

CACREP Annual Report

Fall 21, Spring 22, and Summer 22 Annual Report

The Rehabilitation Counseling program is accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP) through the end of academic year 2030. CACREP is located at 1001 North Fairfax Street, Suite 510 Alexandria, VA 22314. Program evaluation is conducted each semester using numerous procedures to assess student outcomes.

13 students graduated from the program from Fall 21, Spring 22, and Summer 22 semesters. 21 students were accepted, 12 students newly enrolled from Fall 21, Spring 22, Summer 22 semesters and there were 27 students in the program (Fall 22 semester).

The program has an 63% completion rate after 3 years in the program. Most students complete the program in 5-8 semesters and the average cost of the program is \$32,016. 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 100% (for those students graduating in Fall 21, Spring 22, and Summer 22, whom we have knowledge of). Students find employment with state vocational rehabilitation, mental health facilities, 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 academic year (Aug 2021-May 2022), 100% of the students who indicated taking the National Counselor Exam reported they passed and 80% the Certified Rehabilitation Counselor Exam reported they passed. The average student cumulative grade point averages are reported by semester: 3.76 (summer 22), 3.55 (fall 21) 3.65 (spring 22), and 3.64 over all three semesters.

The program taught 24 courses over the Fall 21, Spring 22, and Summer 22 semesters. 16 courses were taught by full-time faculty and 8 were taught by adjunct faculty. The student to faculty ratio was 6.4 students to 1 faculty in the Fall 21, Spring 22, and Summer 22 semesters. The program currently has three tenured full-time faculty.

Summary program evaluation results:

- Below is a table showing assessment data for the 11 key performance indicators.

Domain	Assessment 1 score in %	Assessment 2 score in %
Assessment & Testing use of assessments for diagnostic and intervention planning purpose	Knowledge 95%	Knowledge 83.5%
Career Development approaches for conceptualizing the interrelationships among and between work, mental well-being,	Knowledge 100%	Skill 73.8%

relationships, and other life roles and factors				
Contextual Dimensions professional rehabilitation counseling scope of practice, roles, and settings	Knowledge	90.3%	Skill	85%
Counseling & Helping Relationships Essential interviewing, counseling, and case conceptualization skills	Knowledge	92.7%	Skill	67.9%
Foundations history, legislation, systems, philosophy, and current trends of rehabilitation counseling	Knowledge	90%	Skill	74.4%
Group Counseling & Group Work Dynamics associated with group process and development	Knowledge	94%	Skill	100%
Professional Counseling Orientation & Ethical Practice The role and process of the professional counselor	Knowledge	97.40%	Skill	76.7%
Social & Cultural Diversity Multicultural counseling competencies	Knowledge	90.9%	Knowledge	90.3%
Human Growth & Development theories of individual and family development across the lifespan	Knowledge	95.92%	Knowledge	95.38%
Research & Program Evaluation ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Knowledge	87.6%	Skill	93.9%
Practice Establish and maintain an effective rehabilitation counseling relationship	Skill	100%	Skill	74.41%

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: 34.4 out of 36

The average score for students at mid-point in their program was: 34.33 out of 36

The average score for students graduating from the program was: 35 out of 36

Summary of the follow-up validation survey of employers of the program (spring 2022). The program surveys individuals on a rotating cycle: graduates, employers, and clinical site supervisors. The survey was sent out to a total of 17 graduates to send to their supervisor on 1/15/22 and 1/27/22. Seventeen surveys were completed (some supervisors have hired more than one graduate).

14 individuals stated they hired between 1-5 graduates in the past 5 years.

3 individuals stated they hired between 6-10 graduates in the past 5 years.

Fourteen of the responders agreed or strongly agreed that they had a worldview which promoted a professional identity, adherence to ethical standards, reflective practice, and serving a diverse population. One person indicated neither agree nor disagree to being a reflective practitioner. One person indicated strongly disagree to serving a diverse population.

All of the responders reported they agreed or strongly agreed that they demonstrated clinical competence through the acquisition of knowledge, effective practice, and demonstration of skills. Three responders reported neither agree nor disagree or somewhat disagree that they demonstrated clinical competence through professional disposition.

Sixteen of the responders reported they somewhat agreed or strongly agreed they demonstrated cultural competence through awareness of personal values and biases. Twelve of the responders reported they somewhat agreed or strongly agreed they demonstrated cultural competence through understanding of worldviews of culturally different clients. Seventeen of the responders reported they somewhat agreed or strongly agreed they demonstrated cultural competence through developing and implementing appropriate interventions, and ongoing professional practice. Two responders reported they neither agreed nor disagreed. Three responders reported they neither agreed nor disagreed they demonstrated cultural competence through understanding of worldviews of culturally different clients.

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

Subsequent program modifications:

- None

Substantial program changes:

- None