

# Executive Summary

# **Comprehensive Assessment Report**

2022-2023

Clinical Rehabilitation and Mental Health  
Counseling Program

M.A. Degree

Department of Child and Family Studies



# Table of Contents

- I. Comprehensive Assessment Plan Overview
  - a. Program Introduction
  - b. Program Evaluation
  - c. Assessment Timeline
    - i. Program Objective 1
    - ii. Program Objective 2
    - iii. Program Objective 3
- II. Comprehensive Assessment Report: Data Review and Program Modification
  - a. Applicant
    - i. Applicant Demographics, Characteristics, and Interviews
    - ii. Interview Follow-Up Survey
    - iii. Modifications
  - b. Current Students
    - i. Course Student Learning Outcomes per Syllabi
    - ii. Key Performance Indicators in Counseling
    - iii. Counseling Dispositions
    - iv. Comprehensive Exam Pass Rate
    - v. Exit Interview Survey Results
    - vi. Modifications
  - c. Alumni
    - i. CRC Certification / LMHC Licensure Rate
    - ii. Alumni Survey/Employment Placement
    - iii. Employer Satisfaction/Supervisor Feedback
    - iv. Modifications
  - d. Faculty
    - i. Student Evaluation Data per Course
    - ii. Program Director Evaluation Feedback
    - iii. Modifications

# I. **Comprehensive Assessment Plan Overview**

## a. **PROGRAM INTRODUCTION**

The Clinical Rehabilitation and Mental Health Counseling (CRMHC) Program is a 60-credit Master of Arts program designed to meet the educational requirements for licensure as a Mental Health Counselor in the State of Florida and National Certified Rehabilitation Counselor. The curriculum consists of a combination of academic coursework and clinical fieldwork experiences that align with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program was accredited by the Council of Rehabilitation Education (CORE) since 1977 and has been dually accredited by CACREP in the specialty areas, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling in 2015 when CORE and CACREP merged. Students generally complete the program in seven semesters of full-time study. Starting in 2022, students are required to select one specialty area between Clinical Rehabilitation Counseling and Clinical Mental Health Counseling and take all required courses in that specialty area. These specialties offer rigorous education based on the CACREP standard and students are exposed to a wide array of patient populations, clinical topics, and career paths.

The Program also offers two certificate programs for students interested in Addiction Counseling as well as Marriage and Family Therapy. Currently, the CRMHC program receives two types of federal training grants: Rehabilitation Service Administration (RSA;2015-2020; 2020-2025) program from the Department of Education through the Health and Human Services Administration - Behavioral Health Workforce Education and Training (HRSA-BHWET; 2021-2025) program from the Department of Health, provides students with a unique education in disability and integrated behavioral care. Faculty routinely integrate health/wellness and behavioral health throughout the curriculum.

## b. **PROGRAM EVALUATION**

The CRMHC program has developed a Comprehensive Evaluation Plan to systematically evaluate its objectives as well as student learning with the overarching goal of curriculum and program improvement. Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically based through the use of objective information systematically collected from students, faculty, employers, alumni, and site supervisors at planned timepoints throughout the academic year. The culmination of the evaluation process is typically an annual report written at the end of the summer prior to the beginning of the upcoming Fall semester.

This report illustrates the degree to which the CRMHC Program met the CACREP 2016

standards. As described below, the Program converted to the 2016 CACREP Standards in Fall 2020. Thus, the data and findings highlighted in this report are based on previous evaluation plan that meets the 2009 CACREP standards from 2016-2020 and the new assessment plan for the enrolled students from 2020-2022. For this conversion, the Program recruited stakeholders to provide input to the revision of program objectives (in accordance with 2016 CACREP standard 2.B.) as well as the creation of key performance indicators and identification of professional disposition. Findings from these assessments resulted in action items and program modifications to ensure that the Program is meeting its objectives and students are obtaining requisite knowledge and skills for working in behavioral healthcare as license-eligible mental health counselors or rehabilitation counselors.

Program evaluation is a continual agenda item on the faculty and staff meetings throughout the academic year. Assessment procedures, data collection strategies and tools, the comprehensive student database, and analytic methods are reviewed and discussed. Toward the end of each Spring semester, the core faculty and staff hold an annual retreat to analyze the data and findings for identifying action items and needed program modifications.

**c. ASSESSMENT TIMELINE**

The CRMHC Program continually evaluates our counseling curriculum and program outcome. The table below highlights each assessment used by the CRMHC program to assess our program outcomes throughout the year. These outcomes include:

- i. **Program Objective 1:** Recruit and admit a highly qualified and diverse student body.
- ii. **Program Objective 2:** Provide high quality teaching and inspire learning in rehabilitation and mental health counseling.
- iii. **Program Objective 3:** Increase the number of students who possess the requisite knowledge and earn credentials to become licensed mental health counselors and/or certified rehabilitation counselors working within the health care workforce.

**Table 1. Assessment Timeline**

Month	Assessment	Responsible Faculty / Staff	Program Objective	Review
January	Alumni Survey	Rick Weinberg	3	
February	Applicant Demographics and Interviews Applicant Follow-Up Survey	Tatiana Acosta	1, 2, & 3	Faculty Annual Retreat: Full Review of all Assessments

March	Graduate Employer Survey* Clinical Supervisor Feedback*	Marilyn Stern	3	
April	Student Exit Survey	Amanda DePippo	1, 2, & 3	
	Field Evaluation Forms	Amanda DePippo	2 & 3	
	Comprehensive Exams	Vicky Buckles	2 & 3	
	Semester Course Rubric Data and Syllabi	All Faculty and Staff	2 & 3	
June	Alumni Survey	Rick Weinberg	3	
July	Field Evaluation Form	Amanda DePippo	2 & 3	
August	Applicant Demographics and Interviews Applicant Follow-Up Survey	Tatiana Acosta	1, 2, & 3	Final Comprehensive Review of Applicant Data
October	Student Readiness for Field Placement	Amanda DePippo	2 & 3	
December	Comprehensive Exams	Vicky Buckles	2 & 3	
	Site Supervisor Survey *	Amanda DePippo	2 & 3	
	Student Exit Survey	Amanda DePippo	2 & 3	
	Field Evaluation Form	Amanda DePippo	2 & 3	
	Semester Course Rubric Data and Syllabi	All Faculty and Staff	2 & 3	
	Graduate Employment Rate, Certification and Licensure Pass Rates, Assess Program Outcomes and Vital Statistics, Report and Update Outcomes Report (online)	Tatiana Acosta, and Chih-Chin Chou	1, 2, & 3	

\* Note: some assessments are only collected every two years

## II. Comprehensive Assessment Report: Data Review and Program Modification

### a. Applicant

#### i. Applicant Demographics, Characteristics, and Interviews

There were 173 applications opened during this recruitment cycle, 109 were fully completed for admissions consideration. Of these applicants, over half identified as white and non-Hispanic, comprising a majority of the applicant pool. The majority of applicants identified as female, accounting for 83% of all applicants. These demographics highlight continuous needs to diversify the CRMHC program, and to reach underrepresented applicant pools.

**Table 2. Fall 2022 Applicant Demographics**

N = 173				
Gender		Race		Ethnicity

<b>Male (n=18)</b>	17%	<b>American Indian or Alaska Native</b>	2%	<b>Hispanic</b>	20%
<b>Female (n=91)</b>	83%	<b>Asian</b>	4%	<b>Not Hispanic</b>	77%
<b>ND</b>	0	<b>Black or AA</b>	9%	<b>Non-Resident</b>	0%
		<b>Unknown</b>	4%	<b>Unknown</b>	3%
		<b>White</b>	80%		
		<b>Native Hawaiian or other Pacific Islander</b>	1%		

**Table 2.1. Fall 2022 Applicant Characteristics**

<b>N = 173</b>					
<b>Reviewed Applications</b>	<b>Academic Background</b>				
	<b>Average GPA</b>	<b>GRE Verbal</b>	<b>GRE Quant</b>	<b>GRE Analytical</b>	<b># of Undergrad Institutions</b>
Completed Applications (109)	3.48	150.8	146.6	3.9	36
Total Number of Interviews (68)	3.61	152.6	148.5	4.1	24
Total Admission Offers (59)	3.63	152.8	148.4	4.1	20

**Table 2.2. Applicant Action to CRMHC offer**

<b>N = 173</b>	
<b>Fall 2022 RMHC Cohort Start Term</b>	
Acceptance Rate = 34%	
Completed Applications	N= 109
Total Number of Interviews	N= 68
Total Admission Offers	N= 59
Total Number of Acceptances	N= 37
Total Number Enrolled	N= 36

**ii. Interview Follow-Up Survey**

The feedback presented from this interview cycle shows that most students found the process to be informative and helpful in their decision process. Additionally, it highlights two important factors for our consideration in future years of recruitment. (1) Most of the students learned about the program through an online search and (2) over half of the students identified the CRMHC program at USF as their top choice in a graduate counseling program. It is also important to highlight that a significant portion (55%) of applications found the student perspective section to be the most valuable part of the interview day. This will be useful for future interview days so that this can be tailored to fit the interests of future applicant pools.

**Table 3. Fall 2022 Interview Day Survey: Results Summary**

Question	Response	N
Attended virtual info session	Y: 59%; N: 41%	34
Exposure to program	Other search engine: 32.7% Student/Alumni recommendation: 16.4% RMHC website: 16.4%	55
1 <sup>st</sup> choice in graduate program	USF CRMHC program: 85%	27
Most valuable part of the interview day	Student perspective: 55% Time w/ faculty & interview: 35% Whole experience: 3% Welcome: 7%	29
Recommended additional information	None: 62% Plans of Study/Different Tracks: 14% Coursework/Assignments: 14% Road to licensure after program: 5% Student Life: 5%	21
Suggestions for improvement	Include alumni, breakout groups during Q&A, longer Q&A, weekend interview option: 19%	21
Main factor determining decision	Program quality: 26% Acceptance: 22% Cost/scholarship opportunities: 15% Faculty Connection: 15% Location: 7% N/A: 7% Time to complete: 4% Flexibility of the program: 4%	27
After attending interview day, I am more interested in pursuing my master's degree in the RMHC program.	Strongly Agree: 88%, Somewhat Agree: 6%	32
I felt supported during the application process by USF faculty and staff	Strongly Agree: 81%, Somewhat Agree: 10%, Neither Agree nor Disagree: 6%	31
Interview Day was organized and allowed me to get a good understanding of life as a USF graduate student.	Strongly Agree: 87%, Somewhat Agree: 13%	31

**iii. Modification**

At the completion of the applicant interview process, the CRMHC Administrative Staff and Program Coordinator review all feedback forms from applicants. A summary report was developed highlighting all demographics of the candidates and qualitative feedback from all participants in the interview process. This report was shared at our annual retreat, faculty decided what can be improved or modified for the interview process.

This year, program modifications for future interviews and recruitment are:

- The CRMHC program will invite alumni to speak with applicants and answer questions during the interview process. The CRMHC will also post a video of alumni discussing their experience in the program. Based on the data indicating that interviewees expressed a desire to interact with alumni.

- The CRMHC program will invite guest speakers to speak to students in undergraduate courses. We hope that this opportunity for students to hear from guest speakers on campus will increase the number and quality of applications.
- The CRMHC program will have undergraduate courses offer extra credit to students for attending the CRMHC information session. The purpose of this is to increase the diversity of our applicant pool by targeting a diverse undergraduate psychology population.
- The interview questions were changed for the Fall 2024 interview days to streamline the interview process.
- The Interview remained online, as data from the interview follow up survey showed satisfactory, and it is convenient for applicants and faculty for scheduling and flexibility.
- A roadmap to licensure was added to the CRMHC new student orientation in response to prospective students requesting additional information on the process.



## **b. Current Students**

### ***i. Course Student Learning Outcomes per Syllabi***

The specific learning objectives for each of the CRMHC core and specialty courses reflect the CACREP Standards. Students must achieve an 80% (B) or higher in each course to demonstrate competency of these learning objectives. Final grades are measures for student's overall comprehension of each course. At the end of each semester, faculty assess if students are underperforming based on these final grades. If a student does not meet the minimum 80% competency for any graduate course, they are required to take the course with a minimum of 80% (B). The faculty advisor works with the student to develop a student success plan as part of the problem resolution process.

If any student's overall GPA goes below a 3.0 (B average), they are placed on academic probation according to USF policies. Their case is brought before the program faculty during the monthly faculty meeting. Additional supports are explored to support the student and the student has two semesters to bring their GPA to a 3.0.

For the 2022-2023 cycle, all students achieved 80% of the course competency.

### ***ii. Key Performance Indicators in Counseling***

The assignments and evaluations in **Table 4. KPI Results** shows students' performance within the 10 following professional standard categories:

- 1. Professional Counseling Orientation and Ethical Practice*
- 2. Social and Cultural Diversity*
- 3. Human Growth and Development*
- 4. Career and Development*
- 5. Counseling and Helping relationship*
- 6. Group Counseling and Group Work*
- 7. Assessment and Testing*
- 8. Research*
- 9. Clinical Rehabilitation Counseling*
- 10. Mental Health Counseling*

Each of these standards are evaluated at an introductory level and masterly level as the student progresses through the program.

Based on the results for 2022-2023 Internship evaluations, there was only one Internship student who self-evaluated below average in standard category 1 and one faculty that rated a student below average in standard category 1. Since most internship students rated themselves higher in each category than those in Practicum II, this may indicate that students are becoming more confident in their skills as they progress in their field experience. It is also noteworthy that faculty evaluations for Internship students also highlight those students met appropriate expectations for each standard, since most faculty rated their students above average in each professional standard as shown in Figure 5.

Evaluations corresponding to different class assignments also indicate high success rates of students. The assignments assessed show that high percentages of students enrolled in each course met all or most of the faculty’s expectations on a given assignment.

**Table 4. KPI Results**

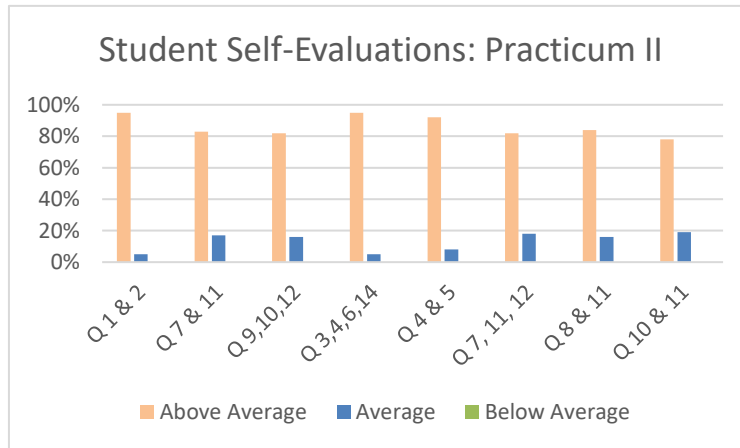
**scoring key- AA (above average); A (average); BA (below average)**

KPI	Evaluation	Introductory	Mastery	Result	Semester	Class
1	Privacy Memorandum Assignment	x		100% meet expectations	202208	RCS 5780 Legal, Ethical, and Professional Issues in Counseling
	Practicum I Self-Evaluation, Supervisor Evaluation (Q1 &2)		x	Self: 92% AA, 8% A, 0% BA Supervisor: 98% AA, 2% A, 0% BA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 &2)		x	Self: 95% AA, 5% A, 0% BA Supervisor: 97% AA, 2% A, 1% BA	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 &2)		x	Self: 97% AA, 2% A, 1% BA Supervisor: 95% AA, 5% A, 0% BA Faculty 99% AA, 0% A, 1% BA	202208 & 202301	RCS 6825 Internship
2	Frankl Discussion Board Post	x		100% meet expectations	202208	MHS 5020 Foundations of Mental Health Counseling
	Cultural Case Study		x	100% meet expectations	202208	RCS 6440 Social/Cultural Foundations of Counseling
3	Life Map Assignment	x		100% meet expectations	202305	MHS 5480 Human Growth and Development
	Practicum I Self-Evaluation & Supervisor Evaluation (Q7&11)		x	Self: 70% AA, 16% A, 3% BA, 11% NA Supervisor: 76% AA, 21% A, 0% BA, 3% NA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q7 &11)		x	Self: 83% AA, 17% A, 0% BA Supervisor: 87% AA, 10% A, 2% BA, 1% NA	202301 & 202305	RCS 6803 Practicum II

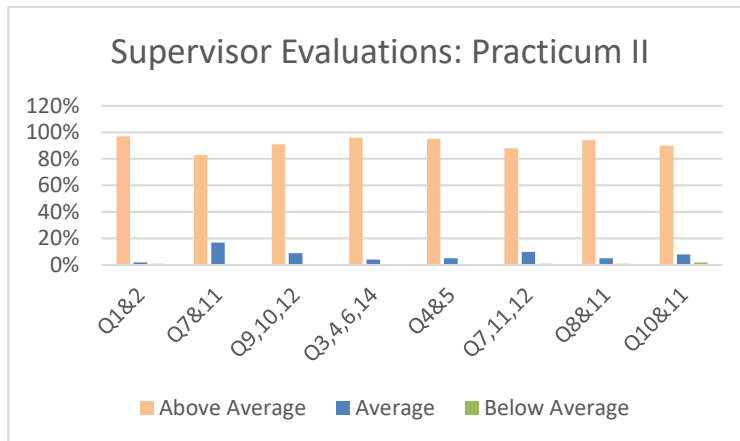
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q7 &11)		x	Self: 88% AA, 12% A, 0% BA, 0 % NA Supervisor: 95% AA, 4% A, 0% BA, 1% NA Faculty: 100% AA, 0% A, 0% BA- Q11 not included	202208 & 202301	RCS 6825 Internship
4	Job Analysis	x		92% meet expectations	202301	RCS 6301 Career and Lifestyle Assessment
	Labor Market Survey	x		92% meet expectations	202301	RCS 6301 Career and Lifestyle Assessment
	Practicum I Self-Evaluation & Supervisor Evaluation (Q9, 10, 12)		x	Self: 80% AA, 20% A, 0% BA Supervisor: 83% AA, 17% A, 0% BA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q9, 10, 12)		x	Self: 82% AA, 16% A, 0% BA, 2% NA Supervisor: 91% AA, 9% A, 0% BA	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q9, 10, 12)		x	Self: 86% AA, 13% A, 0% BA, 1% NA Supervisor: 90% AA, 7% A, 0% BA, 3% NA Faculty: 100% AA, 0% A, 0% BA – Q12 not included	202208 & 202301	RCS 6825 Internship
5	Midterm Counseling Tape	x		100% meet expectations	202208	MHS 5020 Foundations of Mental Health Counseling (Counseling Skills and Techniques)
	Practicum I Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 85% AA, 15% A, 2% BA Supervisor: 89% AA, 11% A, 0% BA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 95% AA, 5% A, 0% BA Supervisor: 96% AA, 4% A, 0% BA	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 94% AA, 6% A, 0% BA Supervisor: 96% AA, 3% A, 0% BA, 2% NA Faculty: 100% AA, 0% A, 0% BA-Q14 not included	202208 & 202301	RCS 6825 Internship
	Final Project Manual	x		100% met expectations	202208	RCS 6510 Group Theories
	Final Project Manual	x		100% met expectations	202305	RCS 6510 Group Theories

6	Practicum I Supervisor Evaluation (Q4 & 5)		x	Self: 83% AA, 17% A, 0% BA Supervisor: 93% AA, 7% average, 0% BA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Supervisor Evaluation (Q4 & 5)		x	Self: 92% AA, 8% A, 0% BA Supervisor: 95% AA, 5% average, 0% BA	202301 & 202305	RCS 6803 Practicum II
	Internship Supervisor Evaluation (Q4 & 5)		x	Self: 94% AA, 6% A, 0% BA Supervisor: 94% AA, 3% A, 0% BA, 3% NA Faculty: 100% AA, 0% A, 0% BA	202208 & 202301	RCS 6825 Internship
7	Intake Lab Assignment	x		100% meet expectations	202208	RCS 6220 Individual Evaluation and Assessment
	Practicum I Self-Evaluation & Supervisor Evaluation (Q7, 11, 12)		X	Self: 70% AA 20% A, 2% BA, 8% NA Supervisor: 76% AA, 22% A, 0% BA, 2% NA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q7, 11, 12)		x	Self: 82% AA 18% A, 0% BA Supervisor: 88% AA, 10% A, 1% BA, 1% NA	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q7, 11, 12)		x	Self: 88% AA, 12% A, 0% BA Supervisor: 93% AA, 6% A, 0% BA, 1% NA Faculty: 100% AA, 0% A, 0% BA-Q12 not included	202208 & 202301	RCS 6825 Internship
8	Article Critique	x		100% meet expectations	202301	RCS 6740 Research and Program Evaluation
	Article Critique	x		100% meet expectations	202305	RCS 6740 Research and Program Evaluation
	Practicum I Self-Evaluation and Supervisor Evaluation (Q8 & 11)		x	Self: 81% AA, 16% A, 3% BA Supervisor: 86% AA, 14% A, 0% BA	202208, 202301 & 202305	RCS 6408 Practicum I

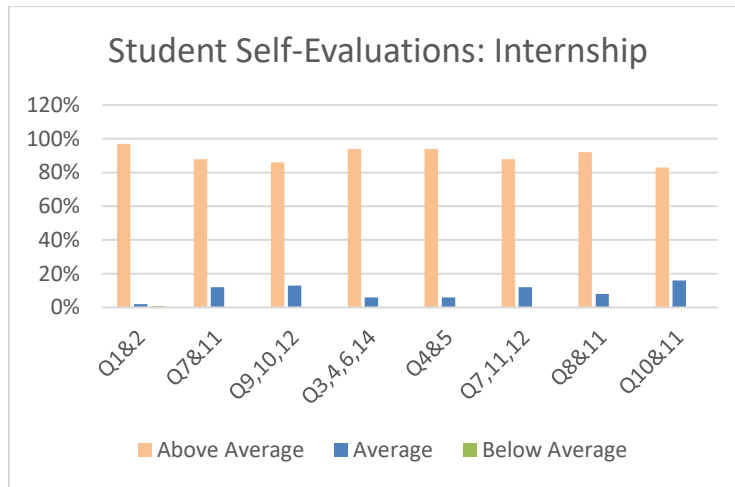
	Practicum II Self-Evaluation and Supervisor Evaluation (Q8 & 11)		x	Self: 84% AA, 16% A, 0% BA Supervisor: 94% AA, 5% A, 1% BA	202301 & 202305	RCS 6408 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q8 & 11)		x	Self: 92% AA, 8% A, 0% BA Supervisor: 95% AA, 4% A, 0% BA, 1% NA Faculty: 100% AA, 0% A, 0% BA-Q11 not included	202208 & 202301	RCS 6825 Internship
CRC1	Fact Sheet	x		97% meet expectations	202301	RCS 5080 Medical Aspects of Disability
	Practicum I Self-Evaluation & Supervisor Evaluation (Q10 & 11)			Self: 78% AA, 19% A, 3% BA Supervisor: 81% AA, 19% A, 0% BA	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q10 & 11)		x	Self: 78% AA, 19% A, 0% BA, 3% NA Supervisor: 90% AA, 8% A, 2% BA	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q10, 11)		x	Self: 83% AA, 16% A, 0% BA, 1% NA Supervisor: 89% AA, 8% A, 0% BA, 3% NA Faculty: 100% AA, 0% A, 0% BA-Q11 not included	202208 & 202301	RCS 6825 Internship
MHC1	Ongoing Response Journal	x		99% met expectations	202301	RCS 6476 Human Sexuality
	Ongoing Response Journal	x		100% met expectations	202305	RCS 6476 Human Sexuality
	Final Exam		x	100% meet expectations	202208	RCS 6510 Group Theories
	Final Exam		x	100% meet expectations	202305	RCS 6510 Group Theories



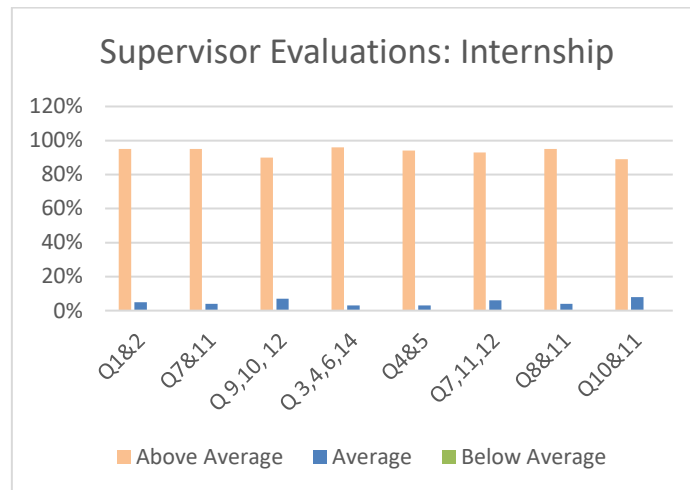
**Figure 1 Student Self-Evaluations: Practicum II** (n = 32). 15 performance questions were self-rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, students had to report a 3/2 on at least one of the questions for the corresponding category.



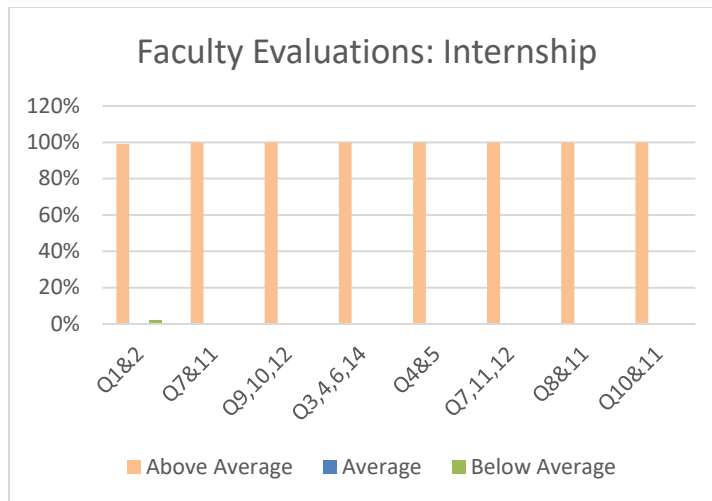
**Figure 2 Supervisor Evaluations: Practicum II** (n = 31). 15 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.



**Figure 3 Student Self-Evaluations: Internship** (n = 48). 15 performance questions were self-rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, students had to report a 3/2 on at least one of the questions for the corresponding category.



**Figure 4 Supervisor Evaluations: Internship** (n = 48). 15 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.



**Figure 5 Faculty Evaluations: Practicum II** (n = 34). 10 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.

**iii. Counseling Dispositions**

The student, supervisor, and faculty evaluations are also utilized to assess each student’s counseling dispositions based on the following key professional dispositions:

1. *Commitment*
2. *Characteristics*
3. *Values and Beliefs*
4. *Interpersonal Functioning*
5. *Behaviors that influence counselor growth*
6. *Professional interactions with clients and colleagues*

The self-evaluations and supervisor evaluations from the Fall 2022 to Summer 2023 period shown in **Table 5. Counseling Key Disposition Indexes** emphasizes that Practicum I students and most Practicum II students met expectations for each key professional disposition. It is important to note that 89% of practicum I students self-reported an average rating or higher in disposition category 5. This is the lowest rating reported in Table 5 showing that students may need to improve the following: their ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors and appropriately access community resources as needed including knowing when to refer.

**Table 5. Counseling Key Disposition Indexes**

KDI	Evaluation	Introductory	Mastery	Result (average rating *3 or higher)	Semester	Class
1	Field Readiness Assessment	x		100% meet expectations	202208	MHS 5020 Foundations of Mental Health Counseling



	Practicum I Self-Evaluation & Supervisor Evaluation (Q1 & 2)	x		Self: 100%, Supervisor: 100%	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 & 2)		x	Self: 100%, Supervisor: 98%	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 & 2)		x	Self: 99%, Supervisor: 100%, Faculty: 99%	202208 & 202301	RCS 6825 Internship
2	Field Readiness Assessment	x		100% meet expectations	202208	MHS 5020 Foundations of Mental Health Counseling
	Practicum I Self-Evaluation & Supervisor Evaluation (Q3 & 4)	x		Self: 100%, Supervisor: 100%	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q3, 4, 6, 14)		x	Self: 100%, Supervisor: 100%	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 100%, Supervisor: 98%, Faculty: 100%-Q14 not included	202208 & 202301	RCS 6825 Internship
3	Practicum I Self-Evaluation & Supervisor Evaluation (Q2 & 8)	x		Self: 100%, Supervisor: 100%	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 & 14)		x	Self: 100%, Supervisor: 100%	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 & 14)		x	Self: 100%, Supervisor: 100%, Faculty: 97%-Q14 not included	202208 & 202301	RCS 6825 Internship
4	Practicum I Self-Evaluation & Supervisor Evaluation (Q9, 10, 11, 12, 13, 14)	x		Self: 98%, Supervisor: 99%	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q2)		x	Self: 100%, Supervisor: 97%	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q2)		x	Self: 98%, Supervisor: 100%, Faculty: 100%	202208 & 202301	RCS 6825 Internship
5	Field Readiness Assessment	x		100% meet expectations	202208	MHS 5020 Foundations of Mental Health Counseling
	Practicum I Self-Evaluation & Supervisor Evaluation (Q5 & 7)	x		Self: 89%, Supervisor: 98%	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q6, 7, 8, 10)		x	Self: 98%, Supervisor: 99%	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q6, 7, 8, 10)		x	Self: 99%, Supervisor: 98%, Faculty: 100%	202208 & 202301	RCS 6825 Internship

6	Practicum I Self-Evaluation & Supervisor Evaluation (Q3 & 6)	x		Self: 97%, Supervisor: 100%	202208, 202301 & 202305	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q5, 9, 11, 12)		x	Self: 100%, Supervisor: 100%	202301 & 202305	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q5, 9, 11, 12)		x	Self: 100%, Supervisor: 99%, Faculty: 100% - Q11, 12 not included	202208 & 202301	RCS 6825 Internship

**iv. Comprehensive Exams**

All 29 CRMHC students that sat for the Fall 2022 and Spring 2023 Comprehensive Exam (COMPS) successfully passed. Additionally, 14 CRMHC students sat for the Fall 2022 Certified Rehabilitation Counselor (CRC) exam and 12 passed. It is important to note that the two students that did not pass the Fall 2022 CRC, successfully passed the Fall 2022 COMPS. This indicates that CRMHC students received proper training and preparation for the exams.

**Table 6.1 Fall 2022- Spring 2023 Comprehensive Exam pass rate**

<b>Fall 2022 Comprehensive Exam (COMPS)</b>	
Total Number of Students that Completed COMPS	N= 26
Total Number of Students that Passed COMPS	N= 26
Pass Rate	100%

<b>Spring 2023 Comprehensive Exam (COMPS)</b>	
Total Number of Students that Completed COMPS	N= 3
Total Number of Students that Passed COMPS	N= 3
Pass Rate	100%

**Table 6.2 Fall 2022- Spring 2023 Certified Rehabilitation Counselor pass rate**

<b>Fall 2022 Certified Rehabilitation Counselor (CRC)</b>	
Total Number of Students that Completed CRC	N= 14
Total Number of Students that Passed CRC	N= 12
Pass Rate	86%

<b>Spring 2023 Certified Rehabilitation Counselor (CRC)</b>	
Total Number of Students that Completed CRC	N= 1

Total Number of Students that Passed CRC	N= 1
Pass Rate	100%

***v. Exit Interview***

Notable areas highlighted in this data include student career paths and perceptions of the program post-graduation. Based on the reports, most students planned to pursue an LMHC (45.45% in Fall 2022 and 40% in Spring 2023), but there was a noteworthy smaller amount intending to pursue their CRC (27.27% in Fall 2022 and 20% in Spring 2023). Additionally, most students evaluated their clinical and field experience as helpful with 95% in fall 2022 and 100% of spring 2023 graduates indicating this. The data presented does show a lack of understanding the principles of family dynamics and applying skills to facilitate the therapeutic factors of family work; 7.9% of respondents in Fall 2022 indicated dissatisfaction with preparation in this area. The data also highlights a noticeable lack of diversity within the program with 5.3% of students reporting this in their program feedback.

**Table 7.1 Credentialing pursuits**

<b>Q: What Credentials are you planning to pursue/obtain? Select all that you plan to pursue.</b>									
	Cert. Rehab. Counselor %	LMHC %	LMFT %	Cert. Case Manager %	Cert. Disability Management Specialist	LPC %	Cert. Life Care Planner	Cert. Addictions Professional %	Other %
<b>Fall 2022 N= 77</b>	27.27	45.45	7.79	0	0	3.90	0	5.19	10.39
<b>Spring 2023 N= 10</b>	20	40	10	0	0	0	0	20	10

**Table 7.2 Clinical needs**

<b>Q: Do you feel like the clinical classes (Foundations, Practicum 1 and 2, Theories, and Internship) built upon themselves in a way that matched your clinical needs in the field?</b>		
	Yes	No
<b>Fall 2022 N= 38</b>	86.84%	13.16%
<b>Spring 2023 N= 5</b>	100%	0%

**Table 7.3 Effectiveness of clinical/field experiences**

<b>Q: How effective were the clinical or field experiences in preparing you to work in the field?</b>					
	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
<b>Fall 2022 N=38</b>	55.26%	39.48%	5.26%	0%	0%
<b>Spring 2023 N= 5</b>	20%	80%	0%	0%	0%

**Table 7.4 Program Satisfaction**

<b>Q: Overall, how satisfied were you with your experience in the Rehabilitation and Mental Health Counseling program?</b>					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>Fall 2022 N= 38</b>	60.53%	34.21%	2.63%	2.63%	0%
<b>Spring 2023 N= 5</b>	60%	40%	0%	0%	0%

**Table 7.5 Reported perception of program training goals**

Fall 2022 N= 38      Spring 2023 N= 5

scoring key- SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

Question	Agreeability (%)
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	SA	A	N	D	SD
My graduate training program prepared me to work with a wide range of people, from varied cultures and socioeconomic background.	F: 31.6 Sp: 60	F: 52.6 Sp: 40	F: 10.5 Sp: 0	F: 5.3 Sp: 0	F: 0 Sp: 0
My graduate training prepared me for employment opportunities.	F: 39.5 Sp: 40	F: 47.4 Sp: 20	F: 10.5 Sp: 40	F: 2.6 Sp: 0	F: 0 Sp: 0
My graduate training program prepared me with the professional competencies necessary for my field.	F: 50 Sp: 40	F: 42.1 Sp: 60	F: 7.9 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
My graduate training program challenged and stimulated my intellectual growth.	F: 55.3 Sp: 40	F: 36.8 Sp: 60	F: 5.3 Sp: 0	F: 2.6 Sp: 0	F: 0 Sp: 0
My graduate training program challenged and stimulated my personal growth	F: 71.2 Sp: 60	F: 18.4 Sp: 40	F: 7.9 Sp: 0	F: 2.6 Sp: 0	F: 0 Sp: 0
My graduate training program enhanced my skills regarding counseling competencies.	F: 60.5 Sp: 60	F: 36.8 Sp: 20	F: 2.6 Sp: 20	F: 0 Sp: 0	F: 0 Sp: 0
My graduate training program enhanced my skills regarding professional writing, particularly case reports.	F: 36.8 Sp: 60	F: 36.8 Sp: 20	F: 18.4 Sp: 20	F: 7.9 Sp: 0	F: 0 Sp: 0

**Table 7.6 Reported preparedness for employment**  
**Fall 2022 N= 38      Spring 2023 N= 5**

**Scoring key- VP (very prepared); P (prepared); SP (somewhat prepared); N (not prepared at all)**

Question	Preparedness (%)				
	VP	P	SP	N	NA
Understanding the implications of environmental, attitudinal, and individual barriers for people with disabilities.	F: 34.2 Sp: 60	F: 42.1 Sp: 40	F: 23.7 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Educating employers, educators, and families regarding accessibility, ADA compliance, and accommodations.	F: 26.3 Sp: 40	F: 44.7 Sp: 40	F: 29 Sp: 20	F: 0 Sp: 0	F: 0 Sp: 0
Conducting work-related assessments (e.g., job analysis, work site modification, transferrable skills analysis, job readiness, etc.	F: 23.7 Sp: 40	F: 36.8 S: 40	F: 36.8 Sp: 20	F: 2.6 Sp: 0	F: 0 Sp: 0
Understanding basic measurement and evaluation concepts essential to the use of appraisal instruments and applying skills in assessing client counseling needs	F: 39.5 Sp: 0	F: 42.1 Sp: 80	F: 18.4 Sp: 20	F: 0 Sp: 0	F: 0 Sp: 0
Recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	F: 42.1 Sp: 40	F: 42.1 Sp: 60	F: 15.8 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0

Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	F: 55.3 Sp: 80	F: 26.3 Sp: 20	F: 18.4 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Understanding the principles of family dynamics and applying skills to facilitate the therapeutic factors of family work.	F: 44.7 Sp: 60	F: 31.6 Sp: 20	F: 15.8 Sp: 20	F: 7.9 Sp: 0	F: 0 Sp: 0
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process.	F: 52.6 Sp: 60	F: 34.2 Sp: 40	F: 13.2 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Using skills to provide individual counseling.	F: 60.5 Sp: 80	F: 29 Sp: 20	F: 10.5 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Applying career theory and labor market information when working with people with disabilities across the lifespan.	F: 31.6 Sp: 40	F: 31.6 Sp: 40	F: 28.9 Sp: 20	F: 7.9 Sp: 0	F: 0 Sp: 0
Utilizing knowledge of human behavior and strategies for facilitating optimum development and wellness over the lifespan	F: 39.5 Sp: 60	F: 42.1 Sp: 40	F: 18.4 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Understanding development crises, disability, psychopathology, and situational / environmental factors that affect behavior.	F: 44.7 Sp: 40	F: 39.5 Sp: 60	F: 15.8 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Understanding potential barriers to effective counseling with culturally diverse clients	F: 39.5 Sp: 60	F: 47.4 Sp: 40	F: 13.1 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Using appropriate strategies for working with and advocating for diverse populations, including multicultural competencies.	F: 31.6 Sp: 60	F: 50 Sp: 40	F: 18.4 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Maintaining awareness of current literature and recommendations related to counseling culturally diverse clients.	F: 31.6 Sp: 60	F: 55.3 Sp: 40	F: 10.5 Sp: 0	F: 2.6 Sp: 0	F: 0 Sp: 0
Using knowledge of career development in understanding the interrelationship among work, family, and other life roles.	F: 36.8 Sp: 40	F: 44.8 Sp: 60	F: 15.8 Sp: 0	F: 2.6 Sp: 0	F: 0 Sp: 0
How well prepared do you feel regarding the practice area: Medical, Functional & Environmental Aspects of Disability	F: 23.7 Sp: 40	F: 52.6 Sp: 60	F: 23.7 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
How well prepared do you feel regarding the practice area: Research and Program Evaluation	F: 39.5 Sp: 20	F: 39.5 Sp: 40	F: 21.0 Sp: 40	F: 0 Sp: 0	F: 0 Sp: 0
Understanding the professional roles and functions of a counselor	F: 76.3 Sp: 100	F: 21.1 Sp: 0	F: 2.6 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Operating from an ethical decision-making model to solve ethical dilemmas	F: 68.4 Sp: 80	F: 31.6 Sp: 20	F: 0 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0

**Table 7.7 Qualitative feedback for program recommendations**

Curriculum and Coursework	Field preparation & Clinical Experience
<p>“Adding classes that teach therapeutic skills for working with children or elderly and grief counseling would be a plus.”</p>	<p>“My field experiences were with great supervision and gave me insight to different populations of interest.”</p>
<p>“More role play, more hands-on feedback, more tapes, reels, and specific training in certain areas. More classes on psycho spirituality and tracks that offer more experience in specific therapy models. The program was too vague and vast it didn’t help me become knowledgeable in one area so that I can feel competent in my job moving forward after graduation.”</p>	<p>“Each field experience taught me something. Although not necessarily what I set out to learn. My first practicum taught me how to use assertiveness so I could fulfill my requirements, for instance. Working with various supervisors, fulfilling requirements, learning new protocols will all prepare me for working in various employment settings in the future.”</p>
<p>“Separating Rehabilitation and Mental Health Counseling into their two respective degrees and including more learning opportunities in the role of trauma and mental health.”</p>	<p>“My clinical experience has allowed me to work in a therapeutic setting surrounded by other therapists, many of whom I learn from. It prepared me to see a wide array of clients dealing with various issues. Furthermore, it gave me real world experience maintaining client record both hand-written and electronically, all in a confidential manner.”</p>
<p>“More classes on diverse therapies and interventions (i.e.. Play therapy, trauma-informed therapy, specific interventions.”</p>	<p>“These experiences really prepared me for my future career. I wish I would had the opportunity to do more VR related clinical experiences, but I would not have been able to get the client hours.”</p>
<p>“Some highlights were learning more about myself and my passion to help others. I learned and grew within this program as an overall person. I enjoyed meeting life minded people who have become my colleagues and friends. Also, the professors are very understanding and empathetic.”</p>	<p>“Having clinical experiences allowed me to really understand which populations I want to work with. Also, professor/supervisor/peer support made a huge difference in making me feel supported to be able to make mistakes and ask questions to really learn from my clinical experiences.”</p>
<p>“MFT courses with Dr. Weinberg (conversations about the articles in class was life changing) and practicum class with Dr. Coffman (in addition to doing a weekly check on our case load, Dr. Coffman would specially make sure that we talked about how we were doing and holding up)”</p>	<p>“I felt like I would have liked to know more information on kids, couples, and families and how to counsel those dynamics. I also felt that we needed more speakers and information on how to handle grief, psychotic disorders, and specific phobias.”</p>
<p>“Enjoyed creating relationships with classmates and professors.”</p>	<p>“The hands-on practice and feedback was very helpful. The validation and processing with peers and professors was also very helpful. However, the</p>

<p>“The professors, the opportunity to have different clinical site experiences, and specifically my favorite classes: Group Therapy, Diagnosis, Counseling Theories, and Practicum/Internship.”</p>	<p>sites themselves didn’t provide very good supervision. I don’t feel that the sites really facilitated growth; I felt that I had to teach myself a lot and I feel that the sites could be a lot better with supervision and teaching.”</p>
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**vi. Modifications**

For 2022-2023, based on the results of the above data, we have made some modifications for our current students.

1. Progress notes have been added to Practicum I and Practicum II based on feedback in the exit interview that 7.9% of fall 2022 students were dissatisfied with how the program enhanced their skills regarding professional writing, particularly case reports. Including progress notes into practicum I and II provides more training in this area as the purpose of progress notes is to create a record of the clinical management of the overall case and serves as a record of what has occurred during therapy and documentation that outlines decisions that were made and why.
2. We added MHS 6462 Trauma Informed Individual, Family, and Couple Treatment as a required course for the Licensed Mental Health Counselor (LMHC) specialty based on feedback from students that they wanted more training in family dynamics.

Modifications we plan to make for next year include the following:

1. Modify the manual in RCS 6458 Addiction Treatment with Special Populations to cover how career theory applies.



**c. Alumni**

**i. CRC Certification / LMHC Licensure Rate**

The CRC passing rate of 89% during the last reporting period of 10/2022- 7/2023 is above the exam national average, showing that most of the students that took the exam, passed. The licensure rate for Spring 2015-Fall 2020 shows that over half of the graduates from the program have become licensed.

**Table 8. Certification and Licensure Rates**

	Report Period	Rate
CRC	10/2022- 7/2023	89% (9 sat, 8 passed)
LMHC and/or LMFT	Spring 2015- Fall 2020	70% Licensed/ 11% Registered Intern/ 19% other (unable to verify or not seeking license)

*\*Licensing in the state of Florida takes a minimum of 2 years after graduation.*

**ii. Alumni Survey/ Employment Placement- Spring 2022-Fall 2022**

Most alumni from Spring and Fall 2022 report that the CRMHC program training and educational experiences prepared them for their career endeavors. A majority of alumni (80% in Spring 2022 and 69% in Fall 2022) attribute the qualities of this program to helping them obtain current employment. Also 80% of Spring 2022 graduates and 85% of Fall 2022 graduates report that they secured employment related to their master's degree prior to graduation. Over half of the respondents were hired specifically at their practicum or internship prior to graduation.

**Table 9. Reported perceptions of program goals and career alignment**

Scoring key- STA (Strongly Agree), A (Agree), SA (Slightly Agree), SD (Slightly Disagree), STD (Strongly Disagree)

Question	Spring N = 5 Fall N = 13				
	Agreeability (%)				
	STA	A	SA	SD	STD
I am satisfied with my current position/career	Sp: 80 Fa: 31	Sp: 20 Fa: 46	Sp: 0 Fa: 23	Sp: 0 Fa: 0	Sp: 0 Fa: 0
Graduate training prepared me to work with a wide range of people, from varied cultures & socioeconomic backgrounds	Sp: 60 Fa: 31	Sp: 20 Fa: 31	Sp: 20 Fa: 15	Sp: 0 Fa: 8	Sp: 0 Fa: 0

Graduate training prepared me with the professional competencies necessary	Sp: 80 Fa: 31	Sp: 20 Fa: 39	Sp: 0 Fa: 31	Sp: 0 Fa: 0	Sp: 0 Fa: 0
Graduate program challenged and stimulated intellectual growth	Sp: 80 Fa: 46	Sp: 0 Fa: 31	Sp: 20 Fa: 15	Sp: 0 Fa: 8	Sp: 0 Fa: 0
Graduate program challenged and stimulated personal growth	Sp: 80 Fa: 54	Sp: 0 Fa: 23	Sp: 20 Fa: 23	Sp: 0 Fa: 0	Sp: 0 Fa: 0

**Table 9.1 Reported employment offer**

Q: I was hired in a position related to my degree.				
Prior to graduation	Prior to graduation specifically at my practicum or internship	Within 6 months of graduation	Within 1 year of graduation	Other
Sp: 20% Fa: 23%	Sp: 60% Fa: 62%	Sp: 20% Fa: 15%	Sp: 0% Fa: 0%	Sp: 0% Fa: 0

**Table 9.2 Reported significance of program training in relation to employment status**

Q: To what extent did your experience at The University of South Florida Rehabilitation and Mental Health Counseling help you obtain your current employment?			
Significantly	Moderately	Not at all	Not Relevant
Sp: 80% Fa: 69%	Sp: 20% Fa: 23%	Sp: 0% Fa: 8%	Sp: 0% Fa: 0%

**Table 9.3 Reported credentialing status**

I am a registered mental health intern	I am a registered MFT intern	I am a CRC	I am a MCAP	Other professional credential	Other
Sp: 71.43% Fa: 48%	Sp: 0% Fa: 4%	Sp: 28.57% Fa: 24%	Sp: 0% Fa: 0%	Sp: 0% Fa: 24%	Sp: 0% Fa: 0%

**Table 9.4 Certificate rates upon graduation from CRMHC program**

ASA certificate	MFT certificate	No certificate	Other
Sp: 60% Fa: 36%	Sp: 0% Fa: 14%	Sp: 40% Fa: 29%	Sp: 0% Fa: 21

**Table 9.5 Reported preparedness for field/employment**

scoring key- *VP (very prepared); P (prepared); SP (somewhat prepared); N (not prepared at all)*

Questions	Preparedness (%)				
	VP	P	SP	N	Total
How well prepared do you feel regarding the following areas of practice based on your experience?	Sp: 80 Fa: 39	Sp: 20 Fa: 46	Sp: 0 Fa: 15	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Understanding potential barriers to effective counseling with culturally diverse clients.	Sp: 60 Fa: 15	Sp: 20 Fa: 46	Sp: 20 Fa: 39	Sp: 0 Fa: 0	Sp: 100 Fa: 100

Using appropriate strategies for working with and advocating for diverse populations, including multicultural competencies	Sp: 60 Fa: 15	Sp: 20 Fa: 39	Sp: 20 Fa: 46	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Maintaining awareness of current literature and recommendations related to counseling culturally diverse clients.	Sp: 40 Fa: 8	Sp: 60 Fa: 23	Sp: 0 Fa: 69	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Utilizing knowledge of human behavior and strategies for facilitating optimum development and wellness over the lifespan.	Sp: 60 Fa: 8	Sp: 40 Fa: 62	Sp: 0 Fa: 30	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Understanding developmental crises, disability, psychopathology, and situational/environmental factors that affect behavior	Sp: 80 Fa: 23	Sp: 20 Fa: 62	Sp: 0 Fa: 15	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Using knowledge of career development in understanding the interrelationship among work, family, and other life roles.	Sp: 60 Fa: 23	Sp: 40 Fa: 39	Sp: 0 Fa: 30	Sp: 0 Fa: 8	Sp: 100 Fa: 100
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process.	Sp: 80 Fa: 31	Sp: 20 Fa: 31	Sp: 0 Fa: 38	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Using skills learned in this program to provide individual counseling	Sp: 80 Fa: 54	Sp: 20 Fa: 8	Sp: 0 Fa: 30	Sp: 0 Fa: 8	Sp: 100 Fa: 92
Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	Sp: 60 Fa: 31	Sp: 40 Fa: 23	Sp: 0 Fa: 38	Sp: 0 Fa: 8	Sp: 100 Fa: 92
Understanding basic measurement and evaluation concepts essential to the use of appraisal instruments and applying skills in assessing client counseling needs	Sp: 40 Fa: 8	Sp: 60 Fa: 31	Sp: 0 Fa: 61	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	Sp: 40 Fa: 23	Sp: 60 Fa: 31	Sp: 0 Fa: 46	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Using research to inform evidence-based practices.	Sp: 60 Fa: 15	Sp: 40 Fa: 23	Sp: 0 Fa: 62	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Using knowledge of how disability affects the human body, including medical terminology and use of assistive technology principles to enhance client quality of life	Sp: 60 Fa: 15	Sp: 40 Fa: 23	Sp: 0 Fa: 62	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Understanding the implications of environmental, attitudinal, and individual barriers for people with disabilities.	Sp: 60 Fa: 15	Sp: 40 Fa: 54	Sp: 0 Fa: 31	Sp: 0 Fa: 0	Sp: 100 Fa: 100
Educating employers, educators, and families regarding accessibility, ADA compliance, and accommodations.	Sp: 60 Fa: 0	Sp: 40 Fa: 38	Sp: 0 Fa: 54	Sp: 0 Fa: 8	Sp: 100 Fa: 100
Conducting work-related assessments (e.g job analysis, work site modification, transferrable skills analysis, job readiness, etc.)	Sp: 20 Fa: 0	Sp: 80 Fa: 31	Sp: 0 Fa: 46	Sp: 0 Fa: 23	Sp: 100 Fa: 77
Understanding the professional roles and functions of a counselor.	Sp: 80 Fa: 69	Sp: 20 Fa: 23	Sp: 0 Fa: 8	Sp: 0 Fa: 0	Sp: 100 Fa: 100

Operating from an ethical decision-making model to solve ethical dilemmas.	Sp: 80 Fa: 62	Sp: 20 Fa: 31	Sp: 0 Fa: 7	Sp: 0 Fa: 0	Sp: 100 Fa: 100
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**iii. Employer Satisfaction/ Supervisor Feedback**

Most of the participating supervisors and/or employers indicate that CRMHC students were very prepared or prepared in the evaluated skills and techniques. It is notable that none of the respondents indicated that CRMHC graduates were “not at all prepared” in any category, and the number of responses that graduates were “somewhat prepared” was low. The two highest categories in which employees were “very prepared” include maintaining updated knowledge of counseling principles and behaviors that influence the counseling process and using research to inform evidence-based practices.

Employer Satisfaction/ Supervisor Feedback Results Summary:

**Table 10. Rating of employee preparedness**

Scoring key- 3=Very Prepared, 2=Prepared, 1=Somewhat Prepared, 0=Not Prepared at all

<b>N = 21</b>					
<b>Question</b>	<b>Preparedness (%)</b>				
	<b>VP</b>	<b>P</b>	<b>SP</b>	<b>N</b>	<b>Total</b>
Understanding potential barriers to effective counseling with culturally diverse clients	38.9	61.1	0	0	100%
Using appropriate strategies for working with and advocating for diverse populations, including multicultural competencies	38.9	55.6	5.6	0	100%
Maintaining awareness of current literature and recommendations related to counseling culturally diverse clients	38.9	55.6	5.6	0	100%
Understanding knowledge of career development in understanding the interrelationship among work, family, and other roles.	35.3	58.8	5.9	0	100%
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process.	52.9	47.1	0	0	100%
Using Skills learned in this program to provide individual counseling.	52.9	29.4	11.8	0	94.1%
Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	47.1	35.3	5.9	0	88.3%
Understanding basic measurement and evaluation concepts essential to the use of appraisal instruments and applying skills in assessing client counseling needs.	41.2	52.9	5.9	0	100%
Recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	47.1	52.9	0	0	100%

Using research to inform evidence-based practices.	52.9	47.1	0	0	100%
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***iv. Modifications***

Based on the 2022-2023 results, the CRMHC will make several modifications:

1. Based on Alumni feedback on conducting work-related assessments, faculty will incorporate a case study for work-related assessments.
2. Based on the Alumni feedback, the CRMHC program now requires students to complete both face-to-face individual and group client contact hours during Practicum and Internship.

**d. Faculty**

***i. Student Evaluation Data per Course***

Instructor Evaluation Performance Criteria:

1. *Description of Course Objectives & Assignments*
2. *Communication of Ideas and Information*
3. *Expression of Expectations for Performance*
4. *Availability to Assist Students In or Out of Class*
5. *Respect and Concern for the Students*
6. *Stimulation of Interest in the Course*
7. *Facilitation of Learning*
8. *Overall Rating of the Instructor*

Students rated each faculty member in these 8 categories using the following scale: Excellent, Very Good, Fair, Poor, NA. Results in Table 11.1 summarize meeting student expectations for each category scored as Fair or better in each course evaluation.

Student course evaluations from Fall 2022 to Summer 2023 indicate that a majority of students in each class felt that their professor met the expectation criteria laid out in the evaluation surveys. Some of the sections had a small number of students that completed the course evaluation, which is notable in some of the percentages laid out below.

**Table 11.1 Fall 2022 Course Evaluations**

<b>Course</b>	<b>Evaluation results</b>	<b>N</b>
MHS-5020-001: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	5
MHS-5020-003: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	3
MHS-5020-004: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	8
RCS-4452-799: Introduction to Assessment & Tx	Instructor met 99% of student expectations.	23
RCS-4453-799: Introduction to Addictive Disorders	Instructor met 100% of student expectations.	16
RCS-5035-798: RC Concepts/Applications	Instructor met 99% of student expectations.	16
RCS-6440-799: Social/Cultural Foundations of Counseling	Instructor met 93% of student expectations.	10
RCS-6440-798: Social/Cultural Foundations of Counseling	Instructor met 98% of student expectations.	6
RCS-5780-001: Legal & Ethical Issues	Instructor met 100% of student expectations.	12
RCS-5780-901: Legal & Ethical Issues	Instructor met 100% of student expectations.	6
RCS-6220-001: Individual Evaluation & Assessment	Instructor met 100% of student expectations.	5
RCS-6220-901: Individual Evaluation & Assessment	Instructor met 100% of student expectations.	9
RCS-6930-799: Critical Thinking, Skills, & Counseling	Instructor met 100% of student expectations.	2
RCS-6510-001: Group Theories & Practice	Instructor met 98% of student expectations.	12
RCS-6803-940: Practicum I	Instructor met 100% of student expectations.	1
RCS-6803-941: Practicum I	Instructor met 100% of student expectations.	2
RCS-6803-943: Practicum I	Instructor met 88% of student expectations.	1
MHS-6345-001: Family Therapy	Instructor met 89% of student expectations.	10
RCS-6825-940: Internship	Instructor met 100% of student expectations.	5
RCS-6825-941: Internship	Instructor met 100% of student expectations.	4
RCS-6825-942: Internship	Instructor met 91% of student expectations.	4

**Table 11.2 Spring 2023 Course Evaluations**

<b>Course</b>	<b>Evaluation results</b>	<b>N</b>
RCS-6825-940: Internship	Instructor met 100% of student expectations.	2
RCS-6803-940: Practicum II	Instructor met 100% of student expectations.	2
RCS-6803-945: Practicum II	Instructor met 100% of student expectations.	2
RCS-6803-941: Practicum I	Instructor met 100% of student expectations.	3
MHS-6447-001: Marital Therapy Theories & Techniques	Instructor met 100% of student expectations.	4
MHS-6447-003: Marital Therapy Theories & Techniques	Instructor met 100% of student expectations.	4

RCS-6476-001: Human Sexuality	Instructor met 100% of student expectations.	12
RCS-6456-799: Counseling Approaches for Substance Abusers	Instructor met 100% of student expectations.	7
RCS-6740-001: Research & Program Evaluation	Instructor met 100% of student expectations.	9
RCS-4504-799: Therapeutic Skills	Instructor met 100% of student expectations.	12
RCS-4503-799: Addictive Tx with Special Population	Instructor met 100% of student expectations.	6
RCS-4502-799: Group Counseling for Addictive Disorders	Instructor met 100% of student expectations.	6
RCS-4452-797: Assessment, Diagnosis & Treatment of Addictions	Instructor met 97% of student expectations.	19
RCS-4452-798: Assessment, Diagnosis & Treatment of Addictions	Instructor met 98% of student expectations.	16
RCS-6408-001: Diagnosis, Treatment, Psychopathology	Instructor met 92% of student expectations.	12
RCS-6408-002: Diagnosis, Treatment, Psychopathology	Instructor met 99% of student expectations.	10
RCS-6407-001: Counseling Theories & Practice	Instructor met 100% of student expectations.	6
RCS-6407-002: Counseling Theories & Practice	Instructor met 100% of student expectations.	6
RCS-6301-001: Career and Lifestyle Assessment	Instructor met 100% of student expectations.	6
RCS-6301-002: Career and Lifestyle Assessment	Instructor met 99% of student expectations.	9
RCS-5080-799: Medical Aspects of Disability	Instructor met 100% of student expectations.	5
RCS-5080-798: Medical Aspects of Disability	Instructor met 100% of student expectations.	9

**Table 11.3 Summer 2023 Course Evaluations**

<b>Course</b>	<b>Evaluation results</b>	<b>N</b>
RCS-4051-799: Addictions Couns & Cord of Svc	Instructor met 100% of student expectations.	6
RCS-4452-798: Intro to Assessment & Tx App	Instructor met 100% of student expectations.	6
RCS-4452-799: Intro to Assessment & Tx App	Instructor met 100% of student expectations.	4
RCS-4453-799: Overview Addictive Disorders	Instructor met 97% of student expectations.	4
RCS-4503-799: Addictive Tx with Special Population	Instructor met 100% of student expectations.	4
RCS-5450-799: Fundamentals of Substance Abuse	Instructor met 100% of student expectations.	4
RCS-5450-798: Fundamentals of Substance Abuse	Instructor met 100% of student expectations.	13
RCS-5480-799: Human Growth & Development	Instructor met 100% of student expectations.	3
RCS-5480-798: Human Growth & Development	Instructor met 100% of student expectations.	9
RCS-6476-901: Human Sexuality	Instructor met 100% of student expectations.	5
RCS-6510-001: Group Theories & Practice	Instructor met 100% of student expectations.	14
RCS-6740-799: Research & Program Evaluation	Instructor met 91% of student expectations.	7
RCS-6803-941: Practicum II	Instructor met 91% of student expectations.	4
RCS-6803-942: Practicum II	Instructor met 100% of student expectations.	5
RCS-6803-940: Practicum II	Instructor met 100% of student expectations.	2

**ii. Faculty Average Teaching Evaluation**

Overall, our faculty average teaching evaluation score was above department and college average. The scale was 5=excellent, 4=very good, 3=good, 2=fair, 1= poor.

iii.

	Faculty	Department	College
Spring	4.64	4.54	4.57
Summer	4.74	4.20	4.45
Fall	4.72	4.39	4.50

**iii. Program Director Evaluation Feedback**

During Spring of each year, faculty submit an online Annual Performance Evaluation. All materials presented in the Faculty Annual Performance System are reviewed by the Program Director and Department Chair. The faculty member receives a rating in each of the three core areas (teaching, research (tenure-earning), and service). They also receive qualitative feedback



on their performance, and a list of expectations and goals for the incoming year. Each faculty meets with the Program Director and Department Chair as part of the review process to review feedback and the numerical ratings.

For the 2022-2023 reporting period, all faculty received a satisfactory or outstanding rating in their annual performance evaluation.

#### ***iv. Modifications***

If faculty a member receives a continuously low rating for a class, faculty are referred to Center for Innovative Teaching & Learning (CITL). CITL offers workshops and training to improve faculty teaching styles. The Program Director follows up with the faculty member during the annual performance evaluation meeting to discuss implementation of new teaching methods.

1. In response to the lower faculty evaluation in RCS 6470 Research and Program Evaluation, the CRMHC program moved the class on the plan of study to the student's first spring semester so they can be better prepared to conduct research and thesis work.
2. Based on the results of student feedback for RCS 6803 Practicum and RCS 6825 Internship, the program started offering courses related to child and families as electives (e.g. introduction to Play Therapy, Expressive Art, Individual and Family Treatment for Child & Adolesce)