

## Executive Summary

# **Comprehensive Assessment Report**

2021-2022

Clinical Rehabilitation and Mental Health  
Counseling Program

M.A. Degree

Department of Child and Family Studies



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# I. **Comprehensive Assessment Plan Overview**

## a. **PROGRAM INTRODUCTION**

The Clinical Rehabilitation and Mental Health Counseling (CRMHC) Program is 60-credits Master of Arts program designed to meet the educational requirements for licensure as a Mental Health Counselor in the State of Florida and National Certified Rehabilitation Counselor. The curriculum consists of a combination of academic coursework and clinical fieldwork experiences that align with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program was accredited by the Council of Rehabilitation Education (CORE) since 1977 and has been dually accredited by CACREP in the specialty areas, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling in 2015 when CORE and CACREP merged. Students generally complete the program in seven semesters of full-time study. Starting in 2022, students are required to select one specialty area between Clinical Rehabilitation Counseling and Clinical Mental Health Counseling and take all required courses in that specialty area. These specialties offer rigorous education based on the CACREP standard and students are exposed to a wide array of patient populations, clinical topics, and career paths.

The Program also offers two certificate programs for students interested in Addiction Counseling as well as Marriage and Family Therapy. Currently, the CRMHC program receives two types of federal training grant: Rehabilitation Service Administration (RSA;2015-2020; 2020-2025) program from the Department of Education through the Health and Human Services Administration - Behavioral Health Workforce Education and Training (HRSA-BHWET; 2021-2025) program from the Department of Health, provides students with a unique education in disability and integrated behavioral care. Faculty routinely integrate health/wellness and behavioral health throughout the curriculum.

## b. **PROGRAM EVALUATION**

The CRMHC program has developed a Comprehensive Evaluation Plan to systematically evaluate its objectives as well as student learning with the overarching goal of curriculum and program improvement. Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically based through the use of objective information systematically collected from students, faculty, employers, alumni, and site supervisors at planned timepoints throughout the academic year. The culmination of the evaluation process is typically an annual report written at the end of the summer prior to the beginning of the upcoming Fall semester.

This report illustrates the degree to which the CRMHC Program met the CACREP 2016

standard. As described below, the Program converted to the 2016 CACREP Standards in Fall 2020. Thus, the data and findings highlighted in this report are based on previous evaluation plan that meets the 2009 CACREP standards from 2016-2020 and the new assessment plan for the enrolled students from 2020-2022. For this conversion, the Program recruited stakeholders to provide input to the revision of program objectives (in accordance with 2016 CACREP standard 2.B.) as well as the creation of key performance indicators and identification of professional disposition. Findings from these assessments resulted in action items and program modifications to ensure that the Program is meeting its objectives and students are obtaining requisite knowledge and skills for working in behavioral healthcare as license-eligible mental health counselors or rehabilitation counselors.

Program evaluation is a continual agenda item on the faculty and staff meetings throughout the academic year. Assessment procedures, data collection strategies and tools, the comprehensive student database, and analytic methods are reviewed and discussed. Toward the end of each Spring semester, the core faculty and staff hold an annual retreat to analyze the data and findings for identifying action items and needed program modifications.

**c. ASSESSMENT TIMELINE**

The CRMHC Program continually evaluates our counseling curriculum and program outcome. The table below highlights each assessment used by the CRMHC program to assess our program outcomes throughout the year. These outcomes include:

- i. **Program Objective 1:** Recruit and admit a highly qualified and diverse student body.
- ii. **Program Objective 2:** Provide high quality teaching and inspire learning in rehabilitation and mental health counseling.
- iii. **Program Objective 3:** Increase the number of students who possess the requisite knowledge and earn credentials to become licensed mental health counselors and/or certified rehabilitation counselors working within the health care workforce.

**Table 1. Assessment Timeline**

Month	Assessment	Responsible Faculty / Staff	Program Objective	Review
January	Alumni Survey	Rick Weinberg	3	
February	Applicant Demographics and Interviews Applicant Follow-Up Survey	Tatiana Acosta	1, 2, & 3	Faculty Annual Retreat: Full Review of all Assessments

March	Graduate Employer Survey* Clinical Supervisor Feedback*	Marilyn Stern	3	
April	Student Exit Survey	Amanda DePippo	1, 2, & 3	
	Field Evaluation Forms	Amanda DePippo	2 & 3	
	Comprehensive Exams	Vicky Buckles	2 & 3	
	Semester Course Rubric Data and Syllabi	All Faculty and Staff	2 & 3	
June	Alumni Survey	Rick Weinberg	3	
July	Field Evaluation Form	Amanda DePippo	2 & 3	
August	Applicant Demographics and Interviews Applicant Follow-Up Survey	Tatiana Acosta	1, 2, & 3	Final Comprehensive Review of Applicant Data
October	Student Readiness for Field Placement	Amanda DePippo	2 & 3	
December	Comprehensive Exams	Vicky Buckles	2 & 3	
	Site Supervisor Survey *	Amanda DePippo	2 & 3	
	Student Exit Survey	Amanda DePippo	2 & 3	
	Field Evaluation Form	Amanda DePippo	2 & 3	
	Semester Course Rubric Data and Syllabi	All Faculty and Staff	2 & 3	
	Graduate Employment Rate, Certification and Licensure Pass Rates, Assess Program Outcomes and Vital Statistics, Report and Update Outcomes Report (online)	Tatiana Acosta, and Chih Chin Chou	1, 2, & 3	

\* Note: some assessments are only collected every two years

## II. Comprehensive Assessment Report: Data Review and Program Modification

### a. Applicant

#### i. Applicant Demographics, Characteristics, and Interviews

There were 172 applications opened during this recruitment cycle, 103 were fully completed for admissions consideration. Of these applicants, over half identified as white and non-Hispanic, comprising a majority of the applicant pool. The majority of applicants identified as female, accounting for nearly 80% of all applicants. These demographics highlight continuous needs to diversify the CRMHC program, and to reach underrepresented applicant pool.

**Table 2. Fall 2021 Applicant Demographics**

N = 172				
Gender		Race		Ethnicity

<b>Male (n=36)</b>	21%	<b>American Indian or Alaska Native</b>	2%	<b>Hispanic</b>	22%
<b>Female (n=136)</b>	79%	<b>Asian</b>	5%	<b>Not Hispanic</b>	72%
<b>ND</b>	0	<b>Black or AA</b>	16%	<b>Non-Resident</b>	3%
		<b>Unknown</b>	10%	<b>Unknown</b>	3%
		<b>White</b>	65%		
		<b>Native Hawaiian or other Pacific Islander</b>	2%		

**Table 2.1. Fall 2021 Applicant Characteristics**

<b>N = 172</b>					
<b>Reviewed Applications</b>	<b>Academic Background</b>				
	<b>Average GPA</b>	<b>GRE Verbal</b>	<b>GRE Quant</b>	<b>GRE Analytical</b>	<b># of Undergrad Institutions</b>
Completed Applications (103)	3.54	152.2	146.8	4.0	32
Total Number of Interviews (72)	3.69	153.9	148.2	4.1	23
Total Admission Offers (52)	3.69	154.5	149.0	4.2	18

**Table 2.2. Applicant Action to CRMHC offer**

<b>N = 172</b>	
<b>Fall 2021 RMHC Cohort Start Term</b>	
<b>Acceptance Rate = 30%</b>	
Completed Applications	N= 103
Total Number of Interviews	N= 72
Total Admission Offers	N= 52
Total Number of Acceptances	N= 52
Total Number Enrolled	N= 37

**ii. Interview Follow-Up Survey**

The feedback presented from this interview cycle shows that most students found the process to be informative and helpful in their decision process. Additionally, it highlights two important factors for our consideration in future years of recruitment. (1) Most of the students were considering other programs that are within close proximity to USF and (2) over half of the students identified the CRMHC program at USF as their top choice in a graduate counseling program. It is also important to highlight that a significant portion (43%) of applications found the student perspective section to be the most valuable part of the interview day. This will be useful for future interview days so that this can be tailored to fit the interests of future applicant pools.

**Table 3. Fall 2021 Interview Day Survey: Results Summary**

Question	Response	N
Undergraduate institution	In-state: 86% (*USF: 43%) Out-of-State: 14%	28
Attended virtual info session	Y: 58%; N: 42%	36
Exposure to program	RMHC website: 38% Other search engine: 23.8% Student/Alumni recommendation: 14%	36
1 <sup>st</sup> choice in graduate program	USF CRMHC program: 80%	30
Most valuable part of the interview day	Student perspective: 43% Time w/ faculty & interview: 33% Whole experience: 21% Welcome: 3%	33
Recommended additional information	Intensity of classes: 16% Scholarships: 11%	19
Suggestions for improvement	Include alumni, variety of student ambassadors, longer Q&A, send Q&A questions in advance, inform applicants of gaps between interview and session: 6%	18
After attending interview day, I am more interested in pursuing my master's degree in the RMHC program.	Strongly Agree: 97%, Somewhat Agree: 3%	36
I felt supported during the application process by USF faculty and staff	Strongly Agree: 86%, Somewhat Agree: 6%, Neither Agree nor Disagree: 8%	36
Interview Day was organized and allowed me to get a good understanding of life as a USF graduate student.	Strongly Agree: 83%, Somewhat Agree: 17%	36

**iii. Modification**

At the completion of the applicant interview process, the CRMHC Administrative Staff and Program Coordinator review all feedback forms from applicants. A summary report was developed highlighting all demographics of the candidates and qualitative feedback from all participants in the interview process. This report was shared at our annual retreat, faculty decided what can be improved or modified for the interview process.

This year, program modifications for future interviews:

- The CRMHC program will increase current student/mentors' participation during the interview process, based on the data indicating that interviewees expressed a desire to have more interaction with current students.
- The Interview remained online, as data from the interview follow up survey showed satisfactory and it is convenient for applicants and faculty for scheduling and flexibility.
- We initially extended 52 offers and all of them accepted. However, between the extension of offers in March and the start of classes in August, we lost 15 students. We are going to

hold an “open-house” at the end of the interview period for accepted students to visit the program. We hope that this opportunity to interact with program faculty and students on campus will retain interest in the CRMHC program and increase matriculation rates.

## **b. Current Students**

### ***i. Course Student Learning Outcomes per Syllabi***

The specific learning objectives for each of the CRMHC core and specialty courses reflect the CACREP Standards. Students must achieve an 80% (B) or higher in each course to demonstrate competency of these learning objectives. Final grades are measures for student's overall comprehension of each course. At the end of each semester, faculty assess if students are underperforming based on these final grades. If a student does not meet the minimum 80% competency for any graduate course, they are required to take the course with a minimum of 80% (B). The faculty advisor works with the student to develop a student success plan as part of the problem resolution process.

If any student’s overall GPA goes below a 3.0 (B average), they are placed on academic probation according to USF policies. Their case is brought before the program faculty during the monthly faculty meeting. Additional supports are explored to support the student and the student has two semesters to bring their GPA to a 3.0.

For the 2021-2022 cycle, all students achieved 80% of the course competency.

### ***ii. Key Performance Indicators in Counseling***

The assignments and evaluations in **Table 4. KPI Results** shows students’ performance within the 10 following professional standard categories:

- 1. Professional Counseling Orientation and Ethical Practice*
- 2. Social and Cultural Diversity*
- 3. Human Growth and Development*
- 4. Career and Development*
- 5. Counseling and Helping relationship*
- 6. Group Counseling and Group Work*
- 7. Assessment and Testing*
- 8. Research*
- 9. Clinical Rehabilitation Counseling*
- 10. Mental Health Counseling*

Each of these standards are evaluated at an introductory level and masterly level as the student progresses through the program.

Based on the results for 2021- 2022 Practicum II evaluations (see Figure 1 & 2), students tend to self-evaluate more critically than a supervisor or faculty member. While no supervisors rated



their intern students below average in any category, there were a few students who self-rated below average in standard categories 3, 4, 7, and 9.

There was only one internship student who self-evaluated below average in standard category 6 and one supervisor that rated a student below average in standard category 8, as seen in Figures 3 & 4. Since most internship students rated themselves higher in each category than those in Practicum II, this may indicate that students are becoming more confident in their skills as they progress in their field experience. It is also noteworthy that faculty evaluations for internships students also highlight those students met appropriate expectations for each standard, since all faculty rated their students above average in each professional standard as shown in Figure 5.

Evaluations corresponding to different class assignments also indicate high success rates of students. The assignments assessed above show that high percentages of students enrolled in each course met all or most of the faculty’s expectations on a given assignment.

**Table 4. KPI Results**

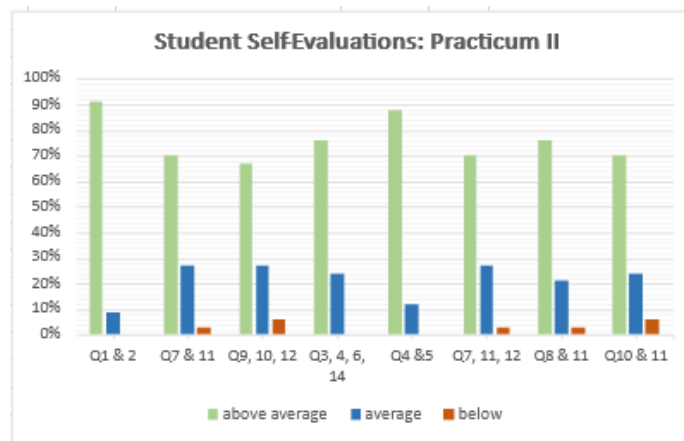
**scoring key- AA (above average); A (average); BA (below average)**

KPI	Evaluation	Introductory	Mastery	Result	Semester	Class
1	Privacy Memorandum Assignment	x		100% meet expectations	202108	RCS 5780 Legal, Ethical, and Professional Issues in Counseling
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 &2)		x	Self: 91% AA, 9% A, 0% BA Supervisor: 97% AA, 3% A, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 &2)		x	Self: 89% AA, 11% A, 0% BA Supervisor: 95% AA, 5% A, 0% BA Faculty 97% AA, 3% A, 0% BA	202108 & 202201	RCS 6825 Internship
2	Frankl Discussion Board Post	x		95% meet expectations	202108	MHS 5020 Foundations of Mental Health Counseling
	Cultural Case Study		x	100% meet expectations	202108	RCS 6440 Social/Cultural Foundations of Counseling

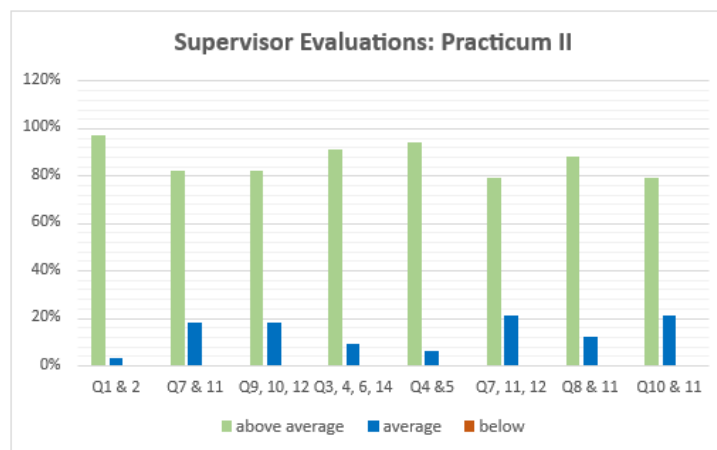
3	Life map Assignment	x		98% meet expectations	202205	MHS 5480 Human Growth and Development
	Practicum II Self-Evaluation & Supervisor Evaluation (Q7 &11)		x	Self: 70% AA, 27% A, 3% BA Supervisor: 82% AA, 18% A, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q7 &11)		x	Self: 83% AA, 17% A, 0% BA Supervisor: 92% AA, 8% A, 0% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship
4	Job Analysis	x		94% meet expectations	202201	RCS 6301 Career and Lifestyle Assessment
	Labor Market Survey	x		94% meet expectations	202201	RCS 6301 Career and Lifestyle Assessment
	Practicum II Self-Evaluation & Supervisor Evaluation (Q9, 10, 12)		x	Self: 67% AA, 27% A, 6% BA Supervisor: 82% AA, 18% A, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q9, 10, 12)		x	Self: 66% AA, 34% A, 0% BA Supervisor: 90% AA, 10% A, 0% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship
5	Midterm Counseling Tape	x		93% meet expectations	202108	MHS 5020 Foundations of Mental Health Counseling
	Practicum II Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 76% AA, 24% A, 0% BA Supervisor: 91 AA, 9% A, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 91% AA, 9% A, 0% BA Supervisor: 92% AA, 8% A, 0% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship
6	Final Project Manual	x		Fall: 100% meet expectations	202108	RCS 6510 Group Theories

	Final Project Manual	x		Summer: 100% meet expectations	202205	RCS 6510 Group Theories
	Practicum II Supervisor Evaluation (Q4 & 5)		x	Supervisor: 94% AA, 6% average, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Supervisor Evaluation (Q4 & 5)		x	Self: 89% AA, 9% A, 2% BA Supervisor: 92% AA, 8% A, 0% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship
7	Intake Lab Assignment	x		100% meet expectations	202108	RCS 6220 Individual Evaluation and Assessment
	Practicum II Self-Evaluation & Supervisor Evaluation (Q7, 11, 12)		x	Self: 70% AA 27% A, 3% BA Supervisor: 79% AA, 21% A, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q7, 11, 12)		x	Self: 74% AA, 26% A, 0% BA Supervisor: 90% AA, 10% A, 0% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship
8	Article Critique	x		84% meet expectations	202201	RCS 6740 Research and Program Evaluation
	Article Critique	x		91% meet expectations	202205	RCS 6740 Research and Program Evaluation
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q8 & 11)		x	Self: 80% AA, 20% A, 0% BA Supervisor: 87% AA, 10% A, 3% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship
CRC1	Fact Sheet	x		100% meet expectations	202201	RCS 5080 Medical Aspects of Disability
	Practicum II Self-Evaluation & Supervisor Evaluation (Q10 & 11)		x	Self: 70% AA, 24% A, 6% BA Supervisor: 79% AA, 21% A, 0% BA	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and		x	Self: 69% AA, 31% A, 0% BA Supervisor: 92% AA, 8 A, 0% BA Faculty: 95% AA, 5% A, 0% BA	202108 & 202201	RCS 6825 Internship

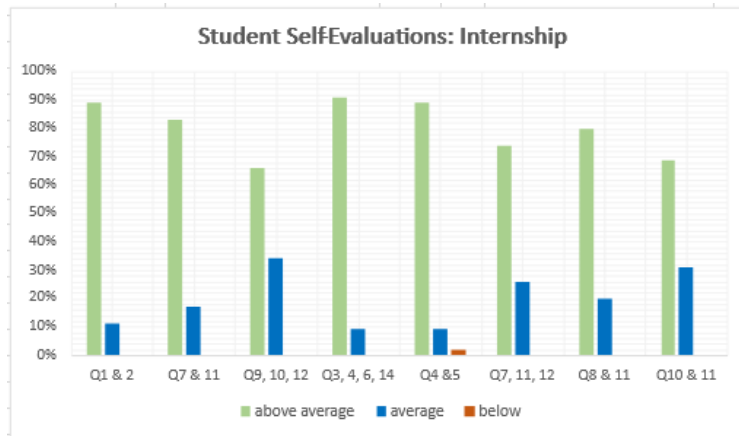
	Faculty Evaluation (Q10, 11)					
MHC1	Ongoing Response Journal	x		100% met expectations	202201	RCS 6476 Human Sexuality
	Ongoing Response Journal	x		100% met expectations	202205	RCS 6476 Human Sexuality
	Final Exam		x	Fall: 100% meet expectations	202108	RCS 6510 Group Theories
	Final Exam		x	Summer: 100% meet expectations	202205	RCS 6510 Group Theories



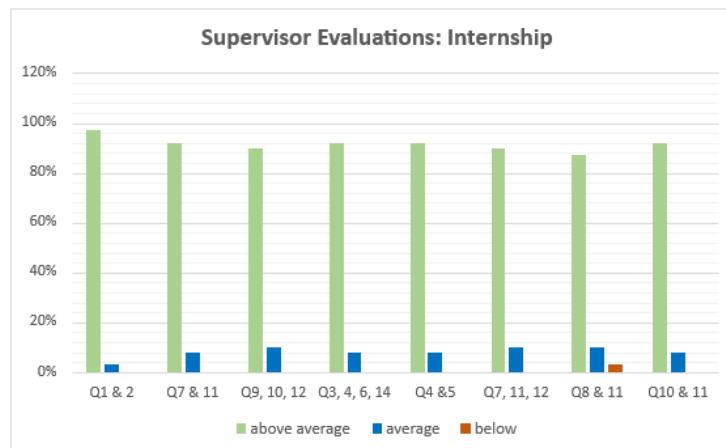
**Figure 1 Student Self-Evaluations: Practicum II** (n = 31). 15 performance questions were self-rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, students had to report a 3/2 on at least one of the questions for the corresponding category.



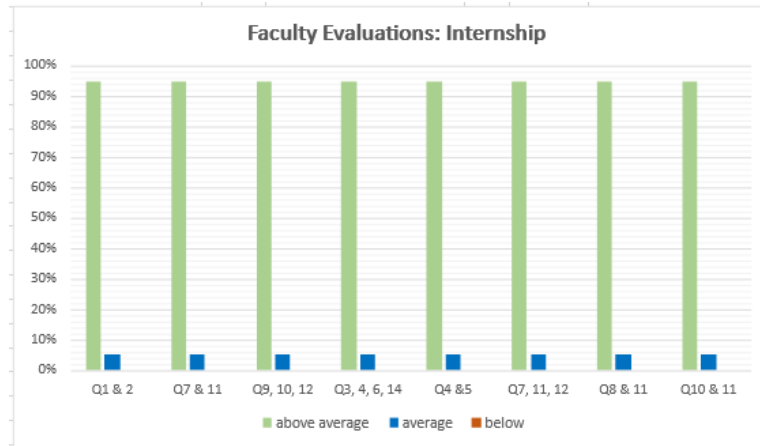
**Figure 2 Supervisor Evaluations: Practicum II** (n = 31). 15 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.



**Figure 3 Student Self-Evaluations: Internship** (n = 35). 15 performance questions were self-rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, students had to report a 3/2 on at least one of the questions for the corresponding category.



**Figure 4 Supervisor Evaluations: Internship** (n = 39). 15 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.



**Figure 5 Faculty Evaluations: Practicum II (n = 35).** 10 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.

**iii. Counseling Dispositions**

The student, supervisor, and faculty evaluations are also utilized to assess each student’s counseling dispositions based on the following key professional dispositions:

1. *Commitment*
2. *Characteristics*
3. *Values and Beliefs*
4. *Interpersonal Functioning*
5. *Behaviors that influence counselor growth*
6. *Professional interactions with clients and colleagues*

The self-evaluations and supervisor evaluations from the Fall 2021 to Summer 2022 period shown in **Table 5. Counseling Key Professional Dispositions** emphasize that Practicum I students and most Practicum II students (93%) met expectations for each key professional disposition. While all supervisors indicated that Practicum II students met expectations in each category, approximately 7% of students self-reported below average in disposition categories 5 and 6. Additionally, 3% of Internship students self-reported below average in disposition category 6. Only one supervisor evaluated an internship student as below average in disposition category 5.

**Table 5. Counseling Key Professional Dispositions**

KDI	Evaluation	Introductory	Mastery	Result (average rating *3 or higher)	Semester	Class
1	Field Readiness Assessment	x		100% meet expectations	202108	MHS 5020 Foundations of Mental Health Counseling

	Practicum I Self-Evaluation & Supervisor Evaluation (Q1 & 2)	x		Self: 100%, Supervisor: 100%	202201, 202205 & 202108	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 & 2)		x	Self: 100%, Supervisor: 100%	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 & 2)		x	Self: 100%, Supervisor: 100%, Faculty: 100%	202108 & 202201	RCS 6825 Internship
2	Field Readiness Assessment	x		100% meet expectations	202108	MHS 5020 Foundations of Mental Health Counseling
	Practicum I Self-Evaluation & Supervisor Evaluation (Q3 & 4)	x		Self: 100%, Supervisor: 100%	202201, 202205 & 202108	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q3, 4, 6, 14)		x	Self: 100%, Supervisor: 100%	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		x	Self: 100%, Supervisor: 100%, Faculty: 100%	202108 & 202201	RCS 6825 Internship
3	Practicum I Self-Evaluation & Supervisor Evaluation (Q2 & 8)	x		Self: 100%, Supervisor: 100%	202201, 202205 & 202108	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 & 14)		x	Self: 100%, Supervisor: 100%	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 & 14)		x	Self: 100%, Supervisor: 100%, Faculty: 100%	202108 & 202201	RCS 6825 Internship
4	Practicum I Self-Evaluation & Supervisor Evaluation (Q9, 10, 11, 12, 13, 14)	x		Self: 100%, Supervisor: 100%	202201, 202205 & 202108	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q2)		x	Self: 100%, Supervisor: 100%	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q2)		x	Self: 100%, Supervisor: 100%, Faculty: 100%	202108 & 202201	RCS 6825 Internship
5	Field Readiness Assessment	x		100% meet expectations	202108	MHS 5020 Foundations of Mental Health Counseling
	Practicum I Self-Evaluation & Supervisor Evaluation (Q5 & 7)	x		Self: 100%, Supervisor: 100%	202201, 202205 & 202108	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q6, 7, 8, 10)		x	Self: 91%, Supervisor: 100%	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q6, 7, 8, 10)		x	Self: 100%, Supervisor: 97%, Faculty: 100%	202108 & 202201	RCS 6825 Internship

6	Practicum I Self-Evaluation & Supervisor Evaluation (Q3 & 6)	x		Self: 100%, Supervisor: 100%	202201, 202205 & 202108	RCS 6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q5, 9, 11, 12)		x	Self: 94%, Supervisor: 100%	202201 & 202205	RCS 6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q5, 9, 11, 12)		x	Self: 97%, Supervisor: 100%, Faculty: 100%	202108 & 202201	RCS 6825 Internship

**iv. Comprehensive Exams**

All 10 RMHC students that sat for the Fall 2021 Comprehensive Exam successfully passed. Additionally, all 15 RMHC students that sat for the Fall 2021 Case Study successfully passed. This indicates that RMHC students received proper training and preparation for this exam.

**Table 6.1 Fall 2021 Comprehensive Exam pass rate**

<b>Fall 2021 Comprehensive Exam (COMPS)</b>	
Total Number of Students that Completed COMPS	N= 10
Total Number of Students that Passed COMPS	N= 10
Pass Rate	100%

**Table 6.2 Fall 2021 Case Study pass rate**

<b>Fall 2021 Case Study</b>	
Total Number of Students that Completed Case Study	N= 15
Total Number of Students that Passed Case Study	N= 15
Pass Rate	100%

**v. Exit Interview**

Notable things highlighted with this data include student career paths and perceptions of the program post-graduation. Based on the reports, most students planned to pursue an LMHC (47.46% Fall 2021 & 40% Spring 2022), but there was a noteworthy smaller amount intending to pursue their CRC (18.64% Fall 2021 & 20% Spring 2022). Additionally, most students evaluated their clinical and field experience as helpful with 100% - or nearly 100%- of all graduates indicating this. A majority of students also indicate that the program effectively prepared them for each practice area evaluated; less than 4% of each response indicated dissatisfaction with



preparation in these areas. The data presented shows a noticeable lack of diversity within the program, and a small percentage of students reported this in their program feedback.

**Table 7.1 Credentialing pursuits**

<b>Q: What Credentials are you planning to pursue/obtain? Select all that you plan to pursue.</b>									
	Cert. Rehab. Counselor %	LMHC %	LMFT %	Cert. Case Manager %	Cert. Disability Management Specialist	LPC %	Cert. Life Care Planner	Cert. Addictions Professional %	Other %
<b>Fall 2021</b>	18.64	47.46	13.56	1.69	0	3.39	0	13.56	1.69
<b>Spring 2022</b>	20	40	0	0	0	0	0	20	20

**Table 7.2 Clinical needs**

<b>Q: Do you feel like the clinical classes (Foundations, Practicum 1 and 2, Theories, and Internship built upon themselves in a way that matched your clinical needs in the field?</b>		
	Yes	No
<b>Fall 2021</b>	96.67%	3.33%
<b>Spring 2022</b>	100%	0%

**Table 7.3 Effectiveness of clinical/field experiences**

<b>Q: How effective were the clinical or field experiences in preparing you to work in the field?</b>					
	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
<b>Fall 2021</b>	46.67%	46.67%	3.33%	0%	3.33%
<b>Spring 2022</b>	50%	50%	0%	0%	0%

**Table 7.4 Program Satisfaction**

<b>Q: Overall, how satisfied were you with your experience in the Rehabilitation and Mental Health Counseling program?</b>					
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>Fall 2021</b>	46.67%	46.67%	6.67%	0%	0%
<b>Spring 2022</b>	50%	50%	0%	0%	0%

**Table 7.5 Reported perception of program training goals**

scoring key- SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

Question	Agreeability (%)
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	SA	A	N	D	SD
My graduate training program prepared me to work with a wide range of people, from varied cultures and socioeconomic background.	F: 26.7 Sp: 50	F: 50 Sp: 0	F: 13.3 Sp: 50	F: 6.7 Sp: 0	F: 3.3 Sp: 0
My graduate training prepared me for employment opportunities.	F: 30 Sp: 50	F: 56.7 Sp: 50	F: 10 Sp: 0	F: 0 Sp: 0	F: 3.3 Sp: 0
My graduate training program prepared me with the professional competencies necessary for my field.	F: NA Sp: 50	F: NA Sp: 50	F: NA Sp: 0	F: NA Sp: 0	F: NA Sp: 0
My graduate training program challenged and stimulated my intellectual growth.	F: 50 Sp: 50	F: 36.7 Sp: 50	F:10 Sp: 0	F: 0 Sp: 0	F: 3.3 Sp: 0
My graduate training program challenged and stimulated my personal growth	F: 56.7 Sp: 50	F: 30 Sp: 50	F: 10 Sp: 0	F: 3.3 Sp: 0	F: 0 Sp: 0
My graduate training program enhanced my skills regarding counseling competencies.	F: 60 Sp: 0	F: 40 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
My graduate training program enhanced my skills regarding professional writing, particularly case reports.	F: 16.7 Sp: 0	F: 50 Sp:	F: 13.3 Sp: 0	F: 16.7 Sp: 0	F: 3.3 Sp: 0

**Table 7.6 Reported preparedness for employment**

**Scoring key- VP (very prepared); P (prepared); SP (somewhat prepared); N (not prepared at all)**

Question	Preparedness (%)				
	VP	P	SP	N	NA
Understanding the implications of environmental, attitudinal, and individual barriers for people with disabilities.	F: 40 Sp: 50	F: 40 Sp: 50	F: 20 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Educating employers, educators, and families regarding accessibility, ADA compliance, and accommodations.	F: 33.3 Sp: 0	F: 43.3 Sp: 100	F: 23.3 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Conducting work-related assessments (e.g., job analysis, work site modification, transferrable skills analysis, job readiness, etc.	F: 30 Sp: 0	F: 33.3 S: 100	Fall: 33.3 Sp: 0	F: 3.3 Sp: 0	F: 0 Sp: 0
Understanding basic measurement and evaluation concepts essential to the use of appraisal instruments and applying skills in assessing client counseling needs	F: 20 Sp: 50	F: 36.7 Sp: 0	F: 33.3 Sp: 50	F: 6.7 Sp: 0	F: 3.3 Sp: 0
Recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	F: 33.3 Sp: 50	F: 23.3 Sp: 0	Fall: 33.3 Sp: 50	F: 10 Sp: 0	F: 0 Sp:

Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	F: 23.3 Sp: 50	F: 60 Sp: 0	F: 10 Sp: 50	F: 6.7 Sp: 0	F: 0 Sp: 0
Understanding the principles of family dynamics and applying skills to facilitate the therapeutic factors of family work.	F: 26.7 Sp: 50	F: 43.3 Sp: 0	F: 20 Sp: 50	F: 6.7 Sp: 0	F: 3.3 Sp: 0
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process.	F: 70 Sp: 50	F: 30 Sp: 50	F: 0 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Using skills to provide individual counseling.	F: 76.7 Sp: 50	F: 23.3 Sp: 50	F: 0 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Applying career theory and labor market information when working with people with disabilities across the lifespan.	F: 43.3 Sp: 0	F: 33.3 Sp: 100	F: 16.7 Sp: 0	F: 6.7 Sp: 0	F: 0 Sp: 0
Utilizing knowledge of human behavior and strategies for facilitating optimum development and wellness over the lifespan	F: 46.7 Sp: 50	F: 43.3 Sp: 50	F: 10 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Understanding development crises, disability, psychopathology, and situational / environmental factors that affect behavior.	F: 56.7 Sp: 50	F: 30 Sp: 50	F: 13.3 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Understanding potential barriers to effective counseling with culturally diverse clients	F: 27.6 Sp: 50	F: 51.7 Sp: 50	F: 20.7 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Using appropriate strategies for working with and advocating for diverse populations, including multicultural competencies.	F: 34.5 Sp: 0	F: 37.9 Sp: 100	F: 27.6 Sp: 0	F: 0 S: 0	F: 0 Sp: 0
Maintaining awareness of current literature and recommendations related to counseling culturally diverse clients.	F: 27.6 Sp: 50	F: 46.7 Sp: 50	F: 20.7 Sp: 0	F: 3.4 Sp: 0	F: 0 Sp: 0
Using knowledge of career development in understanding the interrelationship among work, family, and other life roles.	F: 30 Sp: 0	F: 36.7 Sp: 100	F: 33.3 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
How well prepared do you feel regarding the practice area: Medical, Functional & Environmental Aspects of Disability	F: 30 Sp: 0	F: 50 Sp: 100	F: 16.7 Sp: 0	F: 3.3 Sp: 0	F: 0 Sp: 0
How well prepared do you feel regarding the practice area: Research and Program Evaluation	F: 26.7 Sp: 50	F: 40 Sp: 0	F: 26.7 Sp: 50	F: 6.7 Sp: 0	F: 0 Sp: 0
Understanding the professional roles and functions of a counselor	F: 73.3 Sp: 50	F: 23.3 Sp: 50	F: 3.3 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0
Operating from an ethical decision-making model to solve ethical dilemmas	F: 63.3 Sp: 50	F: 30 Sp: 50	F: 6.7 Sp: 0	F: 0 Sp: 0	F: 0 Sp: 0

**Table 7.7 Qualitative feedback for program recommendations**

<b>Curriculum and Coursework</b>	<b>Field preparation &amp; Clinical Experience</b>
<p>“I felt like I would have liked to know more information on kids, couples, and families and how to counsel those dynamics. I also felt that we needed more speakers and information on how to handle grief, psychotic disorders, and specific phobias.”</p>	<p>“I felt like this program was great in teaching us how to be a great therapist. I feel like this program could do better at what diagnosis looks like in real life and seeing professors apply the skills we learn in class in real life.”</p>
<p>“I think it would be helpful to have more information about intergenerational trauma. I think it would be helpful to have more speakers about multicultural issues followed by discussions.”</p>	<p>“That there be less time between all the practicums and internship, trying to do 40 hours a week in internships is a lot especially with weather permitting”</p>
<p>“More classes and/or coursework focused on how to deliver specific interventions. Such as a deep dive about how to do CBT, DBT, etc. This can be in a class, an elective class, and/or an extracurricular. I found I knew of certain theories and interventions but not necessarily how to do them in practice in a coherent organized plan of treatment.”</p>	<p>“1 practicum, internship 1 and 2. No fulltime internship. No internship semester. model the MFT program with no summer off.”</p>
<p>A larger focus on notes/treatment planning in courses before starting field work; Offering an elective in working with children/adolescents.”</p>	<p>“The timeline of the classes with practicum and internship, for example I felt like the Diagnosis class was too early or perhaps too much information crammed into 1 class. Peers and I discussed the importance of having the diagnosis class closer to practicum/internship, even graduation due to the relevance of DSM information with the licensure exam.”</p>

**v. Modifications**

For 2021-2022, based on the result of the above data, we have made some modification for our current students.

1. We invited three student representatives to join our faculty meetings to provide feedback and suggestions from the current students. We have recently started a student support group because of the feedback from student representatives.
2. We use more case studies and case projects in our career and lifestyle assessment & individual evaluation and psychopathology courses to better prepare assessment skills

because “assessment” and “more hands on” was identified in exit survey as one area to improve.

3. We added two more elective options: “MHS 6462 Trauma-informed Individual, Family, and Couple Treatment “, MHS 6423 Individual and Family Treatment with Children and Adolescent”
4. In the summer of 2022, we developed a clinical manual for students to use during all field placement work.

**c. Alumni**

***i. CRC Certification / LMHC Licensure Rate***

The CRC passing rate of 86% during the last reporting period of 10/2021- 7/2022 is above the exam national average, showing that most of the students that took the exam, passed. The licensure rate for Fall 2019 shows that over half of the graduates from the program go on to become licensed.

**Table 8. Certification and Licensure Rates**

	Report Period	Rate
CRC	10/2021- 7/2022	86% (22 sat, 19 passed)
LMHC and/or LMFT	Fall 2019	56.66% Licensed/ 13.3% Registered Intern/ 30% other (unable to verify or not seeking license)

*\*Licensing in the state of Florida takes a minimum of 2 years after graduation.*

***ii. Alumni Survey/ Employment Placement***

Most alumni from Fall 2021 report that the RMHC program training and educational experiences prepared them for their career endeavors. A majority of alumni (87%) attribute qualities of this program to helping them obtain current employment. Also 87.50% of students report that they secured employment related to their master's degree prior to or within 6 months of graduation. Over half of the respondents were pursuing licensure and were currently registered as a mental health intern.

**Table 9. Reported perceptions of program goals and career alignment**

Scoring key- STA (Strongly Agree), A (Agree), SA (Slightly Agree), SD (Slightly Disagree), STD (Strongly Disagree)

N = 8	
Question	Agreeability (%)
I am satisfied with my current position/career	STA: 25%, A: 50%, SA: 12.5%, SD: 12.5%
Graduate training prepared me to work with a wide range of people, from varied cultures & socioeconomic backgrounds	STA: 12.5%, A: 37%, SA: 25%, SD: 12.5%, STD: 12.5%

Graduate training prepared me with the professional competencies necessary	STA: 12.5%, A: 25%, SA: 50%, STD: 12.5%
Graduate program challenged and stimulated intellectual growth	STA: 25%, A: 50%, SA: 12.5%, STD: 12.5%
Graduate program challenged and stimulated personal growth	STA: 25%, A: 50%, N: 12.5%, STD: 12.5%

**Table 9.1 Reported employment offer**

Q: I was hired in a position related to my degree.				
Prior to graduation	Prior to graduation specifically at my practicum or internship	Within 6 months of graduation	Within 1 year of graduation	Other
37.5%	0%	50%	0%	12.5%

**Table 9.2 Reported significance of program training in relation to employment status**

Q: To what extent did your experience at The University of South Florida Rehabilitation and Mental Health Counseling help you obtain your current employment?			
Significantly	Moderately	Not at all	Not Relevant
25%	62%	0%	12.5%

**Table 9.3 Reported credentialing status**

I am a registered mental health intern	I am a registered MFT intern	I am a CRC	I am a MCAP	Other professional credential	Other
60%	0%	20%	0%	0%	20%

**Table 9.4 Certificate rates upon graduation from CRMHC program**

ASA certificate	MFT certificate	No certificate	Other
25%	37.5%	37.5%	0%

**Table 9.5 Reported preparedness for field/employment**

scoring key- *VP (very prepared); P (prepared); SP (somewhat prepared); N (not prepared at all)*

Questions	Preparedness (%)				
	VP	P	SP	N	Total
How well prepared do you feel regarding the following areas of practice based on your experience?	25	25	37.5	12.5	87.5%
Understanding potential barriers to effective counseling with culturally diverse clients.	25	50	25	0	75%

Using appropriate strategies for working with and advocating for diverse populations, including multicultural competencies	25	25	37.5	12.5	87.5%
Maintaining awareness of current literature and recommendations related to counseling culturally diverse clients.	12.5	37.5	50	0	100%
Utilizing knowledge of human behavior and strategies for facilitating optimum development and wellness over the lifespan.	25	62.5	12	0	100%
Understanding developmental crises, disability, psychopathology, and situational/environmental factors that affect behavior	12.5	62.5	25	0	100%
Using knowledge of career development in understanding the interrelationship among work, family, and other life roles.	12.5	37.5	50	0	100%
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process.	12.5	75	0	12.5	87.5%
Using skills learned in this program to provide individual counseling	37.5	37.5	25	0	100%
Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	25	25	25	25	75%
Understanding basic measurement and evaluation concepts essential to the use of appraisal instruments and applying skills in assessing client counseling needs	12.5	50	25	12	87.5%
Recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	12.5	62.5	12.5	12.5	87.5%
Using research to inform evidence-based practices.	25	37.5	25	12.5	87.5%
Using knowledge of how disability affects the human body, including medical terminology and use of assistive technology principles to enhance client quality of life	25	37.5	25	12.5	87.5%
Understanding the implications of environmental, attitudinal, and individual barriers for people with disabilities.	25	37.5	25	12.5	87.5%
Educating employers, educators, and families regarding accessibility, ADA compliance, and accommodations.	25	12	50	12.5	87.5%
Conducting work-related assessments (e.g job analysis, work site modification, transferrable skills analysis, job readiness, etc.)	12.5	25	25	37.5	62.5%
Understanding the professional roles and functions of a counselor.	25	62.5	0	12.5	87.5%

Operating from an ethical decision-making model to solve ethical dilemmas.	37.5	37.5	25	0	100%
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**iii. Employer Satisfaction/ Supervisor Feedback** Most of the participating supervisors and/or employers indicate that RMHC students were very prepared or prepared in the evaluated skills and techniques. While none of the respondents indicated that RMHC graduates were “not at all prepared” in any category, it is notable to address that some categories had a noticeable number of alumni that were deemed “somewhat prepared”. The two highest categories in which employees were “somewhat prepared” include recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations and information on evidence-based practices.

Employer Satisfaction/ Supervisor Feedback Results Summary:

**Table 10. Rating of employee preparedness**

Scoring key- 3=Very Prepared, 2=Prepared, 1=Somewhat Prepared, 0=Not Prepared at all

<b>N = 29</b>					
<b>Question</b>	<b>Preparedness (%)</b>				
	<b>VP</b>	<b>P</b>	<b>SP</b>	<b>N</b>	<b>Total</b>
Understanding potential barriers to effective counseling with culturally diverse clients	41.4	48.3	10.3	0	100%
Using appropriate strategies for working with and advocating for diverse populations, including multicultural competencies	34.5	51.7	13.8	0	100%
Maintaining awareness of current literature and recommendations related to counseling culturally diverse clients	41.4	44.8	13.8	0	100%
Understanding knowledge of career development in understanding the interrelationship among work, family, and other roles.	37.9	41.4	20.7	0	100%
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process.	34.5	51.7	13.8	0	100%
Using Skills learned in this program to provide individual counseling.	44.8	48.3	6.9	0	100%
Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	17.2	51.7	13.8	0	100%
Understanding basic measurement and evaluation concepts essential to the use of appraisal instruments and applying skills in assessing client counseling needs.	26.9	50.0	23.1	0	100%
Recognizing the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	26.9	42.3	30.8	0	100%



Using research to inform evidence-based practices.	30.8	42.3	26.9	0	100%
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***iv. Modifications***

Based on the 2021-2022 result, the CRMHC made several modifications:

1. Based on Alumni feedback on comprehensive exams. Alumni communicated a preference for a comprehensive exam that mirrored the CRC exam or the new state licensure exam. This modification was implemented in 2021.
2. Based on Alumni feedback, a full review of all courses was made through a multicultural lens to identify ways we can enhance the learning in regards to social and cultural factors within in each course. All faculty participated in this course review and began implementation of course revisions in 2022.

**d. Faculty**

***i. Student Evaluation Data per Course***

Instructor Evaluation Performance Criteria:

1. *Description of Course Objectives & Assignments*
2. *Communication of Ideas and Information*
3. *Expression of Expectations for Performance*
4. *Availability to Assist Students In or Out of Class*
5. *Respect and Concern for the Students*
6. *Stimulation of Interest in the Course*
7. *Facilitation of Learning*
8. *Overall Rating of the Instructor*

Students rated each faculty member in these 8 categories using the following scale: Excellent, Very Good, Fair, Poor, NA. Results in Table 11.1 summarize meeting student expectations for each category scored as Fair or better in each course evaluation.

Student course evaluations from Fall 2021 to Summer 2022 indicate that a majority of students in each class felt that their professor met the expectation criteria laid out in the evaluation surveys. Some of the sections had a small number of students that completed the course evaluation, which is notable in some of the percentages laid out below. Additionally, the effects of the COVID-19 pandemic were still significant during this timeframe, and the transition to more virtual instruction can account for some of these disparities.

**Table 11.1 Fall 2021 Course Evaluations**

<b>Course</b>	<b>Evaluation results</b>	<b>N</b>
MHS-5020-001: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	4
MHS-5020-004: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	4
RCS-5035-799: RC Concepts/Applications	Instructor met 85% of student expectations.	6
RCS-6440-799: Social/Cultural Foundations of Counseling	Instructor met 90% of student expectations.	15
RCS-5780-001: Legal & Ethical Issues	Instructor met 89% of student expectations.	11
RCS-6220-001: Individual Evaluation & Assessment	Instructor met 100% of student expectations.	13
RCS-6510-001: Group Theories & Practice	Instructor met 100% of student expectations.	17
RCS-6803-944: Practicum I	Instructor met 100% of student expectations.	3
RCS-6803-945: Practicum I	Instructor met 100% of student expectations.	3
MHS-6345-002: Family Therapy	Instructor met 100% of student expectations.	3
RCS-6825-940: Internship	Instructor met 100% of student expectations.	6
RCS-6825-942: Internship	Instructor met 94% of student expectations.	2
RCS-6825-941: Internship	Instructor met 100% of student expectations.	5

**Table 11.2 Spring 2022 Course Evaluations**

<b>Course</b>	<b>Evaluation results</b>	<b>N</b>
RCS-6825-940: Internship	Instructor met 100% of student expectations.	3
RCS-6803-945: Practicum II	Instructor met 100% of student expectations.	2
RCS-6803-945: Practicum II	Instructor met 94% of student expectations.	2
RCS-6803-941: Practicum I	Instructor met 88% of student expectations.	4
RCS-6803-942: Practicum I	Instructor met 100% of student expectations.	1
RCS-6476-001: Human Sexuality	Instructor met 98% of student expectations.	13
RCS-6740-001: Research & Program Evaluation	Instructor met 100% of student expectations.	5
RCS-6408-001: Diagnosis, Treatment, Psychopathology	Instructor met 100% of student expectations.	10
RCS-6408-002: Diagnosis, Treatment, Psychopathology	Instructor met 95% of student expectations.	7
RCS-6407-001: Counseling Theories & Practice	Instructor met 100% of student expectations.	12
RCS-6407-002: Counseling Theories & Practice	Instructor met 100% of student expectations.	10
RCS-6301-001: Career and Lifestyle Assessment	Instructor met 97% of student expectations.	12
RCS-6301-002: Career and Lifestyle Assessment	Instructor met 94% of student expectations.	10

RCS-5080-799: Medical Aspects of Disability	Instructor met 100% of student expectations.	2
RCS-5080-798: Medical Aspects of Disability	Instructor met 100% of student expectations.	13

**Table 11.3 Summer 2022 Course Evaluations**

Course	Evaluation results	N
RCS-5450-799: Fundamentals of Substance Abuse	Instructor met 100% of student expectations.	5
RCS-5450-798: Fundamentals of Substance Abuse	Instructor met 100% of student expectations.	10
RCS-5480-799: Human Growth & Development	Instructor met 95% of student expectations.	8
RCS-5480-798: Human Growth & Development	Instructor met 97% of student expectations.	8
RCS-6476-901: Human Sexuality	Instructor met 96% of student expectations.	3
RCS-6510-001: Group Theories & Practice	Instructor met 100% of student expectations.	15
RCS-6740-799: Research & Program Evaluation	Instructor met 100% of student expectations.	6
RCS-6803-945: Practicum II	Instructor met 100% of student expectations.	2
RCS-6803-944: Practicum II	Instructor met 100% of student expectations.	2
RCS-6803-942: Practicum II	Instructor met 100% of student expectations.	2
RCS-6803-943: Practicum II	Instructor met 94% of student expectations.	2

### ***ii. Program Director Evaluation Feedback***

During Spring of each year, faculty submit an online Annual Performance Evaluation. All materials presented in the Faculty Annual Performance System are reviewed by the Program Director and Department Chair. The faculty member receives a rating in each of the three core areas (teaching, research (tenure-earning), and service). They also receive qualitative feedback on their performance, and a list of expectations and goals for the incoming year. Each faculty meets with the Program Director and Department Chair as part of the review process to review feedback and the numerical ratings.

For the 2021-2022 reporting cycle, we noticed that there is low sample size for some of the evaluation questions. Overall, our faculty average teaching evaluation score was above department and college average. The scale was 5=excellent, 4=very good, 3=good, 2=fair, 1=poor.

	Faculty	Department	College
Spring	4.95	4.40	4.40
Summer	4.83	4.60	4.50
Fall	4.75	4.50	4.50

### ***iii. Modifications***

If faculty member receives a continuously low rating for a class, faculty are referred to Center for Innovative Teaching & Learning (CITL). CITL offers workshops and training to improve faculty teaching styles. The Program Director follows up with the faculty member during the annual performance evaluation meeting to discuss implementation of new teaching methods.

1. In response to the lower faculty evaluation in RCS 5035 RC Concepts/Applications, RCS 5780 Legal & Ethical Issues, RCS 6803 Practicum, and RCS 6825 Internship, we send personal emails and announcements on CANVAS to remind all student to complete the end of the semester course evaluation that assesses faculty performance.
2. Based on the results of student feedback for RCS 6825 Internship, we moved the Comprehensive exam to one week before the Internship starts. This allows students to focus on their internship work during their final semester.