



- Data indicates students have above average ability (4.20) to integrate knowledge with practice skills.
 - There was a increase in the mean from the previous year, with an notable increase in most means being assessed in all evaluation items.
 - Analysis indicates that the standard has been consistently met over the five-year review period.
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CLINICAL REHABILITATION & CLINICAL MENTAL HEALTH COUNSELING - MSHR

Cycles included in this report:
Jul 1, 2018 to Jun 30, 2019

Program Name: CLINICAL REHABILITATION & CLINICAL MENTAL HEALTH COUNSELING - MSHR

Reporting Cycle: Jul 1, 2018 to Jun 30, 2019

University Mission Statement

East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

College/School Mission Statement

The College of Liberal Arts and Social Sciences supports the University's mission in numerous ways:

- Develops student's communication, analytic, and information-gathering skills by fostering positive, student-centered learning experiences;
- Promotes the use and appreciation of creative arts and skills;
- Prepares students to be informed, responsible citizens;
- Maintains a respect for all peoples and cultures, both historical and contemporary;
- Prepares students to be catalysts for change, thus contributing to the creation of a just and humane society;
- Encourages students to embrace non-traditional and experiential learning opportunities outside the traditional classroom;
- Provides outstanding academic programs and experiences which enhance cultural development opportunities and leadership throughout the University's service area; and
- Supports activities that contribute to intellectual growth and lifelong learning in the community.

To attain these goals, CLASS works to promote knowledge, to encourage academic and intellectual inquiry, to create a culture of success by emphasizing quality teaching, service learning, rigorous scholarship, creative artistry, and civic involvement, both public and professional.

Program Mission Statement

The mission of the East Central University Master of Science in Human Resources is to provide a graduate program in Master of Science in Human Resources with options in Counselor, Criminal Justice, Human Resources, and Rehabilitation, designed to provide the student with the theory, knowledge, and skills necessary for employment in a variety of public and private settings.

The mission of the Clinical Rehabilitation and Clinical Mental Health Counseling program (CRCMHC) at East Central University prepares entry-level professionals with the training and skills necessary to provide quality and ethically sound counseling services to diverse populations including individuals with disabilities. The program design will meet the personnel needs of both public and private rehabilitation and mental health agencies by providing graduates who have demonstrated through academic achievement, the required skills, knowledge, and attitudes to become professionals in the field. The program incorporates the strengths-based model with a holistic approach of the individual while recognizing the interrelationship among the physical, social, emotional and environmental aspects of well-being.

Program Goal(s)

The Masters Degree in Human Resources is designed to provide the student with the theory, knowledge, and skills necessary for employment in a variety of public and private settings. The degree offers options in rehabilitation and mental health counseling, criminal justice, and administration. The program objectives are as follows: 1. To contribute to the career development of persons currently employed in both the public and private sector. 2. To prepare pre-service professionals to enter the fields of rehabilitation and mental health counseling, administration, rehabilitation counseling and criminal justice. 3. To provide practicum and internship experiences common to the students' career choice. 4. To develop the interpersonal, consultation, and coordination skills required for program development, management, and evaluation. 5. To provide specific specialized experiences related to the students' present or desired career objective.

Assessment Across Program Statement

Students in the Clinical Rehabilitation and Clinical Mental Health Counseling program are assessed across the program beginning with the Research (HURES 5103) course which they complete early in the program. Students are assessed using the scores from their research proposal assignment which assess critical thinking skills. During the middle of the program, students are assessed during the Clinical Rehabilitation and Clinical Mental Health Counseling course (HURES 5243) and Psychological and Assessment of Psychological, Social and Relational Aspects of Disability (HURES 5073) courses. Students are assessed in the HURES 5243 Clinical Rehabilitation and Clinical Mental Health Counseling course using the advocacy project presentation scores which assesses their verbal skills. In the Psychological, Social and Relational Aspects of Disability course students are assessed using the research paper assignment which assesses their writing communication skills. Throughout the students' practicum and internship field experiences, they are assessed using the Faculty Supervisor, Site Supervisor, and Student Practicum and Internship Surveys. In addition, students are required to take the National Counselor Exam (NCE), a national exam, near the conclusion of the program curriculum to help assess and evaluate learning across the program.

External Instrument Availability

Yes, the students are provided the opportunity to complete the National Counselor Exam (NCE) during their internship semester. This exam is arranged by faculty, proctored by the Student Success Center, and paid for by students. This exam is used by the Oklahoma Behavioral Health Board for the Licensed Professional Counselors.

Student Learning Outcome

Students will identify with the human services profession and have a working knowledge of the history, concept areas and practice skills required for professionals in the rehabilitation and mental health counseling field.

Criterion

The outcome reported from practicum student evaluations by practicum faculty and practicum site supervisors

Instrument/Measurement

Practicum Site Supervisor Evaluation scale and comments items (1, 2, 5, 10-13, 16) (refer to attached evaluation form)

Files:

Practicum%20Site%20Supervisor%20Evaluation

Population

Practicum students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

**ECU Clinical Rehabilitation and Clinical Mental Health Program
Practicum Site Supervisor Evaluation Form**

Evaluation Item	2014-2015 N=21	2015-2016 N=15	2016-2017 N=21	2017-2018 N=17	2018-2019 N=20	Average Total
#1	4.67	4.56	4.48	4.35	4.68	4.54
#2	4.65	4.31	4.48	4.29	4.50	4.45
#5	4.60	4.38	4.33	4.47	4.25	4.41
#10	4.65	4.56	4.57	4.53	4.62	4.59
#11	4.70	4.56	4.57	4.53	4.56	4.58
#12	4.55	4.50	4.52	4.76	4.43	4.55
#13	4.45	4.44	4.48	4.59	4.62	4.52
#16	4.65	4.63	4.62	4.53	4.75	4.64
Average	4.62	4.49	4.50	4.50	4.55	4.53

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant.

Analysis

- Criteria met.
- The overall mean (4.55) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- The overall mean had a decrease over the previous year's data.
- It should be noted that an additional chart has been created to align with the university's assessment period. When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Practicum Faculty Supervisor Evaluation scale and comments items (1, 2, 5, 10-13, 16) (refer to attached evaluation form)

Population

Practicum students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

Data Table (Results)

**ECU Clinical Rehabilitation and Clinical Mental Health Program
Practicum Faculty Supervisor Evaluation Form**

Evaluation Item	2014-2015 N=21	2015-2016 N=15	2016-2017 N=21	2017-2018 N=17	2018-2019 N=20	Average Total
#1	4.85	4.67	4.35	4.50	4.63	4.60
#2	4.65	4.47	4.15	3.86	4.75	4.38
#5	4.60	4.47	4.40	4.07	4.56	4.42
#10	4.65	4.53	4.65	4.21	4.90	4.61
#11	5.00	4.40	4.65	4.29	4.93	4.65
#12	4.75	4.40	4.45	4.64	4.81	4.61
#13	4.55	4.60	4.65	4.71	4.63	4.63
#16	4.60	4.86	4.60	4.67	4.69	4.68
Average	4.71	4.55	4.48	4.36	4.73	4.56

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.56) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity

Criterion

- Items that have had a decrease in the means from last year are #2, #5, #10 and #11.
- In comparison of data, site supervisor and faculty supervisor have similar perceptions in the student's knowledge, with the site supervisors (18) having a slightly higher average.
- It should be noted that an additional chart has been created to align with the university's assessment period
When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period
The outcome reported from internship evaluations of internship students from internship site supervisors, faculty supervisors and employers.

Instrument/Measurement

Internship Site Supervisor Evaluation scale and comments items (1, 3, 4, 5, 9, 10, 12, 13) (refer to attached evaluation form)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

**ECU Clinical Rehabilitation and
Clinical Mental Health Counseling Program
Internship Site Supervisor Evaluation Form**

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=16	Average Total
#1	4.42	3.82	4.37	4.13	4.20	4.20
#3	4.33	3.95	4.42	4.13	4.20	4.26
#4	4.25	4.00	4.32	4.07	4.24	4.18
#5	3.75	3.73	3.84	3.67	4.11	3.82
#9	4.50	4.24	4.68	4.33	4.52	4.45
#10	4.10	4.00	4.26	4.20	4.24	4.16
#12	4.50	4.32	4.58	4.00	4.41	4.36
#13	4.33	3.95	4.37	4.07	4.33	4.21
Average	4.27	3.97	4.35	4.07	4.28	4.18

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.18) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- There was an increase in the mean this year bringing this result closer to what it has been in other years. There was also a larger group of interns this period which may have allowed more accurate assessment of this domain.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Internship Faculty Supervisor Evaluation scale and comments items (1, 3, 4, 5, 9, 10, 12, 13)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program Internship Faculty Supervisor Evaluation Form

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=16	Average Total
#1	4.36	4.50	4.36	4.70	4.66	4.52
#3	4.23	4.67	4.36	4.70	4.46	4.48
#4	4.23	4.72	4.43	4.75	4.00	4.23
#5	4.00	4.39	3.93	4.00	4.06	4.08
#9	4.50	4.24	4.68	4.33	4.00	4.35
#10	4.10	4.00	4.26	4.20	4.00	4.11
#12	4.50	4.32	4.58	4.00	3.26	4.13
#13	4.33	3.95	4.37	4.07	4.40	4.22
Average	4.27	3.97	4.35	4.07	4.10	4.15

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.15) which indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- There was a slight decrease from the previous year. On average the faculty rated the student lower than internship site supervisors did by (.18)
- It should be noted that an additional chart has been created to align with the university's assessment period. When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Internship Students Evaluation items (1, 3, 4, 5, 9, 10, 12, 13) (refer to attached evaluation form)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5.

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program
Internship Student Evaluation Form**

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=16	Average Total
#1	4.09	4.58	3.97	4.07	4.00	4.14
#3	4.45	4.63	4.10	4.46	4.50	4.43
#4	4.50	4.53	3.97	4.14	4.12	4.25
#5	3.95	4.16	3.43	3.50	3.75	3.76
#9	4.59	4.58	4.23	4.18	4.25	4.37
#10	4.41	4.26	4.23	4.25	3.88	4.21
#12	4.23	4.63	4.17	4.39	4.62	4.41
#13	4.09	4.42	3.80	4.29	4.37	4.19
Average	4.28	4.47	3.98	4.06	4.18	4.19

Responses were scaled from 1 (Unable to rate), 2 (Not applicable), 3 (Needs Improvement), 4 (Meets Standards), 5 (Exceeds Standards) with an average 4. The following competency items were assessed by the Practicum Site Supervisor. They are as follows: (1) responsibility, (2) organization, (5) problem solving, (10) interaction, (11) tolerance, (12) awareness, (13) articulation, and (16) observant

Analysis

- Criteria met.
- The overall mean (4.18) indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- There was a slight increase in the mean from the previous year.
- It should be noted that the students rated themselves relatively equal to their faculty and supervisors.
- It should be noted that an additional chart has been created to align with the university's assessment period. When this assessment was requested by CACREP and CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available. This creation resulted in the data being one semester differing between the reports.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Employer Evaluation Items (2, 3, 8) (refer to attached evaluation form)

Population

Program graduates who are employed (employees).

Standard

Rate of program with a score of 3 or higher on a scale ranging from 1 - 5.

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling Employer
Assessment Survey**

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=15	2017-2018 N=27	2018-2019 N=7	Average Total
#2	3.29	3.36	3.36	4.36	3.25	3.51
#3	3.71	3.75	3.75	3.75	4.17	3.83
#8	3.86	3.88	3.88	3.88	4.00	3.90
Average	3.62	3.84	3.84	3.84	3.80	3.70

Responses are scaled from 1 (much less prepared), 2 (less prepared), 3 (about equivalent), 4 (better prepared), and 5 (much better prepared). The following knowledge and skills items were rated: (2) prepared to apply agency policies and procedures, (3) prepared to maintain appropriate professional boundaries, ethical & professional decisions, (8) prepared to effectively interact with the staff, supervisor, and community

Analysis

- Criteria met.
- The overall mean (3.80) indicates students have an above average rating in the core body of knowledge pertaining to professional identity.
- It should be noted that we had a low return rate of the employer surveys. Despite being sent out multiple times the response rate remained low.
- Analysis indicates that the standard has been consistently met over a three-year review period.

Student Learning Outcome

Students will demonstrate the ability to integrate knowledge with practice skills in the field with clients who represent the ethnic and demographic diversity of their community.

Criterion

The outcome reported from Internship Evaluations of internship students by internship site and faculty supervisors, students, and employers.

Instrument/Measurement

Internship Site Supervisor Evaluation items (2, 5, 6, 7, 8, 9, 11), or Student Assessment and Planning Schedule (SAAPS) items (3, 8-13, 15, 18, 22-24, 27, 38, 40, 44, 49-50, 56, 58, 60-61) (refer to attached evaluation forms)

Files:

Internship Assessment Site Supervisor Survey-1
SAAPS%20Evaluation

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5, or a SAAPS score of 3 or higher on a scale ranging from 1 - 4.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program Internship Site Supervisor Evaluation Form

Evaluation Item	2014-2015 N=22	2015-2016 N=16	2016-2017 N=12	2017-2018 N=12	2018-2019 N=18	Average Total
#2	4.09	4.26	3.93	4.19	4.02	4.10
#5	4.45	3.84	3.67	3.81	3.92	3.94
#6	4.50	3.68	4.00	4.04	4.04	4.05
#7	3.95	3.50	3.36	3.92	3.63	3.67
#8	4.59	3.64	3.93	4.22	4.55	4.18
#9	4.41	4.24	4.33	4.44	4.35	4.35
#11	4.23	4.00	3.93	4.26	4.30	4.14
Average	4.28	3.78	3.88	4.12	4.11	4.03

Responses are scaled from 1 (Far Below Average), 2 (Below Average), 3 (Average), 4 (Above Average), and 5 (Far Above Average). The following knowledge and skills items were rated: (2) policies and procedure, (5) application of counseling theory to treatment outcomes, (6) conduct biopsychosocial or initial assessments, (7) accurately diagnose clients, (8) write and prepare effective documentation &/or treatment plans (9) client advocacy, (11) interview and communicate with clients

**ECU Clinical Rehabilitation and Clinical Mental Health
Program Site Supervisor Evaluation (SAAPS) (old form)**

Evaluation Item	2012-2013 N=22	2013-2014 N=16	Average Total
#3	3.12	4.00	3.55
#8	3.58	4.00	3.79
#9	2.95	3.86	3.78
#10	3.47	3.57	3.60
#11	3.42	4.00	3.94
#12	3.12	4.00	3.57
#13	3.68	4.00	3.97
#15	3.58	4.00	3.95
#18	3.53	4.00	3.95
#22	3.47	4.00	3.95
#23	3.21	3.86	3.81
#24	3.32	3.86	3.82
#27	3.32	3.86	3.83
#38	3.53	3.57	3.61
#40	3.21	3.57	3.61
#44	3.05	3.14	3.22
#40	2.89	3.57	3.55
#50	3.68	4.00	3.97
#56	3.63	4.00	3.96
#58	3.79	4.00	3.98
#60	3.26	4.00	3.93
#61	3.00	4.00	3.90
Average	3.26	3.84	3.60

Responses are scaled from 1 (Unable to rate), 2 (No/unable), 3 (w/assistance from supervisor), 4 (Yes/able) with 3 being the average. The following items were rated: relate assessment results to occupational groups, &/or specific areas (3), interpret reports furnishing pertinent data & relate such data to the needs of the client (8), review client case abstracts & indicated appropriate specialized interventions (9), translate psychological & psychiatric theories into work related TX plans (10), utilize medical & psychological information & consults in counseling & planning w/clients about self-care evaluation etc. (11), use lay terminology in accurately interpreting various types of test scores (12), plan an effective intake interview (13), use a systematic problem-solving approach in counseling w/clients (15), id client functional capacity levels in communication skills (18), select appropriate alternative counseling strategies in assisting clients to achieve goals (22), initiate constructive individual & group counseling sessions w/clients (23), demonstrate knowledge of forces & possible causes of mental & emotional conditions affecting social adjustment (24), id & describe ranges & variations of human behavior (27), id education & training requirements for specific occupations (38), use experiential career exploration methods(40), describe theories & principles concerning work & career development (44), define measurement terms used in psychological testing (49), describe the characteristics of intellectually limited clients (50), demonstrate knowledge of the effects of disease or injury on body structure, functions, behaviors & personality (56), demonstrate an understanding of medical data regarding clients (58), identify unethical practices (60), name professional organizations & journals relevant to counselor's job (61)

Analysis

- Criteria met.
- Data indicates students have above average ability (3.60) to integrate knowledge with practice skills.
- There was an increase in the mean from the previous year from 3.88 to 4.03.
- It should be noted that the SAAPS survey was a previously utilized assessment tool that was heavily assessing rehabilitation only. The new supervisor assessment survey was implemented to provide a more accurate assessment of both clinical rehabilitation and clinical mental health counseling skills. The SAAPS was discontinued in 2014-2015. However, when the assessment was utilized, it showed to measure this outcome.
- Analysis indicates that the standard has been consistently met over the five-year review period

Instrument/Measurement

Internship Faculty Supervisor Evaluation form Items (2, 5, 6, 7, 8, 9, 11) (refer to attached evaluation form)

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 - 5.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program Faculty Assessment Survey

Evaluation Item	2014-2015 N=22	2015-2016 N=18	2016-2017 N=12	2017-2018 N=27	2018-2019 N=16	Average Total
#2	4.09	4.56	4.36	4.40	4.46	4.37
#5	4.45	4.39	3.93	4.00	4.06	4.16
#6	4.50	4.28	4.21	4.30	4.00	4.25
#7	3.95	3.83	3.50	3.75	3.40	3.68
#8	4.59	4.22	4.00	4.30	3.93	4.20
#9	4.41	4.94	4.94	4.50	4.00	4.40
#11	4.23	4.23	4.36	4.85	4.40	4.41
Average	4.28	4.15	4.45	4.12	4.03	4.20

Responses are scaled from 1 (Far Below Average), 2 (Below Average), 3 (Average), 4 (Above Average), and 5 (Far Above Average). The following knowledge and skills items were rated: (2) policies and procedure, (5) Application of counseling theory to treatment outcomes, (6) conduct biopsychosocial or initial assessments, (7) Accurately diagnose clients, (8) write and prepare effective documentation &/or treatment plans (9) client advocacy, (11) Interview and communicate with clients

Analysis

- Criteria met.
- Data indicates students have above average ability (4.20) to integrate knowledge with practice skills.
- There was a increase in the mean from the previous year, with an notable increase in most means being assessed in all evaluation items.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Internship Students Evaluation Items (2, 5, 6, 7, 8, 9, 11) (refer to attached evaluation form)

Internship Assessment Student Survey-1

Population

Internship students

Standard

Rate students with a score of 3 or higher on a scale ranging from 1 – 5

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Program Student Assessment Survey

Evaluation Item	2014-2015 N=22	2015-2016 N=19	2016-2017 N=12	2017-2018 N=27	2018-2019 N=16	Average Total
#2	4.09	4.32	3.73	4.00	4.12	4.05
#5	4.45	4.16	3.43	3.50	3.75	3.85
#6	4.50	4.44	3.93	4.07	4.00	4.18
#7	3.95	4.00	3.46	3.57	3.50	3.69
#8	4.59	4.26	3.67	3.79	4.00	4.06
#9	4.41	4.58	4.23	4.18	4.25	4.33
#11	4.23	4.58	4.10	4.10	4.50	4.30
Average	4.28	4.38	3.79	4.07	4.01	4.10

Responses are scaled from 1 (Far Below Average), 2 (Below Average), 3 (Average), 4 (Above Average), and 5 (Far Above Average). The following knowledge and skills items were rated: (2) policies and procedure, (5) Application of counseling theory to treatment outcomes, (6) conduct biopsychosocial or initial assessments, (7) Accurately diagnose clients, (8) write and prepare effective documentation &/or treatment plans(9) client advocacy, (11) Interview and communicate with clients

Analysis

- Criteria met.
- Data indicates students have above average ability (4.01) to integrate knowledge with practice skills.
- It should be noted that the site supervisor, and the student's perceptions of their ability to integrate knowledge and skills where similar with the faculty being higher, but not significant.
- Analysis indicates that the standard has been consistently met over a three-year review period.

Instrument/Measurement

Employer Evaluation items (1, 2, 4, 5, 6, 7) (refer to attached evaluation form)

Files:

Employer#37;20Evaluation-1

Population

Employers who employ program graduates.

Standard

Rate of program with a score of 3 or higher on a scale ranging from 1 - 5..

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling
Employer Assessment Survey**

Evaluation Item	2014-2015 N=12	2015-2016 N=7	2016-2017 N=8	2017-2018 N=10	2018-2019 N=7	Average Total
#1	4.09	4.29	4.25	3.90	3.42	3.99
#2	4.45	3.29	3.38	3.40	3.88	3.68
#4	4.50	3.86	3.75	2.83	3.04	3.59
#5	3.95	3.86	3.88	3.00	3.00	3.53
#6	4.59	4.14	4.13	4.40	4.40	4.33
#7	4.41	4.00	4.00	4.00	4.00	4.08
Average	4.28	3.90	3.98	3.58	3.69	3.88

Responses are scaled from 1 (much less prepared), 2 (less prepared) 3 (about equivalent), 4 (better prepared), and 5 (much better prepared). The following knowledge and skills items were rated: (1) prepared w/knowledge of roles and functions of the profession (2) prepared to apply agency policies and procedures, (4) prepared/skills to appropriately apply theory and accurately diagnosis clients when determining treatment outcomes, (5) prepared to conduct and prepare assessments (biopsychosocial, intake, and/or treatment plans) & effective documentation, (6) prepared to effectively advocate for clients, (7) prepared to effectively respond & communicate w/clients from various multicultural &/or discriminatory issues

Analysis

- Criterion met.
- The overall mean (3.88) indicates students have an above average in the core body of knowledge pertaining to professional practice.
- There is a slight decrease from the previous year of 3.58, and the response rate included two additional response from the previous year.
- It should be noted that item #4 regarding application of theory and diagnosis did not meet criterion of being greater than 3 and should be addressed.
- There was a low return rate of the employer surveys. They were sent out three times but only 27% responding.
- Analysis indicates that the standard has been consistently met over a three-year review period.

Student Learning Outcome

Students will demonstrate knowledge and practice skills of program standards through learning activities and assessments both verbal and written.

Criterion

The outcome scores reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment (HURES 5243), and research proposal assignment from Human Services Research (HURES 5103), and research paper from Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073).

Instrument/Measurement

The outcome reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment from HURES 5243.

Population

Program students enrolled in HURES 5243

Rate of program with a score of 3 or higher on a scale ranging from 1 - 5..

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Employer Assessment Survey

Evaluation Item	2014-2015 N=12	2015-2016 N=7	2016-2017 N=8	2017-2018 N=10	2018-2019 N=7	Average Total
#1	4.09	4.29	4.25	3.90	3.42	3.99
#2	4.45	3.29	3.38	3.40	3.88	3.68
#4	4.50	3.86	3.75	2.83	3.04	3.59
#5	3.95	3.86	3.88	3.00	3.00	3.53
#6	4.59	4.14	4.13	4.40	4.40	4.33
#7	4.41	4.00	4.00	4.00	4.00	4.08
Average	4.28	3.90	3.98	3.58	3.69	3.88

Responses are scaled from 1 (much less prepared), 2 (less prepared) 3 (about equivalent), 4 (better prepared), and 5 (much better prepared). The following knowledge and skills items were rated: (1) prepared w/knowledge of roles and functions of the profession (2) prepared to apply agency policies and procedures, (4) prepared/skills to appropriately apply theory and accurately diagnosis clients when determining treatment outcomes, (5) prepared to conduct and prepare assessments (biopsychosocial, intake, and/or treatment plans) & effective documentation, (6) prepared to effectively advocate for clients, (7) prepared to effectively respond & communicate w/clients from various multicultural &/or discriminatory issues

Analysis

- Criterion met.
- The overall mean (3.88) indicates students have an above average in the core body of knowledge pertaining to professional practice.
- There is a slight decrease from the previous year of 3.58, and the response rate included two additional response from the previous year.
- It should be noted that item #4 regarding application of theory and diagnosis did not meet criterion of being greater than 3 and should be addressed.
- There was a low return rate of the employer surveys. They were sent out three times but only 27% responding.
- Analysis indicates that the standard has been consistently met over a three-year review period.

Student Learning Outcome

Students will demonstrate knowledge and practice skills of program standards through learning activities and assessments both verbal and written.

Criterion

The outcome scores reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment (HURES 5243), and research proposal assignment from Human Services Research (HURES 5103), and research paper from Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073).

Instrument/Measurement

The outcome reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment from HURES 5243.

Population

Program students enrolled in HURES 5243

Standard

Students will score a minimum of 3 on a scale of 1-5 on the verbal communication section of assignment.

Standard

Students will score a minimum of 3 on a scale of 1-5 on the verbal communication section of assignment.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Interview Assignment

Year	Number of Students	Mean Score
2014-2015	16	40
2015-2016	18	48.51
2016-2017	50	46.09

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Advocacy Project

Year	Number of Students	Mean Score
2017-2018	27	44.50
2018-2019	15	43.00

Responses are scaled from 1 (0-10 - far below average), 2 (11-20 - below average) 3 (21-30 - average), 4 (31-40 - above average), and 5(41-50 - far above average)

Analysis

- Criteria met.
- Data indicates students have above average ability (5) to utilize verbal communication skills.
- Analysis indicates that the standard has been consistently met over the five-year review period.
- It should be noted that for the academic year 2017-2018, a new assignment was used to assess the verbal ability of students while written skills were assessed using a research paper completed in Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073) reported elsewhere.. This new assignment requires students to complete a graded verbal presentation of their advocacy project.

Instrument/Measurement

The outcome reported from Human Services Research assignment from HURES 5103.

Population

Program students enrolled in HURES 5103

Standard

Students will score a minimum of 3 on a scale of 1-5 on the written communication section of assignment.

Student Information for this Academic Year

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	
Program census for Fall	68
Program census for Spring	55
Total number of Summer/Fall Program graduates	8
Total number of Spring graduates	14
Mean major GPA of Summer/Fall graduates	3.80
Mean major GPA of Spring graduates	3.80

Data from ECU Office of Instructional Effectiveness

Interpretation of Student Information for this Academic Year

The program showed attrition of 13 students between the fall and spring semesters. The program had a total of 22 graduates this academic year which was the same as the number graduated the previous academic year. The graduates average GPA for graduates from both semesters was 3.80 which fall above an average mean of 3.0.

Summary Table of Student Learning Outcomes/Criteria

Summary Table of Student Learning Outcomes/Criteria			
Student Learning Outcomes	Criteria	Met	Not Met
Student will identify with the human services profession and have a working knowledge of the history, concept areas and practice skills required for professionals in the rehabilitation and mental health counseling field.	The outcome reported from practicum evaluations from practicum faculty and practicum site supervisors	X	
	The outcome reported from internship evaluations from internship site supervisors, faculty supervisors and employers.	X	
Students will demonstrate the ability to integrate knowledge with practice skills in the field with clients who represent the ethnic and demographic diversity of their	The outcome reported from Internship Evaluations from internship site and faculty supervisors, students, and employers.	X	
	Accreditation did not require us to have a second criteria for SLO 2		X
Students will demonstrate knowledge and practice skills of program area standards through learning activities and assessments both verbal and written.	The outcome reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment (HURES 5243), and research proposal assignment from Human Services Research (HURES 5103) and the research paper assignment (HURES 5073).	X	
	The outcome reported from the Counselor Preparation Comprehensive Examination (CPCE), Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey	X	

Actions:

Continue to reevaluate the core and non-core faculty load.

Communicate with CACREP via status report regarding the need to offer program courses via SWB methods.

Review student retention efforts and identify ways to increase the retention of program students.

Increase student recruitment activities to reach potential program students.

Evaluate data from Psychological, Social and Relational Aspects of Disability and CRCMHC Foundations courses to determine if these new measures better assess SLOs.

Evaluate NCE results to determine curricular weaknesses and make curricular changes to address these areas.

Maintain dual (CACREP-CORE) accreditation.

Maintain RSA grant funding through the last year of the grant.

CRCMHC faculty will examine assessment data to determine what curricular content areas could be strengthened to improve CRCMHC students passing rates on the CRC exam.

Current Actions and/or Changes

- CHANGE: program admission MAT policy to only be administered to applicants with a GPA of below 3.0
- Program faculty will identify curricular content areas that students are performing below standards on and identify ways to strengthen these curricular content areas.
- Program faculty will increase student retention through mentoring and individual contact with students.

Year	Number of Students	Mean Score
2014-2015	16	40
2015-2016	18	48.51
2016-2017	50	46.09

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Advocacy Project

Year	Number of Students	Mean Score
2017-2018	27	44.50
2018-2019	15	43.00

Responses are scaled from 1 (0-10 – far below average), 2 (11-20 – below average) 3 (21-30 - average), 4 (31-40 – above average), and 5(41-50 – far above average)

Analysis

- Criteria met.
- Data indicates students have above average ability (5) to utilize verbal communication skills.
- Analysis indicates that the standard has been consistently met over the five-year review period.
- It should be noted that for the academic year 2017-2018, a new assignment was used to assess the verbal ability of students while written skills were assessed using a research paper completed in Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073) reported elsewhere.. This new assignment requires students to complete a graded verbal presentation of their advocacy project.

Instrument/Measurement

The outcome reported from Human Services Research assignment from HURES 5103.

Population

Program students enrolled in HURES 5103

Standard

Students will score a minimum of 3 on a scale of 1-5 on the written communication section of assignment.

Year	Number of Students	Mean Score
2014-2015	27	3.29
2015-2016	22	4.05
2016-2017	36	4.45
2017-2018	17	44.71
2018-2019	21	4.33

Ratings are scaled: 5=Exemplary; 4=Advanced; 3= Proficient; 2=Developing 1=Insufficient

Analysis

- Criteria met.
- Data indicates students did exceed the standard of “proficient” on the written communication section of the assignment.
- The mean was a slight increase from previous year. This data only represents the CRCMH students this year versus the entire graduate population from previous years. CORE accreditation, it was created with separate data from the overall HR Department assessment report and with the most current data available.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

The outcome reported from Assessment of Psychological, Sociological and Relational Aspects of Disability (HURES 5073) research paper assignment.

Population

Program students enrolled in HURES 5073

Standard

Students will score a minimum of 3 on a scale of 1-5 on the written communication section of assignment assessing for contents areas, ethics and legal aspects, multi-cultural issues, critical thinking skills.

ECU Clinical Rehabilitation and Clinical Mental Health Counseling Case Analysis Assignments

Year	Number of Students	Mean Score
Summer 2014	7	4.71
2015-2016	19	4.37
2016-2017	15	4.73

Ratings are scaled: 5=Exemplary; 4=Advanced; 3= Proficient; 2=Developing 1=Insufficient

Research Paper Assignment

Year	Number of Students	Mean Score
2017-2018	23	4.39
2018-2019	15	4.33

Analysis

- Criterion was met for this year.
- Data shows that students exceeded the standard of "proficient" for the written assignment.
- It should be noted that in 2017-2018 a written assignment from another course was used to assesses this standard. Due to inconsistent use of the previous assignment, it was determined that using an assignment from a new course would better measure this standard. Thus, five year comparisons may not be made on this standard. A research paper from HURES 5073 is now used to measure this standard.

Criterion

The outcome reported from Counselor Preparation Comprehensive Examination (CPCE), Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey

Instrument/Measurement

Counselor Preparation Comprehensive Examination (CPCE)

Population

Internship students

Standard

Students completing the Counselor Preparation Comprehensive Examination- Counseling Program must score higher than negative 1 Standard Deviation (1 SD above and below the national mean).

**Clinical Rehabilitation and Clinical Mental Health Counseling
Program National Counselor Preparation Examination**

Year	National Descriptive Statistics				ECU Descriptive Statistics			
	Mean	Std De	Max Scor	Min.	Mean	STD	Max Scor	Min Score
2014-15	86.11	14.41	121	51	67.11	14.23	100	52
2015-16	83.86	15.97	121	32	59.14	13.26	83	46
2016-17	91.21	15.72	121	51	78.83	12.34	99	57
2017-18	87.87	16.65	123	43	78.50	13.56	111	57

2017 - 21 students; 2016 - 16 students; 2015 - 12 students; 2014 - 16 students

**Clinical Rehabilitation and Clinical Mental Health Counseling Program
National Counselor Exam**

National Descriptive Statistics

	Mean	Std Dev.
2018-19	104.87	17.34

National Passing Rate 86%

2018 – 12 students

ECU Descriptive Statistics

	Mean	Std Dev
	91.42	18.74

Passing rate for ECU 83%

Analysis

- Criterion was met.
- Data reflect that overall students fell within one standard deviation above or below of the national mean for the NCE. However, CRCMHC Program students scored lower than the than the national mean in several of the tested content areas. It should be noted that the passing rate for ECU students taking the NCE was similar to the national passing rate.
- Analysis indicates that the standard has been consistently met over the five-year review period.

Instrument/Measurement

Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey items (5, 6)

Population

Internship Students (self-report)

Standard

The pass rate of the CRC exam will be 50% or higher as identified within the Graduate CRCMHC Survey.

**ECU Clinical Rehabilitation and Clinical Mental Health Counseling
Graduates reporting CRC Certifications**

Year	Number of Students	Pass	Fail	Pass Average
2014-2015	21	7	14	33%
2015-2016	17	9	8	53%
2016-2017	17	9	8	53%
2017-2018	14	7	7	50%
2018-2019	10	7	3	70%

Analysis

- Criteria met.
- The data retrieved from self-report and the CRCMHC survey indicates that the pass rates for the graduates from the 2017-2018 academic year is 50%, which met the standard criteria. However, this criterion was only minimally met and should be addressed.
- The graduates that self-reported failing the CRC exam indicated weaknesses in areas of disability management, vocational consultation, medical diagnosis, mental health counseling, appraisal and assessment, and research.
- Analysis indicates that the standard has not been consistently met over the five-year review period. Only three of the five years met the standard.

Student Information for this Academic Year

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	
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	The outcome reported from internship evaluations from internship site supervisors, faculty supervisors and employers.	X	
Students will demonstrate the ability to integrate knowledge with practice skills in the field with clients who represent the ethnic and demographic diversity of their	The outcome reported from Internship Evaluations from internship site and faculty supervisors, students, and employers.	X	
	Accreditation did not require us to have a second criteria for SLO 2		X
Students will demonstrate knowledge and practice skills of program area standards through learning activities and assessments both verbal and written.	The outcome reported from Clinical Rehabilitation and Clinical Mental Health Foundations advocacy project assignment (HURES 5243), and research proposal assignment from Human Services Research (HURES 5103) and the research paper assignment (HURES 5073).	X	
	The outcome reported from the Counselor Preparation Comprehensive Examination (CPCE), Certified Rehabilitation Counselor Exam (CRC) and Graduate CRCMHC Survey	X	

Faculty Meeting

March 29, 2019 Jacque Dalton, Dwaine Turner and Paige Williams—Advisory Board

June 4, 2019—Jacque Dalton, Dwaine Turner and Paige Williams

Sharing with Stakeholders

The Program's stakeholders include students, alumni, faculty, employers, and the advisory committees. Each of these stakeholder's role is integrally important to the success of the all the program options. Stakeholders influence achievement of the Program's goals, which ultimately lead to student growth and learning as individuals, future professionals. The role of stakeholders is collaborative in order to collectively provide a for a quality academic experience for CRCMHC students.

How and when assessment results are shared:

- Student forums
- Program Website
- Program review
- Faculty meetings
- Professional organizations
- Advisory board meetings

Summary of Actions Related to Assessment Data

Current Changes:

Dr. Jacque Dalton, Ph.D, CRC was hired as a core faculty in the CRCMHC Program.

Implementation of Synchronous and Asynchronous delivery methods was moved to Zoom.

Continued updating of online curriculum to meet Quality Matters Standards

Maintain a continuous and systematic assessment process to ensure program standards continue to meet CORE and CACREP standards.

Continued development of grading rubrics for assignments that accurately measure competency levels.

Administration of the NCE was approved and is now used for assessment..

Incorporated practice quizzes into the Practicum and Internship courses to address weaknesses outlined in CPCE and CRC results.

Maintained CORE Accreditation

Maintained current RSA long-term training grant through the end of the Fall.

Continued regular faculty meetings to address all current and future changes within the program.

Developed blended, SWB, and alternate time and day format courses to better meet the needs of Program students.

Continued faculty presence at the McAlester site to encourage Program enrollment and increase accessibility to students.

Continued to make catalog changes to reflect alignment with Program policy.

Revised student manual to better reflect Program policies and procedures.

Added new members to advisory board to increase the diversity of the board...

Updated curriculum to align with Clinical Rehabilitation and Clinical Mental Health Counseling Standards.

Maintained dual (CACREP-CORE) accreditation.

Maintained RSA grant funding.

Continued to collect employer survey data to assess their perceptions and evaluation of major aspects of the program.

Updated evaluation forms to reflect a consistent measure of data for analysis.

Updated evaluate assessment process and implement new assessment report.

Initiated the data collection of data from assignments from the Psychological, Social and Relational Aspects of Disability and CRCMHC Foundations courses that better reflect student learning outcomes. Eliminated Legal and Ethical Aspects assignment from assessment due to inconsistency in data measurement.

Aligned all assessment charts to reflect the use of a rating scale of 1-5 measurement.

Actions:

Continue to reevaluate the core and non-core faculty load.

Communicate with CACREP via status report regarding the need to offer program courses via SWB methods.

Review student retention efforts and identify ways to increase the retention of program students.

Increase student recruitment activities to reach potential program students.

Evaluate data from Psychological, Social and Relational Aspects of Disability and CRCMHC Foundations courses to determine if these new measures better assess SLOs.

Evaluate NCE results to determine curricular weaknesses and make curricular changes to address these areas.

Maintain dual (CACREP-CORE) accreditation.

Maintain RSA grant funding through the last year of the grant.

CRCMHC faculty will examine assessment data to determine what curricular content areas could be strengthened to improve CRCMHC students passing rates on the CRC exam.

Current Actions and/or Changes

- **CHANGE:** program admission MAT policy to only be administered to applicants with a GPA of below 3.0
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