

CACREP Annual Report

Fall 18, Spring 19, and Summer 19 Annual Report

- Number of graduates 12 (10 females, 2 male; 2 African American—1 female & 1 male, 1 Mexican, 9 Caucasian; 1 student indicated having a disability).
- Admitted 20 students, accepted 27 students.
- 30 students enrolled in the program (summer 19).
- 87.5% employment rate at 180 days post-graduation.
- 57.1% program completion rate after three years in the program (12/21=57.1%; 8 students did not complete the program and 1 student is still in the program).
- 100% student self-report pass rate of the National Counselor Exam
- Average student grade point average 3.639 (320.255/88).

Summary program evaluation results:

- Below is a table showing assessment data for the 11 signature assessments.

Domain	Assessment 1 score in %	Assessment 2 score in %
Assessment & Testing	85.60%	85.20%
Career Development	91.60%	75.8%
Contextual Dimensions	96.3%	88%
Counseling & Helping Relationships	81.13%	75%
Foundations	95.7%	78%
Group Counseling & Group Work	92%	89.40%
Professional Counseling Orientation & Ethical Practice	86.7%	83%
Social & Cultural Diversity	95.45%	96.3%
Human Growth & Development	97.4%	99.1%
Research & Program Evaluation	77.7%	87%
Practice	98.%	70.62%

Professional Disposition Rubric

Students are assessed on a professional disposition rubric at three points during their degree program (beginning, middle, and end). The rubric assess 9 dispositions (Punctuality & Attendance, Ability to get along with others, Attitude towards learning, Professional Appearance, Feedback, Problem Solving, Organizational skills, Interaction with Faculty, and Self-control) on a 4-point Likert scale. A perfect score is 36.

The average score for students entering the program was: 31.1 or 86.4%

The average score for students at mid-point in their program was: 34.8 or 96.8%

The average score for students graduating from the program was: 34.8 or 96.8%

Summary of the follow-up survey of employers (fall 2018):

Survey was sent to 12 known agency supervisors and to graduates of the program asking them to forward it to their supervisors. 11 people responded.

Of the individuals who responded 9 of them have hired 1-5 students over the past 5 years and two individuals hire 6-10 students over the same time period.

All of the responders agreed or strongly agreed that students had a worldview which promoted a professional identity, reflective practice, and adherence to ethical standards. Ninety-one percent of responders agreed or strongly agreed that students had a worldview which promoted serving a diverse population. One person strongly disagreed that students had a worldview which promoted serving a diverse population.

All of the responders reported they agreed or strongly agreed that students demonstrated clinical competence through the acquisition of knowledge, effective practice, and demonstration of skills. One individual somewhat disagreed that students demonstrated clinical competence through a professional disposition.

The majority of responders reported they agreed or strongly agreed, based on employee level of experience, they demonstrated cultural competence through awareness of personal values and biases, understanding of worldviews of culturally different clients, developing and implementing appropriate interventions, and ongoing professional practice. Three responders stated neither agree nor disagree or somewhat disagree based on employee level of experience, they demonstrated cultural competence through awareness of personal values and biases, understanding of worldviews of culturally different clients, developing and implementing appropriate interventions, and ongoing professional practice.

All of the responders reported they agreed or strongly agreed that students demonstrated professional, social and emotional development that fostered respect for diversity and the dignity of all.

One responder also commented and wrote: "Ensure that diversity in practice is not only taught in the class but demonstrated during practicums and internships".

Subsequent program modifications:

Based on the employer survey the following modifications were discussed and made. Additional readings and a new multicultural textbook was added to REHB 565 Cultural and Psychosocial Aspects of Disability and Difference, a core assignment was also revised in REHB 565 Cultural and Psychosocial Aspects of Disability and Difference and REHB 666 Group Process to better address multicultural counseling, cultural awareness was reinforced in all course descriptions, and the program's recruitment and retention policies were modified to better attract and retain a diverse student body.

Substantial program changes:

- None

The Rehabilitation Counseling program is fully accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP) through the end of academic year 2020/2021. CACREP is located at 1001 North Fairfax Street, Suite 510 Alexandria, VA 22314. Students are admitted into the program during the fall, spring, and summer semesters. Program evaluation is conducted each semester using numerous procedures to assess student outcomes. The program has three tenured full-time faculty. Over the past academic year 12 students graduated from the program, 27 students were accepted, 20 students enrolled, and there were 32 students in the program. The program has a 57.1% completion rate. Most students complete the program in 5-8 semesters and the average cost of the program is \$31,824. The university has numerous scholarships that are available to students and the program has two scholarships specifically for rehabilitation counseling students. The employment rate for graduating students at six months is 87.5%. Students find employment with state vocational rehabilitation, non-for-profit community agencies, private for profit rehabilitation agencies, and the federal government. Graduates from Maryville's Rehabilitation Counseling program are eligible to sit for the Certified Rehabilitation Counselor Exam and the National Counselor Exam (the licensure exam for Missouri). All graduates successfully complete a comprehensive oral exam. Over the past year, 100% of the students who indicated taking the National Counselor Exam reported they passed. For more information on Maryville's enrollment and graduation numbers please see Maryville's Planning Reference Guide.