

**2022-2023 Program Evaluation Report
MA in Rehabilitation Counseling Program
College of Education / CSUSB**

The MA in Rehabilitation Counseling Program uses a systematic process of evaluation procedures to insure program effectiveness and efficiency. This process is focused on meeting the program's mission and objectives and it is based on both internal and external evaluations of the program. Components of the program evaluation process are designed to provide feedback to the program, which facilitates continuous improvement regarding recommendations and modifications. The following programmatic areas were evaluated during Fall 2022 through Spring 2023 with specified internal review and external review evaluation strategies from the program's evaluation plan.

Mission

The mission of the Rehabilitation Counseling program at CSUSB is to develop students to be Rehabilitation Counselors who work with individuals with disabilities. Special encouragement is given to students who wish to focus on bilingual/multicultural issues in their program. Students may work as practitioners, case managers, and administrators. The Program encourages the recruitment, retention, and successful completion of students from under-represented populations in order to ensure diversity within the profession.

1. Evaluation of the alignment of Program Mission and Objectives

- a. The program mission and objectives are evaluated by the RC Advisory Committee on an annual basis to ensure alignment with the field. During the Fall 2022 RC Advisory Committee meeting on 10/28/2022, the program's objectives and mission were evaluated, including a comparison of the objectives related to the mission. It was concluded that the mission and objectives were still on target.
- b. A comparison of the program's mission and objectives with the university, college, and department missions is conducted on an annual basis by faculty. During the Fall RC Program meeting on 10/28/2022, the program's missions and objectives were compared to the missions of the Department, the College of Education, and CSUSB. It was concluded that they are consistent with the institution's overall mission and plan.

2. Evaluation of the First Program Objective: Produce graduates to work with individuals with disabilities in the Inland Empire.

- A. This program objective was evaluated in several ways: (1) comprehensive exam results, (2) feedback from the RC Advisory Committee on an annual basis, (3) site supervisor's fieldwork student evaluation each semester, (4) course evaluations each semester, and (5) employer feedback.

Of the 19 students completing their academic program and participating in the comprehensive examination process, 10 passed at the program and/or CRCC exam level, and 7 passed an alternative exam. During the Fall RC Advisory Committee meeting on 10/28/2022, comprehensive exam results and the diagnostic feedback from CRCC exam results were reviewed with the committee. Based on the diagnostic feedback, faculty will review the curriculum for enhancement in the areas of Community

Resources & Partnerships, Counseling Theories, Techniques, and Evidenced Based Practice, Demand-Side Employer Engagement, and Case Management. The committee supported programmatic goals of enhancing the curriculum focus on ethics and professional development based on current trends and issues within the field of rehabilitation counseling. Faculty reviewed site supervisor student evaluations as part of the course review process each semester, all site supervisors expressed positive feedback on curriculum and student preparation goals. Course evaluations were reviewed by faculty in the fall RC program meeting. Employer feedback was included as part of the course review process and the Fall RC Advisory board meeting.

- B. The RC Advisory Committee provided feedback on the relevancy and content areas in the curriculum on an annual basis.

During the Fall 2022 RC Advisory Committee meeting on 10/28/2021, the RC curriculum and course sequencing was reviewed by members. It was concluded that the curriculum and content areas were still on target and relevant to the profession.

3. **Evaluation of the Second Program Objective:** Train students who can become Certified Rehabilitation Counselors
 - A. A review and analysis of opportunities is conducted on an annual basis by program faculty. During the Fall RC program meeting on 10/28/2022, the faculty reviewed the AY 21-22 comprehensive exam pass rate of 60%. Of the 15 third year cohort members, 9 students passed the CRCC exam on the first administration or at the program level of attaining a score of 900. The data received from the results of the CRC exam for every student, and cumulative cohort results directly from the Commission on Rehabilitation Counselor Certification (CRCC) help the program identify the strengths and deficits of the curriculum.
4. **Evaluation of the Third Program Objective:** Train students in the effective delivery of rehabilitation services for individuals with physical, mental, and social disabilities.
 - A. A review and analysis of coursework specific to physical, mental, and social disabling conditions is conducted on an annual basis by program faculty.

During the Fall RC program meeting on 10/28/2022, the faculty reviewed the AY 21-22 RC courses content areas related to disabilities, which included EREH 6616, EREH 6617, EREH 6618, EREH 6619, EREH 6620, EREH 6621, EREH 6622, EREH 6623, EREH 6624:

 - EREH 6616 (Medical Aspects of Disability Across the Life Span) Medical aspects of disabilities including implications of disabilities for vocational adjustments and rehabilitation processes. Theories of learning and human growth/development using life span approach from a rehabilitation counseling perspective.
 - EREH 6617 (Counseling Theories and Psychosocial Aspects in Rehabilitation) Review of fundamental bases of measurement, criteria for evaluating tests, review of instruments in major categories to assess the functioning abilities and work potential of individuals with disabilities.

- EREH 6618 (Addictions & Co-Existing Disabilities) Broad understanding of issues and trends in substance use disorder and behavioral addiction treatment in a multicultural and diverse society with a specific focus on treatment methods that reflect the culture-specific values and treatment needs of clients.
- EREH 6619 (Counseling Skills/Practicum) Supervised counseling practice; intensive analysis of counselor ethics, styles, methods. Application of counseling skills, theories and techniques working with individuals with disabilities.
- EREH 6620 (Multicultural Rehabilitation Counseling) Focus is on building multicultural competencies with cultural, economic, and psychosocial processes relative to people from diverse and underrepresented populations and societies. Theory and techniques of counseling skills serving diverse populations relating to individuals with disabilities. Analysis of differing socioeconomic, racial, and social backgrounds of individuals with disabilities.
- EREH 6621 (Psychiatric Rehabilitation Diagnosis & Psychopharmacology) Emphasis will be placed on treatment planning to reach vocational goals and optimal independent functioning for individuals with psychiatric disabilities. This course is intended to cover psychiatric diagnosis, psychopharmacology, and the application of medication to all the major diagnostic categories contained in DSM.
- EREH 6622 (Theoretical & Practical Applications of Case Management, Job Placement) Application of methods and techniques of case management / job placement with different client populations in rehabilitation settings. Intensive analysis of counselor ethics, styles, methods. Job analysis, job seeking training skills, placement and follow-up for rehabilitation clients.
- EREH 6623 (Group Counseling) Theories and techniques of group counseling in rehabilitation settings with individuals with disabilities. Integration of theory, experience and research in group counseling; ethical and multicultural considerations.
- EREH 6624 (Assessment, Research & Program Evaluation) Review of fundamental bases of measurement and assessment tools to assess the functioning abilities and work potential of individuals with disabilities. Principles of research design and methods of data collection to facilitate knowledge of rehabilitation research. Program evaluation includes analysis of development and utilization of an agency system in rehabilitation settings with focus on system design, monitoring techniques and service program development.

B. Course objectives are reviewed by the RC Advisory Committee on an annual basis.

Course objectives were reviewed by the RC Advisory Committee during the Fall meeting on 10/28/2022 while discussing the curriculum as a whole.

5. **Evaluation of the Fourth Program Objective:** Produce graduates with bilingual skills to work with individuals with disabilities.

A. Program-Level Assessments

1. Prior to admission, the following areas are assessed for each candidate.
 - GPA minimum of 3.0 (conditional provisional admission if GPA less than 3.0 and supported by admissions statement of intent/interview and CSUSB Graduate School)
 - Completion of a bachelor's degree from an accredited college or university

- Admission statement of intent
 - Agreement to comply with Expectations for Academic and Professional Performance
 - Interview with Program Coordinator
 - Recruitment activities are directed toward communities, agencies, and undergraduate programs for students who have bi-lingual skills to meet area agency employment needs.
2. Continuation in the program is assessed in the following areas for all students.
 - Semester GPA
 - Course-based assignments and performance tasks
 - Course grades
 - Mid-program assessment [EREH 6619]
 3. Qualification for practicum and fieldwork is assessed in the following areas for all students.
 - Semester GPA
 - B or better or Credit in courses (EREH 6619, 6625)
 - Program Coordinator review of EREH 6625 each semester course is taken by students
 4. Program completion is assessed in the following areas for all students.
 - Cumulative GPA
 - Comprehensive Examination

All students are assessed on the first two items by the RC Program Coordinator on a semester basis on these criteria. All students are assessed on the last item at a semester RC Program Meeting at the end of each quarter. For the current students, all students are on target related to these areas.

Program evaluation summary was provided to the Department Chair, Dean of College of Education, and University Administration through the campus data system.

Action Steps from Current Program Evaluation Report

1. Enhance student understanding and knowledge base of current labor market information relevant to opportunities for practice within the counseling profession.
2. Enhance student understanding and knowledge base of crisis intervention, trauma-informed, and community-based strategies, such as psychological first aid.
3. Enhance student understanding and knowledge base of qualitative, quantitative, and mixed research methods.
4. Continue strengthening curriculum focus on ethics and professional development based on current trends and issues within the field of rehabilitation counseling.
5. Continue emphasis across the curriculum to infuse AT knowledge, field-based application, and enhance student understanding of emerging AT applications.