Instructional Program Priorities

Program: Vocational Rehabilitation Counseling – Master of Science (M.S.)

Department: Special Education, School Psychology, Rehabilitation, & Deaf Studies (EDS)

Number of students enrolled in the program in Fall, 2011: 40 Graduate Candidates

Faculty member completing template: Dr. Guy E. Deane (Date: January 26, 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The Vocational Rehabilitation Counseling Program is a 60-unit graduate program where students obtain a Master of Science degree. It is a nationally approved program with full accreditation by the Council on Rehabilitation Education (CORE). The program is also a recipient of a federal grant from the Rehabilitation Services Administration (RSA).

The program began a transition to more focus on student learning outcome in 2005 with the revision or our internship manual. The criteria to evaluate interns were revised to be reflective of their learning in specific domains. Since that time we have focused on outcome measures and student learning outcomes in our classes. For example, we have gone to a case study approach in three (3) of the main didactic classes in the Program. The classes are evaluated by the use of rubrics. Students’ work is evaluated by using these rubrics on their case study assignments.

We have had a culture in the College of Education (CoE) during the past several years of looking at Performance Assessment and Program Effectiveness. The Program submitted reports to the Dean of the College in connection with WASC accreditation in 2009 that addressed assessment and effectiveness.

Further, the Program developed a manual for students to follow in completing their Master’s Project in 2008. It more clearly states what is expected of the student in terms of producing a Project. The Program feels that a Master’s Project demonstrates a student learning outcome in terms of showing their research and writing capabilities. We continue to look at outcome measures in connection with our on-going accreditation through CORE (see Appendix A for the eligibility criteria). The CORE standards have changed with more emphasis on student learning outcomes. To view the afore-mentioned student manual, go online to: <http://edweb.csus.edu/eds/forms/voca_rehab.html>.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes ("takeaways" concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

a) Assessment of students’ performance occurs in EDS 460 VR Individual Practicum. While students currently receive feedback on the Counselor Debriefing form and in-group processing sessions, a more structured feedback mechanism of the learning outcomes of students is needed.

b) The Vocational Rehabilitation Counseling Master’s Project Handbook is in need of a checklist to assess the quality of the stages of the Master’s Project. Currently students receive written and oral feedback on their project, but a more systematic assessment of their progress, i.e. student learning outcome, is needed.

c) Assess the possibility of using the Commission on Rehabilitation Counselor Certification (CRCC) exam as a culminating experience requirement. Many Masters’ level rehab counseling programs throughout the country have gone to this method of a culminating requirement. CRCC has made this possible with use of computer based testing and expanded dates of testing.

d) Assess the student’s overall perceptions of the program on a more frequent basis. Currently, students give their assessment of the program in connection with the major CORE accreditation, which only occurs every eight years. As part of that process students are surveyed by CORE.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When Administered</th>
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</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Grades in relevant courses</td>
<td>At the end of each semester</td>
</tr>
<tr>
<td>Practicum Evaluation by Field or University Supervisors</td>
<td>Assessment of field observations in first or second semester by faculty Practicum assessments by faculty</td>
<td>First or second semester Second to last semester</td>
</tr>
<tr>
<td>Intern Evaluations By Field Supervisors.</td>
<td>Vocational Rehabilitation Counseling Program Intern Evaluation Form by field supervisor and faculty</td>
<td>At the end of the internship</td>
</tr>
<tr>
<td>Performance Based &amp; Ability to Bridge the Gap Between Theory &amp; Practice</td>
<td>Completion of Case Study in three (3) semester sequence</td>
<td>First and second semester</td>
</tr>
</tbody>
</table>
3. *For undergraduate programs only,* in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

N/A - graduate program, only.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

   The Program will develop a new evaluation form to be used in Individual Practicum. Production of the form will be supervised by the Program Coordinator. The sample will include students from the last two semesters, approximately 12 students, who have the course to obtain their feedback. After this feedback the form will be used with the next semester’s students enrolled in the course as a Pilot Study. That feedback from those students will be used by the faculty member teaching the course and the Program Coordinator to revise the form. Since this will be a new form there is no sample to attach.

   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

   A checklist will be developed by the Program Coordinator and vetted by the Graduate Program Committee in the Department. Once the form is developed, feedback will be solicited from students previously enrolled in the course and a Pilot Study will be conducted with students enrolled in the course. Again this is a new form, so there is no sample to attach.

   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

   Discussions will ensue with the Graduate Branch of the Options Committee within the College of Education. This will dovetail into the wider discussion of culminating requirements within all graduate programs. A proposal will be developed by the Program Coordinator. If approved by the Graduate Branch, the proposal will need to go through all of the proper committees within the College and the University. Attached is information from CRCC about the exam.

   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

   The last internal evaluation by students was conducted in 2000-2001. The program Coordinator will review the instrument and recommend revisions to the Department
Graduate Committee. Once approved, the revised assessment form will be used in between
the major CORE accreditation reviews. Attached (Appendix B) are the results of the Student
Self Evaluation completed in 2000-2001 which also shows the criterion that were used.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide
examples of how findings from the learning outcomes process have been utilized to address
decisions to revise or maintain elements of the curriculum (including decisions to alter the
program’s desired outcomes). If such decision-making has not yet occurred, please describe the
plan by which it will occur.

a) Faculty teaching Individual Practicum will develop a draft form that will be reviewed by the
Program Coordinator. Feedback from prior students in the course will be solicited and a Pilot
Study will be completed by students enrolled in the course. Based upon that feedback, the
form will be finalized.

b) A checklist will be developed that will eventually be inserted into the Handbook. It will be
vetted by the Department Graduate Program Committee. Feedback will be solicited from
former students and a Pilot Study with currently enrolled students will be conducted. The
form will then be finalized.

b) A Checklist will be developed that will eventually be inserted into the handbook. It will be
vetted by the departmental Graduate Program Committee. Feedback will be solicited from
former students and a Pilot Study with currently enrolled students will be conducted. The
form will then be finalized.

c) Discussion with Graduate Branch of the Options committee. Based upon discussions w, a
proposal will be developed by Program Coordinator. Proposal will need to be approved by
the College of Education committees, Dean and University Committees.

d) Review of previous instrument by Program Coordinator and then to the Graduate Program
Committee. Evaluation form will then be finalized.

6. Has the program systematically sought data from alumni to measure the longer-term effects of
accomplishment of the program’s learning outcomes? If so, please describe the approach to this
information-gathering and the ways in which the information will be applied to the program’s
curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

Yes, the Vocational Rehabilitation Counseling (VR) program has systematically sought data
from alumni in that graduates of the program are surveyed as part of the CORE accreditation
process. Further, employers of graduates are surveyed as part of the same process. Results of
these surveys are given to the Program Coordinator and are discussed by the two on-site
CORE reviewers. Furthermore, data is gathered on the employment status of graduates who
received stipends through the Rehabilitation Services Administration while they were students. An annual report is submitted to RSA.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

Yes, the VR program pursues learning outcomes through an accrediting body, the Council on Rehabilitation Education (CORE). We have been accredited since 1978. Yes, we consider this accreditation to be very important. It lets potential students know that we *a nationally respected program. Further, it is an important evaluation tool for the Program. In addition, on order to receive a grant from RSA, the program must be CORE accredited so the Program has a financial incentive to maintain CORE accreditation.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

Students in the VR program are eligible to take the CRCC exam during their last semester of the program since we are a CORE accredited program. Some do; many do not because of the rigors of their internship and finishing their Master’s Project in their last semester. Often, however, they then will take the CRCC exam as graduates of the program. Our track record or pass rates on the CRCC exam for both students and graduates are high, demonstrating curriculum rigor.

One important item that should be shared with the Academic Senate is that our program has not been extensively reviewed by a campus wide group since 1997. We were part of the WASC process in 2009 and are now actively involved in the Council on Rehabilitation Education (CORE) re-accreditation process. In the context of the College of Education’s re-organization, the programs described here-in will be administered within the Graduate and Advanced Credentials division/branch. As such, curricular changes are currently under discussion. Program change proposals will be submitted within the next 12-18 months to address these changes. We look forward to this opportunity to create a responsive system of assessment that is built in to the curriculum, and integrated with the broader learning goals associated with the College’s vision of TEACHing for Change, as well as the goals of Master’s level performance/learning as described by the Lumina Foundation. This new structure will streamline programs’ abilities to address the appropriate level learning goals.
APPENDIX A

Commission on Rehabilitation Counseling

Counselor Certification

Eligibility Criteria
• Four specific graduate courses (ONE EACH on Assessment; Occupational Information or Job Placement; Medical or Psychosocial and Cultural Aspects of Disabilities, and; Community Resources or Delivery of Rehabilitation Services) PLUS thirty-six months of acceptable employment experience including twelve months supervised by a CRC.*

OR

• ONE graduate course on Medical or Psychosocial and Cultural Aspects of Disabilities PLUS ONE course on either Assessment, Occupational Information or Job Placement, or Community Resources or Delivery of Rehabilitation Services PLUS forty-eight months of acceptable employment experience including twelve months supervised by a CRC.*

OR

• ONE graduate course on Medical or Psychosocial and Cultural Aspects of Disabilities PLUS sixty months of acceptable employment experience including twelve months supervised by a CRC.*

Category E:

Doctorate in Counseling or Rehabilitation Counseling that includes one graduate-level course on Theories and Techniques of Counseling from a college or university accredited by CHEA - PLUS ONE graduate-level course on Medical or Psychosocial and Cultural Aspects of Disabilities.

• Rehabilitation counseling internship of 600 clock hours at the doctoral level supervised by a CRC.

OR

• Twelve months of acceptable employment experience supervised by a CRC* PLUS ONE graduate-level course on Medical or Psychosocial and Cultural Aspects of Disabilities.

Category G:

Students enrolled in Master’s degree program accredited by CORE with 75% of coursework completed by February 1 for March test; by June 1 for July test; by September 1 for October test.

• Rehabilitation counseling internship of 600 clock hours supervised by a CRC completed prior to graduation.
• Graduate within twelve months of the CRC application deadline date.
APPENDIX B

Student Self-Evaluation Rehabilitation Counseling
STUDENT SELF-EVALUATION

AY 2000-2001

REHABILITATION COUNSELING PROGRAM

CALIFORNIA STATE UNIVERSITY,
SACRAMENTO
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION,
AND SCHOOL PSYCHOLOGY
<table>
<thead>
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<th>Student Groups</th>
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<tbody>
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<td><strong>FOUNDATIONS</strong></td>
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<tr>
<td>1. History</td>
<td>4.3</td>
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<tr>
<td>2. Legislation</td>
<td>3.3</td>
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<tr>
<td>3. Private Systems</td>
<td>3.7</td>
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<tr>
<td>4. Public Systems</td>
<td>4.7</td>
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<tr>
<td>5. Laws and Ethics</td>
<td>3.7</td>
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<tr>
<td>6. Issues and Trends</td>
<td>3.3</td>
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<tr>
<td><strong>COUNSELING</strong></td>
<td></td>
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<tr>
<td>1. Behavior and Development</td>
<td>3.3</td>
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<tr>
<td>2. Individual Theories</td>
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<tr>
<td>3. Group Theories</td>
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<tr>
<td>4. Apply Theories</td>
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<tr>
<td>5. Culture and Gender</td>
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<td>6. Environmental Barriers</td>
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<td>7. Attitudinal Barriers</td>
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<td>8. Various Disabilities</td>
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<td>9. Multiple Disabilities</td>
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<td>10. Diverse Settings</td>
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<tr>
<td><strong>CASE MANAGEMENT</strong></td>
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<tr>
<td>1. Process</td>
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<td>2. Analyze</td>
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<td>3. Coordinate</td>
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<td>4. Refer</td>
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<td>5. Advocacy</td>
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<td>6. Independent Living</td>
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<td>7. Vocational Rehabilitation</td>
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<td>8. Community Resources</td>
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<td>9. Computer</td>
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<td>a. Caseload Management</td>
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<td>b. Functional Assessment</td>
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<td>c. TSA</td>
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<td>d. Job Placement</td>
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<td><strong>CAREER DEVELOPMENT</strong></td>
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<td>1. Career Development</td>
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<td>3. LM Trends</td>
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<td>4. Meaningful Employment</td>
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<td>Evaluation Items (cont'd)</td>
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<td><strong>ASSESSMENT</strong></td>
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<td>5. Cultural Adjustments</td>
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<td>7. Intervention Resources</td>
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<td>8. Assistive Technology</td>
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<td>9. Evaluation Techniques</td>
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<td>10. Instruments</td>
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<td>11. Understand Reports</td>
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<td>12. Evaluation Resources</td>
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<td><strong>JOB PLACEMENT</strong></td>
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<td>1. Job Analysis</td>
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<td>2. Site Modifications</td>
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<td>3. Site Restructuring</td>
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<td>4. Job Development</td>
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<td>5. Job Placement</td>
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<td>6. Employment Contacts</td>
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<td>7. Supported Employment</td>
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<td>8. Follow-up</td>
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<td>3. Research Methods</td>
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<td>5. Survey Procedures</td>
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<td>6. Needs Assessments</td>
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**Note:** Student Groups
1 = First Semester (N=3)
2 = Second & Third Semester, Non-Practicum (N=5)