



CLINICAL REHABILITATION & CLINICAL MENTAL HEALTH COUNSELING - MSHR

Cycles included in this report:
Jul 1, 2019 to Jun 30, 2020

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

Reporting Cycle: Jul 1, 2019 to Jun 30, 2020

University Mission Statement

We educate and empower students to understand and transform our world.

College/School Mission Statement

East Central University's College of Liberal Arts and Social sciences takes a student-centered approach inside and outside of the classroom. We provide quality instruction, creative expression, and academic research that enriches our fields, our communities, and the lives of our students.

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 private settings.

Program Mission Statement

The objective of the Rehabilitation concentration is to prepare ECU students to work with individuals with a variety of physical, mental, cognitive, behavioral and addictive disabilities. Students completing this program have additional skills in knowledge of the major disability groups, legislation and various disability-related programs. Emphasis is placed on disability culture, inclusion and advocacy. This program also serves individuals interested in pursuing advanced degrees in speech therapy, recreation therapy and other allied fields.

Files:

Clin Rehab Clin MH Cnsl MSHR Acad Pgm Asmt Plan Final

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 Practicum (HURES 5553) and Internship (HURES 5943) courses which they complete late in the program. Students are assessed using the scores from their evaluations from Site Supervisor, themselves and Faculty Supervisor which assess critical counseling 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) Certified Rehabilitation Counselor (CRC), both national examinations, 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 students, who choose their location Pearson Vue when they register. Pearson Vue proctors the exam. This exam is used by the Oklahoma Behavioral Health Board for the Licensed Professional Counselors.

Student Learning Outcome

Student Learning Outcome 1: STUDENTS WILL IDENTIFY WITH HUMAN SERVICES PROFESSION THROUGH PRACTICUM AND INTERNSHIP EXPERIENCES COMMON TO THE STUDENTS' career choice.

CACREP Accreditation Midcycle Report attached

Files:

CACREP Midcycle Report East Central University (3)

Criterion

Criterion 1.1: Students will show growth in counseling principle ethical codes from midterm to final in **practicum** (see evaluation instrument for principles).

Criterion 1.2: Students will show growth in counseling principle ethical codes from midterm to final in **internship** (see evaluation instrument for principles).

Criterion 1.3: Students will self-evaluate their own counseling principle ethical codes during **Practicum/Internship** (see evaluation instrument for principles) to help program identify the strengths and weakness of students and program instruction.

Instrument/Measurement

Practicum and Internship site supervisor evaluation scale and comments items (1, 2, 5, 10-13, 16)
Use aggregate mean of all criteria on form.

Files:

Practicum Faculty Supervisor Evaluation(1)

Practicum Site Supervisor Evaluation-1

Practicum Student Evaluation

Population

1.1 Practicum students enrolled in HURES 5553

1.2 Internship students enrolled in HURES 5943

1.3 Students will self-evaluate their own counseling principle ethical codes during **Practicum/Internship** (see evaluation instrument for principles) to help program identify the strengths and weakness of students and program instruction.

Standard

1.1 Aggregate mean score 3 or higher on a scale ranging from 1 to 5, with an increase in mean score from midterm to end scores. This standard is required per CACREP accreditation.

1.2 Aggregate mean score 3 or higher on a scale ranging from 1 to 5, with an increase in means score from midterm to end scores.

1.3 Aggregate mean score 3 or higher on a scale ranging from 1 to 5.

Data Table (Results)

Table 1.1:

Academic Year	n	Range of Student Scores	Mean of Student Midterm Scores	Mean of Student End Scores	Percent Pass Rate
2018-2019	4	4-5	4	4.31	100%
2019-2020	1	4-5	4	4.81	100%

*Only one year of data. Prior years of data unattainable due to turnover.

Table 1.2

Academic Year	n	Range of Student Scores	Mean of Student Midterm Scores	Mean of Student End Scores	Percent Pass Rate
2018-2019	6	3-5	4	4.73	100%
2019-2020	4	3-5	4	4.80	100%

Analysis

1.1 goal met... the standard was met for 2019-2020. The student mean score continued to remain strong, the range and percent pass rate stayed the consistent increase between the years. For the two years we have been reporting the number of students in the program, our numbers have held rather stable. Our graduates have a 100 percent completion from the program. Based on site practicum supervisor, student and practicum faculty, has allowed the program to increase students' understanding of the practicum experience that will be evident in their increased scores on their evaluations. There is no data for the past five-year date plan due to turnover. The mean continued to show increase, which identifies the program is heading in the correct direction in the practicum settings that will lead to success after graduation and maintain our 100 percent pass rate from the program. Such data will be beneficial to our recruitment efforts going forward. While maintaining student numbers is acceptable, we feel that we should put some of our effort towards growing our program. With these promising numbers, we have something to talk to students about.

1.2

Analysis goal met... the standard was met for 2019-2020. The student mean score continued to remain strong, the range and percent pass rate stayed the consistent increase between the years. For the two years we have been reporting the number of students in the program, our numbers have held rather stable. Our graduates have a 100 percent completion from the program. Based on site internship supervisor, student and internship faculty, has allowed the program to increase students' understanding of the practicum experience that will be evident in their increased scores on their evaluations. There is no data for the past five-year date plan due to turnover. The mean continued to show increase, which identifies the program is heading in the correct direction in the practicum settings that will lead to success after graduation and maintain our 100 percent pass rate from the program. Such data will be beneficial to our recruitment efforts going forward. While maintaining student numbers is appreciated, we feel that we should put some of our effort towards growing our program. With these promising numbers, we have something to talk to students about.

Criterion

Student Learning Outcome 2: To prepare pre-service professionals to enter the fields of rehabilitation and mental health counseling, administration, rehabilitation counseling and criminal justice through specific specialized experiences related to the students' present or desired career objective.

Criterion 2.1: Students will successfully use skills in Case mgmt. experience, extensive disability knowledge, transferable skills, job duties, active listening, service orientation social perceptiveness, speaking, monitoring, and mastery of counseling theories in an agency setting.

Criterion 2.2: Students will successfully use skills in therapy and counseling, customer and personal service, sociology, active listening, social perceptiveness, social orientation, speaking, critical thinking.

Instrument/Measurement

2.1 CRC national examination (see link for exam content)

[https://0-portal-mometrixlibrary-com.library.ecok.edu/category/Counseling and Social Work/CRC](https://0-portal-mometrixlibrary-com.library.ecok.edu/category/Counseling%20and%20Social%20Work/CRC)

2.2

NCE national examination (see link for exam content); NCE will send score percentages

[https://0-portal-mometrixlibrary-com.library.ecok.edu/category/Counseling and Social Work/NCE](https://0-portal-mometrixlibrary-com.library.ecok.edu/category/Counseling%20and%20Social%20Work/NCE)

Population

2.1 program graduates; a minimum of six students must take exam for a report to be generated by CRCC Commission.

2.2 program graduates

Standard

2.1 ECU student aggregate mean score will be equal to or higher than National CRC aggregate mean score.

2.2 Aggregate score on 100-point scale. ECU student aggregate mean score will be equal to or higher than National NCE aggregate mean score.

Data Table (Results)

2.1 No data due to low number of students taking exam.

2.2 No data due to turnover.

Analysis

2.1 **Analysis:** Not met...the standard was not met for 2019-2020. Our program did not enough students to take the CRC exam to be counted by the CRCC Commission for data collection. As a result, the mean is zero currently. As a program we must encourage students to partake in the CRC examination in order to produce robust data regarding CRC test scores. Such data will be incorporated to develop and measure our five-year trend for CRC scores. Going forward the program will encourage more students to take the CRC examination after graduation from the program.

2.2

Analysis: 62 percent pass rate, national pass rate 90.6 percent. Not met...the standard was not met for 2019-2020. Our program students' pass rate scores for NCE examination were below the national pass rate of 90.6%. Due to turn over the mean for the data was obtainable. As a program we must prepare them better which should produce higher scores on the NCE examination in order to produce robust data regarding CRC test scores. Such data will be incorporated to develop and measure our five-year trend for NCE scores. Going forward the program will encourage more students to take the NCE examination after graduation from the program.

Criterion

Student Learning Outcome 3: To contribute to the career development of persons currently employed in both the public and private sector.

Criterion 3.1: students obtaining employment in *public* sector in counseling profession.

Criterion 3.2: students obtaining employment in *private* sector in counseling profession.

Instrument/Measurement

- 3.1 follow up communications with program graduates collected in centralized program graduate follow-up data form or social media usage. (LinkedIn or Facebook).
- 3.2 follow up communications with program graduates collected in centralized program graduate follow-up data form or social media usage. (LinkedIn or Facebook).

Files:

Graduate follow up letter.

Population

- 3.1 program graduates.
- 3.2 program graduates

Standard

- 3.1 Self-report: 100% of graduates employed in the counseling field of their choice. Currently there is no data of self –report from past graduates. A system will be developed to track data.
- 3.2 Self-report: 100% of graduates employed in the counseling field of their choice. Currently there is no data of self –report from past graduates. A system will be developed to track data.

Data Table (Results)

- 3.1 No data
- 3.2 No data

Analysis

3.1 **Analysis:** not met...the standard was not met for 2019-2020. Our program does not have a unified means of communicating with former or recent graduates that will allow faculty to track such data. Fortunately for us, some of our student do self-report such information to certain faculty members. Going forward we will develop a system for all to use that will enhance communication with Faculty and graduates of this program to build a community.

Student Information for this Academic Year

Student Information for this Academic Year
 Total, unduplicated number of students assessed this academic year
 Program census for Fall 88
 Program census for Spring 74
 Total number of Summer/Fall Program graduates 22
 Total number of Spring graduates 16
 Mean major GPA of Summer/Fall graduates 3.81
 Mean major GPA of Spring graduates 3.73

Interpretation of Student Information for this Academic Year

1. The Mean major GPA of graduates is over 3.81 for Fall graduates. The Spring/ Summer mean GPA was 3.73 for graduates.
2. Total number of graduates is satisfactory and continues to remain consistent with previous years.

Summary Table of Student Learning Outcomes/Criteria

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Student Learning Outcomes	Criteria/Instrument	Direct/ Indirect Measure	Met	Not Met
	1.1: Students will show growth in counseling principle ethical codes from midterm to final in practicum.	D	x	

SLO1: Students will identify with human services profession through practicum and internship experiences common to the students' career choice.	1.2: Students will show growth in counseling principle ethical codes from midterm to final in internship .	D	x	
	1.3: Students will self-evaluate their own counseling principle ethical codes during Practicum/Internship (see evaluation instrument for principles) to help program identify the strengths and weakness of students and program instruction.	I	ND	ND
SLO2: To prepare pre-service professionals to enter the fields of rehabilitation and mental health counseling, administration, rehabilitation counseling and criminal justice through specific specialized experiences related to the students' present or desired career objective.	2.1: Students will successfully use skills in Case mgmt., disability knowledge, jobs knowledgeable, transferable skills, job duties, counseling theories in an agency setting.	I		x
	2.2: Students will successfully use skills in therapy and counseling, customer and personal service, sociology, active listening, social perceptiveness, social orientation, speaking, critical thinking.	I		x
SLO3: To contribute to the career development of persons currently employed in both the public and private sector.	3.1: students obtaining employment in public sector in counseling profession.	D		x
	3.2: students obtaining employment in private sector in counseling profession.	D		x

Faculty Meeting

November 18,2020. Roster Professors Dalton, and Turner
 November 25, 2020. Roster Professors Dalton, and Turner
 February 2, 2021, Roster Professors Dalton, and Turner

Sharing with Stakeholders

1. Stakeholders for this Program include: Program faculty, community leaders and agencies both private and public entities. Such examples include state and federal VR agencies and private and public mental health care providers and facilities in the local catchment area of Ada, Oklahoma.
2. Current program assessment reports will be made available on the website of the Office of Institutional Effectiveness: https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

Summary of Actions Related to Assessment Data

Current Actions and/or Changes

Follow up services for graduates to track employment and licensure or certification obtainment.

Summary of Latest UAC Review and Status Update

Summary of Last 5 Years' Actions/Changes and Updates

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Academic Year	Current Actions/Changes	Annual Reviews
2020	Follow up services	N/A

Files:

Graduate follow up letter.

End of report