

Rehabilitation Counseling Program SOAPS Report for 2014-2015

1. What learning outcome(s) did you assess this year? The program assessed two goals across three objectives encompassing writing competencies and ethical conduct in relation to rehabilitation counseling professional identity (e.g., *What does it mean to be an ethical rehabilitation counseling professional?*).

According to the Student Outcomes Assessment Plan (SOAP) listed on the university website, the goals and objectives were as follows:

Goal 2. Rehabilitation Counseling Students will demonstrate writing that is grammatically correct, concise, clear, organized, comprehensive, and when applicable, meets the APA style and format of writing. Students will:

Objective 2.1. Write consumer reports that contain pertinent client information that are grammatically correct, concise, clear, and comprehensive. (Fall 2014)

Objective 2.2. Write literature reviews or papers reflective of rehabilitation counseling knowledge that reflects critical thinking and is concise, clear, and comprehensive. (Spring 2015)

Goal 3. Rehabilitation Counseling Students will demonstrate ethical conduct and professional identity that reflects the rehabilitation counseling profession. Students will:

Objective 3.1. Identify and apply ethical principles to analyze and resolve potential ethical dilemmas. (Fall 2014)

2. What instruments did you use to assess them? The program used a variety of instruments including global data from (a) our comprehensive examination, (b) a clinical review assessment form from the Counselor Education Program (Note: Faculty from both the Rehabilitation Counseling Program and the Counselor Education Program have clinically reviewed students enrolled in programs throughout the Department of Counselor Education and Rehabilitation), and (c) SOAP rubrics (i.e., Rehab 268C-Service Delivery Rubric [Fall 2014]; Rehab 239-Internship Student Evaluation Items D1, D2, D3 [Fall 2014]; Writing Rubric #2 from Rehab 201, 205, 206, and 211 [Spring 2015]).

3. What did you discover from these data? Data from Rehab 201, Rehab 205, Rehab 206, and Rehab 211 utilizing Writing Rubric #2 suggests that students are demonstrating enhanced writing competencies. Specifically, in Rehab 201, mean scores for content ($X=3$) and grammar ($X=2.85$) denotes that students ($N=7$) are scoring mostly in the “Accomplished” range. A score of 2 suggests “Capable” range. For this particular course, students were provided with several resources including guidelines, sample papers, and websites that house scholarly resources in order to develop APA style abstracts.

In Rehab 205, mean scores for content ($X=2.71$) and grammar ($X=2.42$) suggests that students ($N=7$) are approaching the “Accomplished” range, but are closer to the “Capable” range,

demonstrating the need to enhance grammatical skills needed to develop various resumes (e.g., chronological, functional, etc.) for clients.

Relative to Rehab 206, mean scores in content ($X=3$) and grammar/format ($X=3$) denote that students ($N=9$) are scoring in the “Accomplished” range relative to discussing issues of diversity, multiculturalism, and psychosocial issues related to living with a disability. The majority of students asked questions prior to submitting assignments and took advantage of outside writing resources.

In Rehab 211, mean scores in content ($X=2.6$) and grammar/format ($X=2.8$) suggest that students ($N=5$) are demonstrating knowledge and skills more closely in the “Accomplished” range when it comes to writing about ethics and other professional issues in the field. Some students sought out additional support via the Writing Center where they received assistance with the content and overall structure of their papers. There were some students who did not participate in any outside writing resource assistance or request feedback/direction from the instructor.

In Rehab 268C, mean scores in content ($X=3$) and grammar/format ($X=3$) denote that students ($N=4$) are scoring in the “Accomplished” range relative to resume development content, resume development grammar, job leads content, and linkages content (linking clients to community resources).

In Rehab 239, in the area of case recording and report writing, for item D1 (reports are concise and well constructed), 81% of students ($N=13$) scored at a level of “5” suggesting performance was above the standard required for a competent student or new employee. For item D2 (reports are easy to comprehend and contain pertinent information), 88% ($N=14$) scored at a level “5.” For item D3 (overall quality of reports), 88% ($N=14$) scored at level “5.” This superior performance is also supported by the fact that 7 students were presented with offers of employment prior to completing their internship experience. One student was accepted into a doctoral program.

Using data from the clinical review tool to assess ethical behaviors of master’s level rehabilitation counseling trainees, 100% of students ($N=8$) scored at level “5” relative to “attention to ethical and legal considerations,” under the Professional Behaviors section. As this tool was used in Rehab 238 (e.g., rehabilitation counseling practicum, where the instructor can assess actual behaviors), the program had an opportunity to assess the *application* of knowledge and skills in the ethical realm while students counseled clients from the community.

Using data from the comprehensive examination, during Fall 2014, 16 students took the examination, in which 10 passed resulting in a 63% pass rate. In Spring 2015, 16 students took the examination, in which 16 passed resulting in 100% pass rate. During the Fall and Spring examinations, students were presented with ethical dilemmas that involved diversity issues including but not limited to race, sexuality, religion/spirituality, age, personal/professional values, and education in which they were responsible for writing about the cultural, legal, ethical, and clinical factors associated with the case.

Students are strongly encouraged to meet with their advisors prior to registering for and taking

the examination in order to review necessary accommodations that might be needed through Services to Students with Disabilities, assess strengths and weaknesses (e.g., knowledge of content, but being able to succinctly demonstrate knowledge and skills within a specific time frame for the exam), discuss test-taking strategies (e.g., practice engaging in timed writing responses), etc.

For any failed attempt, students must meet with program faculty prior to re-registering for the examination. Students are also provided with a packet of material including scholarly resources, sample questions, and student responses—all identifying information is removed (questions from previous years are not in rotation to appear on the examination; prior student responses are offered, so that students obtain an idea for the type of depth and citing of resources they need to produce in a specific amount of time). Students are strongly encouraged to attend a review session in order to gain familiarity with the structure of the examination and knowledge domains, which aligns with the national certification examination for rehabilitation counselors. The knowledge domains for the national exam can be accessed via the Commission on Rehabilitation Counselor Certification (CRCC) website <https://www.crc certification.com/>

4. What changes did you make as a result of the findings?

Full and part-time faculty are working hard to emphasize content and foundational skills (e.g., writing). As a program, we have decided to continue highlighting this emphasis at our program orientation, in our respective advising meetings with students, and in our individual classes. The program has a very active advisory board, which meets twice throughout the academic year. The program presents our comprehensive examination results, and also engages in lively discussion regarding foundational skills (e.g., writing, problem-solving, conflict resolution, oral communication, etc.) and curricular content changes (e.g., Are there gaps in knowledge or skills set that you are seeing among students who are in engaging in practicum, internship, or as new employees?). We have found that we need to keep the conversations between faculty and community partners/prospective employers going as it is beneficial in assessing and further shaping our learning outcomes.

The program is still in the process of revising the comprehensive examination process. Nationally, some rehabilitation counseling programs are offering the national CRC examination as the program's comprehensive examination. This is a direction that is still being discussed for the Rehabilitation Counseling Program at Fresno State. In the interim, the program is seeking to finalize whether students will be offered only an essay portion or essay and multiple-choice sections in alignment with the 10 domains on the national examination. The program is also vetting the idea of moving towards a portfolio comprehensive examination as supplemented with an oral defense.

Many of the instructors (part and full-time) integrate community partners into their class sessions on a regular basis. The program plans to continue these efforts, as community partners (ones who work with practicum/internship students and hire students as new employees) are able to reinforce content and the importance of possessing and translating foundational skills (i.e., writing, oral communication, case recording/documentation, etc.) in the *real world*.

5. What assessment activities will you be conducting in the 2015-16 academic year? While the program is continuing to think through how we can revise our SOAPS and consult with university assessment personnel, at present, we are scheduled to assess Objective 3.2 using data from Rehab 211, Rehab 237, and Rehab 239 in the area of understanding client behaviors as a form of ethical performance. We are also scheduled to review/revise our comprehensive examination, which we are already diligently working on; as such, our efforts will continue.

6. What progress have you made on items from your last program review action plan? The Rehabilitation Counseling Program at Fresno State received a one-year extension relative to accreditation by the Council on Rehabilitation Education (CORE). Consequently, the program is fully accredited until August 31, 2018. The program submits annual reports to CORE to determine whether accreditation should continue through 2018. Based on a review of the 2014-2015 Annual Report, CORE “found no reason to add additional conditions to assure continued compliance with the CORE standards for Rehabilitation Counselor Education Programs. Subsequently, in official session on July 18, 2015, the Council on Rehabilitation Education approved continuation of your program's accreditation” (CORE correspondence, 2015).

We are continuing to use pass rates on the comprehensive examination as a key indicator of student learning and closing the loop. The majority of students enrolled in the program choose the examination as their culminating experience. Data from the examination aids the program in highlighting areas of strength and weaknesses (e.g., where are students performing well; where is additional support needed; what are faculty doing well; how can assignments be restructured; do we need to improve relative to student-instructor interaction, content, etc.). The Council on Rehabilitation Education (CORE) continues to offer the Rehabilitation Counseling Program information relative to program outcomes and overall student learning.

Another area of achievement is the pass rate on the national examination. During the 2013-2014 academic year, students enrolled in the program experienced 57% pass rate on the first attempt. While, the examination entity has changed its practices, and the program now has to rely on students relaying information of whether they passed or did not pass with supplemental documentation, the program's in-house data collection system reflects that the pass rate has increased by 3%. Preparation sessions being conducted by a faculty member, and the joint emphasis on professional identity by all faculty members is leading to an increase in pass rates.

More students are also being invited to work on manuscripts being submitted for publication, grants being submitted for funding, and involvement in student leadership and community-based activities, which the program thinks is buttressing efforts in the classroom, and impacting student knowledge and foundational learning outcomes.