



**University of Texas at El Paso**

**Master of Rehabilitation Counseling**

**Department of Counseling, Special Education, and Educational Psychology (CSEP)**

**College of Education (COE)**

Program Outcomes & Analysis

Annual Summary Report

2021-2022

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 recommendations for change are sought from the Department Chair of CSEP 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.

## 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)

Employer Survey (11 responses to date) (p.6)

Graduates Survey (43 responses to date) (p.7)

MRC Key Performance Indicators (KPIs), Learning Outcomes & Measures (p.9)

Advisory Board Meeting Summary (p.13)

2021-2022 Goals Achievement (p. 14)

Summary of MRC Program Strengths (p.14)

Areas of Improvement & Goals for 2022-2023 (p. 15)

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

60 credit-hour Program (AY 2021-2022)

### Faculty (AY 2021-2022)

Core Faculty	Rank
<b>Chuling Lo</b> , Ph.D., CRC (2013, University of Iowa, Rehabilitation and Counselor Education)	Clinical Assistant Professor
<b>Veronica Estala</b> , Ph.D., CRC (2021, University of Wisconsin Madison, Rehabilitation Counselor Education)	Lecturer

### Degree awarded and the completion rate

Semester/Year	# of MRC Graduates	# of Graduates who Completed within Three Years of Study	# of Graduates who Completed within Four Years Study
Fall 2021	3	2 (66.67%)	3(100%)
Spring 2022	2	1 (50%)	2 (100%)
Summer 2022	2	2(100%)	2 (100%)

### Applicants

Ethnicity	Fall 2021			Spring 2022		
	Female	Male	Total	Female	Male	Total
Hispanic	6	3	9	3	1	4
African American	1	0	1	0	0	0
White	1	0	1	0	0	0
Asian	0	0	0	0	0	0
International	0	0	0	0	0	0
Other	0	1	1	0	0	0
Total	8	4	12	3	1	4

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

### Enrolled Students

Ethnicity	Fall 2021			Spring 2022		
	Female	Male	Total	Female	Male	Total
Hispanic	18	12	30	15	11	26
African American	2	2	4	1	1	2
White	2	2	4	2	1	3
Asian	0	0	0	0	0	0
International	1	0	1	1	0	1
Other	1	1	2	1	1	2

Total	24	17	41	20	14	34
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SOURCE: Center for Institutional Evaluation, Research, and Planning (CIERP) at UTEP

## Graduates

Ethnicity	Fall 2021			Spring 2022			Summer 2022		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Hispanic	1	0	1	2	0	2	1	1	2
African American	0	1	1	0	0	0	0	0	0
White	0	1	1	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
International	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
Total	1	2	3	2	0	2	1	1	2

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 2021	2	2 (100%)
Spring 2022	2	2 (100%)
Summer 2022	0	0

## Certified Rehabilitation Counselor (CRC) examination pass rate

Semester/Year	# of MRC Students Took CRC Exam	# of Students Passed CRC Exam
Fall 2021	2	1 (50%)
Spring 2022	2	1 (50%)
Summer 2022	1	1 (100%)

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

## Job placement rate

Semester/Year	# of MRC Graduates	# of graduates who were Employed within 180 Days of Graduation	Employer
Fall 2021	3	1	TBI Warrior
Spring 2022	2	2	La Familia, CASS

Summer 2022	2	2	Empowering Hands, Compensated Work Therapy Program
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### Employer survey (11 responses to date)

	Exceeds Expectations		Meets Expectations		Needs Improvement		Inadequate	
The overall level of preparedness to enter the field	3		8		0		0	
How would you characterize our students as counseling practitioners?	2		9		0		0	
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3		8		0		0	
Their use of research, ethics and critical thinking to guide best practice	4		7		0		0	
Their openness to developing innovations in counseling practice that meet diversity concerns	5		6		0		0	
Their commitment to serving as an agent of organizational change (social justice) or client empowerment	5		6		0		0	
Their ability to integrate biological, psychological and social interventions in their work with clients	3		7		1		0	
Their interest in fostering life-long healthy development	2		9		0		0	
Their holding of an ecological view of people in context (history, culture, social life)	0		11		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	8	3	0	0	0	0		

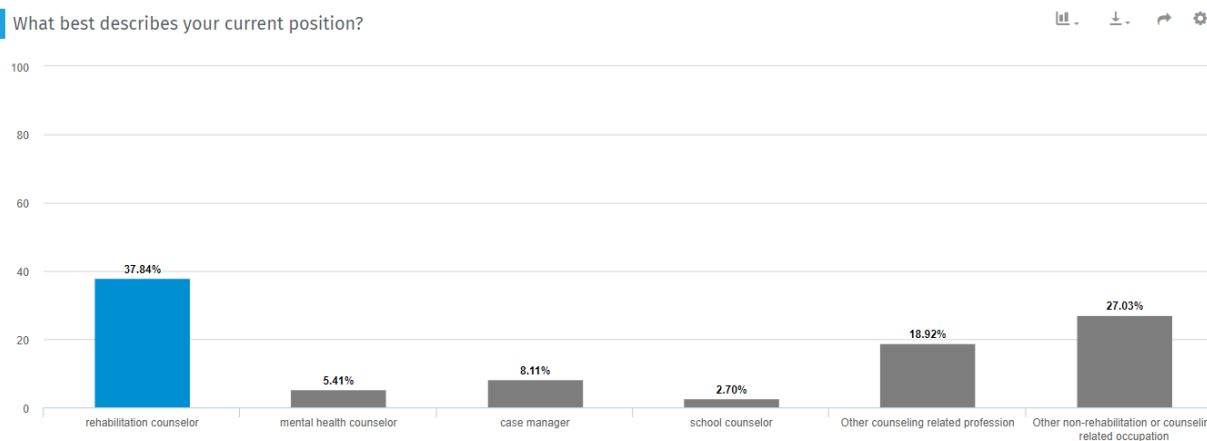
### Graduates survey (43 responses to date)

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	3.51 (-)
My program prepared me to work effectively with diverse populations	3.46 (+)
<b>Research-based Practice &amp; Professional Standards</b>	
My program prepared me to critically analyze and implement research-based practices	3.23 (-)
My program prepared me with appropriate professional knowledge	3.51 (-)
My program prepared me with appropriate professional skills	3.56 (-)
My program helped me to acquire appropriate dispositions (values, commitments, and professional ethics)	3.59 (-)
<b>Impact on Learning and Development</b>	
My program prepared me to ensure all learners/clients succeed	3.44 (+)
My program prepared me to use technology to enhance learning and development	3.1 (-)
My program prepared me to influence policy and provide leadership in my field	3.26 (+)
<b>Evidence-informed Decision Making</b>	
My program prepared me to use evidence to solve problems of practice and to make informed decisions	3.44 (+)
My program taught me strategies to assess client/program progress	3.31 (*)
My program taught me strategies to analyze data for client/program improvement	3.26 (+)
Please rate your satisfaction on the technology and any technical support you receive while in the program if applicable	
The technology support from UTEP	3.33 (+)
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	3.31 (-)
Overall responsiveness of instructors	3.56 (*)
Convenience of the program schedule	3.59 (+)
Overall responsiveness of advisers	3.46 (+)
Depth of coverage of important subject areas	3.26 (+)
Overall quality of the program	3.41 (+)
Overall as a result of this program, how well prepared are you to work in your field or in your chosen professional role?	3.31 (+)
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 (23, 58.97%, ↓), likely (8, 20.51%, ↑), neutral (2, 5.13%, ↑), unlikely (1, 2.56%, ↓), very unlikely (5, 12.82%, ↓)	

- Employment data from graduates' survey

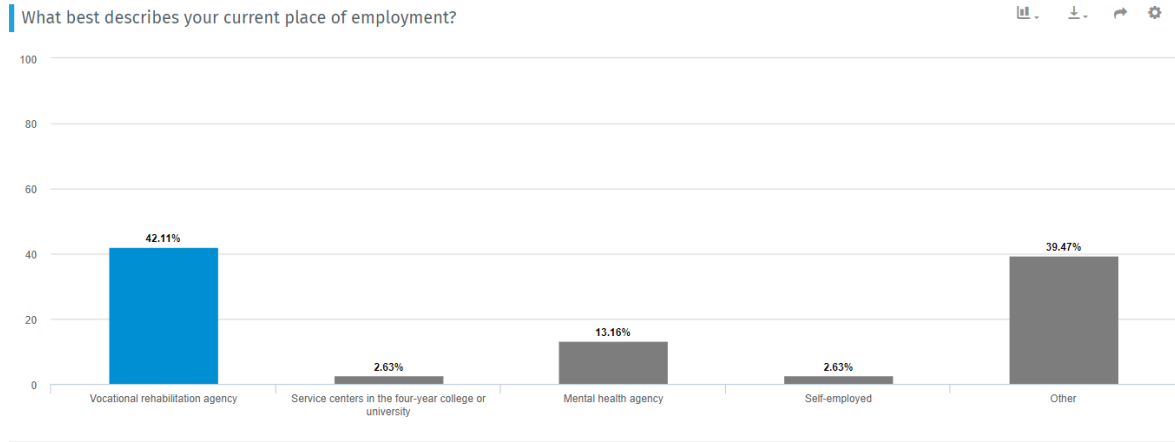
Are you currently employed?	Yes (36, 92.31%, ↑)	No, but actively seeking employment (1, 5.13% ↑)	No, and I am not actively seeking employment (1, 2.56%, ↓)
Are you currently employed in a position for which you were educated at MRC program?	Employed in a field directly related to my graduate study at MRC program (22, 59.46%, ↑)	Employed in a field somewhat related to my graduate study at MRC program (11, 29.73%, ↑)	Employed in a field not related to my graduate study at MRC program (4, 10.81%, ↑)
Did you obtain employment within 180 days of your graduation? (question added in 2019, 22 responses to date)	Yes (22, 88%, ↓)	No (3, 12%, ↑)	

- What best describes your current position?

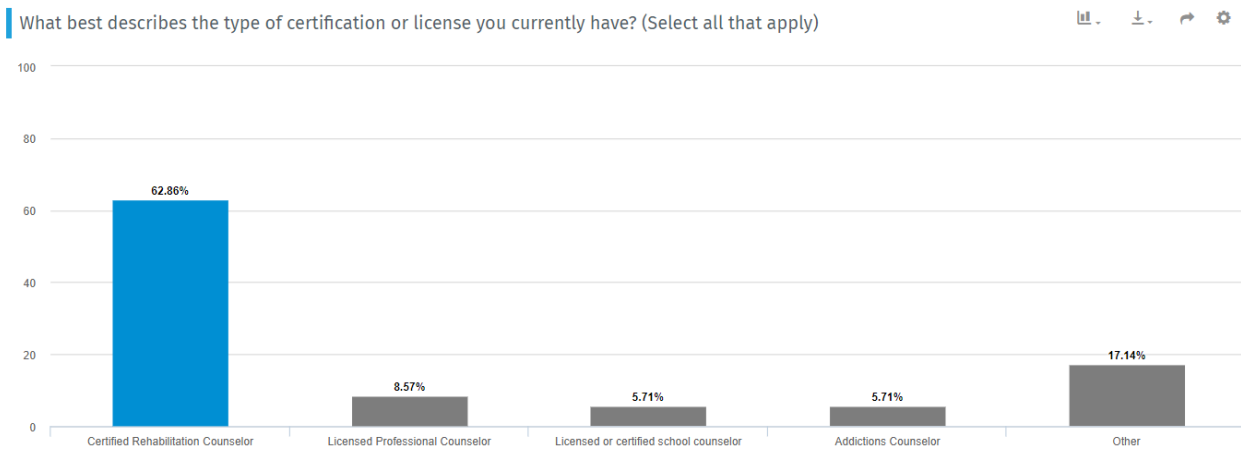


- What best describes your current place of employment?





- 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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5300	Ethical case discussions	Students will articulate ethical standards in the case discussions	5

Measure 2	REHC 5390	Case Presentation	Students will apply the ethical practice in their case presentations	5
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### 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 2021-2022

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	Not offered in AY 21-22
Measure 2	REHC 5330	Work Incentive counseling script	Students will demonstrate multicultural counseling skills in their work incentive counseling script	5

### 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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5370	Online Discussion and Summaries	Students will demonstrate an understanding of human development theories	Not offered in AY 21-22
Measure 2	REHC 5330	Media Project paper	Students will demonstrate the impact of disability on people's development	4.27

### 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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
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Measure 1	REHC 5360	Career counseling theories presentation	Students will demonstrate an understanding of the career counseling models	5
Measure 2	REHC 5330	Advocacy Project	Students will advocate for clients' employment opportunities with solid rationales	3.72

#### 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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5310	Application paper	Students will demonstrate an understanding of the career counseling models	4.87
Measure 2	REHC 5339	Recording and transcription	Students will apply fundamental counseling skills to maintain rapport with the role-play client	4.91

#### 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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5338	Group Proposal	Students will develop a sound group plan to achieve group goals	5
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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
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Measure 1	REHC 5375	Assessment interview	Students will effectively conduct a mock assessment interview.	Not offered in AY 21-22
Measure 2	REHC 5360	Individualized Plan for Employment	Students will use assessment information to help mock clients identify employment goals	5

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 2021-2022

Measurement Point	Course	Assignment	Criterion	Results
Measure 1	REHC 5375	Assessment battery folder	Students will prepare an assessment portfolio with the required information	Not offered in AY 21-22
Measure 2	REHC 5389	Quizzes	Students will demonstrate an understanding of the knowledge about research methods	4.33

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 2021-2022

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	4.84
Measure 2	REHC 5350	Integrative case conceptualization	Students will apply DSM knowledge in their case conceptualization	4.42

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 2021-2022

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
Measure 2	REHC 5340	Quizzes	Students will demonstrate an understanding of the models and interventions related to rehabilitation counseling	4.75

### Advisory board meeting summary

Counseling Programs Fall 2021 Annual Advisory Board Meeting

Date: October 5, 2021

#### I. Open discussion and feedback for programs:

- EPCC is working on having a mental health social services program where university students could complete internships and practicums.
- School counselors shared they are seeing a big impact on students from COVID-19. Techniques for supporting the students will be important to learn.
- Victor Medina from TBI Warrior Foundation offered collaboration to develop downloadable media for students to learn about the MRC program.
- Agencies that have worked with interns from the counseling programs expressed the programs have prepared them well.
- The merging of the counseling programs will form stronger counselors. MRC Interns struggle with documentation. They could benefit from the merging of the counseling programs.

## Goals of AY 2021 and Accomplishments

1. *Increase CRC exam passing rate*  
The CRC exam pass rate has improved. Three out of five passed the CRC exam. The pass rate is 60%, similar to the national average.
2. *Improve students' documentation and assessment skills*  
Notes using the ICF model and SOAP were introduced and practiced in the Medical Aspects of Disability and Practicum class.
3. *Submit add-a-specialty of Clinical Rehabilitation Counseling self-study for CACREP*  
Add-a-specialty of Clinical Rehabilitation Counseling self-study for CACREP was completed on August 31, 2022.
4. *Re-design curriculum to reflect the merger with mental health counseling and school counseling programs*  
MRC curriculum has been redesigned into 10 core counseling courses that share with mental health and school counseling programs, 9 specialty courses, and one elective course. This curriculum proposal was approved by the Graduate Council in November 2021.
5. *Develop program evaluation data collection method across three counseling specialties*  
Although we did not achieve this goal in AY 2021, the department purchased the Tevera system in Fall 2022. Once the Tevera system is on board, all program evaluation data can be collected and analyzed together across three counseling specialties. The goal of AY 2022 is to build the structure of Tevera and train all faculty to learn to use Tevera to provide the evaluation.

## Summary of MRC Program Strengths in AY 2021

1. CRC pass rate increases
2. Employers were overall satisfied with the performance of MRC graduates and provided positive comments from community members
3. The alumni survey showed the graduates' overall satisfaction with the effectiveness of the instruction, responsiveness of instructors, depth of coverage of important subject areas, and overall quality of the program. Graduates showed their overall preparedness to work in your field as a result of the MRC program.
4. VRTAC Grant: The Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE) is a collaboration between various partners, including the MRC program at UTEP, that provide research and training in identifying and sharing innovative employment practices for people with disabilities. The VRTAC-QE goal is to increase the knowledge and skills of state vocational rehabilitation agencies and community partners that help people with disabilities achieve quality employment and career advancement, with emphasis on competitive integrated employment.
5. The MRC program collaborated with Dr. Thenral Mangadu, Associate Professor of Health Promotion and Public Health, on securing a grant, the Behavioral Health Workforce Education and Training (BHWET) Program, which supports rural mental health by placing interns in rural counties in Texas

6. TBI Warrior Foundation collaboration/partnership provides job placement training and services to clients who are Veterans with disabilities, their dependents, as well as surviving spouses. The training and services consist of job skills training, job placement resources, and the use of assistive technology with a focus on disability accommodations. Review job placement assistance guidance and tools specifically for those who experience barriers due to disability in their household.

### Areas of Improvements

Based on the graduate survey, the area of improvement includes technology-infused skills in clinical practice. Also, employment within 180 days of graduation has slightly decreased.

### Goals for AY 2022

1. Align data collection and evaluation among three counseling specialties using the Tevera system
2. Continue to improve the CRC exam pass rate
3. Improve the employment rate
4. Infused technology into the curriculum