</p>
Rehabilitation Counseling (2016 CACREP)	<p>Assessed by:</p> <ul style="list-style-type: none"> <li>Signature Assignment (Final Exam)</li> </ul>	<p><u>How:</u> Reviewed by Instructor of Record for REH 6100.</p>	<p>Assessment will review signature assignment grade,</p>	<p>Data is reviewed by the faculty in the annual retreat to determine any necessary</p>

Standard, 5.H.3.K)	<ul style="list-style-type: none"> <li>Overall grade in the course.</li> </ul>	<u>When:</u> At the end of REH 6100.	overall grade in REH 6100.	programmatic changes.
Clinical Rehab. Counseling (2024 CACREP Standards, 3.D.10)	<u>Assessed by:</u> <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.

### Doctoral Program (RCES) Assessment Plan

This plan can also be found in the doctoral student handbook for the RCES specialization (Appendix B).

The comprehensive assessment plan for the doctoral rehabilitation counselor education and supervision program includes a systematic evaluation of program objectives driven by program faculty.

Assessment of current students' knowledge, skills, and dispositions occurs regularly and systematically using multiple measures. Alumni, field-site supervisors, employers, and other key stakeholders are encouraged to participate in the process of continuous improvement. As we make the transition to CACREP accreditation, a small number of the processes set forth in this assessment plan are planned for adoption in the near future, while most are already in place.

### Timeline of Student Assessment

Each student's progress is systematically assessed at several points during the program. Table 1 shows a timeline of this assessment.

Table 1. Timeline of Student Assessment

<u>Event (Time Period)</u>	<u>Assessment(s)</u>	<u>Evaluator</u>
Application Review & Admissions (Annually in Spring Semester)	Academic Transcripts Work Experience Letters of Recommendation Personal Statement Writing Samples Interviews	All Doctoral Faculty
Annual Review of Student Progress (Annually in Spring Semester)	Grade information Dispositional Assessment Advisor and Other Faculty Observations Faculty Review	-Instructor of REH 7050 or 7750 review of dispositional assessment -All Faculty

After One Full Year of Enrollment (Annually in Early Fall Semester)	Preliminary Examination		Preliminary Exam Review Team
Enrollment in -SPED 7820: Teaching in Disability Disciplines -Teaching Internship (variable)	Grade in SPED 7820 Supervisor Ratings of Teaching		Course Instructor Internship Supervisor
Enrollment in -REH 7750: Social and Legal Context of Disability -Leadership & Advocacy Internship (as applicable) (variable)	Grade in REH 7750 Supervisor Ratings of Leadership and Advocacy		Course Instructor Internship Supervisor
Enrollment in -SPED 7420: Evidence-Based Practice -Research Internship (variable)	Grade in SPED 7420 Supervisor Ratings of Research		Course Instructor Internship Supervisor
Enrollment in -REH 7790: Theoretical Foundations of Counseling -Counseling Internship (variable)	Grade in REH 7790 Supervisor Ratings of Counseling		Course Instructor Internship Supervisor
Enrollment in -REH 7760: Clinical Supervision -Supervision Internship (variable)	Grade in REH 7760 Supervisor Ratings of Supervision		Course Instructor Internship Supervisor
Product Completion (variable)	First-author publication for submission Conference presentation Conduct a literature review Participate in a grant submission		Product supervisor

Dissertation (variable)	Dissertation Proposal Dissertation Defense		Dissertation Committee

**Benchmarks of Student Progress:**

**Benchmark 1: Admissions**

- x During the admissions process, student data (e.g., demographics, GPA, standardized test scores as applicable), personal statements, letters of recommendations, and group and individual interviews are reviewed to assess applicants and make admissions decisions.

**Benchmark 2: Annual Evaluation**

- x Early in the spring semester in the program, each student will be reviewed by faculty, and if any concerns or issues are identified, remediation plan will be developed.
- x The following information will be reviewed at this time:
  - o Grade information - Students must maintain a GPA of at least 3.0, with an average grade of “B” in all graduate-level coursework
  - o Disposition information – Student disposition information (see Dispositional Assessment Policy)
  - o Other observations or interactions with the student in or out of the classroom
  - o Preliminary Exam results (Only after Year One)

**Benchmark 3: Enrollments in Key Classes and Completed Products**

- x Students are reviewed by the faculty for key courses that are mapped to the five areas of doctoral study. Each area is represented by a didactic course and an internship experience.
- x The following information will be reviewed at this time:
  - o Grade information - Students must maintain a GPA of at least 3.0 for each key class
  - o Internship supervisor ratings must be satisfactory
  - o Disposition information – Student disposition information (see Appendix X for the disposition policy)
  - o Completed products must achieve satisfactory ratings from supervisor

1

**Benchmark 4: At the End of the Program**

- x Students will be reviewed by the faculty at the end of the course sequence, utilizing the following information to determine if students qualify for graduation:

- Evaluation of both clinical performance and dispositions by internship supervisors and instructors. Students must obtain a “B” in the internship course and achieve a rating of 3 on each component of the disposition plan in order to graduate.
- Review of course grades. Students must have a GPA of 3.0 in order to graduate.
- Review of dispositions by the faculty. Students must achieve a rating of 3 on each component of the disposition plan in order to graduate.

If a student fails to meet expectations in any of the above areas, the faculty will meet to determine the appropriate course of action, per the Retention, Remediation and Dismissal policy.

**Assessment of Program Outcomes:**

In addition to student progress, we systematically assess our program outcomes in order to ensure that the education that we are providing to students is outstanding. We do this in several ways. First, we assess outcomes in the five core areas of the Ph.D. curriculum. We have developed Key Performance Indicators (KPI) related to standards within these areas, in order to assess area in multiple ways over multiple points in time. Each core area has two to four KPIs that are targeted toward one specific standard in that area.

**Key Performance Indicators**

<b>Ph.D. Program Outcomes</b>	<b>Corresponding CACREP Standard (2024)</b>	<b>Primary Course</b>	<b>KPIs (At least two Measures across multiple time points)</b>
Counseling: Students will possess the knowledge to effectively conceptualize clients from multiple perspectives and apply that knowledge in counseling practice.	6.B.1.c. Conceptualization of clients from multiple theoretical perspectives	REH 7790 Theoretical Foundations of Counseling;  REH 7350 Counseling Internship	Measure #1: <ul style="list-style-type: none"> <li>● Grade of ‘B’ or higher on Final Case Conceptualization Assignment in REH 7790 (Theories of Counseling).</li> </ul> Measure #2: <ul style="list-style-type: none"> <li>● A passing grade in the Counseling Internship (REH 7350), with direct supervisor ratings averaging adequate or above for fieldwork</li> </ul>
Supervision: Students will possess the knowledge needed for developing a personal style to counseling	6.B.2.e. Opportunities for developing a personal style of counseling	REH 7760 Clinical Supervision;  REH 7330	Measure #1: <ul style="list-style-type: none"> <li>● A grade of “B” or higher on the Professional Issues in Supervision Presentation</li> </ul>

supervision and apply that knowledge in supervision practice.	supervision grounded in theory and research	Supervision Internship	<p>Measure #2:</p> <ul style="list-style-type: none"> <li>• A passing grade in the Supervision Internship (REH 7330), with direct supervisor ratings averaging adequate or above for fieldwork</li> </ul>
Teaching: Students will possess the knowledge of roles and responsibilities related to educating counselors and apply that knowledge in their own teaching.	6.B.3.a. Roles and responsibilities related to educating counselors	<p>SPED 7820 College Teaching;</p> <p>REH 7340 College Teaching Internship</p>	<p>Measure #1:</p> <ul style="list-style-type: none"> <li>• A grade of “B” or higher on the Instruction on Specialization presentation</li> </ul> <p>Measure #2:</p> <ul style="list-style-type: none"> <li>• A passing grade in the Teaching Internship (REH 7340), with direct supervisor ratings averaging adequate or above for fieldwork</li> </ul>
Research and Scholarship: Students will possess the knowledge of how to write for peer-reviewed journal publications and apply that knowledge in practice.	6.B.4.h. Professional writing for peer-reviewed journal publication	<p>REH 7050 Professional Issues in Rehabilitation Counselor Education;</p> <p>REH 7060 Research Internship</p>	<p>Measure #1:</p> <ul style="list-style-type: none"> <li>• A grade of B or higher on the final paper in REH 7050</li> </ul> <p>Measure #2:</p> <ul style="list-style-type: none"> <li>• A passing grade in the Research Internship (REH 7060), with direct supervisor ratings averaging adequate or above for fieldwork</li> </ul> <p>Measure #3</p> <ul style="list-style-type: none"> <li>• Passing grade for the Review of Literature product (REH 7040)</li> </ul> <p>Measure #4</p> <ul style="list-style-type: none"> <li>• Passing grade for the 1st Author Manuscript product (REH 7080)</li> </ul>

<p>Leadership and Advocacy:</p>	<p>6.B.5.a. Theories, models, and skills of leadership</p>	<p>REH 7750 Social and Legal Context of Disability;</p> <p>REH 7050 Professional Issues in Rehabilitation Counselor Education</p>	<p>Measure #1:</p> <ul style="list-style-type: none"> <li>• A grade of B or higher on the Reflection on Leadership and Advocacy assignment in REH 7750</li> </ul> <p>Measure #2:</p> <ul style="list-style-type: none"> <li>• A grade of B or higher on the Policy and Law to Practice Final assignment in REH 7750</li> </ul> <p>Measure #3:</p> <ul style="list-style-type: none"> <li>• A grade of B or higher on the Professional Issues Final Paper in REH 7050</li> </ul>
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Each spring, faculty aggregate KPI and dispositions data, compare results to minimum thresholds, analyze multi-year trends, and document actions for unmet thresholds (curriculum revisions, added learning experiences, rubric calibration). We also summarize graduate outcomes (exams, completion, employment), fieldwork placement rates, and diversity indicators, and we post an Annual Academic Quality Report on our website.

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

### Vital Statistics

Table 3. Master's Degree Program

Descriptive Statistics of Applicants and Students	20-21	21-22	22-23	23-24	24-25	25-26
<b>Applicants</b>						
# of Applicants	13	25	26	33	38	24
Admitted	13	25	26	33	33	23
Denied	0	0	0	0	5	1
Withdrew after admission	8	9	9	9	7	4
Rejected offer	4	5	5	8	7	4
Attended, but dropped out later	4	4	4	1	0	0
Average GPA of admitted students	3.21	3.45	3.43	3.55	3.44	3.62
Average GPA of denied students	NA	NA	NA	NA	3.62	3.89
<b>Demographics of All Applicants</b>						
Female	9	20	19	23	32	17
Male	4	5	6	10	6	7
Other	0	0	1	0	0	0
<b>Race/Ethnicity of All App</b>						
White	12	21	20	25	32	19
Black/African American		1		4	2	1
Hispanic of any race	1	2	3	1	3	2
Asian		1		2		2
American Indian/Alaskan Native					1	
Native Hawaiian/Pacific Islander				1		
Bi-racial (Multiple/Multicultural)			3			
Unknown (Other)						
International Student/Nonresident Alien				1	1	
Percent of Non-White Students	8%	16%	23%	26%	16	21%
Comparison to Utah % of Non-White Population	20.7%	20.7%	24.3%	24%	22.7%	24.3%
Comparison to US Census Data	39.1% as of the 2020 US Census					
<b>Other Data Points of Applicants</b>						
Veteran Status	1	2	3	4	2	2
Disability	1	3	5	5	13	8
<b>USU Graduates</b>						
# of MRC Students Graduated	13	13	9	18	20	~16
Average GPA of Graduating Class	3.86	3.92	3.89	3.86	3.97	TBD

% of Graduates Employed	100%	100%	100%	94%	100%	TBD
# of graduates who passed CRC exam	9	9	6	14	14**	TBD
Mental Health Focus	2	5	4	6	12	~10
# of Certificate Graduates	7	10	3	3	6	~11
# of Non-degree Seeking Graduates	30	14	8	4	7	~2
Numbers for Current School Year (25-26) are estimates (~) based on # of students and current trajectories.						

\*2025-2026 only includes data from Fall 2025

\*\* Fourteen of the 2025 graduates took and pass the CRC exam. Five students passed other national counseling exams (e.g., NCC or NCMHC). One student has yet to take the CRC and the exam is scheduled.

Table 5. Doctoral Students

Descriptive Statistics of Applicants and Students	2021	2022	2023	2024	2025	2026	
<b>Applicants</b>							
# of Applicants	1	1	1	6	2	Pending	
Admitted	1	1	1	3	2		
Denied	0	0	0	1	0		
Withdrew after admission	0	0	0	0	0		
Rejected offer	0	0	0	2	0		
Attended, but dropped out later	0	0	0	0	0		
<b>Demographics of All Applicants</b>							
Female	1	1	1	3	-	Pending	
Male	-	-	-	-	2		
Other	-	-	-	-	-		
<b>Race/Ethnicity of All App</b>							
White	1	1	1	2	2		
Black/African American	-	-	-	-	-		
Hispanic of any race	-	-	-	1	-		
Asian	-	-	-	-	-		
American Indian/Alaskan Native	-	-	-	-	-		
Native Hawaiian/Pacific Islander	-	-	-	-	-		
Bi-racial (Multiple/Multicultural)	-	-	-	-	-		
Unknown (Other)	-	-	-	-	-		
International Student/Nonresident Alien	-	-	-	-	-		
Percent of Non-White Students	-	-	-	-	-		

Comparison to Utah % of Non-White Population	20.7%	20.7%	24.3%	24%	22.7%	24.3%
Comparison to US Census Data						
Other Data Points of Applicants						
Veteran Status	-	-	-	-	-	Pending
Disability	-	-	-	-	-	
USU Graduates						
# of RCES Students Graduated	-	-	-	-	-	Pending
Average GPA of Graduating Class	-	-	-	-	-	
% of Graduates Employed	-	-	-	-	-	

## Review of Instructional Quality

Table 6. Master's Degree

Quality Instruction – Recruit/Maintain quality faculty and instructional resources.						
Ratios	21-22	22-23	23-24	24-25	25-26	
Faculty to Student Ratios						
Total Number of Enrolled Students	107	75	99	90	72	
Total Number of Student Credit Hours Generated	1,168	1,166	1,490	1,507	575	
Total Number of MRC Degree Students	44	47	59	54	56	
Total Number of Rehabilitation & Disability Studies Certificate Students	51	10	19	13	11	
Total # of Category 3 Students (CRC)	33	18	17	9	3	
Total # of CMHC “Work Up” Students	9	-	4	8	2	
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)	41	45	33	32	30	
FTE Faculty to FTE Student Ratio	~1:8	1:9	~1:7	~1:6	~1:6	
CORE Faculty to Non-Core Faculty						
	21-22	22-23	23-24	24-25	25-26	
Number of Core Faculty	5	5	5	5	5	Im progress
Number of Non-Core Faculty	1	1	1	2	2	
Number of Affiliated Faculty	8	7	5	3		
Class Sections taught by CORE Faculty	11	11	12	13		
Class Sections taught by Non-CORE or Affiliated Faculty	11	10	9	8		

Percentage of credits taught by CORE Faculty (Total of 61 credits for the USU MRC degree)	45%	60%	58%	59% See Appendix A	
<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				In progress
Average Course Evaluation USU					
Average USU MRC Instructor Evaluation					
Percent of MRC Courses Above USU Average					
<b>Student Evaluation of Clinical Sites</b>					
	21-22	22-23	23-24	24-25	
Practicum – Rating of Site Supervisor (6-point scale)	Not Calculated				See Appendix B
Internship I – Rating of Site Supervisor (6-point scale)					
Internship II- Rating of Site Supervisor (6-point scale)					

### Specific Groups Discussed in Fall REH Team Meeting

The Annual REH Program retreat is held each fall prior to the start of the semester. During this time, all faculty and staff are present and discuss the program generally. Students of concern, student progress through the summer practicum, and the start of the new school year are the primary topics. In addition to these general topics, specific discussion on the following groups occurs.

- **Non-traditional students:** The majority of our students are non-traditional students. Most are working full time and are older with families and other life obligations. This can create strain on the students as they seek to balance the demands of work, life, and school. The curriculum review based on student feedback and faculty discussion led to the decision to turn REH 6260 Human Growth and Development to decrease the number of weeknights dedicated to live instruction giving students more flexibility with their coursework commitments.
- **Veterans:** The Veterans Administration, specifically the Veterans Health Administration and VA Vocational Rehabilitation Program is supporter of the program and this employment sector requires the CRC credential. Although we do not have a specific course on serving veterans, with the growing number of veterans in our program and with many of them wanting to be employed with the VA VRE programs, we continue to discuss potential concerns and opportunities in serving this population.
- **Individuals with Disabilities:** The USU REH Programs are committed to the promotion of equality for IWDs across work, life, educational, and social domains. One of the

discussion topics was the need for a standardized statement on classroom accommodations to be sent to all students. Students who may need accommodations are encouraged to work with the USU Disability Resource Center (DRC) for accommodations. Although individual instructors can extend professional courtesies to students on a case-by-case basis, if long term accommodations are needed for disability related concerns, these are to be arranged by the USU DRC.

### Student Ratings of Coursework

The following are student ratings of the courses for the Master’s of Rehabilitation Counseling for the last four years. This information is used in the annual REH Team Retreat held each fall. This data aides in the discussion of course allocations to faculty. Review of KPIs, Individual Course Ratings, and corresponding data on the CRC help to ground instructional assignments in data-based decision making.

For the doctoral program, only those classes with a CORE REH faculty member as the instructor of record are include for analysis and subsequent review and discussion.

The following is the combined score based on student ratings of their perceived progress on course objectives, and perception of teaching excellence and course excellence. This data is collected and aggregated by the USU Office of Data and Analytics. For semesters when a course was not offered, had a low response rate, or was taught by a doctoral student as part of their doctoral program of study, no scores are reflected. Given the extra data collected on these courses from site supervisor and student ratings of the experience (see Appendices B and C) and the high number of sections offered, practicum and internship scores are shown as an aggregate score across the sections. Some data for the current calendar year is not available as the course is “in progress”. Range of scores is as Follows:

- Much Lower (Lowest 10%): Below 37
- Lower (Next 20%): 38 – 44
- Similar (Middle 40%): 45 – 55
- Higher (Next 20%): 56-61
- Much Higher (Highest 10%): 62 or Above

*Table 7. Aggregate Course Ratings*

Course Title	Academic Year				
	2021	2022	2023	2024	2025
REH 6100 Professional Counseling Orientation	62	45	58	58	-
REH 6110 Medical Aspects of Disability (Fall)	48	44	56	-	-
REH 6110 Medical Aspects of Disability (Spring)	-	-	-	47	30
REH 6120 Psychosocial Aspects of Disability (Spring)	52	63	58	62	59
REH 6120 Psychosocial Aspects of Disability (Summer)	-	46	55	-	-
REH 6130 Counseling Skill Development	60	61	58	54	55
REH 6140 Counseling Practicum	-	61	54	-	-
REH 6150 Case Management for Health Professions	57	60	34	46	-

*no longer offered as part of the program of study					
REH 6160 Career Development, Analysis, and Placement	39	30	47	51	-
REH 6170 Counseling Internship I	51	64	61	60	-
REH 6175 Counseling Internship II	62	59	66	62	60
REH 6180 Mental Illness, Disability, and Trauma	-	47	47	-	58
REH 6190 Vocational Assessment in Rehabilitation Counseling	30	32	31	33	59
REH 6200 Theories of Counseling	51	58	60	60	-
REH 6210 Mental Health Assessment	56	56	61	-	60
REH 6220 Multicultural Aspects of Counseling	54	52	55	-	-
REH 6230 Research in Rehabilitation Counseling	59	61	53	55	-
REH 6240 Ethical Decision Making in Counseling	63	62	-	58	-
REH 6250 Group Counseling	-	66	58	-	-
REH 6260 Human Growth and Development	49	49	53	50	-
REH 6320 The DSM V-TR	53	57	63	50	52
REH 6350 Treatment Approaches for Addictions Disorders	48	60	57	49	30
REH 6500 Fundamental Skills for Transition Services	54	31	38	24	-

Doctoral Courses Taught by CORE REH Faculty

\*Not all classes are taught each semester.

Name of Course	Academic Year				
	2021	2022	2023	2024	2025
REH 7050 Professional Issues in RC Education (Fall of Odd Years)	-	-	63	-	-
REH 7750 Social and Legal Context of Disability (Fall of Even Years)	-	72	-	67	-
REH 7760 Clinical Supervision (Spring of Odd Years)	-	-	-	-	47
REH 7780 Bioethics, Ethics, and Disability (Spring of Even Years)	-	76	-	55	-
REH 7790 Theoretical Foundations of Counseling (Spring of Even Years)	-	-	-	62	-
SPED 7820 College Teaching	-	-	-	-	53

## Assessment Outcomes of Key Performance Indicators

*MRC Program:* 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 2025 is presently in process.

*Doctoral Program:* KPIs are reviewed according to the outlined assessment plan, but due to small enrollment numbers in doctoral coursework, the results are not presented here to maintain student privacy.

Table 8. KPI Ratings

Domain			22-23	23-24	24-25	25-26
Prof. Counseling Orientation & Ethical Practice	Signature Assessment (average score)		91% (n=14)	95% (n=25)	95% (n=21)	
	% of Class with Final Grade of B or better		100%	100%	95%	
Social & Cultural Diversity	Signature Assessment (average score)		84% (n=16)	100% (n=25)	95% (n=20)	
	% of Class with Final Grade of B or better		94%	100%	95%	
Human Growth & Development	Signature Assessment (average score)		95% (n=19)	100% (n=13)	95% (n=21)	In progress
	% of Class with Final Grade of B or better		100%	100%	95%	
Career Development	Signature Assessment (average score)		96% (n=20)	96% (n=33)	100% (n=26)	
	% of Class with Final Grade of B or better		100%	100%	100%	
Counseling & Helping Relationships	Signature Assessment (average score)		99% (n=9)	87% (n=16)	95% (n=20)	
	% of Class with Final Grade of B or better		100%	88%	100%	
Group Counseling	Signature Assessment (average score)		95% (n=9)	95% (n=14)	100% (n=23)	
	% of Class with Final Grade of B or better		100%	100%	100%	
Assessment & Testing	Signature Assessment (average score)		88% (n=27)	88% (n=20)	100% (n=21)	
	% of Class with Final Grade of B or better		96%	95%	100%	
Research & Program Eval	Signature Assessment (average score)		83% (n=11)	87% (n=23)	75% (n=20)	
	% of Class with Final Grade of B or better		90%	100%	100%	

Rehab Counseling Specific	Signature Assessment (average score)	81% (n=23)	86% (n=35)	97% (n=33)	
	% of Class with Final Grade of B or better	95%	97%	100%	
Faculty Reviews					
	Pre-Practicum Review				
	• Approved for Practicum/Internship Cycle	8	18	20	16
	• Remediation Plan Enacted	0	1	0	0
Site Supervisor Rating		See Appendix C			
Pass Rate on National Exam (CRC)		8/9 89%	6/6 100%	14/14 100%	

### 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*).

Table 9. Professional Disposition Assessment

Item	Start of Practicum		End of Internship	
Knowledge & Skills	<i>m</i>	SD	<i>m</i>	SD
Dedication to an embodiment of ethical values.	5.19	.9	6.05	.59
Show unconditional acceptance.	5.31	1.29	6.10	.77
Demonstrate sensitivity to all aspects of multiculturalism.	5.01	1.25	5.71	.98
Demonstrate a counselor identity (e.g., theoretical orientation, helping disposition, professional advocacy).	4.36	1.32	5.63	.102
Demonstrate professional and personal maturity (accepting feedback, following through on commitments, commitment to professional growth).	5.50	1.05	6.05	.99
Demonstrate adequate professional administrative skills (e.g., punctuality, organizational skills, documentation, etc.).	5.35	1.27	5.73	.92
Use professional interpersonal skills.	5.56	1.1	6.22	.69
Use problem-solving skills in a timely and professional fashion.	5.24	1.09	5.93	.91

	Maintain a respectful countenance in all interactions. Recognize and honor diversity, boundaries, and appropriate communication style.	5.51	1.08	6.07	.82
	Establish appropriate personal and professional boundaries with clients, co-workers, and community partners.	5.36	1.3	6.12	.71
	Engage in difficult conversations with clients, coworkers, and/or supervisors in an appropriate manner.	4.75	1.35	5.46	.95
	Committed to a career in the counseling field and recognize the need to be a life-long learner.	5.51	1.18	6.29	1.1
	Demonstrate an awareness of my role as a counselor, including self-awareness, humility, and integrity.	5.15	1.16	6.00	.84
	Demonstrate professionalism and professional behavior in interactions with peers, supervisors, clients, and as a representative of my educational program.	5.54	1.09	6.05	.84
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.	5.08	1.16	6.07	.76
	Identify tasks that will lead to goal attainment.	4.93	1.2	5.88	.97
	Develop options to address clients' needs and problems with identified priorities.	4.74	1.26	5.93	.94
	Adjust with the client as their needs and problems evolve during the counseling process.	5.1	1.15	6.13	.85
	Communicate the link between the chosen task and the agreed upon goal.	4.82	1.16	5.83	.98
	Provide appropriate consultation and/or referral resources available in the ethnocultural communities.	4.57	1.4	5.73	1.15
	Show support when holding clients accountable for tasks completion (or non-completion).	4.67	1.43	5.73	1.04
	Apply Evidence-Based Practices (EBP)	4.49	1.4	5.60	1.11
	Design tasks to meet the unique developmental and individual needs of the client.	4.79	1.28	5.90	1.01
	Apply theory to justify the rationale behind the assigned tasks.	4.04	1.53	5.58	1.11
Goals		Start of Practicum		End of Internship	
		<i>m</i>	SD	<i>m</i>	SD
	Incorporate the client voice in the goal setting process	5.24	1.12	6.15	.78

	Demonstrate empathy in understanding the various influences which have impact the client's goals and experiences.	5.49	1.02	6.23	.71
	Allow clients to take the lead in the identification of potential goals.	5.14	1.18	6.03	.81
	Collaborate with client in the development of mutually agreed upon goals.	5.28	1.13	6.23	.74
	Cooperate with the client when establishing and implementing the treatment plan.	5.26	1.16	6.15	.78
	Apply theory to a situation in order to provide guidance in the goal setting process.	4.15	1.45	5.47	1.08
	Develop goals that follow a strengths-based approach, and identify the potential in clients (as opposed to focus solely on dysfunction or deficits).	5.19	1.08	6.03	.81
	Facilitate goal development in areas that may be in conflict with my personal values.	4.74	1.25	5.74	1.06
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	.92	6.16	.72
	Demonstrate unconditional positive regard for clients.	5.59	1.06	6.42	.76
	Adhere to ethical practice for respecting client's informed consent and other client rights.	5.67	.93	6.34	.67
	Actively avoid cultural biases and discriminatory practices in working with clients of minority backgrounds.	5.26	1.13	6.03	.87
	Address multicultural issues when presented in the session that may affect the counseling relationship or the client's ability to pursue a goal.	4.76	1.22	5.65	.98
	Demonstrate ethical behavior in the development of bonds with clients (e.g., appropriate boundaries, etc.)	5.63	1.01	6.3	.66
	Communicate in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness and sensitivity to potential cultural differences.	5.57	.87	6.27	.56
	Ensure client autonomy.	5.50	1.03	6.19	.75
	Appropriately communicate acceptance to the client.	5.54	.95	6.24	.64

Establish trust with the client as evidenced by the communication that occurs between myself and the client.	5.57	.99	6.41	.55
Maintain a nonjudgmental disposition regarding client values.	5.41	1.03	6.22	.71
Manage the power differential between counselor and client.	4.89	1.07	5.97	.9
Identify client's needs and problems in congruence with their priorities.	5.11	1.02	5.92	.83
Adjust interactions with clients to meet their individual needs and communication style.	5.33	1.1	6.05	.82
Demonstrate openness and flexibility when addressing the client's issues and problems.	5.34	.99	6.11	.77
Advocate for clients of minority backgrounds who experience institutional discrimination.	5.06	1.27	5.84	1.01
Sustain the effort to help a client whether or not they make progress.	5.11	1.2	5.95	.85

## Results from Alumni Survey

Item		Prior to 2022	22-23	23-24	24-25	25-26
Gender	Female	97	4	7	15	Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending. Pending.
	Male	24	2	3	5	
Ethnicity	Asian/Asian American	5				
	Black/ African American	10			1	
	Hawaiian/ Pacific Islander	1				
	Hispanic (any race)	5	1	1	2	
	White/Caucasian	98	5	9	16	
	Multiracial	2			1	
Other Status	Veteran	4	1		3	
	Person with a Disability				1	
Type of Program	Masters Degree in RC	55	4	8	20	
	Certificate in Rehabilitation & Disability Studies	1	1	1		
	CRCC Category III	53	1	1		
Employment Setting	State VR Agency	58	3	7	10	
	Workers Compensation					
	Veteran's Administration	7				
	Community Rehab Program	14				
	Private-for-Profit Rehab Facility	8	1			
	Community Mental Health	6		3	10	
	Other	21	2	1		
Certification	Have Obtained CRC	79	1	7	14	
	Plan on Getting the CRC	21	2	2	1	
	No Interest in Getting the CRC	15	3	1	1	

	Obtained NCC	6	1	3	3	
	Obtained NCMHC	4	1	3	2	
Licensure	Obtained State Licensure	54		2	5	
	Plan on State Licensure	46	3	4	5	
	No Interest in State Licensure	66	5	4	10	
Knowledge Domains ( <i>1 – Strongly Disagree to 6 – Strongly Agree</i> )		22-23	23-24	24-25	Overall (n=193)	
	I understand the history of rehabilitation counseling.	6.00	5.00	5.70	5.50	
	I understand the philosophy of rehabilitation counseling.	6.00	5.11	5.80	5.54	
	I understand the philosophy of transition services.	5.50	4.78	5.00	5.26	
	I understand the philosophy of customized employment.	5.50	4.44	5.50	5.27	
	I understand the role I have as a rehabilitation counselor.	5.50	5.33	5.80	5.56	
	I understand the inherent power difference I have between myself and the individuals I serve.	6.17	5.22	6.00	5.54	
	I am better able to advocate on behalf of PWDs in diverse settings.	6.17	5.00	6.00	5.46	
	I am familiar with and do my best to adhere to the CRCC Code of Professional Ethics.	6.00	5.33	5.90	5.6	
	I am familiar with and do my best to adhere to the ACA Code of Professional Ethics.	6.33	5.11	6.00	5.55	
	I am confident in my counseling skills.	5.67	5.00	5.50	5.32	
	I am confident in my ability to serve PWDs.	5.33	4.89	5.70	5.48	
	I am confident in my interaction with employers.	5.67	4.44	5.60	5.09	
	I am confident in my interaction with community partners.	5.83	4.78	5.305	5.32	
	The USU MRC Program enhanced my knowledge of ecological assessments.	5.67	5.11	5.39	5.01	
	The USU MRC Program enhanced my knowledge of vocational assessments.	5.83	5.33	5.58	5.22	
	The USU MRC Program enhanced my knowledge of mental health assessments.	5.83	5.22	5.525	5.09	
	The USU MRC Program enhanced my knowledge on how to use assessments to plan service provision.	5.50	5.11	5.305	5.23	

The USU MRC program enhanced my knowledge of how to talk with employers.	5.17	5.11	5.14	4.88
The USU MRC program enhanced my knowledge of how to serve as a disability support and resource for employers.	5.83	5.44	5.635	5.13
The USU MRC Program enhanced my knowledge of counseling theories.	6.17	5.44	5.805	5.52
The USU MRC Program enhanced my knowledge of human growth and development theories.	5.67	5.33	5.5	5.43
The USU MRC Program enhanced my knowledge of career development theories.	5.50	5.44	5.47	5.32
The USU MRC Program enhanced my knowledge of case conceptualization.	5.83	5.67	5.75	5.5.53
I am better able to conduct ecological assessments.	5.50	4.67	5.085	4.93
I am better able to conduct vocational assessments.	6.17	5.22	5.695	5.05
I am better able to recognize mental health concerns.	6.17	5.78	5.975	5.40
I am better able to use a variety of assessments to enhance holistic service provision.	5.67	5.00	5.335	5.10
I am better able to talk with employers.	5.67	5.11	5.39	4.98
I am better able to serve as a disability support and resource to employers.	5.83	5.33	5.58	5.15
I am better able to apply counseling theories.	5.83	5.56	5.695	5.43
I am better able to apply human growth and development theories.	5.83	5.22	5.525	5.37
I am better able to apply career development theories.	5.67	5.44	5.555	5.29
I am better able to conceptualize cases and identify needs.	5.67	5.56	5.615	5.46



## Appendix

**Appendix A – CORE vs None Core/Affiliated Teaching Ratio – MRC Program**

CORE		None Core or Affiliated	
Fall 2024			
REH 6100	3	REH 6170	4
REH 6160	3		
REH 6200	3		
REH 6240	2		
REH 6230	3		
REH 6260	3		
REH 6500	3		
Spring 2025			
REH 6110	3	REH 6180	2
REH 6130	3	REH 6190	3
REH 6210	2	REH 6175	5
REH 6320	2	REH 6350	3
Summer 2025			
REH 6220	3	REH 6120	3
REH 6250	3	REH 6140	3
		REH 6150	2
Totals	36 (59.9%)		25 (40.1%)

**Appendix B – Site Supervisor Assessment of Student Interns (MRC)**

<b>Counseling Internship I Average Ratings Across Students and Sites (N=39)</b>	
Adheres to ethical, legal and professional standards	<b>4.46 / 5</b>
Demonstrates appropriate social skills with support staff and other professionals	<b>4.46 / 5</b>
Assimilates new information	<b>4.25 / 5</b>
Assumes self-responsibility	<b>4.35 / 5</b>
Demonstrates appropriate boundaries with staff	<b>4.41 / 5</b>
Demonstrates positive work attitudes	<b>4.43 / 5</b>
Dresses appropriately	<b>4.15 / 5</b>
Communicates effectively	<b>4.17 / 5</b>
Functions at appropriate level of independence.	<b>4.20 / 5</b>
Knows work strengths and limitations	<b>4 / 5</b>
Listens and follows directions	<b>4.46 / 5</b>
Maintains consistent attendance and punctuality	<b>4.35 / 5</b>
Makes sound decisions	<b>4.07 / 5</b>
Meets assignment deadlines	<b>3.97 / 5</b>
Presents well during professional meetings	<b>4.17 / 5</b>
Seeks to enhance professional skills	<b>4.41 / 5</b>
Sufficiently mature to do job	<b>4.38 / 5</b>
Takes initiative when appropriate	<b>4.12 / 5</b>
Able to effectively work with diverse clientele (e.g., different racial/ethnic backgrounds, socio-economic status, disability types)	<b>4.12 / 5</b>
Work effectively with parents/families/guardians/caretakers and others to facilitate the desired outcome.	<b>4 / 5</b>
<i>Exceptional-5; Above Average-4; Meets Expectations-3; Below Average-2; Unacceptable-1</i>	
<b>Counseling Internship II Average Ratings Across Students and Sites (N=39)</b>	
<b>Counseling Activity</b>	
Assessment and appraisal	$\frac{7.92}{8.15}$
Diagnosis and treatment planning	$\frac{8.15}{8.95}$
Career vocational counseling	$\frac{5}{3.37}$

Application of individual counseling theories focused on adjustment to medical or psychosocial impact of disability	7.68 <u>7.55</u>
Application of group counseling skills focused on adjustment to medical or psychosocial impact of disability	5.1 <u>3.5</u>
Case management, referral and service coordination	8.12 <u>6.55</u>
Interventions to remove environmental, employment and attitudinal barriers	7.8 <u>6.8</u>
Consultation services among multiple parties	8 <u>7.17</u>
Job analysis, job development and placement services including assistance with job accommodations	3.6 <u>2.27</u>
Consultation related to access to rehabilitation technology	2.6 <u>1.37</u>
Knowledgeable of and ability to implement appropriate evidence-based practices	8.25 <u>9.05</u>
<i>Level of Importance in Agency: 0-Not at All Important, 2-Slightly Important, 5-Moderately Important, 7-Very Important, 10-Extremely Important</i>	
<i>Level of Skill Demonstrated by Student: 0-Unacceptable, 2-Weak, 5-Average, 7-Good, 10-Excellent</i>	
<b>Professional Disposition Ratings</b>	
Ability to relate to others/work with diverse clientele (Respecting Others)	<b>9.27 / 10</b>
Ability to communicate verbally and in writing (Communication and Interpersonal Skills)	<b>9.22 / 10</b>
Adherence to ethical codes and guidelines (Ethical Behavior)	<b>9.47 / 10</b>
Conscientiousness and mindful of the client/counselor power difference (Awareness of Self)	<b>9.05 / 10</b>
Dependability, adaptability and resourcefulness (Professional Behavior)	<b>9.35 / 10</b>
Demonstration of emotional stability and able to empathize with clientele/consumers (Emotional Stability and Empathy)	<b>9.22 / 10</b>
Organizational ability and overall presence/demeanor (Professional Appearance)	<b>9.37 / 10</b>
<i>Level of Skill Demonstrated by Student: 0-Unacceptable, 2-Weak, 5-Average, 7-Good, 10-Excellent</i>	

**Appendix C – Student Ratings of Site Supervisors**

My supervisor:	2021	2022	2023	2024	2025
Was knowledgeable about <i>Ethical Service Delivery</i>	9.5	10	9.5	9.7	
Was knowledgeable about the <i>Application of Theory</i>	8.6	9.2	8.9	9.2	
Provided <i>Timely Feedback</i>	8.6	9.6	8.6	9.2	
<i>Meet with me regularly</i> (1 hour per week)	9.2	9.9	9.1	9.4	
<i>Cared about my growth</i> as counselor	9.2	10	9.7	9.8	
Had an appropriate <i>Supervisory Style</i>	8.9	9.6	8.9	9.3	
Helped set <i>Specific Goals</i> for Supervision	7.9	9.6	8.7	8.7	
<i>Treated me like a colleague</i>	9.3	9.9	9.6	9.5	
I felt <i>Comfortable with my Site Supervisor</i>	9.2	10	9.7	9.5	
<i>Welcomed my Explanation and Case Conceptualization</i>	9.5	10	9.5	9.7	
Students rate their site supervisors using a 1 (extremely disagree) to 10 (strongly agree) Likert style scale rating.					