

## 2021-2022 Educational Program Assessment Plan

### Rehabilitation Counseling, (PhD)

#### Mission

The Doctor of Philosophy (Ph.D.) in Rehabilitation Counseling offered by the School of Rehabilitation Services and Counseling is a CACREP accredited program designed primarily to prepare students to become rehabilitation educators, researchers and administrators, and additionally offers the academic preparation to become certified as rehabilitation counselors. The degree focuses on advanced training in counseling specializing in working with people with disabilities and involves approximately two years of full time coursework plus a dissertation. This is a 66-semester credit hour program for graduates holding a Master's degree in Rehabilitation Counseling, but is offered to related disciplines that may require up to an additional 48 hours of Foundation courses (requires review of graduate transcript for possible course waivers).

2021 - 2022 Academic Year

Rehabilitation Counseling, (PhD) Learning Outcomes

Professional Leadership and Identity **NOT MET**

Developing professional identity as a rehabilitation counselor and being able to advocate for people with disability

MEASURES	RESULTS	ACTIONS								
<p><b>Rehabilitation Administration &amp; Leadership Paper</b></p> <p>For this literature-based paper, student must select a relevant, contemporary topic related to administration/management, advocacy, and/or leadership issues from a setting they might become employed in (counseling agency, rehabilitation, human services, non-profit, higher education, etc.). Student should consult with course instructor (REHS 8313), as needed, as to the appropriateness of the topic idea. Using professional sources, the paper must be 12-15 pages of narrative (plus citations) using APA writing style; adhering to APA format is a key component of this assignment.</p> <p>Direct - Assignment</p> <p><i>Rehabilitation Administration, Leadership, and Advocacy: REHS 8313</i></p> <p><b>Target</b></p> <p>The benchmark for success will be 80% students receiving a score of 80/100 or better on the paper.</p>	<p><b>NOT MET</b></p> <p>Overall Proficiency</p> <table border="1"> <tr> <td>Met:</td> <td>50%</td> </tr> <tr> <td>Not Met:</td> <td>50%</td> </tr> <tr> <td>Met Total:</td> <td>50%</td> </tr> <tr> <td>Not Met Total:</td> <td>50%</td> </tr> </table> <p><b>Analysis</b></p> <p>To construct a strong paper, students need to integrate their classroom learning. However, the class was offered during the summer period and students struggled with a relatively short period of time in constructing a term paper with good quality. A change was made to offer this course during the regular semester to allow sufficient time to absorb and digest their classroom learning.</p>	Met:	50%	Not Met:	50%	Met Total:	50%	Not Met Total:	50%	<p><b>Other - [Change semester offered from summer to regular FA/SP semester]</b></p> <p><b>Not Started</b></p> <p>To construct a strong paper, students need to integrate their classroom learning. However, the class was offered during the summer period and students struggled with a relatively short period of time in constructing a term paper with good quality. A change was made to offer this course during the regular semester to allow sufficient time to absorb and digest their classroom learning.</p> <p>Recommended Due Date: 01/16/2023</p>
Met:	50%									
Not Met:	50%									
Met Total:	50%									
Not Met Total:	50%									
<p><b>Grant Writing/Grant Project</b></p> <p>This is the major, culminating project for the course. Therefore, a high level of quality is expected. You will be rewriting, revising, and continuing the preliminary proposal. All sections discussed in the course (given modifications as relevant to your RFP) must be included. When submitting, you must include a copy of the RFP. This is a final grant proposal. A rubric is available on Blackboard. Unless agreed upon by the instructor, the proposal must include the following sections:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Documentation of Need/Problem Statement</li> <li>• Goal &amp; Objectives</li> <li>• Methodology</li> <li>• Evaluation</li> <li>• Personnel</li> <li>• Future Funding</li> <li>• Innovative Practices</li> <li>• Budget</li> <li>• Budget Narrative</li> </ul> <p>Format: Typed, double-spaced, 12-point font. Use tables and/or charts as appropriate. Cite references as per APA style. Length: As indicated in the RFP (or as agreed to by the instructor) but generally in the 15 – 20-page range</p> <p>Direct - Assignment</p> <p><i>Grant Writing: REHS 8302</i></p> <p><b>Target</b></p> <p>The benchmark for success will be 80% students receiving a score of 80/100 or better on the grant project.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <table border="1"> <tr> <td>Met:</td> <td>80%</td> </tr> <tr> <td>Not Met:</td> <td>20%</td> </tr> <tr> <td>Met Total:</td> <td>80%</td> </tr> <tr> <td>Not Met Total:</td> <td>20%</td> </tr> </table> <p><b>Analysis</b></p> <p>SLO REHS 8302 was met successfully.</p>	Met:	80%	Not Met:	20%	Met Total:	80%	Not Met Total:	20%	<p><b>Maintain Assessment Strategy</b></p> <p>The grant writing project is a practical assessment method to measure students' learning outcomes, and the assessment activity will remain the same.</p>
Met:	80%									
Not Met:	20%									
Met Total:	80%									
Not Met Total:	20%									

#### General Outcome Actions

ACTIONS
<p><b>Revise Curriculum</b></p> <p><b>IN PROGRESS</b></p> <p>REHS 8302 and 8313 will be offered during the regular fall and spring semesters.</p>

**Conclusion**

Counselor identity and leadership skills are the fundamental basis in working with people with disabilities. Offering courses in this domain during the regular fall and spring semesters will allow sufficient time to absorb classroom learning, thus it will help students' professional growth.

Teaching **MET**

Knowledge of and Ability to Teach Rehabilitation Services and Counseling Students

MEASURES	RESULTS	ACTIONS						
<p><b>Teaching Philosophy Statement</b></p> <p>Each student will develop their own teaching philosophy statement using knowledge gained in the course. This statement, following conventional guidelines common in education, will not exceed one page, single-spaced. Your submission will be evaluated based upon the rubric in Black Board. General categories of evaluation include: (1) Overall writing; (2) Goals for student learning; (3) Teaching methods; (4) Measuring student success; (4) Teacher-student relationship. As we will discuss in class, your own teaching philosophy statement should cover these key areas yet also provides the reader some personal insights into you as a teacher and a person; as such, it reflects values as well as skills.</p> <p>Direct - Assignment</p> <p><i>Supervised Teaching Experience: REHS 8314</i></p> <p><b>Target</b></p> <p>The benchmark for success will be 80% students receiving a score of 40/50 or better on the teaching philosophy statement.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <table border="1"> <tr> <td>Met:</td> <td>100%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p><b>Analysis</b></p> <p>All students enrolled in REHS 8314 received &gt;40/50 (&gt;80%) on their papers and completed the course successfully.</p>	Met:	100%	Met Total:	100%	Not Met Total:		<p><b>Maintain Assessment Strategy</b></p> <p>A teaching philosophy paper is a practical assessment method to measure students' teaching competency, and the assessment activity will remain the same.</p>
Met:	100%							
Met Total:	100%							
Not Met Total:								
<p><b>Distance Education Teaching Project</b></p> <p>You will produce an Online Education Strategic Three-Year Plan for a designated college/university. This activity involves formal writing, with content and references correctly formatted in APA style. Additional details and examples are posted on our class Blackboard website.</p> <p>Direct - Assignment</p> <p><i>Distance in Education Rehabilitation Counseling: REHS 8318</i></p> <p><b>Target</b></p> <p>The benchmark for success will be 80% students receiving a score of 4/5 or better on the project.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <table border="1"> <tr> <td>Met:</td> <td>100%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p><b>Analysis</b></p> <p>The course was offered during the summer period and all students completed their distance learning project successfully.</p>	Met:	100%	Met Total:	100%	Not Met Total:		<p><b>Maintain Assessment Strategy</b></p> <p>The distance education teaching project is a practical assessment method to measure students' online teaching competency, and the assessment activity will remain the same.</p>
Met:	100%							
Met Total:	100%							
Not Met Total:								

**General Outcome Actions**

ACTIONS
<p><b>Maintain Assessment Strategy</b></p> <p>The teaching philosophy paper and distance education project are practical assessment methods to measure students' teaching competency, and the assessment activities will remain the same.</p>

**Conclusion**

**Rehabilitation Counseling, (PhD)**

Teaching competency is a necessary component to become a rehabilitation educator and the current assessment accurately measures students' progress in thiThe current Current assessment shows that rehab counseling doctoral students demonstrate proper level of development in this area.

Clinical Counseling Practice **MET**

Development and Application of Clinical Counseling Practices

MEASURES	RESULTS	ACTIONS
<p><b>Advanced Counseling Practicum Videos</b></p> <p>Each student will develop their own teaching philosophy statement using knowledge gained in the course. This statement, following conventional guidelines common in education, will not exceed one page, single-spaced. Your submission will be evaluated based upon the rubric in Black Board. General categories of evaluation include: (1) Overall writing; (2) Goals for student learning; (3) Teaching methods; (4) Measuring student success; (4) Teacher-student relationship. As we will discuss in class, your own teaching philosophy statement should cover these key areas yet also provides the reader some personal insights into you as a teacher and a person; as such, it reflects values as well as skills</p> <p>Direct - Assignment</p> <p><i>Advanced Counseling: REHS 8312</i></p> <p><b>Target</b></p> <p>The benchmark for success will be 80% students receiving a score of 40/50 or better on the video of clinical competence.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>With no exception, all students enrolled in REHS 8312 received &gt;80% scores on their video recording assignments.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>Video recording is a proper method to evaluate student development in counseling skills. The assessment activity will remain the same.</p>
<p><b>Site Supervisor Evaluations &amp; Student Self-Evaluation</b></p> <p>Students in the course are expected to complete 100 hours of field experience. And, two assessment components are: 1) site supervisor's evaluation on students, and 2) student's self-evaluation.</p> <p>Indirect - Other</p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>All students completed the course successfully. Site supervisor evaluation and student self-evaluation results indicate that students gained necessary counseling competencies as practicum students.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>The site supervisor's evaluation on practicum students and students' self-evaluation properly measures students' progress in counseling competency. Assessment activities will remain the same.</p>

**General Outcome Actions**

ACTIONS
<p><b>Maintain Assessment Strategy</b></p> <p>Evaluating students' counseling competency via video analysis, supervisor's evaluation, and students' self-evaluation is an effective assessment method, and future assessment activities will remain the same.</p>

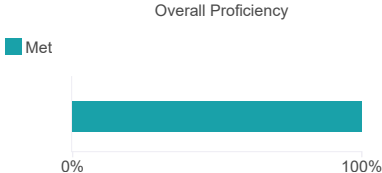
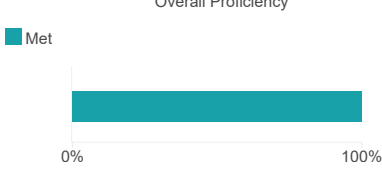
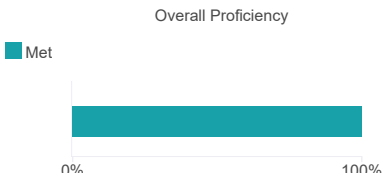
**Conclusion**

Students demonstrate a proper level of counseling competency, indicating the current teaching modality of clinical courses is working effectively.

Research **MET**

Develop competency to design and conduct research with proper methodology and to collect and analyze information scientifically via proper statistical methods.

MEASURES	RESULTS	ACTIONS

<p><b>8310 Research Paper</b></p> <p>Each students will write/prepare a systematic literature review (SLR) paper. Paper should be written in APA 7th edition. The final SLR will be no less than 20 pages and no more than 30 pages (including title, abstract, and references pages). Prepare your assignment using the assignment rubric posted on the Blackboard. The following are required:</p> <p>a. Systematic literature review topic must be related to disability and rehabilitation counseling.</p> <p>b. Each student will submit topic/title of her/his Systematic Literature Review for Instructor's feedback and approval. Students will use the feedback to modify (if needed) their topics.</p> <p>c. Systematic literature review must be prepared using Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) and other Cochrane Reviews guidelines (discussed in class).</p> <p>d. Assignment must be submitted using SafeAssign tool on Blackboard. Students should review report generated by SafeAssign and modify their paper based on SafeAssign reports and then re-submit the revised version of the assignment on Blackboard.</p> <p>e. Submission of Systematic Literature Review for publication: Students will submit the final draft of their manuscripts to for publication. In addition to the submission of the final manuscript, an email confirmation of manuscript submission to a journal should be submitted to the Course Instructor. Submit your manuscript to one of the following journals; Rehabilitation Counseling Bulletin, Journal of Applied Rehabilitation Counseling, Rehabilitation Research Policy and Education, Psychiatric Rehabilitation</p> <p>Direct - Assignment</p> <p><i>Advanced Research Methodology: REHS 8310</i></p> <p><b>Target</b></p> <p>80% of the students will receive ≥80% score on the research paper</p>	<p><b>MET</b></p> <p>Overall Proficiency</p>  <table border="1" data-bbox="576 367 847 443"> <tr> <td>Met:</td> <td>100%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p><b>Analysis</b></p> <p>All students in REHS 8310 received scores over 80/100 on their papers and completed the course successfully.</p>	Met:	100%	Met Total:	100%	Not Met Total:		<p><b>Maintain Assessment Strategy</b></p> <p>The research paper adequately measures students' ability to search for, locate, extract, organize, evaluate and use or present information that is relevant to their research topic. The current assessment activity will remain the same for future evaluation.</p>
Met:	100%							
Met Total:	100%							
Not Met Total:								
<p><b>Research Competency (Comprehensive Exam)</b></p> <p>Students, after completing the academic portion of the program and prior to Candidacy, will take a Comprehensive Exam consisting of writing on select questions organized according to the Program Objectives for the PhD in Rehabilitation Counseling Program. A. Professional Leadership and Identity, B. Teaching, C. Clinical Counseling Practice, D. Supervision, E. Research, and F. Disability and Multicultural Competence.</p> <p>The Research Competency will measure only how each student performed on section E of the exam (i.e. Research).</p> <p>Direct - Other</p> <p><b>Target</b></p> <p>The benchmark for success will be 80% students receiving a score of 80% or better.</p>	<p><b>MET</b></p> <p>Overall Proficiency</p>  <table border="1" data-bbox="576 1263 847 1339"> <tr> <td>Met:</td> <td>100%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p><b>Analysis</b></p> <p>Eight students applied for the comprehensive exam during AY 2021-2022, and all passed the exam.</p>	Met:	100%	Met Total:	100%	Not Met Total:		<p><b>Maintain Assessment Strategy</b></p> <p>The comprehensive exam adequately measures students' knowledge in the area of research methods and statistics. The current assessment activity will remain the same for future assessments.</p>
Met:	100%							
Met Total:	100%							
Not Met Total:								
<p><b>8300, 9690, 9691 Dissertation Effectiveness</b></p> <p>The PhD Dissertation Defense: this is a measure of the student's ability to conduct original research either quantitative or qualitative. The defense provides a written dissertation and oral defense of the research conducted.</p> <p>Direct - Other</p> <p><i>Dissertation: REHS 9190</i></p> <p><b>Target</b></p> <p>The benchmark for success is a score 1 or better on a 0 - 3 scale of dissertation effectiveness</p> <p>Rubric scores for each level as follows:          Outstanding score = 3          Very Good score = 2          Acceptable score = 1 (CR)          Unacceptable score = 0</p>	<p><b>MET</b></p> <p>Overall Proficiency</p>  <table border="1" data-bbox="576 1756 847 1832"> <tr> <td>Met:</td> <td>100%</td> </tr> <tr> <td>Met Total:</td> <td>100%</td> </tr> <tr> <td>Not Met Total:</td> <td></td> </tr> </table> <p><b>Analysis</b></p> <p>7 students completed the REHS 8300, 9690, and 9691 during AY 2021-2022 period. All students demonstrated expected progress toward their dissertations.</p>	Met:	100%	Met Total:	100%	Not Met Total:		<p><b>Maintain Assessment Strategy</b></p> <p>All students demonstrated progress toward their dissertations, and the current assessment measures will remain the same for future evaluations.</p>
Met:	100%							
Met Total:	100%							
Not Met Total:								

**General Outcome Actions**

ACTIONS
<p><b>Maintain Assessment Strategy</b></p> <p>Research paper, comprehensive exam, and dissertation evaluation properly evaluate students' progress in the research domain. Current assessment activities will remain the same for future evaluation.</p>

**Conclusion**

The outcome shows that students demonstrates a proper level of research competency.

Counseling Supervision **MET**

Developing competency in supervising counseling interns

MEASURES	RESULTS	ACTIONS
<p><b>Internship Supervision Experience Paper</b></p> <p>Students are expected to write a term paper that explains their supervision experience and philosophy based on existing theories.</p> <p>Direct - Assignment</p> <p><i>Internship Supervision Experience: REHS 8315</i></p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p><b>Analysis</b></p> <p>Five students completed the course during the summer period and all students received an A on their papers. And, all students completed the course successfully.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>The supervision experience paper adequately evaluates students' progress in counselor supervision skills. We will maintain the current assessment activity for future evaluation.</p>

**General Outcome Actions**

ACTIONS
<p><b>Maintain Assessment Strategy</b></p> <p>The supervision experience paper adequately measures student growth in supervision philosophy and competency. Assessment activity will remain the same for future evaluation.</p>

**Conclusion**

The outcome indicates that rehabilitation counseling doctoral students demonstrate competency in counselor supervision.

Disability & Multicultural Competence **MET**

Developing cultural competency in counseling

MEASURES	RESULTS	ACTIONS
<p><b>Advanced Career Development for People with Disabilities Paper</b></p> <p>Direct - Assignment</p> <p><i>Advanced Career Development and Disability: REHS 8306</i></p>	<p><b>MET</b></p> <p>Overall Proficiency</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p>	<p><b>Maintain Assessment Strategy</b></p> <p>The disability paper properly evaluates students' multicultural counseling competency. Assessment activity will remain the same.</p>

**Rehabilitation Counseling, (PhD)**

	<p><b>Analysis</b></p> <p>All four enrolled doctoral students received &gt;80/100 in their papers, indicating the goal of this course was met. And, all students completed the course successfully.</p>	
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**General Outcome Actions**

ACTIONS
<p><b>Maintain Assessment Strategy</b></p> <p>Disability papers practically evaluate students' multicultural counseling competency.</p>

**Conclusion**

The outcome indicates that rehab counseling doctoral students demonstrate a proper level of cultural competency in providing counseling services.