Virginia Commonwealth University

Department of Rehabilitation Counseling

Rehabilitation and Mental Health Counseling Program

Program Assessment Report 2018-2019

*Updated August 2019
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I. Introduction

This program assessment report summarizes all collected and analyzed data for the purposes of informing program improvement. Our program relies on the 2009 CACREP Standards to meet the requirements of the CACREP/CORE Conversion process, Phase 2. This report accounts data available as of August 2019.

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 (CACREP) and Clinical Rehabilitation (CORE) specialty standards. This report focuses on myriad data sets including: 1) standardized test data (CRC); 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. This report includes a summary of the program assessment plan including expected times for continued assessment procedures. All data will be used to continually assess and improve the Rehabilitation and Mental Health Counseling program at VCU.

II. 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.
Program Objectives

- Develop a well-rounded education in rehabilitation and mental health counseling;
- Advance the basic philosophical tenets of rehabilitation, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.
- Exercise skills and competencies on a high ethical level and with personal integrity; and
- Acquire a comprehensive understanding of the personal, social, vocational, and psychological needs of persons with disabilities.

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.

The Department of Rehabilitation Counseling and the Dean of the College of Health Professions are engaged in annual evaluation of the department’s performance. A curriculum map has been established that showcases when Program Learning Outcomes are introduced, reinforced, and assessed within the program (See Appendix A).

CACREP Standards

As dictated by the Phase II Conversion document released by CORE/CACREP, this program teaches all required core CACREP standards and assesses Student Learning Outcomes (SLO) for the Clinical Mental Health Specialty Area of the 2009 CACREP standards as well as the Clinical Rehabilitation Counseling standards. Multiple curriculum maps were designed for the master’s program wherein all necessary CACREP core standards are covered in at least one course. All syllabi were revised to include 2009 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 Student Learning Outcomes on these standards. These assignments are assessed through developed rubrics, checklists, 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.

III. Description and Plan for Evaluating Program Objectives

A. 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

B. Graduate Survey: Biennially, a mail survey is sent to recent (last 5 years) graduates 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

C. 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)

D. 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

E. Student Evaluation of Site Supervisor: 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

E. 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 (See Appendix B). 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

F. Rehabilitation Counseling 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 employers, program graduates, persons with disabilities, and family members. **Timeline:** Annually

**G. Professional Disposition Evaluation of Students:** Faculty review student progress on professional dispositions throughout the program. An evaluation form has been developed and students will be tracked on their progress throughout the program. 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. **Timeline:** Every semester

**H. 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 Learning Outcomes review and Student Performance Reviews are conducted at the final faculty meeting of each semester.* **Timeline:** Every month

**I. 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). See Appendix C for an example of the annual faculty evaluation form. **Timeline:** Annually

**J. Program Evaluation by Dean.** The department is required to provide annual information regarding department and faculty performance. These data are considered by the Dean and the department is given a rating based on how successfully it met the expected performance goals. **Timeline:** Annually

**K. Student Learning Outcomes.** The identified SLO’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.
IV. Evaluation results

Admissions, Demographics, and Graduation Data
The program utilizes a rolling admissions process and students are admitted for both fall and spring semesters each year. However, in the last several years the program has moved toward a cohort-based model, so that students have a semi-set schedule once they are admitted to the program based on whether they are attending full- or part-time. Table 1 presents our admissions data for the past four years.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Spring 2016-Fall 2016</th>
<th>Spring 2017-Fall 2017</th>
<th>Spring 2018-Fall 2018</th>
<th>Spring 2019-Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications Received</td>
<td>63</td>
<td>51</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Total Offered Admissions</td>
<td>53</td>
<td>42</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>37</td>
<td>19</td>
<td>44</td>
<td>23</td>
</tr>
</tbody>
</table>

The program has an ongoing commitment to student diversity and inclusion (see Table 2 for current student demographics). Additionally, data show that a similar number of students attend both full- and part-time.

Table 2. Summary of Demographics of Current Students (collected on application only)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Spring 2016-Fall 2016</th>
<th>Spring 2017-Fall 2017</th>
<th>Spring 2018-Fall 2018</th>
<th>Spring 2019-Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>29</td>
<td>30</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>Part-time</td>
<td>32</td>
<td>32</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Full-time Non-Caucasian</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Full-time with disability</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time Non-Caucasian</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Part-time with disability</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-US citizen</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Gender (male/female/transgender)</td>
<td>10/49/2</td>
<td>7/55/0</td>
<td>15/71/0</td>
<td>16/66/0</td>
</tr>
</tbody>
</table>

Table 3. Summary of Graduates (collected each year)

<table>
<thead>
<tr>
<th>Graduates</th>
<th>2016 (May, August, December)</th>
<th>2017 (May, August, Dec)</th>
<th>2018 (May, August, Dec)</th>
<th>2019 (May, August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Total</td>
<td>17</td>
<td>13</td>
<td>18</td>
<td>14</td>
</tr>
</tbody>
</table>
Success Rates
Approximately 94% of those who enroll into the Master’s Program obtain their M.S. degree. The job placement rate for the program is outstanding, with about 94% of graduates obtaining jobs in counseling or a related field within six months of completing the M.S. program.

CRC Scores
Overall, our students have performed well on the CRC comprehensive exam, falling at or above the national pass rate (see Table 4 for results).

Table 4. Pass Rates on the Certified Rehabilitation Counselor Exam (CRC) 2012-2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Number Sitting: VCU</th>
<th>Number Passing: VCU</th>
<th>VCU Passage Percentage</th>
<th>All Candidate: Sitting</th>
<th>All Candidate: Passing</th>
<th>All Candidate: Passage Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2012</td>
<td>15</td>
<td>13</td>
<td>86%</td>
<td>464</td>
<td>308</td>
<td>66%</td>
</tr>
<tr>
<td>3/2013</td>
<td>19</td>
<td>15</td>
<td>79%</td>
<td>662</td>
<td>467</td>
<td>71%</td>
</tr>
<tr>
<td>7/2013</td>
<td>16</td>
<td>13</td>
<td>81%</td>
<td>428</td>
<td>300</td>
<td>70%</td>
</tr>
<tr>
<td>10/2013-7/2014</td>
<td>35</td>
<td>29</td>
<td>83%</td>
<td>1,354</td>
<td>992</td>
<td>73%</td>
</tr>
<tr>
<td>10/2014-7/2015</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td>1,249</td>
<td>903</td>
<td>72%</td>
</tr>
<tr>
<td>10/2015-7/2017</td>
<td>24</td>
<td>22</td>
<td>92%</td>
<td>1,249</td>
<td>903</td>
<td>72%</td>
</tr>
<tr>
<td>10/2017-10/2018</td>
<td>9</td>
<td>6</td>
<td>67%</td>
<td>Not available</td>
<td>Not available</td>
<td>58%</td>
</tr>
</tbody>
</table>

Student Development, Professional Identity, and Professional Practice
The department has developed an effective and efficient process for assessing student development in counseling content (SLOs) and dispositions (e.g., professional identity, professional practice). Program faculty members use the professional performance indicators (dispositions) to assess all students on an annual basis. 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 D. All students are assessed on the following dispositions in an annual department meeting. Students who do not meet acceptable levels invoke a remediation and retention 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

Out of 74 current students who were assessed in the Spring 2016 semester, 10 students received a Poor or Borderline rating on one or more dispositions. Data show that after a full departmental review, 86% of students were rated Acceptable or above on the dispositions. Students that received reviews (14%) with a Borderline review were contacted by their advisers for individual meetings to discuss feedback and suggestions.

Out of 62 current students who were assessed in the Spring 2017 semester, 7 students received a Poor or Borderline rating on one or more dispositions. Data show that after a full departmental review, 89% of students were rated Acceptable or above on the dispositions. Students that received reviews (11%) with a Borderline review were contacted by their advisers or course instructors regarding the review.

Out of 65 current students who were assessed in the Spring 2018 semester, 5 students received a Poor or Borderline rating on one or more dispositions. Data show that after a full departmental review, 92% of students were rated Acceptable or above on the dispositions. Students that received reviews (8%) with a Borderline review were contacted by their advisers or course instructors regarding the review.

Out of 80 current students who were assessed in the Spring 2019 semester, 9 students received a Poor or Borderline rating on one or more dispositions. Data show that after a full departmental review, 89% of students were rated Acceptable or above on the dispositions. Students that received reviews (11%) with a Borderline review were contacted by their advisers or course instructors regarding the review.

**Student Learning Outcome Data**

The program collects student learning outcome as an ongoing assessment measure of student learning. Below are the data from the collected student learning outcomes for the summer 2018, fall 2018, and spring 2019.

**Clinical Mental Health Counseling**

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>RHAB 526: 69% exceeds; 31% meets; 0% below</td>
</tr>
<tr>
<td>A.2</td>
<td>RHAB 526: 100% exceeds; 0% meets; 0% below</td>
</tr>
<tr>
<td>A.3</td>
<td>RHAB 526: 100% exceeds; 0% meets; 0% below</td>
</tr>
<tr>
<td>A.4</td>
<td>RHAB 526: 100% exceeds; 0% meets; 0% below</td>
</tr>
<tr>
<td>A.5a</td>
<td>RHAB 611: 89% exceeds; 9% meets; 2% below</td>
</tr>
</tbody>
</table>
### Counseling, Prevention, and Intervention

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1</td>
<td>RHAB 526: 61% exceeds; 32% meets; 7% below</td>
</tr>
<tr>
<td>C.2</td>
<td>RHAB 642: 67% exceeds; 23% meets; 10% below</td>
</tr>
<tr>
<td>C.3</td>
<td>RHAB 526: 61% exceeds; 32% meets; 7% below</td>
</tr>
<tr>
<td>C.4</td>
<td>RHAB 521: 70% exceeds; 23% meets; 7% below</td>
</tr>
<tr>
<td>C.5</td>
<td>RHAB 526: 61% exceeds; 32% meets; 7% below</td>
</tr>
<tr>
<td>C.6</td>
<td>RHAB 692: 70% exceeds; 30% meets; 0% below</td>
</tr>
<tr>
<td>C.7</td>
<td>RHAB 642: 83% exceeds; 13% meets; 4% below</td>
</tr>
<tr>
<td>C.8</td>
<td>RHAB 616: 80% exceeds; 20% meets; 0% below</td>
</tr>
<tr>
<td>C.9</td>
<td>RHAB 526: 100% exceeds; 0% meets; 0% below</td>
</tr>
<tr>
<td>D.1</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>D.2</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>D.3</td>
<td>RHAB 526: 98% exceeds; 0% meets; 2% below</td>
</tr>
<tr>
<td>D.4</td>
<td>RHAB 633: 94% exceeds; 6% meets; 0% below</td>
</tr>
<tr>
<td>D.5</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>D.6</td>
<td>RHAB 692: 70% exceeds; 30% meets; 0% below</td>
</tr>
<tr>
<td>D.7</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>D.8</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>D.9</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
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### Diversity and Advocacy

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1</td>
<td>RHAB 654: 85% exceeds; 15% meets; 0% below</td>
</tr>
<tr>
<td>E.2</td>
<td>RHAB 654: 85% exceeds; 15% meets; 0% below</td>
</tr>
<tr>
<td>E.3</td>
<td>RHAB 654: 85% exceeds; 15% meets; 0% below</td>
</tr>
<tr>
<td>E.4</td>
<td>RHAB 526: 98% exceeds; 0% meets; 2% below</td>
</tr>
<tr>
<td>E.5</td>
<td>RHAB 654: 85% exceeds; 15% meets; 0% below</td>
</tr>
<tr>
<td>E.6</td>
<td>RHAB 526: 98% exceeds; 0% meets; 2% below</td>
</tr>
<tr>
<td>F.1</td>
<td>RHAB 633: 94% exceeds; 6% meets; 0% below</td>
</tr>
<tr>
<td>F.2</td>
<td>RHAB 526: 98% exceeds; 0% meets; 2% below</td>
</tr>
<tr>
<td>F.3</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>Assessment</td>
<td>CACREP Standard</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
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<tr>
<td>G.1</td>
<td>RHAB 615</td>
</tr>
<tr>
<td>G.2</td>
<td>RHAB 624</td>
</tr>
<tr>
<td>G.3</td>
<td>RHAB 642</td>
</tr>
<tr>
<td>G.4</td>
<td>RHAB 521</td>
</tr>
<tr>
<td>H.1</td>
<td>RHAB 696</td>
</tr>
<tr>
<td>H.2</td>
<td>RHAB 696</td>
</tr>
<tr>
<td>H.3</td>
<td>RHAB 696</td>
</tr>
<tr>
<td>H.4</td>
<td>RHAB 696</td>
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<table>
<thead>
<tr>
<th>Research</th>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>I.1</td>
<td>RHAB 625</td>
<td>64% exceeds; 36% meets; 0% below</td>
</tr>
<tr>
<td>I.2</td>
<td>RHAB 625</td>
<td>64% exceeds; 16% meets; 20% below</td>
</tr>
<tr>
<td>I.3</td>
<td>RHAB 625</td>
<td>64% exceeds; 12% meets; 24% below</td>
</tr>
<tr>
<td>J.1</td>
<td>RHAB 526</td>
<td>68% exceeds; 32% meets; 0% below</td>
</tr>
<tr>
<td>J.2</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>J.3</td>
<td>RHAB 633</td>
<td>94% exceeds; 6% meets; 0% below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1</td>
<td>RHAB 642</td>
<td>80% exceeds; 20% meets; 0% below</td>
</tr>
<tr>
<td>K.2</td>
<td>RHAB 642</td>
<td>83% exceeds; 17% meets; 0% below</td>
</tr>
<tr>
<td>K.3</td>
<td>RHAB 521</td>
<td>70% exceeds; 23% meets; 7% below</td>
</tr>
<tr>
<td>K.4</td>
<td>RHAB 624</td>
<td>94% exceeds; 3% meets; 3% below</td>
</tr>
<tr>
<td>K.5</td>
<td>RHAB 692</td>
<td>100% complete; 0% incomplete</td>
</tr>
<tr>
<td>L.1</td>
<td>RHAB 642</td>
<td>86% exceeds; 12% meets; 2% below</td>
</tr>
<tr>
<td>L.2</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>L.3</td>
<td>RHAB 692</td>
<td>70% exceeds; 30% meets; 0% below</td>
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<table>
<thead>
<tr>
<th>Clinical Rehabilitation Counseling</th>
<th>Foundations</th>
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<td>CACREP Standard</td>
<td>Student Learning Outcome</td>
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<td>A.1</td>
<td>RHAB 525</td>
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<tr>
<td>A.2</td>
<td>RHAB 525</td>
</tr>
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<td>A.3</td>
<td>RHAB 525</td>
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<td>A.4</td>
<td>RHAB 525</td>
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<tr>
<td>A.5</td>
<td>RHAB 525</td>
</tr>
<tr>
<td>A.6</td>
<td>RHAB 611</td>
</tr>
<tr>
<td>A.7</td>
<td>RHAB 696</td>
</tr>
<tr>
<td>A.8</td>
<td>RHAB 525: 89% exceeds; 6% meets; 5% below</td>
</tr>
<tr>
<td>A.9</td>
<td>RHAB 525: 89% exceeds; 6% meets; 5% below</td>
</tr>
<tr>
<td>A.10</td>
<td>RHAB 525: 89% exceeds; 6% meets; 5% below</td>
</tr>
<tr>
<td>A.11</td>
<td>RHAB 692: 70% exceeds; 30% meets; 0% below</td>
</tr>
<tr>
<td>A.12</td>
<td>RHAB 525: 89% exceeds; 6% meets; 5% below</td>
</tr>
<tr>
<td>B.1</td>
<td>RHAB 696: 100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>B.2</td>
<td>RHAB 526: 98% exceeds; 0% meets; 2% below</td>
</tr>
<tr>
<td>B.3</td>
<td>RHAB 611: 89% exceeds; 9% meets; 2% below</td>
</tr>
</tbody>
</table>

**Medical and Psychosocial Aspects of Disability**

| C.1  | RHAB 640: 71% exceeds; 23% meets; 6% below |
| C.2  | RHAB 640: 91% exceeds; 6% meets; 3% below |
| C.3  | RHAB 640: 91% exceeds; 6% meets; 3% below |
| C.4  | RHAB 640: 88% exceeds; 6% meets; 6% below |
| D.1  | RHAB 640: 91% exceeds; 6% meets; 3% below |
| D.2  | RHAB 640: 91% exceeds; 6% meets; 3% below |

**Counseling Prevention and Intervention**

| E.1  | RHAB 526: 61% exceeds; 32% meets; 7% below |
| E.2  | RHAB 526: 89% exceeds; 6% meets; 5% below |
| E.3  | RHAB 526: 89% exceeds; 6% meets; 5% below |
| E.4  | RHAB 692: 70% exceeds; 30% meets; 0% below |
| E.5  | RHAB 642: 83% exceeds; 13% meets; 4% below |
| E.6  | RHAB 616: 80% exceeds; 20% meets; 0% below |
| E.7  | RHAB 526: 98% exceeds; 0% meets; 2% below |
| F.1  | RHAB 696: 100% satisfactory; 0% unsatisfactory |
| F.2  | RHAB 696: 100% satisfactory; 0% unsatisfactory |
| F.3  | RHAB 633: 94% exceeds; 6% meets; 0% below |
| F.4  | RHAB 692: 70% exceeds; 30% meets; 0% below |
| F.5  | RHAB 696: 100% satisfactory; 0% unsatisfactory |
| F.6  | RHAB 696: 100% satisfactory; 0% unsatisfactory |

**Diversity, Advocacy and Accommodation**

<p>| G.1  | RHAB 654: 85% exceeds; 15% meets; 0% below |
| G.2  | RHAB 654: 85% exceeds; 15% meets; 0% below |
| G.3  | RHAB 654: 85% exceeds; 15% meets; 0% below |
| G.4  | RHAB 654: 85% exceeds; 15% meets; 0% below |
| G.5  | RHAB 526: 98% exceeds; 0% meets; 2% below |
| G.6  | RHAB 526: 98% exceeds; 0% meets; 2% below |</p>
<table>
<thead>
<tr>
<th>Assessment and Diagnosis</th>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1</td>
<td>RHAB 615</td>
<td>67% exceeds; 30% meets; 3% below</td>
</tr>
<tr>
<td>I.2</td>
<td>RHAB 624</td>
<td>38% exceeds; 62% meets; 0% below</td>
</tr>
<tr>
<td>I.3</td>
<td>RHAB 642</td>
<td>83% exceeds; 17% meets; 0% below</td>
</tr>
<tr>
<td>I.4</td>
<td>RHAB 624</td>
<td>91% exceeds; 6% meets; 3% below</td>
</tr>
<tr>
<td>I.5</td>
<td>RHAB 642</td>
<td>80% exceeds; 20% meets; 0% below</td>
</tr>
<tr>
<td>I.6</td>
<td>RHAB 642</td>
<td>83% exceeds; 17% meets; 0% below</td>
</tr>
<tr>
<td>I.7</td>
<td>RHAB 640</td>
<td>91% exceeds; 6% meets; 3% below</td>
</tr>
<tr>
<td>I.8</td>
<td>RHAB 624</td>
<td>94% exceeds; 3% meets; 3% below</td>
</tr>
<tr>
<td>I.9</td>
<td>RHAB 692</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>J.1</td>
<td>RHAB 696</td>
<td>100% complete; 0% incomplete</td>
</tr>
<tr>
<td>J.2</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>J.3</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>J.4</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>J.5</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>J.6</td>
<td>RHAB 692</td>
<td>70% exceeds; 30% meets; 0% below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Evaluation</th>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1</td>
<td>RHAB 625</td>
<td>64% exceeds; 36% meets; 0% below</td>
</tr>
<tr>
<td>K.2</td>
<td>RHAB 625</td>
<td>64% exceeds; 16% meets; 20% below</td>
</tr>
<tr>
<td>K.3</td>
<td>RHAB 625</td>
<td>64% exceeds; 12% meets; 24% below</td>
</tr>
<tr>
<td>L.1</td>
<td>RHAB 526</td>
<td>98% exceeds; 0% meets; 2% below</td>
</tr>
<tr>
<td>L.2</td>
<td>RHAB 696</td>
<td>100% satisfactory; 0% unsatisfactory</td>
</tr>
<tr>
<td>L.3</td>
<td>RHAB 633</td>
<td>94% exceeds; 6% meets; 0% below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career/Vocational</th>
<th>CACREP Standard</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.1</td>
<td>RHAB 623</td>
<td>75% exceeds; 13% meets; 11% below</td>
</tr>
<tr>
<td>M.2</td>
<td>RHAB 623</td>
<td>68% exceeds; 18% meets; 13% below</td>
</tr>
<tr>
<td>M.3</td>
<td>RHAB 623</td>
<td>68% exceeds; 18% meets; 13% below</td>
</tr>
<tr>
<td>M.4</td>
<td>RHAB 623</td>
<td>75% exceeds; 13% meets; 11% below</td>
</tr>
<tr>
<td>N.1</td>
<td>RHAB 623</td>
<td>88% exceeds; 7% meets; 5% below</td>
</tr>
<tr>
<td>N.2</td>
<td>RHAB 623</td>
<td>88% exceeds; 7% meets; 5% below</td>
</tr>
<tr>
<td>N.3</td>
<td>RHAB 623</td>
<td>88% exceeds; 7% meets; 5% below</td>
</tr>
</tbody>
</table>
Survey Program Data

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 within the last 5 years; 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 5); student evaluations of their site/site supervisor (Table 6); exiting graduate survey data (Table 7); recent alumni survey data for 2016 and 2018 (Table 8); and current employer survey data for 2016 and 2018 (Table 9).

Table 5. Site Supervisor Evaluation of Program (Spring 2016, Summer 2016, Spring 2017, Fall 2017, Spring 2018, Spring 2019)

In the 2016 spring semester, out of 43 site supervisors, 16 (including both Practicum (n=5) and Internship (n=11)) responded to the survey, indicating a 37% response rate. In the summer semester, out of 13 internship site supervisors, 5 responded to the survey, indicating a 38% response rate.

In the 2017 spring semester, out of 23 site supervisors, 8 (including Practicum (n=7) and Internship (n=1)) responded to the survey, indicating a 78% response rate. In the fall of 2017, out of 14 supervisors, 5 (internship only) responded to the survey indicating a 38% response rate.

In the spring of 2018, out of 36 supervisors, 13 (5 internship and 8 practicum) responded to the survey indicating a 36% response rate. Unfortunately, this data was not collected in the summer of 2018. In the fall of 2018, 7 out of 12 internship supervisors completed the evaluation indicating a response rate of 58%.

In the spring of 2019, out of 54 supervisors 10 completed the evaluation indicating a response rate of 18%. Four respondents were internship supervisors and 6 were practicum supervisors.

This survey is sent to all supervisors at the completion of every semester.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
<th>Could not Judge/Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a site supervisor of a of Rehabilitation and Mental Health Counseling student counselor, I believe that my student...</td>
<td>1 (2016)</td>
<td>19 (2016)</td>
<td>13 (2017)</td>
</tr>
<tr>
<td>1. Is developing a professional counseling identity, and can demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations.</td>
<td>1 (2016)</td>
<td>20 (2018)</td>
<td>10 (2019)</td>
</tr>
</tbody>
</table>
2. Can 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.

|---|---------|-----------|----------|----------|---------|---------|

3. Can 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.

|---|---------|-----------|----------|----------|---------|---------|

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

|---|---------|-----------|----------|----------|---------|---------|

5. Can identify and apply career development theory and tools.

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<tbody>
<tr>
<td></td>
<td></td>
<td>2 (2018)</td>
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</tr>
</tbody>
</table>

6. Can use case management techniques and describe the range of community resources available.

|---|---------|-----------|----------|----------|---------|---------|

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

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<td>2 (2018)</td>
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8. Can read and evaluate professional research literature and incorporate such information into my professional development.

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<tbody>
<tr>
<td></td>
<td></td>
<td>5 (2018)</td>
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</table>

9. Can demonstrate the knowledge and skills necessary to be an effective professional counselor.


**I feel confident in my student counselor's knowledge and understanding of the following content areas:**

|---|---------|-----------|----------|----------|---------|---------|

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<tbody>
<tr>
<td></td>
<td></td>
<td>1 (2016)</td>
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<td></td>
<td></td>
<td>1 (2018)</td>
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<tbody>
<tr>
<td></td>
<td></td>
<td>3 (2018)</td>
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</tbody>
</table>

|   | 21 (2016) |         |          |          |         |         |
Table 6. Clinical Student Evaluation of Site/Supervisor (Spring 2016, Summer 2016, Spring 2017; Summer 2017; Fall 2017, Spring 2018, Fall 2018, Spring 2019)

In the 2016 spring semester, out of 48 students, 34 responded to the survey (including both Practicum (27) and Internship (21)), indicating a 71% response rate. In the summer semester, out of 15 internship students, 11 completed the survey, indicating a 73% response rate.

In the 2017 spring semester, out of 23 students, 16 responded to the survey (including both Practicum (11) and Internship (5)), indicating a 70% response rate. In the summer of 2017, 17 out of 18 internship students responded, indicating a response rate of 94%. In the fall of 2017, we had one internship student complete the survey.
In the spring of 2018, 33 out of 36 students filled out an evaluation (including both Practicum (21) and Internship (13)), indicating a 94% response rate. In the summer of 2018, 1 internship student responded to the survey out of 6 students, indicating a response rate of 16%. In the fall 2018 semester, 12 students were enrolled in Internship and 4 responded to the survey, indicating a 33% response rate.

In the spring 2019 semester, 51 students were enrolled in either Practicum (33) or Internship (15). 100% of students responded to the survey.

This survey is sent to all enrolled students at the completion of every semester.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the following regarding your clinical experience at your site:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had access to clients for direct service</td>
<td>6 (2016)</td>
<td>38 (2016)</td>
<td>1 (2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45 (2019)</td>
<td></td>
</tr>
<tr>
<td>My orientation experiences were appropriate and useful</td>
<td>6 (2016)</td>
<td>36 (2016)</td>
<td>3 (2016)</td>
</tr>
<tr>
<td>I felt safe and supported at my site, including feeling part of the staff and safe to discuss concerns and questions</td>
<td>5 (2016)</td>
<td>35 (2016)</td>
<td>35 (2016)</td>
</tr>
<tr>
<td>I experienced personal and professional growth as a result of my work at my site</td>
<td>3 (2016)</td>
<td>40 (2016)</td>
<td>2 (2016)</td>
</tr>
<tr>
<td>Please rate the following regarding your clinical experience with your site supervisor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor was an appropriate role model</td>
<td>3 (2016)</td>
<td>41 (2016)</td>
<td>1 (2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 (2019)</td>
</tr>
</tbody>
</table>
My supervisor was competent and professional

|----------------------------------------|----------|-----------|----------|

Table 7. Exiting Student Evaluation of Program (Spring 2016, Summer 2016, Spring, 2017, Summer 2017, Fall 2017, Spring 2018; Fall 2019; Spring 2019; Summer 2019)

Out of 6 students graduating in the spring of 2016, 5 completed the survey indicating a response rate of 83%. Two students were mostly Distance Learners and three students were on campus learners. Four students went full time and 1 student went part time. Out of the 4 students graduating in the summer of 2016, 3 completed the survey indicated a response rate of 75%. Of these students, 4 were on campus learners and went full time. Out of the 7 students graduating in fall of 2016, 5 completed the survey indicating a response rate of 71%. Of these students, 3 were part-time and distance students and two were full-time and campus students.

Out of 13 students graduating in the spring of 2017, 9 answered the survey indicating a response rate of 70%. Out of these students 7 were full-time and 5 students were distance. Out of 8 students graduating in the summer of 2017, 6 responded indicating a response rate of 74%. 5 out of 6 respondents were full-time, on campus students. Out of 4 students graduating in the fall of 2017, 3 responded indicating a response rate of 75%. All three students were full-time, on campus students.

Out of 4 students graduating in the spring of 2018, 4 responded indicating a response rate of 100%. Three students were full-time, on-campus students and one was part-time distance. This data was not collected for graduates in the summer or fall of 2018.

Out of 12 students graduating in the spring and summer of 2019, 8 responded indicating a response rate of 67%. Seven students were on-campus and 2 students were distance learning. 5 of 8 students had a job in the counseling field prior to graduation.

This survey is sent to all graduating students at the end of every semester.
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
<th>Could not Judge/Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a graduate of the VCU Department of Rehabilitation Counseling...</td>
<td></td>
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</tr>
<tr>
<td>1. I have developed a professional counseling identity, and can</td>
<td>13 (2016)</td>
<td>18 (2017)</td>
<td></td>
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<tr>
<td>demonstrate ability to function ethically and effectively within</td>
<td>4 (2018)</td>
<td>8 (2019)</td>
<td></td>
</tr>
<tr>
<td>settings that offer counseling, advocacy, and related services to</td>
<td></td>
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<tr>
<td>diverse populations.</td>
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<tr>
<td>2. I can identify a range of counseling theories and skills applicable</td>
<td>13 (2016)</td>
<td>18 (2017)</td>
<td></td>
</tr>
<tr>
<td>in a pluralistic society with individuals, groups, couples and families,</td>
<td>4 (sp. 2018)</td>
<td>8 (2019)</td>
<td></td>
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<tr>
<td>demonstrate the ability to apply this knowledge in a therapeutic</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>manner to promote change and growth.</td>
<td></td>
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<tr>
<td>3. I can demonstrate respect for the impact of social and cultural</td>
<td>13 (2016)</td>
<td>18 (2017)</td>
<td></td>
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<tr>
<td>factors on human behavior and the role of individual differences</td>
<td>4 (sp. 2018)</td>
<td>7 (2019)</td>
<td></td>
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<tr>
<td>in establishing and working toward counseling objectives.</td>
<td>1 (2019)</td>
<td></td>
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</tr>
<tr>
<td>4. I can identify and apply the stages of development throughout the</td>
<td>12 (2016)</td>
<td>18 (2017)</td>
<td></td>
</tr>
<tr>
<td>lifespan, including developmental goals, when working with</td>
<td>4 (sp. 2018)</td>
<td>8 (2019)</td>
<td></td>
</tr>
<tr>
<td>individuals, regardless of disability or other impairing conditions.</td>
<td>1 (2016)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can identify and apply career development theory and tools.</td>
<td>13 (2016)</td>
<td>12 (2016)</td>
<td></td>
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<tr>
<td></td>
<td>18 (2017)</td>
<td>4 (sp. 2018)</td>
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<tr>
<td></td>
<td>8 (2019)</td>
<td></td>
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</tr>
<tr>
<td>6. I can use case management techniques and describe the range of</td>
<td>1 (2016)</td>
<td>12 (2016)</td>
<td></td>
</tr>
<tr>
<td>community resources available.</td>
<td>1 (2017)</td>
<td>17 (2017)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 (sp. 2018)</td>
<td>7 (2019)</td>
<td></td>
</tr>
<tr>
<td>7. I can use appropriate assessment techniques when working with</td>
<td>1 (2016)</td>
<td>12 (2016)</td>
<td></td>
</tr>
<tr>
<td>individuals and utilize relevant information within the</td>
<td>18 (2017)</td>
<td>4 (sp. 2018)</td>
<td></td>
</tr>
<tr>
<td>counseling process.</td>
<td>8 (2019)</td>
<td></td>
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</tr>
<tr>
<td>8. I can read and evaluate professional research literature and</td>
<td>113 (2016)</td>
<td>8 (2017)</td>
<td></td>
</tr>
<tr>
<td>incorporate such information into my professional development.</td>
<td>4 (sp. 2018)</td>
<td>8 (2019)</td>
<td></td>
</tr>
<tr>
<td>9. I can demonstrate the knowledge and skills necessary to be an</td>
<td>13 (2016)</td>
<td>17 (2017)</td>
<td>1 (2017)</td>
</tr>
<tr>
<td>effective professional counselor.</td>
<td>4 (sp. 2018)</td>
<td>8 (2019)</td>
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</tr>
<tr>
<td>I feel confident in my knowledge and understanding of the following</td>
<td></td>
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<tr>
<td>content areas:</td>
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<td>4 (sp. 2018)</td>
<td>7 (2019)</td>
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<td>Topic</td>
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<tr>
<td>4. Career Development</td>
<td>2</td>
<td>11</td>
<td>18</td>
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<td>1</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>5. Counseling and Helping Relationships</td>
<td>13</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>6. Group Counseling</td>
<td>12</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>7. Assessment and Testing</td>
<td>11</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>8. Counseling Research</td>
<td>1</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>9. Overall Clinical Mental Health Counseling Practice</td>
<td>13</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10. Overall Rehabilitation Counseling Practice</td>
<td>1</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>The overall expectations of the program were clearly explained and communicated</td>
<td>2</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Faculty were knowledgeable, professional, and supportive</td>
<td>13</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Administrative staff were knowledgeable, supportive, and helpful</td>
<td>13</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>I feel qualified to work in the field of rehabilitation counseling as a result of completing this program</td>
<td>12</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>I feel qualified to work in the field of mental health as a result of completing this program.</td>
<td>13</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>I would recommend this program to others.</td>
<td>13</td>
<td>18</td>
<td>2</td>
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<tr>
<td></td>
<td>18</td>
<td>2</td>
<td>8</td>
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</tbody>
</table>
Table 8. Recent Alumni Program Evaluation (Summer 2016, Spring 2018)

In Summer, 2016 out of 129 recent alumni (graduated within the last 5 years) with viable email contacts, 51 responded, rendering a response rate of 40%. The breakdown of graduating years is as follows: 8 graduates from 2011; 11 graduates from 2012; 17 graduates from 2013; 9 graduates from 2014; and 6 graduates from 2015. Twenty-two students went mostly full-time and 29 students went mostly part-time. Thirty-two students were mostly distance learners and nineteen were on campus learners.

In Spring 2018, out of 131 (graduated within the last 5 years) with viable email contacts, 39 responded, rendering a response rate of 30%. The breakdown of graduating years is as follows: 1 graduate from 2012; 15 graduates from 2013; 8 graduates from 2014; 2 graduates from 2015; 4 graduates from 2016; and 9 graduates from 2017. Twenty-two students went mostly full-time and 17 students went mostly part-time. Twenty-one students were mostly distance learners and 18 were on campus learners. This survey will be sent out on a biennial basis to recent graduates.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
<th>Could not Judge/Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a graduate of the Rehabilitation Counseling program I believe....</td>
<td></td>
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</tr>
<tr>
<td>1. I have developed a professional counseling identity, and can</td>
<td>2 (2016)</td>
<td>49 (2016)</td>
<td></td>
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<tr>
<td>demonstrate ability to function ethically and effectively within</td>
<td>1 (2018)</td>
<td>38 (2018)</td>
<td></td>
</tr>
<tr>
<td>settings that offer counseling, advocacy, and related services to</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>diverse populations.</td>
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<td></td>
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</tr>
<tr>
<td>2. I can identify a range of counseling theories and skills</td>
<td>2 (2016)</td>
<td>48 (2016)</td>
<td>1 (2016)</td>
</tr>
<tr>
<td>couples and families, and demonstrate the ability to apply this</td>
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<tr>
<td>knowledge in a therapeutic manner to promote change and growth.</td>
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<tr>
<td>3. I can demonstrate respect for the impact of social and cultural</td>
<td>1 (2016)</td>
<td>50 (2016)</td>
<td></td>
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<tr>
<td>factors on human behavior and the role of individual differences</td>
<td>38 (2018)</td>
<td></td>
<td></td>
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<tr>
<td>in establishing and working toward counseling objectives.</td>
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<tr>
<td>4. I can identify and apply the stages of development throughout the</td>
<td>2 (2016)</td>
<td>49 (2016)</td>
<td></td>
</tr>
<tr>
<td>lifespan, including developmental goals, when working with</td>
<td>1 (2018)</td>
<td>37 (2018)</td>
<td></td>
</tr>
<tr>
<td>individuals, regardless of disability or other impairing</td>
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<tr>
<td>conditions.</td>
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<tr>
<td>6. I can use case management techniques and describe the range</td>
<td>1 (2016)</td>
<td>50 (2016)</td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. I can use appropriate assessment techniques when working with</td>
<td>1 (2016)</td>
<td>50 (2016)</td>
<td></td>
</tr>
<tr>
<td>individuals and utilize relevant information within the counseling</td>
<td>1 (2018)</td>
<td>36 (2018)</td>
<td></td>
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<tr>
<td>process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I can read and evaluate professional research literature and</td>
<td>1 (2016)</td>
<td>50 (2016)</td>
<td></td>
</tr>
<tr>
<td>incorporate such information into my professional development.</td>
<td>1 (2018)</td>
<td>37 (2018)</td>
<td></td>
</tr>
<tr>
<td>9. I can demonstrate the knowledge and skills necessary to be an</td>
<td>1 (2016)</td>
<td>50 (2016)</td>
<td></td>
</tr>
<tr>
<td>I feel confident in my knowledge and understanding of the following</td>
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<td>content areas:</td>
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<td></td>
<td>39 (2018)</td>
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</tr>
<tr>
<td>I feel qualified to work in the field of rehabilitation counseling as a result of completing this program</td>
<td>3 (2016)</td>
<td>48 (2016)</td>
<td>37 (2018)</td>
</tr>
<tr>
<td>I feel qualified to work in the field of mental health as a result of completing this program.</td>
<td>5 (2016)</td>
<td>44 (2016)</td>
<td>32 (2018)</td>
</tr>
<tr>
<td>I would recommend this program to others.</td>
<td>4 (2016)</td>
<td>47 (2016)</td>
<td>38 (2018)</td>
</tr>
</tbody>
</table>

In the 2016 sample, since graduation, 41 have obtained their CRC and 1 has obtained an LPC. 13 graduates have filed paperwork with their state LPC/LPCC board and are in the process of working toward licensure. In the 2018 sample, since graduation, 28 have obtained their CRC and 1 has obtained an LPC. 9 graduates have filed paperwork with their state LPC/LPCC board and are in the process of working toward licensure.

**Table 9. Current Employer Evaluation of Program (Summer 2016, Spring 2018)**

In summer, 2016 out of 51 recent alumni respondents, 24 entered current employer contact information. From these data, all current employers listed were contacted. Of the 24 that were contacted, 4 responded, rendering a response rate of 17%. This survey will be sent to all known current employers on a biennial basis. The first nine questions are related to program learning outcomes and the second set of nine questions are related to CACREP core areas.

In spring, 2018 we were able to contact 40 supervisors/employers of graduates. 14 responded indicating a response rate of 35%.
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
<th>Could not Judge/Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a current employer or professional supervisor of a VCU Department of Rehabilitation Counseling graduate, I believe that my employee....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Has or can develop a professional counseling identity, and can demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations.</td>
<td>4 (2016)</td>
<td>14 (2018)</td>
<td></td>
</tr>
<tr>
<td>2. Can 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.</td>
<td>4 (2016)</td>
<td>14 (2018)</td>
<td></td>
</tr>
<tr>
<td>4. Can identify and apply the stages of development throughout the lifespan, including developmental goals, when working with individuals, regardless of disability or other impairing conditions.</td>
<td>4 (2016) 13 (2018)</td>
<td>1 (2018)</td>
<td></td>
</tr>
<tr>
<td>6. Can use case management techniques and describe the range of community resources available.</td>
<td>4 (2016)</td>
<td>14 (2018)</td>
<td></td>
</tr>
<tr>
<td>8. Can read and evaluate professional research literature and incorporate such information into my professional development.</td>
<td>4 (2016)</td>
<td>14 (2018)</td>
<td></td>
</tr>
<tr>
<td>9. Can demonstrate the knowledge and skills necessary to be an effective professional counselor.</td>
<td>4 (2016)</td>
<td>14 (2018)</td>
<td></td>
</tr>
<tr>
<td>I feel confident in my employee’s knowledge and understanding of the following content areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. 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 entire report will be provided to each faculty member, department chair, the Dean’s office, and the advisory board committee. Finally, the results will be submitted for CACREP review as necessary to procure and maintain accreditation.

The Department of Rehabilitation Counseling is dedicated to continual improvement. Every two years, faculty meet for a day-long retreat 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 feedback regarding course development; 2) long-term planning including entire department; 3) individual faculty goals and professional aspirations; and 4) assessment results and ideas for pragmatic improvement. A retreat is scheduled for August, 2019 where the faculty will be discussing curriculum development and necessary changes suggested by the ongoing programmatic assessment.

The department has an advisory board that meets annually. The advisory board contains five members of the Richmond area community including those with backgrounds in rehabilitation and mental health counseling. At each advisory board meeting, annual assessment results are discussed, and the advisory board suggests possible improvements.

A clinical team is made up of two faculty and the clinical coordinator. This team meets 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).

VI. Summary and Recommendations

A. Admissions, Demographics, and Graduation data

The department’s application information shows that the department ranges between 68% and 84% acceptance rate for any given year. The program saw a larger enrollment in the 2018 years when compared to past years. The demographic information shows that about 34% of students are part-time and 66% are full-time. Part-time students complete the program within 4 years, and full-time students complete the program in two years. About 30% of all students identify as non-Caucasian. Disability status is identified only on students’ applications, so this data is difficult to assess annually. About 17% of the student body is male while the majority is female. Along with disability status, transgender identities are difficult to assess on an annual basis based
on the reporting system of the university. Steps should be taken on an annual basis to recruit and retain a diverse student body.

The passage rates for the CRC exam continue to be higher than the national average. The department recently submitted an application to be approved for the NCE exam, so our students can be certified upon graduation. As of this time, we have not yet heard a determination from the NCE office on this application.

Around 94% of students who enter the master’s program matriculate and that same percentage find jobs in their course of study within six months after graduation. The department will continue to focus on retaining students through matriculation, including efforts to remediate when necessary.

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

Between 2016 and 2019, student professional/personal dispositions were assessed annually. Each year, between 8-11% 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 remediation 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. To address this issue, the department has begun to institute interviews for program applicants. It is our hope that interviews will have two functions: 1) clearly state program expectations for all applicants; and 2) allow faculty an additional data point for admission based on CACREP standards.

For the Student Learning Outcomes, data show that on average, less than 7% of students earn below expectations on the provided assignments; in other words, over 93% of students meet or exceed expectations on learning outcomes. Most often, between 98-100% of students meet or exceed expectations. For two learning outcomes in the Research (RHAB 625) course, 20% of students earned below 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.

C. Program Survey data

In the evaluations completed by site supervisors, 92% felt supported by the department clinical faculty, 94% would supervise another student, and 92% felt like there was open communication between themselves and the clinical coordinator or practicum supervisor. Also, between 95-98% of supervisors stated that they felt as if their students were adequately trained in 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. The data suggests that these 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 164 responses over the last 4 years, 93% rated their overall practicum/internship experience as mostly or very good. In the 7% of cases where students rated their experience as some bad or mostly bad, the clinical team evaluated these experiences and decided how to proceed. Depending on the situation, sometimes a site visit was made by the clinical coordinator and in other situations, students were simply not placed at that site in future semesters.

Our exit survey data show that 98% of recent graduates feel qualified to work in rehabilitation counseling, 92% feel qualified to work in mental health counseling, and 95% would recommend this program to other students. Also 95% state that they felt as if the expectations of the program were clearly communicated and 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. The faculty will continue to evaluate needs in this area.

Our recent graduate survey shows that 95% of recent graduates feel qualified to work in rehabilitation counseling, 90% feel qualified to work in mental health counseling, and 95% would recommend this program to other students. 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. The response rates of these two survey populations could be enhanced. In the Spring of 2018, the department advisory board suggested more engagement with alumni. To address this, the department will host an alumni event in the fall of 2019 to invite alumni to VCU to see the new building. Additionally, faculty continue to engage with community partners with grant and research work as well as speaker/educational opportunities. These efforts may increase future response rates for both graduates and their employers.
## Appendix A
### Program Learning Outcomes Curriculum Map

<table>
<thead>
<tr>
<th>Course Code</th>
<th>RHAB 521</th>
<th>RHAB 525</th>
<th>RHAB 526</th>
<th>RHAB 611</th>
<th>RHAB 612</th>
<th>RHAB 615</th>
<th>RHAB 616</th>
<th>RHAB 623</th>
<th>RHAB 624</th>
<th>RHAB 625</th>
<th>RHAB 626</th>
<th>RHAB 633</th>
<th>RHAB 640</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will develop a professional counseling identity, and demonstrate their ability to function ethically &amp; effectively within settings that offer counseling, advocacy, &amp; related services to diverse populations.</strong></td>
<td>identify a range of counseling theories &amp; skills applicable in a pluralistic society with individuals, groups, couples, &amp; families, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth.</td>
<td>demonstrate respect for the impact of social and cultural factors on human behavior &amp; the role of individual differences in establishing and working toward counseling objectives.</td>
<td>identify &amp; apply the stages of development throughout the lifespan, including development al goals, when working with individuals, regardless of disability or other impairing conditions.</td>
<td>identify &amp; apply career development theory and tools.</td>
<td>use case management techniques &amp; describe the range of community resources available.</td>
<td>use appropriate assessment techniques when working with individuals &amp; utilize relevant information within the counseling process.</td>
<td>read &amp; evaluate professional research literature and incorporate such information into their professional development.</td>
<td>demonstrate the knowledge &amp; skills necessary to be an effective professional counselor through supervised practicum &amp; internship experiences.</td>
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<td>RHAB 521</td>
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</tbody>
</table>

I= Outcome Introduced; R= Outcome Reinforced; A= Outcome Assessed; O= Outcome not Addressed
Appendix B
Student Evaluation of Faculty/Course Instructor

Rate the Instructor on the following items:
Almost always, frequently, sometimes, occasionally, rarely

- Well-organized course
- Demonstrated thorough knowledge of the subject matter
- Explained course material clearly
- Was well-prepared for class
- Asked questions that promoted different levels of thinking
- Used effective teaching methods
- Clearly communicated the subject matter
- Clearly communicated course expectations
- Clearly communicated grading methods and criteria
- Evaluated students in a fair manner
- Seemed enthusiastic about subject matter
- Was available and willing to consult with students
- Was helpful when students had difficulty with material
- Encouraged students to participate in class
- Provided opportunities for student questions
- Showed respect for students

Rate the Course on the following items:
Strongly agree, agree, neutral, disagree, strongly disagree

- Class activities were relevant to course
- Course syllabus was comprehensive and informative

Compare this course to others with regard to the following items:
Excellent, more than adequate, adequate, less than adequate, poor

- The degree of learning fundamental principles, generalizations and theories
- The contribution to my professional development
- Overall quality of this course

Compare this instructor to others with regard to the following items
Excellent, more than adequate, adequate, less than adequate, poor

- My desire to take another course from this instructor
- The overall quality of this instructor

Comments:
Appendix C
Department of Rehabilitation Counseling Faculty Performance Evaluation Form
FARES: Faculty Activity Report Evaluation System

Faculty annual activity is reported using the content areas below. Faculty estimate time spent on all activities and upload all course and peer teaching evaluations. Faculty self-assess and evaluate and the chair evaluates. Meetings are held between all faculty and the chair after the evaluation is complete.
# Appendix D
Practicum and Internship Student Evaluation

## Evaluation of Interns/PRACTICUM Students

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

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<tr>
<th>Counseling Competencies</th>
<th>UNABLE TO JUDGE</th>
<th>POOR</th>
<th>BORDERLINE</th>
<th>ACCEPTABLE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
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<tr>
<td>1. Basic counseling communication skills (e.g., basic reflections, open questions, affirmations, summaries)</td>
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<td>2. Advanced counseling communication skills (e.g., complex reflections, reframing, interpretations, giving feedback, challenging)</td>
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<td>3. Warm, empathic and accepting relationship stance</td>
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<td>4. Interviewing/assessment skills</td>
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<td>5. Focused/goal-oriented clinical interactions</td>
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<td>6. Evokes client motivation as appropriate to clients’ readiness to change</td>
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<td>7. Handles client reluctance/resistance/discord</td>
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<td>8. Uses specific counseling techniques appropriate to situation (e.g., role play, behavioral rehearsal, scaling, guided imagery, desensitization, etc.)</td>
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<td>9. Multicultural awareness and competency</td>
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<td>10. Overall caseload management</td>
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<td>11. Ethical decision-making and appropriate boundaries</td>
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<td>12. Diagnostic skill</td>
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<td>13. Termination skills</td>
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<td>14. Record-keeping competence</td>
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<td>15. Screening for harm to self or others</td>
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<td>Group Counseling Competencies</td>
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<td>16. Demonstrates group leadership skills (e.g., linking, blocking, drawing members out)</td>
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<td>17. Demonstrates skill in executive functions of leadership (e.g., managing time, organizing content focus, initiating and closing group sessions)</td>
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<td>18. Skillfully facilitates group therapeutic factors (e.g., climate, cohesion)</td>
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<td>19. Effectively facilitates group process (e.g., interactions between members)</td>
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<tr>
<th>Overall Evaluation</th>
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<tbody>
<tr>
<td>Growth/Development over the Semester</td>
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<td>Additional comments/Summary:</td>
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