



**University of Texas at El Paso**

**Master of Rehabilitation Counseling**

**Department of Educational Psychology and Special Services (EPSS)**

**College of Education**

Program Outcomes & Analysis

Annual Summary Report

2020-2021

Published in December 2021

The Master of Rehabilitation Counseling (MRC) Program at The University of Texas at El Paso engages in continuous student and program evaluation (CACREP, 2016) each year. Each October, after data from the previous academic year (AY) are collected and analyzed, a comprehensive report is distributed to the COE Dean's office. This report is an overall program evaluation, considering data across all areas presented in the CACREP standards. From the overall program evaluation, faculty review and generate an annual summary report in October and set goals for the current (ongoing) academic year.

This report is carefully reviewed by faculty and decisions are made to determine and guide curricular and program changes. The MRC program has moved from the College of Health Sciences (CHS) to the College of Education (COE) under the Department of Educational Psychology and Special Services (EPSS) in Fall 2021. Thus, the recommendations for change are sought from the Department Chair of EPSS and the Dean of the College of Education (COE).

In October, the Annual Summary Report is distributed to the Dean of the College of Education. External constituencies (e.g., site supervisors, employers, program graduates, advisory committee) are informed of the availability of the data on the MRC website. Current students, stakeholders, prospective students, and the general public are also invited to review the data findings on the MRC program website.

**Note:** This Annual Summary Report offers program data from AY 2020-2021. This report is published in **December 2021** after faculty review and input. The delay is due to the transition from CHS to COE.

## Table of Content

MRC Program Mission and Objectives (p.3)

Program Demographics (Faculty, Applicants, Enrolled Students, Graduates) (p.4)

Certified Rehabilitation Counselor (CRC) Examination Pass Rate (p.5)

MRC Program Comprehensive Exam Pass Rate (p.5)

Job Placement Rate (p.5)

Faculty Course Evaluation (p.6)

Employer Survey (10 responses to date) (p.7)

Graduates Survey (40 responses to date) (p.8)

MRC Key Performance Indicators (KPIs), Learning Outcomes & Measures (p.11)

Advisory Board Meeting Summary (p.15)

Summary of MRC Program Strengths (p.16)

2020-2021 Goals Achievement (p. 17)

Areas of Improvement & Goals for 2021-2022 (p. 18)

The mission of the MRC Program is:

*To graduate well-qualified individuals who have the knowledge, skills, attitudes, and cultural competence required for professional service as rehabilitation counselors in order to promote community inclusion, independent living, and quality of life for persons with disabilities.*

#### Program Objectives

1. Graduates of the program will identify the MRC Program as being supportive of the needs of adult learners. Further, graduates will demonstrate the capacity to work collaboratively with other professionals toward accomplishing the rehabilitation goals of persons with disabilities.
2. Graduates of the program will be able to recognize and address their attitudes and those held by others in society and effectively enact change in those barriers.
3. Graduates of the program will possess the knowledge and skills to serve in a variety of agencies to meet the needs of those service providers.
4. Graduates of the program will learn to use their skills to assist the human resource needs of employers as a compatible and necessary aspect of employment advocacy for persons with disabilities.
5. Graduates of the program and current students must recognize and contribute toward the solution of problems that reflect the structure and attitudes of society through service on community boards and volunteer activities.
6. Graduates of the program and current students should clearly and enthusiastically identify themselves as members of the profession of rehabilitation counseling and professional organizations in rehabilitation counseling.
7. Graduates of the program should recognize that the ultimate responsibility for life decisions belongs to the consumer with a disability and promote independence and autonomy.

## Master of Rehabilitation Counseling Program

54 credit-hour Program (AY 2020-2021)

### Faculty (AY 2020-2021)

Core Faculty	Rank
<b>Chuling Lo</b> , Ph.D., CRC (2013, University of Iowa, Rehabilitation and Counselor Education)	Clinical Assistant Professor and Program Director
<b>Emre Umucu</b> , Ph.D., CRC, LPC (WI) (2017, University of Wisconsin Madison, Rehabilitation Psychology)	Assistant Professor
<b>Yun-Pei Lee</b> , Ph.D., CRC, (2020, University of Wisconsin Madison, Rehabilitation Psychology)	Assistant Professor
Non-Core Faculty	
<b>Veronica Estala</b> , ABD, CRC	Lecturer

### Degree awarded and the completion rate

Semester/Year	# of MRC Graduates	# of Graduates who Completed within Two Years of Study	# of Graduates who Completed within Three Years Study
Fall 2020	3	2 (66.67%)	2(66.67%)
Spring 2021	0	0	0
Summer 2021	1	1(100%)	1 (100%)

### Applicants

Ethnicity	Fall 2020			Spring 2021		
	Female	Male	Total	Female	Male	Total
Hispanic	7	6	13	5	2	7
African American	1	0	1	0	1	1
White	1	0	1	0	0	0
Asian	0	0	0	0	0	0
International	0	0	0	0	0	0
Total	9	6	15	5	3	8

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

### Enrolled Students

Ethnicity	Fall 2020			Spring 2021		
	Female	Male	Total	Female	Male	Total
Hispanic	17	9	26	16	10	26
African American	1	2	3	1	2	3
White	1	0	1	1	1	2

Asian	0	0	0	0	0	0
International	1	0	1	1	0	1
Total	20	11	31	19	13	32

SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

### MRC program comprehensive exam pass rate

Semester/Year	# of MRC Students Took Comps	# of Students Passed Comps
Fall 2020	3	3 (100%)
Spring 2021	0	0
Summer 2021	1	1 (100%)

### Certified Rehabilitation Counselor (CRC) examination pass rate

Semester/Year	# of MRC Students Took CRC Exam	# of Students Passed CRC Exam
Fall 2020	1	0 (0%)
Spring 2021	0	0
Summer 2021	1	0 (0%)

Note. National pass rate 59%-63% <https://www.crccertification.com/crc-exam-overview>

Note. Although the pass rate is low, the MRC graduates eventually pass the CRC exam after they work in the field. The long-term pass rate (graduates who obtained their CRC credentials) is around 60% (See page 11)

### Job placement rate

Semester/Year	# of MRC Graduates	# of graduates who were Employed within 180 Days of Graduation	Employer
Fall 2020	3	3 (100%)	Project Search, Support living center, Virginia DVR
Spring 2021	0	0	n/a
Summer 2021	1	1 (100%)	EP Behavioral Health
Fall 2019	6	4 employed (66.67%) 1 unknown	TWC, PCSI (El Paso office), PRIDE industry
Spring 2020	5	4 (80%), 1 unknown	El Paso VA, San Diego VA (IPE fellow)
Summer 2020	4	4 (100%)	DVR Colorado, TWC, Project Search, Ready & Able

## Faculty course evaluation

*Fall 2020*

Course #	Course Title	Credit Hours	Class size	Rating of Instructor (1-5)	Rating of Course (1-5)	Overall Response Rate (%)
DRSC 5389	Research in Health Science	3	5	5.0	5.0	20%
REHC 5300	Ethical Legal Professional Issues in Rehab Counseling	3	Not available due to faculty departure			
REHC 5310	Rehab Counseling Theory	3	17	3.9	4.0	80%
REHC 5320	Medical Aspects of Disability	3	18	4.67	4.67	50.00%
REHC 5338	Group Counseling in Rehab Counseling	3	6	5.0	5.0	33.33%
REHC 5390	Practicum	3	N/A			
REHC 5990	Internship	9	N/A			
REHC 5370	Diversity-Disab. across Lifespan	3	13	4.6	4.6	38.5%

*Spring 2021*

Course #	Course Title	Credit Hours	Class size	Rating of Instructor (1-5)	Rating of Course (1-5)	Overall Response Rate (%)
REHC 5339	Techniques in Rehabilitation Counseling	3	23	4.76	4.47	73.91 %
REHC 5340	Rehabilitation Counseling Methods	3	21	4.83	4.75	57.14%
REHC 5350	Psychiatric Rehabilitation	3	19	4.84	4.53	68.42%
REHC 5360	Career Placement	3	Not available due to faculty departure			
REHC 5990	Internship	9	N/A			

*Summer 2021*

Course #	Course Title	Credit Hours	Class size	Rating of Instructor (1-5)	Rating of Course (1-5)	Overall Response Rate (%)
----------	--------------	--------------	------------	----------------------------	------------------------	---------------------------

REHC 5330	Psychosocial Aspects of Disability	3	12	5	4.5	8.3%
REHC 5375	Assessment & research in REHC	3	Not available due to faculty departure			
REHC 5370	Diversity and Disability Across Lifespan	3	Not available due to faculty departure			
REHC 5390	Practicum	3	N/A			

### Employer survey (10 responses to date)

	Exceeds Expectations		Meets Expectations		Needs Improvement		Inadequate	
The overall level of preparedness to enter the field	2		8		0		0	
How would you characterize our students as counseling practitioners?	2		8		0		0	
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	2		8		0		0	
Their use of research, ethics and critical thinking to guide best practice	4		6		0		0	
Their openness to developing innovations in counseling practice that meet diversity concerns	4		6		0		0	
Their commitment to serving as an agent of organizational change (social justice) or client empowerment	5		5		0		0	
Their ability to integrate biological, psychological and social interventions in their work with clients	3		6		1		0	
Their interest in fostering life-long healthy development	2		8		0		0	
Their holding of an ecological view of people in context (history, culture, social life)	0		10		0		0	
	Very satisfied	Satisfied	Somewhat satisfied	Somewhat dissatisfied	Dissatisfied	Very dissatisfied		
Rate your overall satisfaction with your supervisee/employee who graduated from the MRC program	7	3	0	0	0	0		

### Graduates survey (40 responses to date)

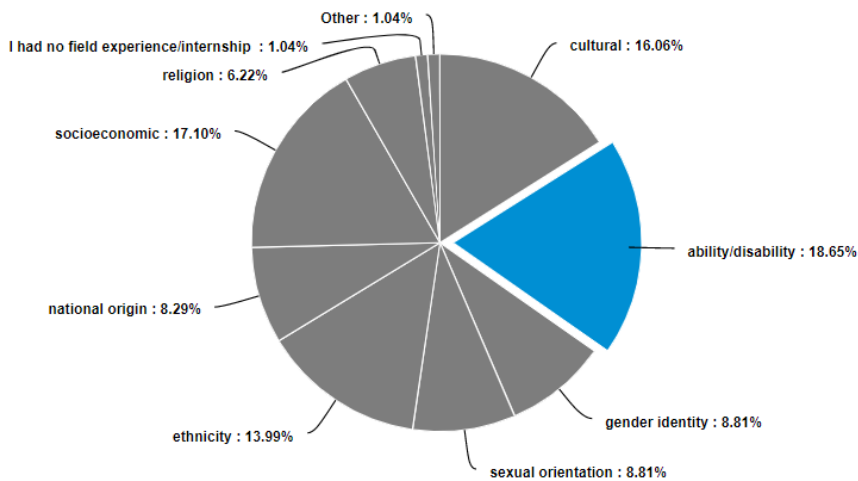
Diversity and Inclusiveness	Mean score on the scale 1-4 (compared with the previous report)
I experienced an inclusive and respectful learning environment in the Graduate School	3.67 (+)
My program prepared me to promote inclusive and/or therapeutic environment	3.53 (+)
My program prepared me to work effectively with diverse populations	3.44 (+)
<b>Research-based Practice &amp; Professional Standards</b>	
My program prepared me to critically analyze and implement research-based practices	3.25 (+)
My program prepared me with appropriate professional knowledge	3.56 (+)
My program prepared me with appropriate professional skills	3.58 (+)
My program helped me to acquire appropriate dispositions (values, commitments, and professional ethics)	3.61 (+)
<b>Impact on Learning and Development</b>	
My program prepared me to ensure all learners/clients succeed	3.42 (+)
My program prepared me to use technology to enhance learning and development	3.11 (+)
My program prepared me to influence policy and provide leadership in my field	3.25 (+)
<b>Evidence-informed Decision Making</b>	
My program prepared me to use evidence to solve problems of practice and to make informed decisions	3.42 (+)
My program taught me strategies to assess client/program progress	3.31 (+)
My program taught me strategies to analyze data for client/program improvement	3.25 (+)
Please rate your satisfaction on the technology and any technical support you receive while in the program if applicable	
The technology support from UTEP	3.31 (+)
Blackboard online course environment	3.36 (+)
Questions related to the Program Quality. Please report your level of satisfaction with the following aspects of the graduate program in which you were enrolled	
Effectiveness of the overall instruction in the program	3.31 (+)
Usefulness of program curriculum for my chosen professional role	3.33 (+)
Overall responsiveness of instructors	3.56 (+)
Convenience of the program schedule	3.56 (+)
Overall responsiveness of advisers	3.44 (+)
Depth of coverage of important subject areas	3.25 (+)
Overall quality of the program	3.39 (+)
Overall as a result of this program, how well prepared are you to work in your field or in your chosen professional role?	3.17 (-)
How likely would you be to recommend the MRC program at UTEP to a friend or family member if it were relevant to his/her interests?	
Very likely (22, 62.11%, ↑), likely (7, 19.44%, ↓), neutral (1, 2.78%, ↓), unlikely (1, 2.78%, ↓), very unlikely (5, 13.89%, ↓)	



- The top factors that influenced your decision to enroll in the MRC program at UTEP
  1. Alumni who are successful in their careers
  2. Career advising services
  3. Family member or friend attends/attended
  4. Reputation of the institution
  5. Faculty reputation/expertise
  
- Diversity experiences in the internship

	Very diverse	Somewhat diverse	A little diverse	Not diverse
Reflecting on the diverse groups listed in the previous question, in your opinion, how diverse would you say your field experience or internship was?	19 (52.78%)	16 (44.44%)	1 (2.78%)	0

Please indicate the types of diversity you encountered in your field experience or internship: (select all that apply)

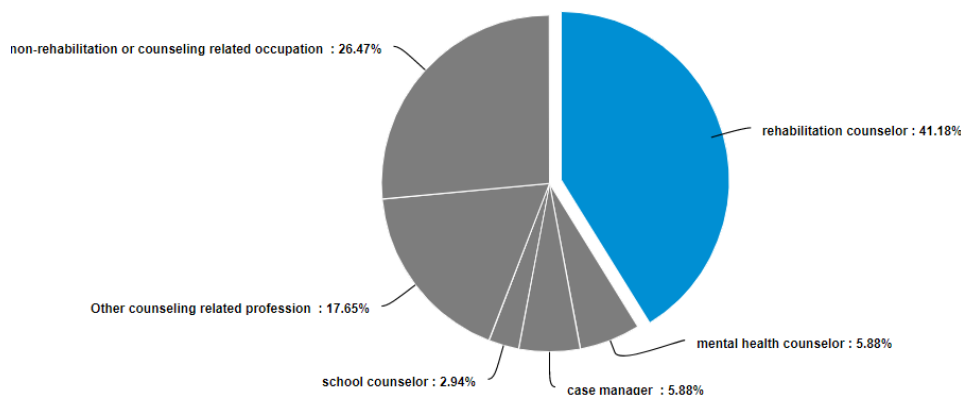


- Employment data from graduates' survey

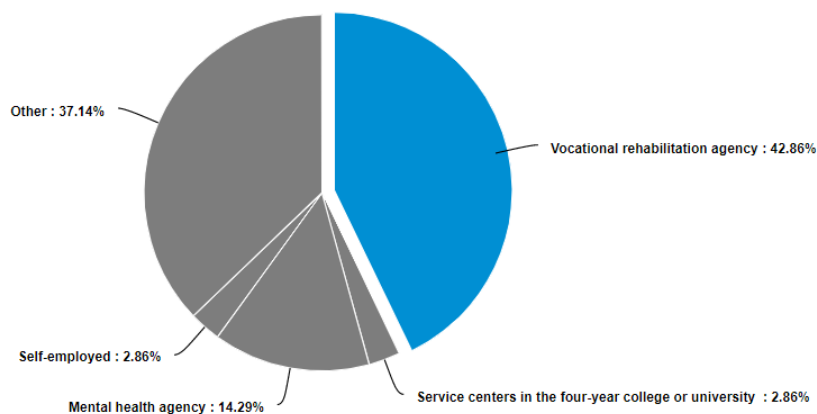
Are you currently employed?	Yes (34, 94.44%, ↓)	No, but actively seeking employment (1, 2.78%, ↑)	No, and I am not actively seeking employment (1, 2.78%, ↓)
-----------------------------	---------------------	---	--

Are you currently employed in a position for which you were educated at MRC program?	Employed in a field directly related to my graduate study at MRC program (22, 64.71%, ↑)	Employed in a field somewhat related to my graduate study at MRC program (9, 26.47%, ↓)	Employed in a field not related to my graduate study at MRC program (3, 8.82%, ↑)
Did you obtain employment within 180 days of your graduation? (question added in 2019, 22 responses to date)	Yes (21, 95.45%, ↓)	No (1, 4.55%, ↑)	

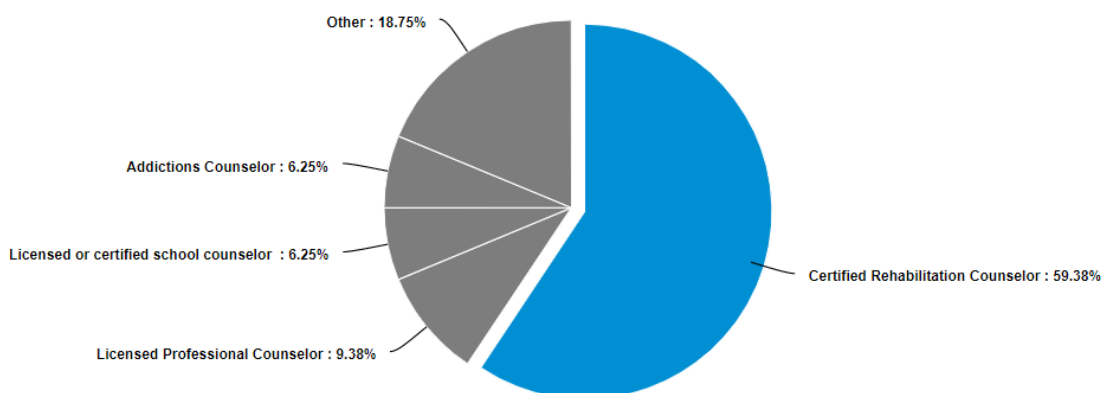
- What best describes your current position?



- What best describes your current place of employment?



- What best describes the type of certification or license you currently have? (Select all that apply)



## MRC key performance indicators (KPIs), learning outcomes & measures

### Core Area 1: Professional Counseling Orientation and Ethical Practice

*KPI: Students will articulate ethical standards in counseling and apply ethical and legal considerations in counseling practice*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5300	Ethical case discussions	Students will articulate ethical standards in the case discussions	5.0
Measure 2	REHC 5390	Case Presentation	Students will apply the ethical practice in their case presentations	4.9

### Core Area 2: Social and Cultural Diversity

*KPI: Students will demonstrate the knowledge, skills, and awareness of multicultural competency in working with a diverse population*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5370	Cultural awareness in counseling paper	Students will show the knowledge and application of multicultural counseling	5.0

Measure 2	REHC 5330	Work Incentive counseling script	Students will demonstrate multicultural counseling skills in their work incentive counseling script	4.58
-----------	--------------	---	---	------

### Core area 3: Human Growth and Development

KPI: *Students will identify physiological, psychological, and environmental factors that affect human development, functioning, and behavior*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5370	Online Discussion and Summaries	Students will demonstrate an understanding of human development theories	5.0
Measure 2	REHC 5330	Media Project paper	Students will demonstrate the impact of disability on people's development	4.4

### Core Area 4: Career Development

KPI: *Students will demonstrate the understanding of the models of career counseling, and apply strategies for advocating for diverse clients' employment opportunities*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5360	Career counseling theories presentation	Students will demonstrate an understanding of the career counseling models	4.0
Measure 2	REHC 5330	Advocacy Project	Students will advocate for clients' employment opportunities with solid rationales	4.9

### Core Area 5: Counseling and Helping Relationships

KPI: *Students will demonstrate an understanding of the models of counseling, and the skills necessary to establish effective helping relationships.*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
-------------------	--------	------------	-----------	---------

Measure 1	REHC 5310	Application paper	Students will demonstrate an understanding of the career counseling models	5.0
Measure 2	REHC 5339	Recording and transcription	Students will apply fundamental counseling skills to maintain rapport with the role-play client	4.5

#### Core Area 6: Group Counseling and Group Work

KPI: *Students will demonstrate competency in preparing and facilitating group counseling.*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5338	Group Proposal	Students will develop a sound group plan to achieve group goals	4.67
Measure 2	REHC 5990	Lead a psychoeducational or counseling group	Students will effectively facilitate group sessions	5

#### Core Area 7: Assessment and Testing

KPI: *Students will demonstrate assessment knowledge and skills*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5375	Assessment interview	Students will effectively conduct a mock assessment interview.	5.0
Measure 2	REHC 5360	Individualized Plan for Employment	Students will use assessment information to help mock clients identify employment goals	4.9

#### Core Area 8: Research and Program evaluation

KPI: *Students will demonstrate an understanding of basic knowledge and terms in research and assessment*

Students will receive a minimum of 3 on a 4-point scale in the faculty-designed rubric

Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5375	Assessment battery folder	Students will prepare an assessment portfolio with the required information	4.52
Measure 2	REHC 5340	Quizzes	Students will demonstrate an understanding of the knowledge about research methods	5.0

Specialty area: Clinical Rehabilitation Counseling

*KPI: Students will demonstrate an understanding of psychiatric conditions and other medical conditions that cause disabilities*

Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5320	Quizzes	Students will demonstrate an understanding of the knowledge about different medical conditions that cause disabilities	5.0
Measure 2	REHC 5350	Integrative case conceptualization	Students will apply DSM knowledge in their case conceptualization	3.76

Specialty area: Rehabilitation Counseling

*KPI: Students will demonstrate an understanding of the philosophy and current trends of rehabilitation counseling, as well as theories, models, and interventions related to rehabilitation counseling*

Students will receive a minimum of 4 on a 5-point scale in the faculty-designed rubric

Students will receive a minimum of 80% points on quizzes (4 on a 5-point scale)

AY 2020-2021

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5300	Professional identity paper	Students will demonstrate an understanding of the philosophy and trends of rehabilitation counseling	5.0
Measure 2	REHC 5340	Quizzes	Students will demonstrate an understanding of the models and interventions related to rehabilitation counseling	4.2

## Advisory board meeting summary

MRC Fall 2020 Annual Advisory Board Meeting

Date: October 22, 2020

Attendees:

Chuling Lo	Connie Benford	Emre Umucu	Stacy Barnett
Yun-Pai Lee (Beatrice)	Veronica Estala-Gutierrez	Magdalena Garcia	Bobby Alcala
Jose Martinez	Michael O'Brien	Brianda	Terry Weber

### COVID 19 Adaptation

The majority of the agencies are working remotely. There is no office activity. They are adapting to new normal, learning to work virtually. Employees become more technology savvy. They also need to revise policies (example: electronic signatures may be the new normal). The future may hold more staff teleworking, paperless may become realistic. Amerigroup is open for all clients through zoom and telephone. Has noticed an uptick in telehealth. TWC decreases in client applications. People are afraid to go out to work. Ready One is still working onsite but a lot of employees take leave of absence. They now produce more medical masks but still do uniforms. Masks are the biggest project. Employees can't work from home. Counselors need to be there and take proper precautions.

### Shortage of counselors

One critical issue is to recruit certified counselors in remote areas (possibly recruit UTEP graduates, fulfill these cities' needs): Amarillo, Wichita Falls, Lubbock, San Angelo New Mexico has the same problem: Farmington, Clovis, Hobbs, Roswell, Alamogordo, Four Corners area. MRC program is seeking grants that will partner with a project to prepare health care professionals to work in rural areas. For students who agree to be certified counselors in these remote areas, it will pay the student's tuition and provide a stipend.

### Program updates

Amerigroup is certified to offer mental health first aid classes, \$260 per person, \$25 for the manual, 10 per class. It is a one-day course and 3-4 hours of online individual work. Amerigroup will be happy to sponsor the course for our students. MRC program also has funding to assist our students.

Project Amistad has a grant/program for developmental disabilities. This is a 5-year grant. Amistad will recruit individuals with developmental or intellectual disabilities. These individuals become mentors to help individuals in group homes, assisted living centers, IBS, to create their homes. Mr. Martinez hired an intern to assist in recruiting, counseling peers he recruited. They have recruited 14 peers right now. They are involved in outreach, home visits, counseling, minor case management, coach individual with disabilities. They are working remotely with caregivers, guardianship programs, and case managers.

### Feedback for the MRC program

Connie Benford, Texas Workforce Commission, complimented the UTEP MRC graduates.

Michael O'Brien, administrator of Rehab Service Unit for New Mexico Division of Overhead, mentioned that what is essential to an MRC program is the critical role of Assessment and test measurement. There are two perspectives:

The first essential proponent is knowing about test measurement. Certified rehab counselors need to purchase psychological testing and evaluations, counselors don't know what to ask for and once they get it, don't know if they got what they needed. Having this introduced in the MRC program is a skill set that is needed. Being able to know what to ask for, why it is needed, and the value of it.

The second is an essential skill set in being able to understand comprehensive assessment from a career assessment or vocational evaluation standpoint, knowing about interest in values and ability testing, being able to discern if the clients can do it themselves. Counselors need to have a comprehensive understanding of career planning that just isn't sitting and talking. Counselors need to find out what the client's interests are, his/her abilities, and values that might match the client's strengths. Future rehabilitation counselors need to improve this skill set in and it is a challenge.

## Summary of MRC Program Strengths in AY 2020

### *Program development*

1. The MRC program's SCH and enrollment increased 86 % in Summer 2021 compared to Summer 2020 (69 to 129), increased 50% in Fall 2020 compared to Fall 2019 (180 to 270), increased 39% in Spring 2021 compared to Spring 2020 (201 to 280).
2. The MRC program completed preparation for moving to the College of Education by hosting town hall meetings for students, re-considering course offerings, submitting substantive change reports to the accreditation body, and physically moving offices.
3. CACREP substantive change report was submitted and was approved. The CACREP accreditation now extends to October 2023. The self-study for add-a-specialty in Clinical Rehabilitation Counseling will be submitted in the Summer of 2022

### *Community engagement*

1. The University of Texas at El Paso is one of eight U.S. universities participating in a multisite study to increase sustainable employment and career advancement opportunities for individuals with disabilities, including veterans with disabilities. Emre Umucu, Ph.D., assistant professor of rehabilitation counseling in UTEP's College of Health Sciences, will lead the site project with co-principal investigators Beatrice Lee, Ph.D., assistant professor of rehabilitation counseling, and Veronica Estala-Gutierrez, lecturer in rehabilitation counseling.
2. MRC program collaborated with Dr. Thenral Mangadu, Associate Professor of Health Promotion and Public Health, on securing a grant that supports rural mental health by placing interns in rural counties in Texas
3. Student Rehabilitation Counseling Association (SRCA) initiates volunteer services on campus such as the (White Cane Awareness Day) and other community activities. White Cane Awareness day brings awareness to people with visual disabilities or blind individuals. Each year White Cane Day educates the world about blindness and how the blind and visually impaired can live and work independently while giving back to their communities.



4. NAMIWalks advocates and supports NAMI's mission and celebrates mental health for all. The annual event includes both an in-person and virtual opportunity to take strides toward mental health awareness.
5. The MRC program also collaborates with TBI Warrior Foundation to improve the quality of life of veterans, civilians, and children living with brain injury and their caregivers, through community integration, education, and advancement programs. Students have the opportunity for practicum or internship placements while providing rehabilitation counseling services to individuals throughout the United States.

#### *Career preparation/opportunities*

1. MRC program graduates have a high employment rate soon after they graduate. The employment is either local or national positions.
2. Employers' satisfaction
  - Employers were overall satisfied with the performance of MRC graduates
  - Positive comments from community members
  - Alumni's success and reputation are reasons to attract applicants
3. Students identify with the rehabilitation and counseling profession by seeking relevant certification and license

#### *Curriculum*

1. The MRC degree requirement has transitioned from 54 credit hours to 60 credit hours and was approved by the THECB.
2. The program evaluation has shown improvements in graduates' survey
3. The overall evaluations of the curriculum/instructor were above 4 on a 5-point scale

### 2020-2021 Goals Achievement

#### Goal 1: CACREP self-study submitted in July 2021

- Due to the transition from CHS to COE and faculty departure, the self-study was not submitted.
- Substantive change report was submitted and approved by CACREP
- One-year accreditation extension was approved

#### Goal 2: Prepare for 60-credit curriculum in Fall 2021

- Completed and implemented

#### Goal 3: Recruitment and enrollment

- Aimed at least 25 applications in AY 2020-2021. This goal was achieved

- Enrollment and semester hour production have significantly increased in AY 2020

Goal 4: Enhance average CRC exam pass rate to the national level (60%)

- This goal was not achieved.
- The faculty will continue to work on this. Dr. Lo is attending the CRCC item writing and standard-setting committees. This experience can help Dr. Lo identify the areas of improvement to increase the pass rate.

Goal 5: Implement and improve curriculum and instruction. The goal was achieved through

- Greater emphasis on mental health concentration. By having the MRC program housed with the mental health counseling program and sharing courses, this goal was achieved.
- Dr. Lo's completion of multiple workshops on teaching including ACUE training to enhance the quality of teaching.
- The establishment of the Tevera system tracks clinical hours, provides student reviews, and KPI evaluation.
- Regularly distribution of surveys to alumni and employers to check on graduates and seek feedback

Goal 6: Community partnership

- Provided site supervisors training and CEUs
- This goal was achieved through individual training offered by the faculty member due to the low number of internship students.

### Areas of Improvement and Goals of AY 2021

1. Increase CRC exam passing rate
2. Improve students' documentation and assessment skills
3. Submit add-a-specialty of Clinical Rehabilitation Counseling self-study for CACREP
4. Re-design curriculum to reflect the merge with mental health counseling and school counseling programs
5. Develop program evaluation data collection method across three counseling specialties