

Rehabilitation Counseling Program Annual Report (July 2024)
2023-2024 Academic Year
Department of Special Education, Rehabilitation, and Counseling
California State University San Bernardino

A. Introduction

The Rehabilitation Counseling program's assessment system is designed to meet the CACREP requirements for assessing program and students' performance on CACREP standards throughout the sequenced course of study. The Rehabilitation Counseling Program at California State University uses a systematic process of both formative and summative evaluation procedures to insure program effectiveness and the development of student knowledge, skills, and professional dispositions. Components of the program evaluation process are designed to provide feedback to the program, which facilitates continuous improvement regarding recommendations and modifications in areas of policies, curriculum, teaching effectiveness, and program support and development.

B. Rehabilitation Counseling Program Mission: The mission of the Master's in Rehabilitation Counseling program at CSUSB, is to develop rehabilitation counseling professionals who work in varied settings with individuals from diverse disabilities and cultural backgrounds. The program is specially designed to provide the knowledge, skills, and professional dispositions necessary to serve individuals with disabilities in achieving their key life pursuits. To ensure diversity within the profession, the program encourages the recruitment, retention, and successful graduation of students from underrepresented and underserved communities.

C. Demographic Information of Current Students in the Program: The quality of applicants has been strong with most current students coming from backgrounds with experience in collaborating with individuals with disabilities and/or having personal experience. Students in the Rehabilitation Counseling program are considered non-traditional. The program student body is comprised of more mature students seeking upward mobility in their employment setting or individuals adjusting to acquired disabilities, including veterans. Recruitment from CSUSB and affiliate university undergraduate programs achieves a balance between more experienced workers and younger students providing for a rich and enhanced learning environment. The following chart includes a summary of the diverse demographic characteristics of CSUSB Rehabilitation Counseling Program students (1st, 2nd, and 3rd year cohorts) enrolled in the 2023-2024 academic year. The data presented below was obtained from the 2023-2024 year-end program evaluation survey:

Demographic Categories	Cohort Year
	First Year Cohort (16 students) – Response rate to survey – 9 responses
Gender	
Male	0%
Female	89%
Nonbinary	11%

Age	
20-29	44%
30-39	33%
40-49	22%
50-59	0%
60 or older	0%
Individual with a disability	
Yes	33%
No	44%
Not sure / Not currently	22%
Race or Ethnicity	
Hispanic	78%
Multiple ethnicity / Other	22%
Asian / Pacific Islander	0%
Black / African American	0%
White / Caucasian	0%
	Second Year Cohort (15 students) Response rate to survey – 15 responses
Gender	
Male	18%
Female	82%
Age	
20-29	18%
30-39	5%
40-49	47%
50-59	12%
60 or older	18%
Individual with a disability	
Yes	76%
No	24%
Race or Ethnicity	
Black / African American	41%
Hispanic	29%
American Indian or Alaskan Native	18%
White / Caucasian	12%
	Third Year Graduating Cohort (14 students) admitted Fall 2021 Response rate to survey – 14 responses
Gender	

Male	29%
Female	71%
Age	
20-29	36%
30-39	50%
40-49	14%
Individual with a disability	
Yes	36%
No	64%
Race or Ethnicity	
Hispanic	64%
Black / African American	21%
White / Caucasian	14%

- D. Key Performance Indicators of Student Learning:** The Rehabilitation Counseling program faculty systematically assess student learning of Key Performance Indicators (KPIs) identified from the core curriculum and area of specialization, aligning with program objectives and student learning outcomes. The program requires all students to demonstrate knowledge in each of the eight common core areas and required supervised clinical practicum and fieldwork experiences. Each of the eight common core areas and specialty standards related to student learning are assessed via multiple measures and over multiple points in time throughout the three years needed to complete the program for full-time students. These measures include:
- Assessments using assignments, presentations, weekly quizzes, in-class group work such as role-playing, mock group counseling sessions, and midterm and final exam that begin in the first semester of the program. Instructors for all the classes use rubrics to grade assignments.
 - Practicum and Fieldwork supervisor ratings assess students' counseling disposition and behaviors, ethical principles, rehabilitation counseling and agency expertise, individual counseling skills, group counseling skills, and overall professionalism. Students complete their practicum experience in the Fall semester of their 2nd year, while the fieldwork experience is completed in the Fall and Spring semester of their 3rd year.
 - Administration of the comprehensive exam in the last semester (Spring) of the program serves as an indirect measure of student learning in relation to their knowledge and skills.

All program faculty members analyze and review student progress during the monthly program meetings and work towards identifying and resolving the areas of concern. The program faculty have identified, eight KPIs for the common core area (one KPI for each of the core areas) and one major KPI for the Rehabilitation Counseling specialty area which are as follows:

Common Core & Specialty Area	Key Performance Indicator	Alignment with 2016 CACREP Standards
Professional Orientation and Ethical Practice	KPI 1: Gain an understanding of the multifaceted role of the counseling professional in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice of the profession	2.F.1.b; 2.F.1.d; 2.F.1.h; 2.F.1.K; 2.F.1.M
Social and Cultural Diversity	KPI 2: Demonstrate knowledge and skills pertaining to counseling theories, including theories of identity development and multicultural competencies to maximize access and effectiveness in providing services to underrepresented and culturally diverse populations.	2.F.2.b; 2.F.2.c; 2.F.2.f
Human Growth and Development	KPI 3: Learn to evaluate how specific medical conditions change the disability over a lifetime and the relationship to psychosocial and vocational adjustment of individuals across the lifespan.	2.F.3.e; 2.F.3.g; 2.F.3.h; 2.F.3.i
Career Development	KPI 4: Comprehend the significance of career development, and labor market survey using assessment tools and techniques relevant to career planning; decision making; and placement.	2.F.4.a; 2.F.4.c; 2.F.4.e; 2.F.4.f; 2.F.4.i
Counseling and Helping Relationships	KPI 5: Demonstrate competence in applying culturally relevant theories and models of counseling in essential interviewing and case conceptualization skills.	2.F.5.a; 2.F.5.d; 2.F.5.g
Group Counseling and Group Work	KPI 6: Identify and apply ethical and culturally relevant strategies for designing and facilitating groups.	2.F.6.e; 2.F.6.f; 2.F.6.g
Assessment and Testing	KPI 7: Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	2.F.7.e; 2.F.7.i; 2.F.7.m
Research and Program Evaluation	KPI 8: Understand the importance of research, including how to critique research and evidence-based interventions, to inform and	2.F.8.a; 2.F.8.e; 2.F.8.i; 2.F.8.j

	advance the counseling practice.	
Rehabilitation Counseling Specialty	KPI 9: Obtain the culturally relevant counseling, career planning, and case management competencies needed to effectively work with individuals with disabilities in improving their quality of life	5.H.1.c; 5.H.1.f; 5.H.1.g 5.H.2.b; 5.H.2.e; 5.H.2.i; 5.H.2.k; 5.H.2.q; 5.H.2.r 5.H.3.a; 5.H.3.f; 5.H.3.h; 5.H.3.l

E. Assessment of Program Objectives

The CSUSB Rehabilitation Counseling program has two different types of program objectives. The first set relates to the overall operation of the Rehabilitation Counseling program and the second set of objectives directly address student learning outcomes. The following tables will provide a tabulated summary of how the program objectives and students learning objectives are evaluated. The student learning objectives are assessed using assignments, presentations, weekly quizzes, in-class group work such as role-playing, mock group counseling sessions, and midterm and final exam in each of the specific courses.

M.A. in Rehabilitation Counseling Program Objectives

RC Program Objectives (PO)	Evaluation measures
PO 1: Offer a quality CACREP accredited curriculum that prepares master's level rehabilitation counseling professionals to work effectively with individuals from diverse disabilities and cultural backgrounds.	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 RC program meetings (held on the 3 rd Tuesday of every month), the faculty review the content of all the course areas related to disabilities, which included EREH 6616, EREH 6617, EREH 6618, EREH 6619, EREH 6620, EREH 6621, EREH 6622, EREH 6623, EREH 6624, and EREH 6625
PO 2: Recruit and retain qualified students that include people from diverse cultural and disability backgrounds.	During the admissions process, prospective students are required to complete the program application which gives us data about their experience in working with people with disabilities; how did they learn about the program; list of their references; and their current education. Currently, the program coordinator reviews prospective student applications, and acceptance into the program is based on the student's GPA (3.0 or higher), personal statements, and letters of recommendations.

	<p>Prospective students are required to submit a two-page personal statement (or statement of purpose) addressing their professional work history, interest in working with individuals with disabilities, reasons for pursuing the rehabilitation counseling degree and a description of their potential contributions to the field of Rehabilitation Counseling upon earning their degree. This requirement invariably allows the student to speak about their culture, experiences growing up, and how it influences their ability to work with individuals with disabilities.</p>
<p>PO 3: Train students in the effective delivery of rehabilitation services for individuals with physical, psychiatric, sensory, neurological, substance use disorders, and developmental disabilities.</p>	<p>Within the classroom, students are evaluated by the faculty supervisor in the practicum and fieldwork classes, on their counseling skills through the review of videotapes, weekly journal entries, and in-class role playing assignments. Faculty also assess students' professionalism through regular attendance, timely submission of all required paperwork and midterm and final evaluation meetings with on-site supervisors.</p> <p>On-site practicum and fieldwork supervisors evaluate students on their clinical skills, professional development, and dispositions. In addition to midterm and final evaluation meetings with the student and faculty supervisors, on-site supervisors are required to complete written midterm and final evaluation forms, as well.</p> <p>Students in the Rehabilitation Counseling Program receive hands on training experiences at their clinical sites. The program is partnered with California Department of Rehabilitation, Veterans Administration, and California Community Colleges to provide appropriate clinical training.</p>
<p>PO 4: Prepare Students to become Certified Rehabilitation Counselors.</p>	<p>Students must take the Certified Rehabilitation Counselor Exam (CRC) as part of the comprehensive exam, to</p>

	<p>complete the master's degree program in Rehabilitation Counseling. Students must take the exam in March (Spring semester of the third year) and pass it with a score of 800 or above.</p> <p>If a student does not pass the CRC exam with a score of 800 or above, they need to then attempt the in-house comprehensive examination. The exam is made of essay questions or case studies which examine students understanding on the subject matter, applicative knowledge, as well as their critical and independent thinking.</p> <p>Students receive training from the program throughout the 3 years to prep for the national certification exam. More focused preparation for the examination is provided in the EREH 6625 – Fieldwork in Rehabilitation Counseling class, during the Fall and Spring semester of their 3rd year.</p>
<p>PO 5: Facilitate an inclusive and culturally responsive learning community that enriches the students educational experience and promotes full participation.</p>	<p>This program works towards providing an inclusive environment for all students, and faculty. The following factors help in enriching the students educational experience while promoting full participation:</p> <p>The staff at Accessible Technology Services help the Rehabilitation Counseling program in making sure that all its manual, clinical forms, and classroom materials in CANVAS are accessible to faculty and students in the program.</p> <p>We are a hybrid required program. The semester is 15 weeks long, of which 8 weeks of instruction is provided face to face on campus, while the remaining 7 weeks of instruction are provided synchronously viz Zoom. Since students in the Rehabilitation Counseling program, travel from farther distances, the hybrid format helps alleviate the stress of commuting to school.</p> <p>CSUSB Pfau Library provides resources appropriate for scholarly</p>

	inquiry, study, and research relevant to the field of Rehabilitation Counseling (RC) and accessible by all RC faculty and students. The CSUSB Pfau Library has a dedicated research relevant database for the Rehabilitation Counseling faculty and students. Further, the library also provides the program with a library appointed subject guide to assist faculty and students in the scholarly inquiry process for the various courses and assignments in the Rehabilitation Counseling program.
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M.A. in Rehabilitation Counseling Student Learning Outcomes

RC Student Learning Outcomes (SLO)	Course Number and Name
SLO 1: Develop a professional counseling identity and demonstrate ability to function ethically and effectively within settings that offer counseling, vocational rehabilitation, case management, and related services to individuals with disabilities from diverse backgrounds.	EREH 6615 – Introduction to Rehabilitation Counseling EREH 6616 – Medical Aspects of Disability across the lifespan
SLO 2: Identify appropriate counseling theories and skills applicable in an ethnically diverse society with individuals, groups, and families, and demonstrate the ability to apply this knowledge in a culturally therapeutic manner.	EREH 6617 – Counseling Theories and Psychosocial Aspects of Disability EREH 6618 – Addictions Counseling EREH 6619 – Counseling Skills – Practicum EREH 6620 – Multicultural Rehabilitation in Counseling EREH 6624 – Group Counseling EREH 6625 – Fieldwork in Rehabilitation Counseling
SLO 3: Identify and apply the stages of development throughout the lifespan, including developmental goals when working with individuals with disabilities and other medical conditions.	EREH 6616 – Medical Aspects of Disability across the lifespan EREH 6618 – Addictions Counseling EREH 6619 – Counseling Skills – Practicum EREH 6625 – Fieldwork in Rehabilitation Counseling
SLO 4: Identify and apply career development theory and tools.	EREH 6622 – Theory and Practice of Case Management and Job Placement EREH 6625 – Fieldwork in Rehabilitation Counseling
SLO 5: Use case management techniques and describe the range of community resources available.	EREH 6621 – Psychiatric Rehabilitation, Psychopharmacology and Diagnosis EREH 6622 – Theory and Practice of Case Management and Job Placement EREH 6625 – Fieldwork in Rehabilitation Counseling

SLO 6: Use appropriate assessment techniques when working with individuals with disabilities and utilize the relevant information within the vocational rehabilitation counseling process.	EREH 6621 – Psychiatric Rehabilitation, Psychopharmacology and Diagnosis EREH 6622 – Theory and Practice of Case Management and Job Placement EREH 6624 – Assessment, Research, and Program Evaluation
SLO 7: Demonstrate the knowledge and skills necessary to be an effective vocational rehabilitation counselor through supervised practicum and fieldwork experiences.	EREH 6619 – Counseling Skills – Practicum EREH 6623 – Group Counseling EREH 6625 – Fieldwork in Rehabilitation Counseling
SLO 8: Read and evaluate professional research literature and incorporate relevant information into their professional development.	EREH 6615 – Introduction to Rehabilitation Counseling EREH 6616 – Medical Aspects of Disability across the lifespan EREH 6620 – Multicultural Rehabilitation in Counseling EREH 6624 – Assessment, Research, and Program Evaluation

F. 2023-2024 Academic Year changes to the program

1. Dr. Heekyung Lee, joined the Rehabilitation Counseling program as Assistant Professor on 8/1/2023.
2. On January 1st, 2023, Dr. Priyanka Yalamanchili was officially appointed as the program coordinator for the Rehabilitation Counseling program.
3. On June 30th 2024, Dr. Priyanka Yalamanchili submitted the CACREP Self Study Report for reaccreditation. Currently, the program is accredited till March 31st, 2025.
4. Rehabilitation Counseling program mission and program objectives were developed in collaboration by the core program faculty and adjunct faculty in October 2023. The program mission and program objectives were approved by the RC Program Advisory Committee in November 2023.
5. No coursework changes were implemented this academic year.
6. 14 students graduated from the RC Program in May 2024. The completion rate of the program was 100% for the 2023-2024 Academic Year. 40% of the students passed the CRC national exam at the program level. All 14 students, secured employment upon graduation, resulting in a 100% job placement rate.