

Graduate Degree Program Assessment Progress Report Cover Sheet: Plan # 114

Degree: Master of Arts in Counseling w/ Emphasis on Rehabilitation Counseling **For Calendar Year:** 2012

(Date submitted to college committee: 03-6-2013 By: William E. Garner, Rh.D., CRC, LPC)

(Date posted on college assessment website: _____)

Overall Rating: _____

Respond to all six parts following the “Degree Program Assessment Progress Report Instructions.” (NOTE: Parts 1 through 4 can be copied from the relevant sections of your assessment plan.) Attach additional pages as needed.

(1) Student learning goal(s) addressed this year:

See Table below – Column 1

(2) Learning outcomes/objectives for those goals addressed this year:

See Table below – Column 2

(3) Courses & activities where assessed:

See Table below – Column 3

(4) Methods used:

See Table below – Column 4

(5) What are the assessment findings? How did you analyze them?

The assessment findings show that the objectives across all 11 goals were met except for Goal 11 (student performance on the national Certified Rehabilitation Counselor (CRC) Examination). This is the first year, since the program began in 2000, that UALR-MRC students have not exceeded the national average in passing the CRC Examination. The Faculty is examining aggregate UALR-MRC student performance data on the CRC Examination, related to specific Knowledge Domains, to identify deficit areas and plan possible remediation approaches.

See Table below (Column 5) for assessment findings related to each specific goal and its objectives.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

As a result of meeting objectives across all goals except Goal 11, no major changes are planned for the MRC program at this time except those, mentioned above, related to Goal 11. An online workshop, to assist the students in CRC Examination Preparation, is also in development.

The Goal 11 results may be related to recent changes in UALR-MRC Program requirements that mandate that all students take and pass the CRC exam in order to graduate. One upshot of these graduation requirement changes is that the Program is now able to assess student success on the CRC Examination on a semester-by-semester basis (as well as annually). This more timely feedback should allow tighter monitoring and a quicker response to any changes in student performance.

The Annual Meeting of the Rehabilitation Counseling Program Advisory Committee was held at UALR on March 5, 2012. This meeting was held about two months earlier than usual in order to coincide with our Accreditation Site Visit from the Council on Rehabilitation Education (CORE). At that meeting, preliminary findings related to this MRC Program Assessment Progress Report were presented including the complete results for Goals 10 and 11. The UALR, COE, and MRC Program assessment functions and processes were also explained to the Committee for their review and feedback.

Special Note: During 2012, an intensive Reaccreditation Review of the UALR-MRC program was conducted by our national accrediting body, the Council on Rehabilitation Education (CORE). This review included the UALR-MRC program submitting a detailed Self Study document and hosting a Site Visit, in March, by a CORE Reaccreditation team. A significant part of the review activity focused on the UALR-MRC Program Evaluation and Assessment process. The outcome of the Reaccreditation Review was that the UALR-MRC program was granted Full Accreditation for eight more years (2012-2020). This is the maximum time period possible under CORE Standards.

See Table below (Column 6) for conclusions and decisions related to each specific goal.

**Degree Program Assessment Report for: Master of Arts in Rehabilitation Counseling
(MRC)**Calendar Year: 2012

(1) Student learning goal(s) addressed this year:	(2) Learning outcomes/objectives for those goals addressed this year:	(3) Courses & activities where assessed:	(4) Methods used:	(5) What are the assessment findings?	(6) What conclusions were drawn and what and what decisions were made as a result?
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<p>Goal 1: To provide a comprehensive foundation of rehabilitation counseling history, legislation, ethics, and service provision knowledge. (Gitchel; Grover)</p>	<p>MRC Program candidates shall satisfactorily</p> <p>Objective 1.1 Demonstrate acquisition of the knowledge of the history of vocational rehabilitation in the United States (CORE C.1.2).</p> <p>Objective 1.2 Demonstrate acquisition of the knowledge of the legislation affecting rehabilitation counseling practice in the United States (CORE C.1.3).</p> <p>Objective 1.3 Demonstrate acquisition of the knowledge of rehabilitation counseling ethics(CORE C.1.4).</p> <p>Objective 1.4 Demonstrate an understanding of the scope of vocational rehabilitation process and service provision in both public and private sectors (CORE C.1.1).</p>	<p>COUN 7360 Rehabilitation Foundations</p>	<p>All objectives for this program goal will be assessed using the comprehensive final examination in COUN 7360 Rehabilitation Foundations. Aggregate data for the group will be reported.</p>	<p>The average score on the comprehensive examination was: 91.9% (Fall 2012, 26 students). 97.2% (Summer 2012, 7 students)</p>	<p>Results indicate that students demonstrated adequate mastery of this goal and that no significant changes to this assignment are required at this time.</p>
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<p>Goal 2: To provide a comprehensive foundation for Medical, Functional, Psychosocial, and Environmental Aspects of Disability. (Ortega)</p>	<p>Objective 2.1 Explain the basic medical aspects and functionality of human body systems as they relate to specific disabilities (CORE C.9.6).</p>	<p>COUN7361 Medical Aspects of Disability – Functional Assessment Project</p>	<p>Assigned points using the scoring rubric for the Functional Assessment project.</p>	<p>During 2012, the Functional Assessment Project was broken into two parts with the following average scores: FA Worksheet – 97.6% FA Report – 99.0%</p>	<p>Mastery was demonstrated and the goal was met. No major changes to these tasks are needed at this time.</p>
<p>Goal 3: To provide an understanding of the implications of psychological conditions for entry/re-entry into work. (Gitchel; Ortega)</p>	<p>Objective 3.1 Demonstrate the ability to gather and analyze psychological data as it impacts on work capacities (CORE C.2.3).</p>	<p>COUN7362 Psychological Aspects of Disabilities - Referral Letter/ Psychological Evaluation Report assignment</p>	<p>Assigned points using the scoring rubric for this assignment. Aggregate data for the group will be reported.</p>	<p>The average scores on this assignment were as follows: Spring 2012 – 93.8% Summer 2012 – 93.6%</p>	<p>The goal was met. No major changes to the class assignment are needed at this time.</p>
<p>Goal 4: To provide experience in job and task analysis methodology to determine essential functions of jobs for employment placement and planning. (Garner)</p>	<p>Objective 4.1 Demonstrate the ability to complete an on-site job analysis and prepare a written Job Analysis Report (CORE C.4.2).</p>	<p>COUN7363 Career Counseling and Placement - Job Analysis and Job Analysis Report assignment</p>	<p>Assigned points using the scoring rubric for this assignment. Aggregate data for the group will be reported.</p>	<p>Across 3 semesters (Spring, Summer, & Fall), 26 students completed the tasks with an average score of 93.6/95. This 98.5% average for the group confirms mastery of the tasks.</p>	<p>Goal was met. No major changes to the class assignment related to these tasks are needed at this time.</p>

<p>Goal 5: To provide experience in comprehending the appropriateness of assessment instruments and in applying assessment methods to evaluate a consumer's skills. (Garner)</p>	<p>Objective 5.1 Demonstrate an understanding of how to assess the validity, reliability, strengths and weaknesses, and appropriateness for use with persons with disabilities of specific assessment instruments (CORE C.7.2 & C.7.4).</p>	<p>COUN7367 Assessment in Rehabilitation - Student Assessment Instrument Reports assignment (3 reports including one assessment the student takes and has interpreted for him or her)</p>	<p>Assigned points using the scoring rubric for this assignment. Aggregate data for the group will be reported.</p>	<p>Across 3 semesters (Spring, Summer, & Fall), 43 students completed the tasks with an average score of 136.4/150. This 90.9% average for the group confirms mastery of the tasks.</p>	<p>Goal was met. No major changes to the class assignment related to these tasks are needed at this time.</p>
	<p>Objective 5.2 Demonstrate the ability to install and utilize computer-based assessments for rehabilitation planning (CORE C.7.5).</p>	<p>COUN7367 Assessment in Rehabilitation - O*NET Career Exploration Tools assignment</p>	<p>Assigned points using the scoring rubric for this assignment. Aggregate data for the group will be reported.</p>	<p>Across 3 semesters (Spring, Summer, & Fall), 43 students completed the task with an average score of 92.4/100. This 92.4% average for the group confirms mastery of the tasks.</p>	<p>Goal was met. No major changes to the class assignment related to this task are needed at this time.</p>

<p>Goal 6: To provide an understanding of counseling approaches and principles. (Gitchel; Grover)</p>	<p>Objective 6.1 Demonstrate knowledge and understanding of Individual Counseling theories (CORE C.5.1).</p>	<p>CNSL 7301 Theoretical Approaches to Counseling:</p>	<p>Assigned points using the scoring rubric for this assignment.</p> <p>Assigned points for a comprehensive essay comparing and contrasting student's choice of theories within the domain of theories covered in this course as applied to a specific rehabilitation disorder or dysfunction.</p> <p>Aggregate data for the group will be reported.</p>	<p>Across three semesters, the average grades on this assignment were as follows: Spring 2012, 24 students – 90.1%. Summer 2012, 3 students – 93.3% Fall 2012, 17 students – 91.1%%</p>	<p>Overall, students displayed the ability to exhibit mastery, across semesters, on this assignment. This indicates that the students attained an adequate level of competence on this goal and that no major revisions to this assignment need to occur.</p>
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<p>Goal 7: To provide a foundation of techniques and procedures for counseling interviews with emphasis on student mastery of various levels of skills within a microskills hierarchy for counseling interviews and the appropriate use of skills in various stages of counseling. (Staff N.A.)</p>	<p>Objective 7.1 Understand how to use counseling skills with individuals, groups and families to produce change (CORE C.5.3).</p>	<p>CNSL 7302 Techniques for Counseling Interviews</p>	<p>Assigned points using the scoring rubric in evaluation of students' demonstration of counseling skills at culmination of 3 day on- campus skill development seminar.</p> <p>Assigned points using course quizzes testing knowledge and comprehension of techniques and procedures for counseling.</p> <p>Aggregate data for the group will be reported.</p>	<p>No data for this specific goal was available because the CNSL 7302 course was taught, in 2012, by a faculty member who is no longer currently teaching with the program.</p> <p>However, review of the 70 students' grades for this course (across Spring, Summer, and Fall of 2012) showed an overall average grade of 99.3%.</p>	<p>Overall average grades suggest this goal was met. No major changes to the class assignments are planned at this time.</p> <p>The CNSL7302 course has been reassigned to a current full-time Rehabilitation Counseling faculty member to ensure that specific data will be available for the Program Assessment Report on the 2013 calendar year.</p>
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<p>Goal 8: To provide experience in evaluation of the need for and utilization of case and caseload management. (Ortega)</p>	<p>Objective 8.1 Demonstrate the ability to identify rehabilitation needs and plan for the provision of rehabilitation services with consumers (CORE C.10.2).</p>	<p>COUN7364 Rehabilitation Case Management – Class Project</p>	<p>Assigned points using the scoring rubric for Parts 1-3 of the project: Part 1 – Intake report and medical evaluation Part 2 – Psychological and Vocational Evaluations Part 3 – Plan development</p> <p>Aggregate data for the group will be reported.</p>	<p>Across three semesters (Spring, Summer, Fall 2012) 37 students completed Parts 1&2 and 35 students completed Part 3 with average grades of: Part 1 – 87.0% Part 2 – 89.4% Part 3 – 92.0%</p>	<p>Goals were met. No major changes to the class assignments are warranted at this time.</p>
	<p>Objective 8.2 Demonstrate the ability to effectively document contacts with consumers and service providers and provision of services (CORE C.10.11).</p>	<p>COUN7364 Rehabilitation Case Management – Class Project</p> <p>Service Learning Task</p>	<p>Assigned points using the scoring rubric for Part 4 of the project – Case Notes and Closure</p> <p>Assigned points for Service Learning Reflection Papers</p> <p>Aggregate data for the group will be reported.</p>	<p>Across three semesters (Spring, Summer, Fall 2012) 35 students completed Part 4 with an average grade of 93.0%</p>	<p>Goals were met. No major changes to the class assignments are warranted at this time.</p>

<p>Goal 9: To enable the internship student to perform the roles and functions of a practicing rehabilitation counselor as defined by the Commission on Rehabilitation Counselor Certification (CRCC). This learning process will enable the internship student to provide rehabilitation counseling to individuals with disabilities. The internship consists of advanced fieldwork in rehabilitation counseling in an off-campus field site placement. (Ortega/McKisick)</p>	<p>Objective 9.1: Apply knowledge and effective utilization of occupational knowledge and information in developing vocational rehabilitation plans for clients (CORE D.2.1).</p> <p>Objective 9.2: Demonstrate the ability to conduct case planning, job development and job placement skills with an appropriate application of counseling theory and techniques (CORE D.2.1).</p>	<p>COUN 7660: Internship in Rehabilitation Counseling – Fieldwork experience evaluation process</p>	<p>Internship Site Supervisor Final Evaluation of Internship Student</p> <p>Internship Student Site Evaluation</p> <p>(Both instruments have sections that relate to Objective 9.1 and sections that relate Objective 9.2)</p>	<p>Each student's final grade is based on the evaluations of both the Site Supervisor and the Faculty Supervisor. During the three terms in 2012, a total of 81 students participated in Internship assignments with an average rating of 3.95/5.00 on the evaluation instruments.</p> <p>On the five-point, Likert-type scale used for evaluations in this class, a "5" indicates a "Frequently demonstrated very high degree of competence" and a '4" indicates a "Frequently demonstrated high degree of competence".</p>	<p>Goals were met. No major changes to the class structure are needed at this time.</p>
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<p>Goal 10: To assess the overall effectiveness of the UALR MRC program in preparing students to work as Rehabilitation Professionals. (Garner)</p>	<p>Objective 10.1 Students graduating from this online graduate degree program, who complete the UALR College of Education annual Graduate Phone Survey, will rate the program as “Good” (a “2” rating) or better for each of the 19 items on the survey (CORE B.1.1 & B.1.2).</p>	<p>Graduates are contacted by phone to take the survey each summer by the College of Education.</p>	<p>The College of Education annual Graduate Phone Survey for the MRC program. The survey instrument contains 19 items. Each is rated on a four-point Likert-type scale with “1” being the highest rating. A MRC Graduate Phone Survey Summary Report is sent to the MRC program.</p>	<p>The Graduate Phone Survey was not done by the COE in Summer 2012. The COE Exit Survey was done and is substituted here. The results show that Rehabilitation Counseling students rated themselves “adequately prepared” or better across all 15 items. (See Appendix A for more details.)</p>	<p>Goal was met. No major changes to the program needed at this time.</p>
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<p>Goal 11: To provide a high quality, accessible learning experience for each student which allows MRC program graduates to gain national certification as a rehabilitation counselor (CRC). (Garner)</p>	<p>Objective 11.1 Students graduating from this online graduate degree program, who take the CRC examination, will achieve national test scores equal to or exceeding the average scores attained by all individuals taking this national certifying exam (CORE B.2.2).</p>	<p>Students, who are seeking CRC certification, usually sit for the national CRC exam during their last semester in the MRC program.</p>	<p>Annual Outcome Data Reports from the national CRC Commission (CRCC) that provide information in the aggregate about student and graduate pass/fail status on the CRC exam as compared to the entire population of test takers. CRCC charges a report generation fee of \$50.00.</p>	<p>Analysis by the CRC Commission shows that UALR-MRC students and graduates passed the national CRC Exam at a rate of 61.9%. The national passing average, as reported by the Commission is 70.1%. (See Appendix B for more details.)</p>	<p>Goal was not met. Faculty is examining CRC Exam results, related to specific Knowledge Domains, to identify deficit areas and plan remediation approaches. An online CRC Exam Preparation workshop is also in development. The results may be related to changes in Rehabilitation Counseling Program requirements that mandate that all students take and pass the CRC exam in order to graduate.</p>
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(Date submitted to college committee: _____ Date posted: _____)

(LM: 2/2/06)

Appendix A

2011-2012 COE EXIT SURVEY

Average score across all 15 COE Exit Survey items = 3.50 (N=4)

Scale is 1-4 with “4” being Exceptionally Prepared

2011-2012 COE EXIT SURVEY

1. How well were you prepared in the main concepts and structure of your field? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.75	.50	-----	-----	25%	75%

2. How applicable was your preparation to your current or most recent position in the field? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

3. How well were you prepared in the content knowledge of your field? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.75	.50	-----	-----	25%	75%

4. How well were you prepared in the methods and practices that you use? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

5. How well were you prepared in working with your students/clients? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.25	.50	-----	-----	75%	25%

6. How well were you prepared to be an effective communicator with administrators, peers and staff? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

7. How well were you prepared to be an effective communicator with students/clients and their families? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.25	.50	-----	-----	75%	25%

8. How well were you prepared with the dispositions and commitment to continue in professional development? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

9. How well were you prepared in the appropriate use of State, National and professional standards? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

10. How well were you prepared in using technology in your professional career? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.00	.82	-----	25%	50%	25%

11. How well were you prepared to assess learners'/clients' needs and abilities using traditional assessment methods?*

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.75	.50	-----	-----	25%	75%

12. How well were you prepared in the assessment of learners'/clients' needs and abilities beyond traditional assessment methods (such as portfolios, structured observations/interviews, etc.)? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

13a. How well were you prepared in making effective and appropriate accommodations for learners/clients and their families with culturally and linguistically diverse backgrounds?

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

13b. How well were you prepared in making effective and appropriate accommodations for learners/clients and their families with disabilities and other special needs? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.75	.50	-----	-----	25%	75%

13c. How well were you prepared in making effective and appropriate accommodations for learners/clients and their families with different learning styles? *

Program	N	Mean	SD	1*	2*	3*	4*
Rehabilitation Counseling - MA	4	3.50	.58	-----	-----	50%	50%

*Percent who responded 1= not prepared; 2= somewhat prepared; 3=adequately prepared; 4=exceptionally prepared

Appendix B

Summary of Commission on Rehabilitation Counselor Certification Report on UALR-MRC Students who sat for the Certified
Rehabilitation Counselor Exam

(July 2011 – July 2012)

UALR-MRC Students and Graduates

Students (enrolled at time of exam) passing: 32/47 Pass % = 68.1

Graduates (at time of exam) passing: 7/16 Pass % = 43.8

Total (students and graduates) passing: 39/63 Pass % = 61.9

National CRC Exam Results

All candidates passing: 1344/1916 Pass % = 70.1



Commission on Rehabilitation Counselor Certification

Accredited by the National Commission for Certifying Agencies

September 26, 2012

Dr. William E. Garner
University of Arkansas at Little Rock
Master of Arts in Rehabilitation Counseling
2801 S. University Avenue
Little Rock, AR 72204

Dear Dr. Garner:

This letter is in response to a request for data regarding individuals from your program who have sat for the Certified Rehabilitation Counselor (CRC) examination. The report indicates data for the exams given from July 18, 2011 through July 21, 2012.

The data in the report include the following:

- Column 1 Examination dates.
- Column 2 Number of applicants who sat for the exam that were graduates or students of your program at the time they sat for the exam.
- Column 3 Number of applicants who passed the exam that were graduates or students of your program at the time they sat for the exam.
- Column 4 Total number of applicants who sat for the exam in the given cycle(s).
- Column 5 Total number of applicants who passed the exam in the given cycle(s).

The balance of the columns in the report indicate student and graduate performance on the twelve domain areas broken down into both the counseling and rehabilitation/disability sections of the exam.

Please do not hesitate to contact us if we may be of further assistance.

Very truly yours,

Kathleen A. Gehring
Administrative Assistant & Pre-Approval Coordinator

Enclosure

University = University of Arkansas-Little Rock

Exam Date(s)	Number Sitting		Number Passing		All Candidates	
	Graduate	Student	Graduate	Student	All	Pass
7/18/2011 - 7/21/2012	16	47	7	32	1916	1344
Knowledge Domains	Counseling Section			Rehab/Disability Section		
	Avg. National Score	Avg. Grad Score	Avg. Student Score	Avg. National Score	Avg. Grad Score	Avg. Student Score
Career Counseling & Assessment Techniques	2.99	2.50	3.00	4.98	4.31	4.47
Job Development & Placement Services	2.10	1.81	1.85	6.03	6.00	5.60
Voc Consultation & Employer Services	0.00	0.00	0.00	5.68	5.00	4.96
Case and Caseload Management	7.26	5.63	6.85	4.07	3.44	3.96
Individual Counseling	9.43	6.81	8.87	0.00	0.00	0.00
Group & Family Counseling	4.49	4.06	4.09	0.00	0.00	0.00
Mental Health Counseling	7.19	5.81	6.62	0.00	0.00	0.00
Psychosocial & Cultural Issue in Counseling	3.60	2.56	3.34	4.04	3.31	4.11
Medical, Functional & Environmental Implications of Disabilities	1.28	0.94	1.36	8.48	6.63	7.98
Foundation, Ethics & Professional Issue	4.93	3.88	4.70	4.07	3.38	3.83
Rehabilitation Services & Resources	0.00	0.00	0.00	10.08	8.81	9.60
Healthcare and Disability Systems	0.00	0.00	0.00	6.12	6.75	5.72