

Assumption College

Master of Arts in Rehabilitation Counseling

2017 – 2018 Academic Year

Program Evaluation Report

Mission of the Rehabilitation Counseling Graduate Program

The mission of the Rehabilitation Counseling graduate program is to provide the full array of a sequenced and integrated course of professional study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities. Students will acquire the needed knowledge, competencies, values, and professional identity to provide individuals with significant disabilities the assistance and opportunities they need to achieve high quality employment, independent living, and active participation in their communities.

Learning Objectives

- 1) To educate students in counseling and rehabilitation principles and practices so that they can assist persons with disabilities to maximize their employment and independent living potential.
- 2) To educate students in the following core rehabilitation counselor practice domains: affective counseling, case management, community resource utilization, job development and placement, assessment, rehabilitation planning, vocational counseling, rehabilitation technology, rehabilitation research utilization, and ethical rehabilitation counselor practice.
- 3) To provide students with a dynamic learning experience that promotes and reinforces personal and professional values that are reflected in the rehabilitation philosophy, including consumer-centered practice, informed choice, and empowerment.
- 4) To provide supervised clinical experiences that prepare students to engage in effective rehabilitation counseling practice consistent with the Code of Professional Ethics for Rehabilitation Counselors.
- 5) To provide a course of study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities.
- 6) To prepare students to become nationally Certified Rehabilitation Counselors (CRC).

New Enrollments & Graduates

The on campus and online RC programs prefer to have 12-15 (will go up to 20) new matriculated degree students in each cohort. To do this we primarily accept students looking to begin in the Summer or Fall semesters. The table below reflects new enrollments for and graduates since 2017:

<i>Year</i>	New Enrollments			Graduates		
	<i>Campus</i>	<i>Online</i>	<i>Total</i>	<i>Campus</i>	<i>Online</i>	<i>Total</i>
2017	19	11	30	20	12	32
2018	9	10	19	12	7	19

The majority of the Summer and Fall 2018 enrollments (the 2018 cohort) identified as female (67% campus, 70% online). In the campus program, 33% of the cohort and in the online program 20% are from an underrepresented group.

Faculty & Personnel

Dr. Nicholas Cioe
Director of the Rehabilitation Counseling program.

Dr. Paul Bourgeois
Coordinator of the Online Program
Resigned in August 2018 (active search underway)

Dr. Susan Scully-Hill
HSRS Department Chair (now Director of School Counseling program)

Susan Sabelli
Clinical Coordinator

John Landers
Administrative Support

	Faculty	Course #1	Course #2	Course #3	Courses/year
1	Carlson, Marta L. (AC – Counseling Center)	RCP/RCPL 550			2
2	Castello, Laura (McLean Hospital)	RCP/RCPL 599	RCPL 698	RCPL 699	4
3	Chase, Susan (VR Private Practice)	RCP 505			1
4	Clay, Patti (BRS-CT)	RCPL 540			1
5	Corneau, Jessica (BRS-CT)	RCP/RCPL 512	RCP/RCPL 513		4
6	Coraccio, Andrea (UNUM)	RCPL 599	RCP 514		2
7	Gaughan, David (UNUM)	RCP 698	RCP 699		2
8	Harris, Heather M. (UKY-Private Practice)	RCPL 510	RCPL 525		2
9	Howe, Stefani (Federal Disability)	RCP 510			1
10	Hill, Calvin R. (Springfield College)	RCP/RCPL 502	RCP/RCPL 631		4
11	Hollender, Heaven NeuroRestorative	RCPL 505			1
12	Lahikainen, Keith A. (AC - HSRS)	RCPL 630			1
13	Matthess, Kirby Spaulding Hospital	RCPL 698	RCPL 699		2
14	Rinaudo, Nicole Providence VA	RCP 540			1
15	Scully-Hill, Susan M. (AC)	RCP 599	RCP 525		2
16	Senecal, Gary (Holy Cross, AC)	RCP 520			1
17	Schmutte, Tim (Yale University)	RCPL 530	RCPL 520		2
18	Somers, Justin (NH VA)	RCP 698	RCP 699		2

19	Sweet, Traci-Marie (Addictions Consulting)	RCP/RCPL 501			2
----	---	--------------	--	--	---

Course Schedule

The cohort model allows most students to move through their program of study with many of the same peers.

Online Program Course Schedule

TYPICAL SCHEDULE OF COURSES BY SEMESTER

FALL (YEAR 1)

RCPL 503 Foundations of the Rehabilitation Counseling Profession	3
RCPL 510 Introduction to Medical Rehabilitation.....	3

SPRING (YEAR 1)

RCPL 505 Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCPL 512 Occupational Analysis, Career Development and Job Placement	3

SUMMER (YEAR 1)

First 5-Day On-campus Session
Begins the third Monday In June

RCPL 530 Introduction to Counseling Theory and Practice	3
RCPL 502 Rehabilitation Research and Program Evaluation.....	3

FALL (YEAR 2)

RCPL 501 Substance Abuse and Addictive Disorders in Rehabilitation.....	3
RCPL 520 Principles of Psychiatric Rehabilitation.....	3

SPRING (YEAR 2)

RCPL 525 Human Growth, Development, and Disability across the Lifespan.....	3
RCPL 514 Private Sector and Forensic Rehabilitation.....	3

SUMMER (YEAR 2)

Second 5-Day On-campus Session
Begins the third Monday In June

RCPL 599 Rehabilitation Counseling Practicum	3
RCPL 550 Principles of Family and Group Process.....	3
RCPL 630 Advanced Counseling Practice	3

FALL (YEAR 3)

RCPL 513 Vocational Evaluation and Career Planning	3
RCPL 631 Cultural Responsiveness in Counseling	3
RCPL 698 Internship and Internship Seminar I.....	4

SPRING (YEAR 3)

RCPL 540 Case Management and Rehabilitation Plan Development	3
RCPL 619 The Effective Use of Technology in Rehabilitation Counseling Practice.....	3
RCPL 555 Rehabilitation Program Portfolio Review and Evaluation.....	1
RCPL 699 Internship and Internship Seminar II	4

Total Graduate Course Credits 60

Campus Program Course Schedule

TYPICAL SCHEDULE OF COURSES BY SEMESTER

FALL (YEAR 1)

RCP 502	Rehabilitation Research and Program Evaluation	3
RCP 503	Foundations of the Rehabilitation Counseling Profession	3
RCP 505	Introduction to Assessment and Appraisal of Individuals with Disabilities	3
RCP 530	Introduction to Counseling Theory and Practice.....	3

SPRING (YEAR 1)

RCP 512	Occupational Analysis, Career Development and Job Placement.....	3
RCP 520	Principles of Psychiatric Rehabilitation.....	3
RCP 510	Introduction to Medical Rehabilitation.....	3
RCP 599	Rehabilitation Counseling Practicum.....	3

SUMMER

RCP 525	Human Growth, Development, and Disability across the Lifespan	3
RCP 631	Cultural Competencies in Rehabilitation Counseling	3
RCP 501	Substance Abuse and Addictive Disorders in Rehabilitation	3

FALL (YEAR 2)

RCP 514	Private Sector and Forensic Rehabilitation ...	3
RCP 513	Vocational Evaluation and Career Planning...	3
RCP 619	The Effective Use of Technology in Rehabilitation Counseling Practice	3
RCP 698	Internship and Internship Seminar I.....	4

SPRING (YEAR 2)

RCP 550	Principles of Family and Group Process	3
RCP 540	Case Management and Rehabilitation Plan Development	3
RCP 630	Advanced Counseling Practice.....	3
RCP 699	Internship and Internship Seminar II.....	4
RCP 555	Rehabilitation Program Portfolio Review and Evaluation.....	1

Total Graduate Course Credits 60

Program Evaluation & Assessment Plan

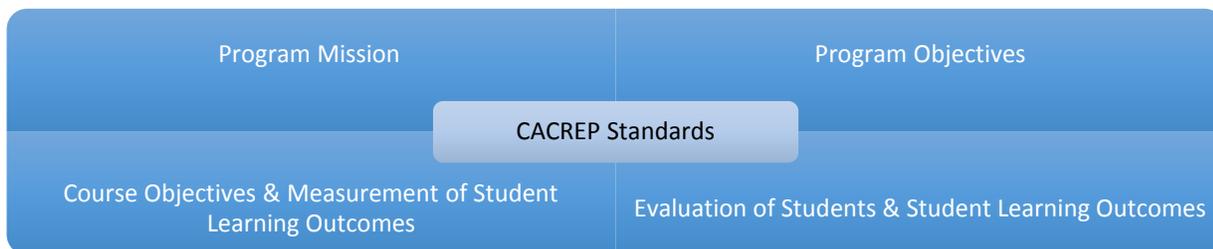
The rehabilitation counseling program has a revised and evolving assessment plan involving the collection, analysis, review, and use of data for the purpose of evaluating the program, individual students, and individual faculty members and supervisors. All of the core RCP faculty are actively involved in the program evaluation and development process.

The assessment plan is systematic and ongoing from year to year, using multiple methods of assessment. The assessments include:

- evaluation of current students' academic and personal/professional development,
- level of learning based on students' accomplishment of student learning outcomes,
- personal/professional development in counseling identity, knowledge, advocacy, skills, research, and scholarship.
- Graduates are evaluated by assessing knowledge of student learning outcomes, accomplishments, and employer/site supervisor evaluations.

- Faculty evaluate the curriculum, programs, coursework, admissions process, and current student functioning.

The following figure provides an overview of components of the program evaluation and assessment plan:



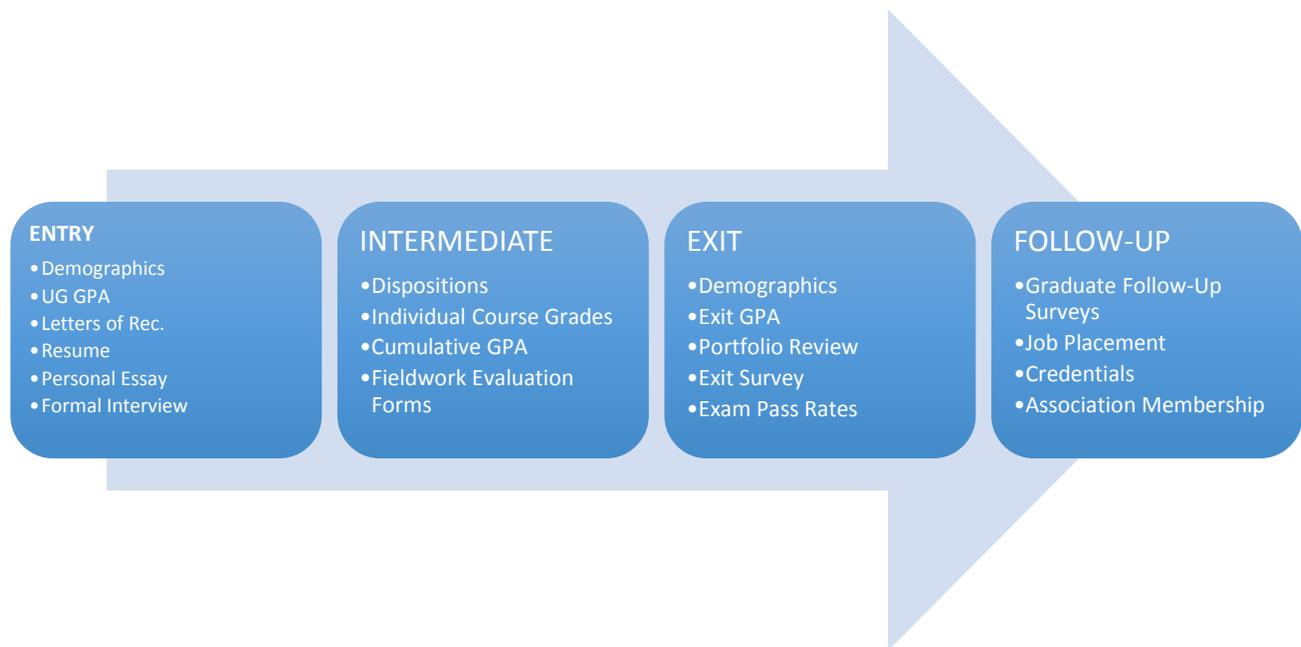
- 1) The CACREP Standards are used to inform each of the processes listed above. This is noted above by placing the CACREP Standards in the central position and noting how the standards inform each area.
- 2) The Rehabilitation Counseling Program mission is aligned with CACREP Standards and informs the development of Program Objectives.
- 3) The Program Objectives are infused into the Objectives for each course in the program. Course Objectives are aligned with the CACREP Standards and inform the development of Student Learning Outcomes.
- 4) Student Learning Outcomes are aligned with CACREP Standards and inform the measurement and evaluation processes.
- 5) Outcomes from the Student Learning Outcome measurement and evaluation processes are aligned with CACREP Standards and are used to inform the evaluation of the overall program. The ultimate goal of this process is directed at students achieving the Rehabilitation Counseling Program Mission.

Data Collection

The rehabilitation counseling program evaluation plan uses data collected from a variety of stakeholders (faculty, students, supervisors, employers) at specific stages relative to a student's progression through our program.

- Program entry/admissions
- Intermediate assessments over the course of a student's progression through the program
- Exit/graduation
- Follow-up with both our graduates and their employers

The following figure provides an overview of the data collection timeline:



Summary of Data

- 30 students graduated in May 2017 and were replaced by a 30 student cohort
- The 2018 CRC exam pass rate (88%) is higher than the 8-year cumulative program average (84%) and 30% points higher than the CRCC reported pass rate (March 2018 exam) of 58%
- 95% (estimated based on survey responses) of our graduates obtain degree-related employment prior to or within three months of graduation
- \$538,801.22 (91% of distributed RSA Long-Term training grant money) had been distributed in support of students (10/1/15 – 9/1/18). Of those funds, \$496,022 was in the form of tuition support
- Students expressed overall satisfaction with the faculty, advising, courses, and program experience
- Students are interested in meeting the qualification for licensure as a result of completing the Rehabilitation Counseling program of study
- Students would like more opportunities for electives
- Students would like more adequate parking options
- Students are not satisfied with career services or graduate housing options
- Students would also like to have more opportunities to socialize with faculty and/or students in their program and with students from other programs
- 19 students graduated in May 2018 and were replaced by a 19 student cohort

Summary

The Rehabilitation Counseling program is committed to maintaining the tradition of developing students into outstanding rehabilitation professionals. This report is a first attempt at documenting the program evaluation and assessment process for the 2017 – 2018 academic year. In the coming months and years, we will continue to refine our process to more accurately connect the abundant data collected from faculty, external stakeholders, current and former students to the program objectives. This will allow for a more transparent understanding of how data translates to program improvement, in line with the CACREP Standards. Notice of this report has been shared with stakeholders and it can be accessed via: <http://graduate.assumption.edu/rehabilitation-counseling/accreditation-and-program-outcomes>

For additional information, please contact Dr. Nicholas J. Cioe, Director of Rehabilitation Counseling (nj.cioe@assumption.edu).