



# VCU

College of Health  
Professions

Rehabilitation Counseling

Virginia Commonwealth University

Department of Rehabilitation Counseling

Rehabilitation and Mental Health Counseling Program

Concentrations:

Clinical Mental Health Counseling

Clinical Rehabilitation Counseling

Program Assessment Report 2022-2023

\*Updated August 2023

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## **Introduction**

This program assessment report summarizes all collected and analyzed data for the purposes of informing program improvement for all data available as of August 2023. Our program is currently under review for CACREP accreditation under the 2016 standards while it maintains accreditation under the previous set of standards until October 2024. The program currently holds two concentrations: Clinical Mental Health Counseling and Clinical Rehabilitation Counseling.

The program has infused the CACREP eight core areas (e.g., Professional Counseling Orientation and Professional Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Testing, and Research and Program Evaluation) across the curriculum into all syllabi. Additionally, the program has collected data on student learning outcomes pertaining to the Clinical Mental Health and Clinical Rehabilitation Counseling specialty standards. This report focuses on myriad data sets including: 1) standardized test data (CRC, NCC/NCHMCE); 2) program data from various surveys (e.g., exiting graduates, recent graduates, employers); and other collected data. In addition, this report includes recent and proposed program improvements based on collected feedback. A description and timeline of each assessment procedure is explained.

Our program assessment report includes a summary of results based on a number of sets of program data (e.g., admissions, demographics, and graduates). In addition, this program assessment report includes a summary of actions taken to improve our program, and progress toward improved outcomes. All data will be used to continually assess and improve the Rehabilitation and Mental Health Counseling program at VCU. The Department of Rehabilitation Counseling and the Dean of the College of Health Professions are engaged in annual evaluation of the department's performance through university procedures.

## **Identification of the program mission, objectives, and student learning outcomes**

The VCU Department of Rehabilitation Counseling serves as a national leader in the professional preparation of Licensed Professional Counselors and Certified Rehabilitation Counselors who will exercise skill and competence on a high technical and ethical level. Department faculty conduct active programs of research and service, and maintain high levels of teaching competence. In partnership with students, community agencies, and consumer and professional organizations, the Department endeavors to enhance the personal, social and economic well-being of the clients they serve, regardless of disability or other life circumstances.

### *Department Goals*

- To provide students with educational experiences that facilitates the development of knowledge, skills and values necessary to practice as a licensed professional counselor and certified rehabilitation counselor.

- To provide students with learning opportunities that foster culturally responsive and ethical counseling practices.
- To provide students with clinical training environments that prepare them to work in a variety of counseling settings.

***The department goals will be discussed in the results section and drive these data collection and report.***

#### *Student Program Learning Outcomes*

- Develop a professional counseling identity and demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations.
- Identify a range of counseling theories and skills applicable in a pluralistic society with individuals, groups, couples and families, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth.
- Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.
- Identify and apply the stages of development throughout the lifespan, including developmental goals, when working with individuals, regardless of disability or other impairing conditions.
- Identify and apply career development theory and tools.
- Use case management techniques and describe the range of community resources available.
- Use appropriate assessment techniques when working with individuals and utilize relevant information within the counseling process.
- Read and evaluate professional research literature and incorporate such information into their professional development.
- Demonstrate the knowledge and skills necessary to be an effective professional counselor through supervised practicum and Internship experiences.

#### *Clinical Mental Health Concentration Outcomes*

- Participate in clinical experiences focused on providing a variety of counseling services that address mental health and emotional well-being. Students will perform a wide range of therapeutic services among diverse client populations.

#### *Clinical Rehabilitation Concentration Outcomes*

- Participate in clinical experiences focused on providing a variety of counseling services with clients that include people with disabilities and/or chronic illness. Students will perform a wide range of therapeutic services among diverse client populations.

#### *CACREP Standards*

The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum as per accreditation. All department syllabi include the 2016 CACREP standards as a clear and integral

part of course objectives and to include assessment of learning outcomes related to these standards. The Clinical Mental Health and Clinical Rehabilitation specialty standards are covered in specified courses and assignments have been developed to assess Key Performance Indicators on these standards. These assignments are assessed through developed rubrics or rating forms. All instructors that teach specific courses must use the master syllabi developed to include all relevant standards and assignments for student learning outcome measurement. Our Program Objectives coincide with the Key Performance Indicators (KPI) used to measure student learning outcomes as each KPI is nested within a program outcome (see Appendix A).

### **Description and Plan for Evaluating Program Objectives**

*Exit Survey of graduates:* Graduating students in their last semester review the list of established program learning outcomes. Also, they are asked to rate their perceived level of knowledge in the CACREP core areas (i.e., Professional Standards – Ethics) on a 5 point Likert-type scale. The results are tabulated and provided to faculty for discussion and follow up revisions to specific courses and the overall program. Students also provide information on areas of program strength and areas for improvement. In addition, students are asked to evaluate practicum and internship site supervisors and faculty members. **Timeline:** Every semester

*Alumni Survey:* Biennially, an email survey is sent to alumni soliciting feedback on their perceived preparation for employment, program strengths and weaknesses, recommendation of the program, satisfaction with career choice, and employment setting. This provides a means of noting the extent to which graduates are working in the field of counseling, and permits evaluating trends in type of employment settings and job requirements. **Timeline:** Biennially (starting in 2016), graduates from the last 5 years

*Employer Survey:* In follow-up to the Graduate Survey when current employers are named, employers are sent a survey requesting feedback on the knowledge and skill level of program graduates, strengths and weaknesses of the program, and recommendations. **Timeline:** Biennially (starting in 2016)

*Clinical Supervisor Evaluation of Program:* At the completion of practicum and internship courses, clinical supervisors complete an evaluation requiring them to rate the level of student preparation for activities required of the practicum and internship experience to provide feedback on the overall training program and procedures. **Timeline:** Every semester, all supervisors

*Student Evaluation of Site:* At the completion of practicum and internship courses, students complete a review on clinical supervisors and sites regarding their experiential and supervisory experiences. **Timeline:** Every semester

*Course Evaluations:* Students complete a course evaluation at the end of each course designed to obtain student feedback in relation to key aspects of course design and delivery, and also provide student feedback on individual teaching performance. Results of these evaluations are provided to the faculty course instructor and Program Chair. Course evaluations are also used in annual faculty peer reviews. **Timeline:** Every semester

*Department Advisory Board:* In addition to their oversight of the external review process, the Advisory Board is met with at least once annually for program updates, reviews, and feedback. The Advisory Board membership consists of a diverse group of seven men and women with mental health and/or rehabilitation counseling experience in the community. **Timeline:** Annually

*Professional Disposition Evaluation of Students:* Faculty review student progress on professional dispositions throughout the program. A standard evaluation form is used for these evaluations. Faculty meet at the end of each semester to review student progress. Practicum and Internship students are also evaluated during their clinical experiences by site and faculty supervisors with the same evaluation form. **Timeline:** Every semester

*Faculty Meetings.* Faculty meet on a monthly basis to discuss relevant departmental, university, and student issues. Relevant collected data is shared and faculty continuously review and discuss potential necessary changes and updates. *Student Performance Reviews are conducted at the final faculty meeting of each semester.* **Timeline:** Every month

*Faculty Evaluation.* Faculty are required to annually update the department chair with a progress summary regarding their completed workload (e.g., course evaluations, scholarship, service, other activities). **Timeline:** Annually

*Program Evaluation by Dean.* The department is required to provide annual information regarding department and faculty performance. **Timeline:** Annually

*Student Learning Outcomes.* The identified KPI's are tracked at the termination of each semester. Collected data will be used to determine student success or failure with regard to required and expected student learning. Data will be used to identify potentially impaired students as well as provide the program feedback on teaching instruction and program requirements. **Timeline:** Each semester

All data will be compiled by the administrative assistant or designated faculty member. This information will be collected and disseminated to the faculty prior to a meeting. Additionally, the advisory board meets annually wherein all results are discussed and a report is disseminated. Between the individual faculty meeting and the advisory board meeting, necessary or desired changes based on all collected feedback will be discussed. For example, if the data show the perception that a content area is weaker than others, this course material will be reviewed and updated to address the comments.

## Evaluation results

### *Admissions, Demographics, and Graduation Data*

The program has historically had two admissions opportunities, fall and spring. However, the program is moving to a fall-only admission cycle beginning fall 2023. Our last admissions cycle for the dual program was in Fall 2022, however students chose a concentration once they entered the program from which they would graduate. All of our dual students will graduate in August 2023. As of Fall 2023, all of our students will be enrolled in a concentration. The

program utilizes a flexible cohort-based model, and students have a semi-set schedule once they are admitted to the program based on whether they are attending full- or part-time. Our admissions and enrollment rates highlight a rigorous and thoughtful admissions procedure which includes interviews with all applicants. Standard graduation for most students is August. Table 1 presents our admissions data for the year.

*Table 1. Summary of Applicants to the Master's Program (collected each year)*

	Fall 2022 Dual Program	Spring 2023 Clinical Mental Health	Spring 2023 Clinical Rehabilitation	Total
Total Applications Received	98	31	7	136
Total Offered Admissions	54	17	4	75
Admissions Rate (those who were offered acceptance)	55%	55%	57%	55%
Total Enrolled	34	14	3	51
Enrollment Rate (those who were accepted and attended)	63%	82%	57%	68%

*Table 2. Total Enrollment in the Concentrations*

	Clinical Rehabilitation Counseling	Clinical Mental Health
Total Students	19	58

The program has an ongoing commitment to student diversity and inclusion (see Table 3 for current student demographics). The inherent challenge with collecting diversity information is that students do not report such data on applications. At present, application data is the only way the program is able to collect demographic information on racial, disability, or gender identity. Much of the program's diverse identity representations are not embodied in the data below.

*Table 3a. Summary of Demographics of Current Students (collected on application only)*

Demographic	Fall 2022	Percent of total for Fall	Spring 2023	Percent of total for Spring
Full-time	66	62%	74	67%
Part-time	41	39%	37	34%
BIPOC* students	39	37%	45	41%
Students with a disability	0		0	



International	2	.02%	1	.01%
Male	20	19%	19	18%
Female	86	81%	91	82%
Transgender or Non-binary	1	.01%	1	.01%
Total Students	107		111	

*Table 3b. BIPOC\* students for fall 2022 and spring 2023*

Demographic	Fall 2022	Spring 2023
Asian	4	4
Black/African American	15	17
Hispanic/Latina/o	11	16
International	2	1
Two or more races	7	7

*Table 4. Matriculation, Graduation, and Retention Rate*

Table 4 presents the number of graduates each year. Approximately between 94 and 95% of those who enroll into the Master's Program obtain their M.S. degree.

\*Graduate data of specific concentrations will be available as of fall 2024

Academic Year	Total Students Matriculated	Total Students Graduated	Total Students who Discontinued the Program
Fall 2021, Spring 2022, Summer 2022	101 100	27	6
Fall 2022, Spring 2023, Summer 2023	107 111	46	6

*Table 5. Licensed Professional Counselor Residency Rates in Virginia*

Graduates	Fall 2020 –Summer 2021	Fall 2021 –Summer 2022	Fall 2022 –Summer 2023
LPC applicants /Graduates	19/31	20/30	22/27
Percentage	62%	67%	82%

### *Pass Rates on National Certification Exams*

Overall, our students have performed well on the CRC comprehensive exam, falling well above the national pass rate (see Table 6 for results).

*Table 6. Pass Rates on Certified Rehabilitation Counselor (CRC) Exam*

	Number Sitting: VCU	Number Passing: VCU	VCU Passage Percentage	All Candidate: Passage Percentage
10/2022-7/2023	5	5	100%	71%

*Table 7. Pass Rates on the National Certified Counselor (NCE) Exam and National Clinical Mental Health Counseling Exam (NCMHCE)*

NCE	Number Sitting: VCU	Number Passing: VCU	VCU Passage Percentage	National Passage Percentage
Fall 2021	2	2	100%	50%
Fall 2022	1	1	100%	80%

NCMHCE	Number Sitting: VCU	Number Passing: VCU	VCU Passage Percentage	National Passage Percentage
Fall 2022	5	4	80%	53%

### *Graduate Employment Success Rates*

The job placement rate for the program is outstanding, with about 90% of graduates obtaining jobs in counseling or a related field within six months of completing the M.S. program.

### *Student Development, Professional Identity, and Professional Practice*

The department has developed an effective and efficient process for assessing student development in counseling content (KPI's) and dispositions (e.g., professional identity, professional practice). Program faculty members use the professional performance indicators (dispositions) to assess all students twice per year. Additionally, all practicum and internship students are assessed on these dispositions at midterm and final of these respective courses. Each indicator is rated on a scale with the following anchors: Unable to Judge; Poor; Borderline, Acceptable, Good, Excellent. An example of the Practicum and Internship evaluation tool can be found in Appendix B. Necessary follow-up is determined for students who earn a Poor or Borderline review.

1. Dependability/Punctuality
2. Effort/Initiative/Enthusiasm
3. Cooperation/Flexibility/Openness to new ideas
4. Self Confidence/Poise
5. Warmth/Genuineness
6. Professionalism (e.g., dress, attitudes, language, collegiality)
7. Awareness of impact on others
8. Effective communication
9. Willingness to accept and use feedback
10. Seeks consultation as appropriate

All current students were evaluated in the Fall 2022 semester (N=107). After a full departmental review, 86% of students were rated Acceptable or above on the dispositions (N=92) while 14% of students received a Poor or Borderline rating on one or more dispositions (N=21). Students that received reviews with a Borderline review were contacted by their advisers or course instructors regarding the review.

All current students were evaluated in the Spring 2023 semester (N=111). After a full departmental review, 91% of students were rated Acceptable or above on the dispositions (N=100) while 9% of students received a Poor or Borderline rating on one or more dispositions (N=11). Students that received reviews with a Borderline review were contacted by their advisers or course instructors regarding the review. Student reviews are not completed in a summer semester.

Practicum and Internship students receive formal reviews by site supervisors at both midterm and final during the semesters they are enrolled in clinical placement. Campus supervisors provide a formal review of students at the end of each semester of clinical placement. Over summer 2022, fall 2022, and spring 2023, 124 midterm reviews and 231 final reviews of students (N=355) were completed combining feedback from site and campus supervisors of all students enrolled in clinical placement and (see Table 8).

*Table 8. Site and Campus Supervisor Evaluations of Practicum and Internship Students*

<b>Evaluation Prompt</b>	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Borderline</b>	<b>Poor</b>	<b>Unable to judge</b>
<b>Personal/Professional Qualities</b>						
1. Dependability/Punctuality	73%	23%	3%	1%	0%	0%
2. Effort/Initiative/ Enthusiasm	75%	23%	2%	0%	0%	0%
3.Cooperation/Flexibility/ Openness to new ideas	75%	21%	3%	1%	0%	0%
4. Self Confidence/Poise	40%	46%	11%	1%	1%	0%
5. Warmth/Genuineness	66%	30%	3%	1%	0%	0%
6. Professionalism (e.g., dress, attitudes, language, collegiality)	63%	33%	3%	1%	0%	0%

7. Awareness of impact on others	49%	44%	5%	1%	0%	1%
8. Effective communication	55%	40%	5%	0%	0%	0%
9. Willingness to accept and use feedback	78%	18%	2%	1%	1%	0%
10. Seeks consultation as appropriate	75%	22%	2%	0%	0%	1%

*Student Learning Outcome Data for Key Performance Indicators (KPI's)*

The program collects student learning outcome as an ongoing assessment measure of student learning. As per CACREP, the counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data. Assessments marked (S) is a skill-based assessment and those marked (K) are knowledge-based assessments. Below are the data from the collected student KPI's for summer 2022, fall 2022, and spring 2023.

**I. Professional Orientation and Ethical Practice**

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
<b><u>KPI 1</u></b> : ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i)	RHAB 526	Midterm (K)	100%	0%
	RHAB 616	Ethical case study related to family therapy (K)	100%	0%

**II. Social and Cultural Diversity**

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
<b><u>KPI 2</u></b> : the impact of heritage, attitudes, beliefs, understandings, and	RHAB 654	Cultural Autobiography (K)	100%	0%

acculturative experiences on an individual's views of others (CACREP II.F.2.d)	RHAB 692	Cultural Humility Assignment (K)	93%	7%
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### III. Human Growth and Development

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
<b>KPI 3</b> : effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP II.F.3.g)	RHAB 611	Case Conceptualization (S)	95%	5%
	RHAB 615	Case study (K)	100%	0%

### IV. Career Development

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
<b>KPI 4</b> : methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.i)	RHAB 623	Labor Market Survey (S)	96%	4%
	RHAB 624	Assessment Report (K)	99%	1%

### V. Counseling and Helping Relationships

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
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<b>KPI 5:</b> Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g)	RHAB 691	Recorded Session (S)	100%	0%
	RHAB 693/695	Case Conceptualization (S)	97%	3%
<b>KPI 6:</b> strategies to promote client understanding of and access to a variety of community- based resources (CACREP II.F.5.k)	RHAB 525	Community Resource Assignment (K)	100%	0%
	RHAB 633	Community Outreach Paper (K)	100%	0%

## VI. Group Counseling and Group Work

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
<b>KPI 7:</b> dynamics associated with group process and development (CACREP II.F.6.b)	RHAB 612	Group Curriculum Paper (K)	100%	0%
	RHAB 692 or 693/695	Site supervisor evaluation (S)	100%	0%

## VII. Assessment and Testing

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not Meet Expectations
<b>KPI 8:</b> reliability and validity in the use of assessments (CACREP II.F.7.h)	RHAB 624	Quiz (K)	100%	0%
	RHAB 625	Exam (K)	95%	5%

## VIII. Research and Program Evaluation

Key Performance Indicator	Course	Assessment	Exceeds or Meets Expectations	Partially Meets or Does Not
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				<b>Meet Expectations</b>
<b>KPI 9:</b> identification of evidence-based counseling practices (CACREP II.F.8.b)	RHAB 625	Quiz (K)	93%	7%
	RHAB 642	Exam (K)	89%	11%

*Master's Program Entry-level Specialty Areas*

**IX. Clinical Mental Health Counseling**

<b>Key Performance Indicator</b>	<b>Course</b>	<b>Assessment</b>	<b>Exceeds or Meets Expectations</b>	<b>Partially Meets or Does Not Meet Expectations</b>
<b>CMHC KPI 10:</b> techniques and interventions for prevention and treatment of a broad range of mental health issues  (CACREP V.C.2.b)	RHAB 691	Recorded Session (S)	100%	0%
	RHAB 695	Site Supervisor Evaluation (S)	-- (first concentration enrollment summer 2023)	-- (first concentration enrollment summer 2023)

**X. Clinical Rehabilitation Counseling**

<b>Key Performance Indicator</b>	<b>Course</b>	<b>Assessment</b>	<b>Exceeds or Meets Expectations</b>	<b>Partially Meets or Does Not Meet Expectations</b>
<b>CLRC KPI 11:</b> legal and ethical considerations specific to clinical rehabilitation counseling  (CACREP V.D.2.w)	RHAB 525	Ethics Assignment worksheet (K)	100%	0%
	RHAB 693	Site Supervisor Evaluation (S)	-- (first concentration enrollment summer 2023)	-- (first concentration enrollment summer 2023)

### *Survey Data for Program Evaluation*

In addition to assessment of student learning and professional dispositions, the Department of Rehabilitation Counseling collects data from myriad sources including: 1) current site supervisors; 2) clinical students of their site/supervisor, 3) exiting graduates at the time of graduation; 4) recent graduates and alumni; and 5) current employers of graduates. These surveys assess areas of program strengths and weaknesses, thus informing program faculty members of areas in need of improvement. Faculty members meet to discuss the results of these surveys to recommend program changes, when necessary. The results of these surveys and program improvements based on this data are presented in this report.

Below are the most recent data including the following: site supervisor evaluation of our masters' counseling program (Table 9); student evaluations of their site/site supervisor (Table 10); exiting graduate survey data (Table 11); recent alumni survey data for 2022 (Table 12); and current employer survey data for 2022 (Table 13).

*Table 9. Site Supervisor Evaluation of Program (Summer 2022, Fall 2022, Spring 2023)*

This survey was sent to all supervisors of practicum and internship students in the summer of 2022, fall of 2022, and spring of 2023 (N=24 total; practicum supervisors N=9; internship supervisors N=7; both=8).

<b>Question</b>	<b>Agree/Strongly Agree</b>	<b>Strongly Disagree/Disagree</b>	<b>Could not Judge/Not Sure</b>
<b>As a supervisor of a of Rehabilitation and Mental Health Counseling student, I believe that my student....</b>			
1. Has the capacity to establish a professional counseling identity	100%	0%	0%
2. Has the capacity to demonstrate ethical decision-making skills and the ability to integrate ethics into practice	96%	0%	4%
3. Can identify a range of counseling theories and skills applicable to a pluralistic and diverse society, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth	88%	4%	8%
4. Is aware of diverse social and cultural factors on human behavior and can demonstrate respect for the role of individual differences in their counseling practice	96%	0%	4%
5. Is aware of human developmental tenets that impact clients across the lifespan and can include these in their work with individuals, regardless of disability or other factors (including trauma)	96%	0%	4%
6. Can identify and apply career developmental theory and tools	84%	4%	12%
7. Can identify case management techniques and is familiar with the range of available community resources relevant to your job	80%	4%	16%
8. Can integrate appropriate assessment techniques and utilize relevant information within the counseling process.	96%	0%	4%



9. Can read and evaluate professional literature and incorporate relevant information into professional work	88%	0%	12%
10. Has the capacity to demonstrate the capacity to develop meaningful and appropriate therapeutic relationships with clients	96%	0%	4%
11. Has the capacity to demonstrate group leadership and facilitation	58%	0%	42%
12. Is capable of handling crisis situations and assessing for safety factors	62%	0%	38%
13. Is self-reflective and engaged in life-long learning, including the supervision process	96%	0%	4%
14. Is (or has the capacity to be) an overall competent mental health or rehabilitation counseling provider	96%	0%	4%
There was open communication between myself and the department/clinical coordinator.	92%	0%	8%
My responsibilities as a site supervisor were clearly communicated to me.	92%	4%	4%
I felt supported in my role as site supervisor by the department/clinical coordinator.	84%	0%	16%
I would supervisor another student counselor from VCU's Rehabilitation Counseling Department.	92%	8%	0%

*Table 10. Clinical Student Evaluation of Site/Supervisor (Summer 2022, Fall 2022, Spring 2023)*

Students enroll in Internship in summer, fall, and spring semesters. Students enroll in Practicum each fall. This survey is sent to all enrolled students at the completion of every semester. Completed responses was N=108 (N=28, practicum; N=80, internship).

Question	Agree/Strongly Agree	Strongly Disagree/Disagree	Neutral
<b>Please rate the following regarding your clinical experience at your site:</b>			
I had access to clients for direct service	98%	1%	1%
My orientation experiences were appropriate and useful	78%	4%	18%
I had a wide range of clinical training experiences	83%	4%	13%
I felt safe and supported at my site, including feeling part of the staff and safe to discuss concerns and questions	92%	4%	4%
I experienced personal and professional growth as a result of my work at my site	98%	1%	1%
<b>Please rate the following regarding your clinical experience with your site supervisor:</b>			
My supervisor gave me useful feedback on my role as a counselor	96%	0%	4%
My supervisor promoted my personal and professional growth	95%	1%	4%
My supervisor was an appropriate role model	95%	2%	3%

My supervisor motivated and encouraged me	94%	2%	4%
My supervisor was competent and professional	96%	1%	4%

Overall quality of training experience:

Mostly Bad – 1%

Some Bad/Some Good – 4%

Mostly Good – 19%

Very Good – 76%

*Table 11. Exiting Student Evaluation of Program (Spring/Summer 2022, Fall 2022)*

This survey is sent to all graduating students at the end of every semester. The total respondents for this year was N=7 (N=5 for spring/summer 2021; N=2 for Fall 2022;)

Out of 7 respondents:

31% were part-time and 69% were full time

71% were distance learning and 29% were on campus

57% had a job in the field secured upon graduation

3 graduates plan to pursue their CRC

2 graduates plan to pursue their NCC

7 graduates plan to pursue their LPC

2 graduates plan to pursue their C-SAC

4 reported being in school part-time, 2 with full time work and 2 with part-time work

3 reported being in school full-time, 2 with part-time work and 1 with no outside work

Question	Agree/Strongly Agree	Strongly Disagree/Disagree	Could not Judge/Not Sure
<b>As a Rehabilitation and Mental Health Counseling student and soon-to-be graduate, I believe that I...</b>			
1. Understand how to develop a professional counseling identity	100%	0%	0%
2. Can demonstrate ethical decision-making skills and the ability to integrate ethics into practice	100%	0%	0%
3. Can identify a range of counseling theories and skills applicable to a pluralistic and diverse society, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth	100%	0%	0%
4. Am aware of diverse social and cultural factors on human behavior and can demonstrate respect for the role of individual differences in my counseling practice	100%	0%	0%
5. Am aware of human developmental tenets that impact clients across the lifespan and can include these in my work with individuals, regardless of disability or other factors (including trauma)	100%	0%	0%

6. Can identify and apply career developmental theory and tools	100%	0%	0%
7. Can identify case management techniques and is familiar with the range of available community resources relevant to your job	100%	0%	0%
8. Can integrate appropriate assessment techniques and utilize relevant information within the counseling process.	100%	0%	0%
9. Can read and evaluate professional literature and incorporate relevant information into professional work	100%	0%	0%
10. Can demonstrate the capacity to develop meaningful and appropriate therapeutic relationships with clients	100%	0%	0%
11. Have developed the capacity for group leadership and facilitation	80%	0%	14%
12. Am capable of handling crisis situations and assessing for safety factors	100%	0%	0%
13. Am self-reflective and engaged in life-long learning, including the supervision process	80%	0%	14%
14. Have been trained to be an overall competent mental health or rehabilitation counseling provider	94%	6%	0%
Expectations within my course of study, the program, and the department were clearly communicated to me	100%	0%	0%
My faculty were approachable, professional, and knowledgeable	100%	0%	0%
Administrative staff were approachable, professional, and knowledgeable	100%	0%	0%
I feel qualified to work in the field of rehabilitation counseling as a result of completing this program	100%	0%	0%
I feel qualified to work in the field of mental health as a result of completing this program	100%	0%	0%
I would recommend this program to others	100%	0%	0%

*Table 12. Alumni Program Evaluation (Summer 2022)*

In the summer of 2022, alumni were contacted by the department through email and social media. A link to the survey was posted through the College of Health Professions Facebook site as well as the ARCA student organization. Participation was also encouraged at the department's alumni event held in April, 2022. Thirty people responded to the survey (N=16 graduated in the last 5 years 2017-2022; N=14 graduated 2016 or earlier)

Question	Agree/Strongly Agree	Strongly Disagree/Disagree	Could not Judge/Not Sure
<b>As a Rehabilitation and Mental Health Counseling graduate, I believe that I...</b>			
1. Have established a professional counseling identity	97%	0%	3%
2. Demonstrate ethical decision-making skills and the ability to integrate ethics into practice	100%	0%	0%

3. Can identify a range of counseling theories and skills applicable to a pluralistic and diverse society, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth	97%	3%	0%
4. Am aware of diverse social and cultural factors on human behavior and can demonstrate respect for the role of individual differences in my counseling practice	100%	0%	0%
5. Am aware of human developmental tenets that impact clients across the lifespan and can include these in my work with individuals, regardless of disability or other factors (including trauma)	100%	0%	0%
6. Can identify and apply career developmental theory and tools	90%	3%	7%
7. Can identify case management techniques and is familiar with the range of available community resources relevant to your job	94%	3%	3%
8. Can integrate appropriate assessment techniques and utilize relevant information within the counseling process	97%	0%	3%
9. Can read and evaluate professional literature and incorporate relevant information into professional work	100%	0%	0%
10. Demonstrate the capacity to develop meaningful and appropriate therapeutic relationships with clients	100%	0%	0%
11. Demonstrate the capacity for group leadership and facilitation	100%	0%	0%
12. Am capable of handling crisis situations and assessing for safety factors	97%	3%	0%
13. Am self-reflective and engaged in life-long learning, including the supervision process	100%	0%	0%
14. Am, overall, a competent mental health or rehabilitation counseling provider	100%	0%	0%
I feel qualified to work in the field of rehabilitation counseling as a result of completing this program	90%	10%	0%
I feel qualified to work in the field of mental health as a result of completing this program	97%	3%	0%
I would recommend this program to others.	100%	0%	0%

**Of the 30 respondents:**

33% identified as part-time

67% identified as full-time

25% identified as distance learning students

75% identified as on campus students

75% have obtained their CRC

50% obtained their LPC

30% are currently in LPC residency  
 15% obtained their NCC  
 4% obtained a CSAC  
 20% have other certifications or licensures not listed  
 40% are supervising residents or students

*Table 13. Current Employer Evaluation of Program (Summer 2022)*

A list of current employers of recent alumni was compiled through department knowledge and survey data from the recent graduates (N=17). This is a significantly larger response than in previous years when we had <5 respondents.

Question	Agree/Strongly Agree	Strongly Disagree/Disagree	Could not Judge/Not Sure
<b>As an employer or supervisor of the Rehabilitation and Mental Health Counseling graduate, I believe that my employee....</b>			
1. Has demonstrated a professional counseling identity	99%	11%	0%
2. Has demonstrated ethical decision-making skills and the ability to integrate ethics into practice	88%	6%	6%
3. Can identify a range of counseling theories and skills applicable to a pluralistic and diverse society, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth	94%	0%	6%
4. Is aware of diverse social and cultural factors on human behavior and can demonstrate respect for the role of individual differences in my counseling practice	100%	0%	0%
5. Is aware of human developmental tenets that impact clients across the lifespan and can include these in my work with individuals, regardless of disability or other factors (including trauma)	96%	6%	0%
6. Can identify and apply career developmental theory and tools	70%	0%	30%
7. Can identify case management techniques and is familiar with the range of available community resources relevant to my job	88%	6%	6%
8. Can integrate appropriate assessment techniques and utilize relevant information within the counseling process	94%	0%	6%
9. Can read and evaluate professional literature and incorporate relevant information into professional work	80%	0%	20%
10. Has demonstrated the capacity to develop meaningful and appropriate therapeutic relationships with clients	100%	0%	0%
11. Has demonstrated the capacity for group leadership and facilitation	83%	6%	11%
12. Is capable of handling crisis situations and assessing for safety factors	82%	0%	18%
13. Is self-reflective and engaged in life-long learning, including the supervision process	100%	0%	0%
14. Is, overall, a competent mental health or rehabilitation counseling provider	100%	0%	0%

I would hire another graduate of the Rehabilitation and Mental Health Counseling Program at VCU	100%	0%	0%
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## Dissemination of Results and Continual Improvement

These results are distributed to all stakeholders and relevant parties. The report is posted to the website for future and current student access as well as site supervisor access. The report is provided to each faculty member, department chair, the Dean's office, and the advisory board committee. The report is sent to all current students and site supervisors via email. Finally, the results are submitted for CACREP review as necessary to obtain and maintain accreditation.

The Department of Rehabilitation Counseling is dedicated to continual improvement. Faculty meet for an annual advance where matters of the department are discussed. Some topics that are included in these retreats include: 1) faculty presentation of recent course materials and discussion of course development; 2) long-term planning for department goals; 3) individual faculty goals and professional aspirations; and 4) assessment results and ideas for pragmatic improvement. A retreat was held in August 2022 where the faculty discussed necessary changes suggested by the ongoing programmatic assessment as well as goal setting for future initiatives such as a focus on addictions and substance use. The department had a specific curriculum retreat in May 2023 to discuss advancing curriculum and inclusion of DEIJ throughout.

The department has a diverse advisory board that meets annually. The advisory board includes 7 members of the Richmond area community including those with various backgrounds in rehabilitation and mental health counseling. At each advisory board meeting, annual assessment results are discussed, and the advisory board suggests possible improvements. The most recent meeting was May, 2022 with another scheduled for Fall 2023.

A clinical team is made up of two faculty and the clinical coordinator. This team meets bi-monthly during the academic year to assess the clinical coursework, placements, and remediation concerns (as necessary). This committee also discusses the assessment report outcomes that specifically relate to clinical placements (e.g., supervisor evaluation and student evaluation of site).

## Summary and Recommendations

### *Admissions, Demographics, and Graduation data*

The department's application information shows that the department ranges between 55% and 57% admissions rate for the last year and that the enrollment rate (those who enrolled out of those who were offered acceptance) ranged between 63% and 82%. These data suggest that the MS program is competitive and desirable to applicants and many of those who earn acceptance make the decision to attend. Around 90% of students who enter the master's program

matriculate to graduation. The department will continue to focus on retaining students through matriculation, including efforts to remediate and support developmental growth when necessary.

The demographic information shows that any given semester between 30-40% of students are part-time. Part-time students complete the program within 3-4 years, and full-time students complete the program in about two years. In the Fall of 2022, 63% of students identified as white and 37% identified as Black, Indigenous, and People of Color (BIPOC). In the spring of 2022, 59% of students identified as white and 41% identified as BIPOC. About 20% of the student population identifies as male, about 80% identifies as female, and about 1% identifies as transgender or nonbinary. The department is focused on recruiting and retaining a diverse student body, although more work can be done in this area. Important to note is the inherent challenge with collecting diversity information is that students are not required to report such data on applications. At present, application data is the only way the program is able to collect demographic information. Much of the program's diverse identity representations are not embodied in the current data. For example, disability and diverse gender identities are not captured in admissions data.

The College of Health Professions continually expands efforts assisting with retention and recruitment of minority and diverse students. Diversity, equity, inclusion, and justice are foundational components of the college and the department. The department will continue to focus on supporting and sustaining recruitment and retention of a diverse student body.

Around 90% of students find jobs in their field of study within six months post-graduation. Over the last several years, between 60-80% of graduates have applied for LPC residency in Virginia; 18 students who have graduated since fall of 2018 have achieved their LPC. The passage rates for the CRC exam continue to be higher than the national average. The department was recently approved by NBCC for our students to sit for the NCE or NCMHCE exams prior to graduation. At the time of this report, we have submitted two rounds of interested students to NBCC; we currently have a pass rate of 100% on the NCE and an 80% pass rate on the NCMHCE. These data support the following department goal: *To provide students with educational experiences that facilitates the development of knowledge, skills and values necessary to practice as a licensed professional counselor and certified rehabilitation counselor.*

#### *Student Performance (e.g., Personal/Professional Dispositions, and Student Learning Outcomes)*

Student performance reviews are completed by faculty at the of each semester. In the 2022-2023 academic year, between 9-14% of students were identified as borderline or below on one or more of the measured dispositions. When these identifications are made, next steps are identified based on the department's student retention and support plan. In some cases, a follow up with an advisor is all that is needed, in other cases a full remediation plan is put into place. For students in clinical placement, over 90% of students received an "excellent" or "good" rating in the personal dispositions as rated by clinical supervisors. Faculty continue to be engaged in student development and success through individual emails and phone calls to students who may be struggling. The over 90% graduation rate highlights the ongoing support faculty provide students that may need additional assistance, guidance, or practice. The clinical coordinator

engages in conversations with the site supervisor when a personal disposition rating is rated “borderline” or “poor”. The department interviews all qualified applicants to the program which allows for: 1) clearly stated program expectations for all applicants; 2) the opportunity for applicants to meet faculty and ask questions about the program in a face-to-face format; and 3) additional data point for holistic admission based on CACREP standards and professional dispositions.

For the Key Performance Indicators, 89% or more students earn a “meet” or “exceed expectations” on the identified assignments and learning measures. Most often, between 95-100% of students meet or exceed expectations. In cases where learning outcomes are not met, students are usually contacted by the instructor and remediation with instructor or the student’s advisor takes place when necessary. Generally, students meet or exceed expectations of the department, and such positive outcomes are validated through the job placement rate of graduates, positive evaluations from supervisors and employers, and high national exam passage rates. The department will continue to assess the KPI’s over the course of the next academic year. These data support the following department goal: *To provide students with educational experiences that facilitates the development of knowledge, skills and values necessary to practice as a licensed professional counselor and certified rehabilitation counselor.*

#### *Program Survey data*

In the evaluations completed by site supervisors, 92% felt supported by the department clinical faculty, 92% would supervise another student, and 86% felt like there was open communication between themselves and the clinical coordinator or practicum supervisor. Also, 96% of supervisors stated that they felt as if their students were adequately trained in the many of the program content areas. Over the past several years, the clinical coordinator and clinical team put significant effort into revising forms, policies, and procedures to better structure the clinical experiences and site supervisor roles. Additionally, the department hosts an annual 20-hour supervisor training to prepare clinicians for Virginia board supervisor credentials. The data suggests that these engagement efforts have been successful. The clinical faculty team will continue to evaluate the programmatic needs in this area.

In their evaluations of sites and site supervisors, student responses show generally positive results. Out of 108 responses over the last year, 95% rated their overall practicum/internship experience as mostly or very good. In the 5% of cases where students rated their experience as some bad or mostly bad, the clinical team will continue to evaluate these experiences and decided how to proceed. In some situations, a site visit (or call) will made by the clinical coordinator and in other situations, students may simply not be placed at that site in future semesters. Around 95% of students agreed or strongly agreed that their supervisor was competent, provided useful feedback, and supported their growth. With over 40 individual sites over the past two academic years, these data support the following department goal: *To provide students with clinical training environments that prepare them to work in a variety of counseling settings.*

Our exit survey data show that 100% of exiting graduates feel qualified to work in the rehabilitation and mental health counseling field, and 100% would recommend this program to



other students. In most items, over 100% of students agreed or strongly agreed that they were well-trained in the content areas (e.g., diversity, ethics, and therapeutic relationship). Also 100% state that they felt as if the expectations of the program were clearly communicated and 100% reported that faculty and staff were knowledgeable and supportive. These data suggest that graduates feel well-prepared to enter and sustain a career in the counseling workforce. Additionally, these data suggest that graduates feel as if the program clearly communicates expectations and that faculty/staff are supportive and knowledgeable, which are critical factors for retention.

In terms of context, 50% of respondents reported having a job immediately upon graduation. Additionally, 43% plan to pursue the CRC credential, 28% plan to pursue the NCC credential, 100% plan to pursue state licensure (LPC), and 28% plan to pursue the CSAC credential. Seven students reported on their work status and three reported having a full-time job and four reported having part-time work. As changes in the economy continue, awareness of responsibilities outside academic work is critical to supporting student engagement and overall development.

One hundred percent of exiting graduates, recent graduates, site supervisors, and employers responded “agree/strongly agree” to the prompt that students/alumni can identify diverse social and cultural factors on human behavior and can demonstrate respect for the role of individual differences in my counseling practice, highlighting the following department goal: *To provide students with learning opportunities that foster culturally responsive and ethical counseling practices.*

Our graduate/alumni survey shows that 90% of recent graduates feel qualified to work in rehabilitation counseling, 97% feel qualified to work in mental health counseling, and 100% would recommend this program to other students. Of the respondents, 75% have obtained their CRC; 50% obtained their LPC and 30% are currently in LPC residency; 15% obtained their NCC, and 40% are supervising residents or students. These data support the department’s efficacy in training a well-trained and engaged workforce.

Finally, our current employer survey shows positive results in that 100% of employers agree/strongly agree on the performance items of our graduates and 100% state that they would hire a graduate of our program in the future.

#### *Overview of Student American Rehabilitation Counselors Association (ARCA) at VCU*

The purpose of ARCA at VCU is to be an organized support group for students interested in the field of rehabilitation counseling. Rehabilitation counseling is a highly specialized field of the counseling profession that focuses on assisting, treatment of, and rehabilitation from limitations associated with physical, emotional, and cognitive disabilities, as well as mental and physical illnesses. To that extent, rehabilitation counselors serve as therapists, service coordinators, case managers, advocates, educators, and ultimately facilitators of change. Although an understanding of counseling techniques and theories serves as a foundation for rehabilitation counselors, it is through knowledge of the human body, medicine, technology, law, politics, psychology, and sociology that rehabilitation counselors function most effectively. Our

hope is to provide community amongst students, as well as advocacy opportunities, volunteering opportunities, and professional development to our members and students.

### What We Did this School Year?

- Lunch & Learns
  - During these events, ARCA provides free lunches to students and faculty and invites guest speakers to share their experiences as a professional in the counseling and helping field.
  - Scott McBean, NCC is an alumnus of VCU's Rehabilitation and Mental Health Counseling program. He is currently a resident in counseling at Northstar Community. During the Lunch and Learn, Scott shared his knowledge on working with families who serve as caregivers and sharing about his residency experience and what life looks like post-graduation.
  - Dr. Cheryl Outen, LPC, NCC is a practicing clinician at Mosaic Healing. She talked to ARCA about grief and bereavement counseling. During each session, students can ask any questions to the speaker. Lunch and Learns are a great networking opportunity also.
  - Narcan Training (Canceled due to Speaker's Illness)
- Advocacy Events
  - Equality Virginia Lobby Day
    - ARCA joining Equality Virginia for a Lobby Day at the Virginia State Capitol. During that time, we were able to learn and advocate against anti-transgender legislation regarding kids. We were able to speak directly to our local delegates including, Delegate Betsy B. Carr, and were introduced to the House of Delegates.
  - Suicide Prevention Awareness at the Out of the Darkness Walk, hosted by the American Foundation for Suicide Prevention, at Byrd Park.
- Social Outings
  - Back to School Cookout
  - Trivia Night at Mellow Mushroom
- Volunteering
  - In August, ARCA volunteered with Brunch on Broad to help feed the houseless community in Richmond. We helped organize and passed out care packages with PPE items, loathing, fresh food, and snacks.
- College of Health Professions Ram Pantry Food Drive
  - Helped collected non-perishable food for donations
- Certified Rehabilitation Counselor Exam Study Groups
  - Organized Study Groups to help students prepare for the CRC exam. 85.7% of students that were in our study group passed the CRC exam.
- General Body Meetings
  - Each General Body Meeting had a specific agenda as well as free food for our members.
  - Self-Care Activities to prioritize wellness in grad school and as developing clinicians
  - Resume/CV Training (Professional Development)
  - Finals Study Hall

### *Overall Changes and Improvements*

There are several important areas on which the department can target improvement efforts including alumni engagement, student engagement and retention, and diversity, equity, and inclusion. To address some of these issues, the department has instituted the following changes and improvements:

**Focus on diversity, equity, inclusion, and justice.** In line with the College of Health Professions and VCU, the department has made intentional steps to enhance policies, activities, and processes that support DEIJ for students, faculty, and staff. The department makes continual effort to recruit and retain diverse faculty and continue to diversify the representation of faculty within the department. This includes ensuring diverse representation of guest speakers as well as authors of textbooks, podcasts, and articles assigned for class reading. Cultural humility and its relationship to effective counseling is discussed in several courses throughout the training program and is tied to a key performance indicator. The department engaged in a curriculum review this year and assessed many courses on a number of indicators related to the inclusion of DEIJ content and overall accessibility of course processes. Faculty will continue to appraise both curriculum and class process to ensure inclusion and best practice related to DEIJ principles.

The department supports a diverse student body and efforts continue to enhance the engagement and retention of minority students which include connection with university support such as support/social groups and scholarships. This year, several students received full and partial tuition scholarships for underrepresented students from the VCU graduate school, ensuring educational access through financial support. An elective focused on affirmative counseling with LGBTQIA+ clients was offered in the fall of 2022.

Faculty are engaged in ongoing continuing education related to DEIJ topics. We would like to support student engagement with this chapter within our department and discussions among the faculty are ongoing. Additionally, ARCA will expand DEI initiatives next year and begin a subcommittee focused on supporting our diverse student body. CHP and VCU offer several supportive spaces for minority students such as various support groups.

**Alumni engagement.** Over the last few years, the department advisory board has suggested developing more consistent engagement with alumni. To address this, the department has hosted alumni CEU events the past 3 years. In April 2023, there were about 50 attendees, 25 of which collected CEUs for CRCC and LPC. The spring 2023 event and respondents reported a 4.68 out of 5 average score for overall satisfaction with the event. We provided free CRCC-approved continuing education credits for this event.

**Admissions interviews.** Our department utilizes virtual interviews for all applicants. Our goal is to enhance our holistic review process and to better communicate program expectations to applicants. In the fall of 2021, all faculty participated in a Holistic Admissions training program. All departments in the college were required to integrate holistic admissions frameworks into their processes. This practice has improved the recruitment of diverse students and enhanced the opportunity for holistic review of all applicants.

**Student research.** Faculty continue to place emphasis on supporting student engagement in research. This year, several students presented in professional, university, and student conferences related to either independent work or collaborative work with faculty. For example, two students presented at the 2023 SCRA Biennial Conferences on Community Research and Action and four students presented at the VCU Annual Graduate Research Symposium and Exhibit. Several faculty published peer-reviewed articles in collaboration with students.

**Student engagement.** The university has rolled out the use of Near Peer, an online platform designed to support students in making connections with other students, promoting enhanced retention. All students will be encouraged to join and use Near Peer beginning in the fall of 2023.

**Faculty advances.** Our department hosts a one-to-two-day faculty advance every year. This event includes discussion around future planning for the department, individual and team goal setting, and curriculum discussion. Faculty and staff discuss assessment feedback and determine how to address challenges related to course planning, student development, clinical issues, etc. In May 2023, the department held a half day retreat to discuss DEI content in coursework and collaborate on the inclusion of addictions material in courses across the curriculum.

**NCE/NCMHCE examination.** Our students have now participated in multiple rounds of NCE applications. We are excited to be able to offer this opportunity for students prior to their graduation. Data suggest around one quarter of our students plan to seek this credential either prior to or soon after graduation.

**Addition of addictions coursework.** The department is in a unique position to offer all coursework necessary for students to complete requirements to obtain their C-SAC (certification of substance use counseling) in Virginia. As of fall 2023, the department will offer the additional courses necessary to obtain this certification after graduation. Coursework across the curriculum will be adjusted to include addictions content in order to satisfy the certification requirements. The department is focused on addictions workforce development and supporting students to obtain this credential is an important area of focus.

## Appendices

### *Appendix A - Program Outcomes and Key Performance Indicators*

*1. Develop a professional counseling identity, and demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations.*

**KPI 1** : Students will demonstrate competency in understanding ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i)

**CLCR KPI 11**: Students will demonstrate competency in legal and ethical considerations specific to clinical rehabilitation counseling (CACREP V.D.2.w)

*2. Identify a range of counseling theories and skills applicable in a pluralistic society with individuals, groups, couples and families, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth.*

**KPI 5**: Students will demonstrate competency in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g)

**CMHC KPI 10**: Students will demonstrate competency in techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.2.b)

*3. Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.*

**KPI 2**: Students will demonstrate competency in understanding the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP II.F.2.d)

*4. Identify and apply the stages of development throughout the lifespan, including developmental goals, when working with individuals, regardless of disability or other impairing conditions.*

**KPI 3** : Students will demonstrate competency in understanding the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP II.F.3.g)

*5. Identify and apply career development theory and tools.*

**KPI 4**: Students will demonstrate competency in methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.i)

*6. Use case management techniques and describe the range of community resources available.*

**KPI 6** : Students will demonstrate strategies to promote client understanding of and access to a variety of community- based resources (CACREP II.F.5.k)

*7. Use appropriate assessment techniques when working with individuals and utilize relevant information within the counseling process.*

**KPI 8**: Students will demonstrate competency in reliability and validity in the use of assessments (CACREP II.F.7.h)

8. *Read and evaluate professional research literature and incorporate such information into their professional development.*

**KPI 9:** identification of evidence-based counseling practices (CACREP II.F.8.b)

9. *Demonstrate the knowledge and skills necessary to be an effective professional counselor through supervised practicum and Internship experiences.*

**KPI 5:** Students will demonstrate competency in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g)

**KPI 1 :** Students will demonstrate competency in understanding ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i)

**KPI 3 :** Students will demonstrate competency in understanding the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP II.F.3.g)

**KPI 7:** dynamics associated with group process and development (CACREP II.F.6.b)

**KPI 2:** Students will demonstrate competency in understanding the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP II.F.2.d)

**CLCR KPI 11:** Students will demonstrate competency in legal and ethical considerations specific to clinical rehabilitation counseling (CACREP V.D.2.w)

**CMHC KPI 10:** Students will demonstrate competency in techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.2.b)

### **Clinical Mental Health Concentration Outcomes**

1. *Students in the clinical mental health counseling track will participate in clinical experiences focused on providing a variety of counseling services that address mental health and emotional well-being. Students will perform a wide range of therapeutic services among diverse client populations.*

**CMHC KPI 10:** Students will demonstrate competency in techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.2.b)

### **Clinical Rehabilitation Concentration Outcomes**

1. *Students in the clinical rehabilitation counseling track will participate in clinical experiences focused on providing a variety of counseling services with clients that include people with disabilities and/or chronic illness. Students will perform a wide range of therapeutic services among diverse client populations.*

**CLCR KPI 11:** Students will demonstrate competency in legal and ethical considerations specific to clinical rehabilitation counseling (CACREP V.D.2.w)

*Appendix B – Assessment*

The assessment of each of the SLO's is accomplished by both Direct and Indirect Measures. Direct measures are those that assess student performance directly. These include the Key Performance Indicators (KPI), Site Supervisor Evaluation of the Student (SSE), and the Student Self-Evaluation (Self). Indirect measures are those that assess these attributes of our program based on generalized perceptions of our students' performance. These include the Alumni Program Evaluation (APE), and Employer Program Evaluation (EPE). In the matrix below, the method of assessment is provided in the column and the measure used. The number next to the measure indicates the item on that evaluation that pertains to that SLO.

	Direct Student Assessment Data	Indirect Student Assessment Data
Develop a professional counseling identity and demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations.	KPI 1 SSE 1,2 Self 1,2	APE 1, 2 EPE 1, 2
Identify a range of counseling theories and skills applicable in a pluralistic society with individuals, groups, couples and families, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth.	KPI 2 KPI 5 SSE 3 Self 3	APE 3 EPE 3
Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.	KPI 10 SSE 4 Self 4	APE 4 EPE 4
Identify and apply the stages of development throughout the lifespan, including developmental goals, when working with individuals, regardless of disability or other impairing conditions.	KPI 2 SSE 5 Self 5	APE 5 EPE 5
Identify and apply career development theory and tools.	KPI 4 SSE 6 Self 6	APE 6 EPE 6
Use case management techniques and describe the range of community resources available.	KPI 6 SSE 7 Self 7	APE 7 EPE 7
Use appropriate assessment techniques when working with individuals and utilize relevant information within the counseling process.	KPI 8 SSE 8 Self 8	APE 8 EPE 8
Read and evaluate professional research literature and incorporate such information into their professional development.	KPI 9 SSE 9 Self 9	APE 9 EPE 9

Demonstrate the knowledge and skills necessary to be an effective professional counselor through supervised practicum and Internship experiences.	KPI 10 KPI 11 SSE 14 Self 14	APE 14 EPE 14
Participate in clinical experiences focused on providing a variety of counseling services that address mental health and emotional well-being. Students will perform a wide range of therapeutic services among diverse client populations.	KPI 10	Student Site Evaluation 1-5
Participate in clinical experiences focused on providing a variety of counseling services with clients that include people with disabilities and/or chronic illness. Students will perform a wide range of therapeutic services among diverse client populations.	KPI 11	Student Site Evaluation 1-5



*Appendix C - Practicum and Internship Student Evaluation*

<b>Personal/Professional Qualities</b>	<b>UNABLE TO JUDGE</b>	<b>POOR</b>	<b>BORDERLINE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCELLENT</b>
1. Dependability/Punctuality						
2. Effort/Initiative/Enthusiasm						
3. Cooperation/Flexibility/Openness to new ideas						
4. Self Confidence/Poise						
5. Warmth/Genuineness						
6. Professionalism (e.g., dress, attitudes, language, collegiality)						
7. Awareness of impact on others						
8. Effective communication						
9. Willingness to accept and use feedback						
10. Seeks consultation as appropriate						

<b>Counseling Competencies</b>	<b>UNABLE TO JUDGE</b>	<b>POOR</b>	<b>BORDERLINE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCELLENT</b>
1. Basic counseling communication skills (e.g., basic reflections, open questions, affirmations, summaries)						
2. Advanced counseling communication skills (e.g., complex reflections, reframing, interpretations, giving feedback, challenging)						
3. Warm, empathic and accepting relationship stance						
4. Interviewing/assessment skills						
5. Focused/goal-oriented clinical interactions						
6. Evokes client motivation as appropriate to clients' readiness to change						
7. Handles client reluctance/resistance/discord						
8. Uses specific counseling techniques appropriate to situation (e.g., role play, behavioral rehearsal, scaling, guided imagery, desensitization, etc.)						
9. Multicultural awareness and competency						

10. Overall caseload management						
11. Ethical decision-making and appropriate boundaries						
12. Diagnostic skill						
13. Termination skills						
14. Record-keeping competence						
15. Screening for harm to self or others						

<b>Group Counseling Competencies</b>	<b>UNABLE TO JUDGE</b>	<b>POOR</b>	<b>BORDERLINE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCELLENT</b>
16. Demonstrates group leadership skills (e.g., linking, blocking, drawing members out)						
17. Demonstrates skill in executive functions of leadership (e.g., managing time, organizing content focus, initiating and closing group sessions)						
18. Skillfully facilitates group therapeutic factors (e.g., climate, cohesion)						
19. Effectively facilitates group process (e.g., interactions between members)						
<b>Overall Evaluation</b>						
<b>Growth/Development over the Semester</b>						
<b>Additional comments/Summary:</b>						