

The 2012-2013 ANNUAL ASSESSMENT REPORT

VOCATIONAL REHABILITATION COUNSELING

All annual assessment reports should be submitted by the academic unit (College/Department/Program) to the College Dean for review and onward transmittal to Academic Affairs. Reports are due in Academic Affairs no later than July 1 each year in electronic format.

Please directly answer the following questions and make sure the answers to each question are written in a way that is easy for the general public and for the students, faculty, staff, and administrators to understand and to use. To ensure that these diverse readers have enough information to evaluate all parts of the report -- the learning outcomes, the methods/data, the criteria/standards of performance, the interpretations, and the conclusions -- please make sure you have provided enough information about them and how you have selected your sample (e.g. students or their work) and how you have analyzed and interpreted the data. There is no specific length expectation, although conciseness should be the goal.

1. *As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?*

Yes

- a. If so, what are those changes? How did you implement those changes?*

The VRC Program developed grading rubrics for five different courses: EDS 260A, 260B, 262, 263 and 264. Rubrics for 260A and B can be found in Attachment A and rubric s for 262,263 and 264 can be found in Attachment B. These rubrics were used to evaluate student assignments in the various courses. 260A, 262 and 264 rubrics were implemented in the Fall of 2012 and those for 260B and 263 in the Spring of 2013. The professor of these courses used the rubric for each assignment as the semester progressed. The rubrics were given to the student as a means of specific feedback on each assignment.

- b. How do you know if these changes have achieved the desired results?*

The students were given the opportunity to review the instructor complete rubric for each assignment. If they achieved mastery score on each assignment, the assignment was complete. However, if the student did not achieve a mastery score, then the student had to make revisions in their assignment, re-submit to the professor for further evaluation using the relevant rubric. This was done until mastery was achieved.

The rubrics achieved the desired result in that student work on the initial attempt was more focused on the intended assignment. The expectations were clearer to students.

c. If no, why not?

2. *As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?*

Yes

a. If so, what are those changes? How did you implement those changes?

The VRC Program went through a national accreditation by the Council on Rehabilitation Education (CORE). In a letter dated July 25, 2012 from Tom Evenson, Ph.D., C.R.C. the Notification of Accreditation states the following:

"Decision:

That the Rehabilitation Counselor Program at California State University, Sacramento be recognized for accreditation for eight years, said accreditation commencing with academic year 2012/2013 and continuing through the end of academic year 2019/2020. This decision assumes that the level of compliance with the standards for Rehabilitation Counselor Education Programs is maintained or enhanced through this period.

Summary:

In these challenging economic times, the administration (university wide, College of Education, College of Graduate Studies, Department, and RCE Coordinator) has gradually adjusted their budgets while trying to maintain the quality of their programs. The realignment of the counseling programs into one department, the elimination of duplicate courses, and the collaboration between faculty and across programs will result in CSUS being better able to meet their mission to provide a college opportunity for all students. Interviews with administration and faculty indicated that despite limited resource, the primary focus remains to provide a quality education to graduate students that meet accreditation requirements.

The RCE program does not meet CORE standards for the ratio of FTE students to FTE faculty. Also, the ratio of FTE student-to-advisor ratio does not meet CORE standards."

In order to comply with the two conditions from CORE, Dr. Guy Deaner, the VRC Program Coordination Coordinator requested a new tenure track position. Having a new tenure track

faculty would help to bring the ration of FTE students to FTE faculty and the ratio of FTE student-to-advisor ratio in-line with CORE standards.

b. How do you know if these changes have achieved the desired results?

No new tenure track faculty position was authorized.

c. If no, why not?

There were two new tenure track positions authorized in the College of Education. The VRC Program was not one of the programs who received a tenure track position. The only tenure track faculty member in the program is a FERP faculty member with only two years left on his FERP.

We remain out of compliance with CORE standards.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

As part of our CORE evaluation, the following non-course outcomes of the VRC Program were addressed:

- A. Mission and Objectives
- B. Administration and Faculty
- C. Program Support and Resources

4. What method(s)/measure(s) have you used to collect the data?

- A. Student and Graduate responses on CORE survey
- B. CORE reviewers evaluation of the Program Self Study Document
- C. CORE reviewers evaluation of the Program Self Study Document

5. What are the criteria and/or standards of performance for the program learning outcome?

The criteria for Student and Graduate responses (A) were response rate. For Students the required response rate was a minimum of 90% and for Graduates a minimum of 50%. **We achieved a 95% rate for Students and 56% for Graduates.** There was no specific percentage standard on each specific question. The evaluators reviewed the percentages in order to establish whether the Standard was met.

The standards for each category of evaluation for B and C was as follows:

- 1. Meets Standard
- 2. Needs Improvement
- 3. Does Not Meet Standard

6. *What data have you collected? What are the results and findings, including the percentage of students who meet each standard?*

Table 1 – Evaluation of the Mission and Objectives of the VRC Program

Table 1
Mission and Objectives

#	Question	Student Response		Graduate Response	
1	I received a written statement of the program's mission and objective or knew where one was available.	True	16 (80%)	True	18 (81.8%)
		Not Sure	4 (20%)	Not Sure	3 (13.6%)
		False	0 (0%)	False	1 (4.5%)
2	The program addresses professional issues, community needs, and the needs of people with disabilities.	True	19 (95%)	True	22 (100%)
		Not Sure	1 (5%)	Not Sure	0 (0%)
		False	0 (0%)	False	0 (0%)
3	The program faculty engages in actions that indicated respect for and understanding of cultural and individual diversity.	True	19 (95%)	True	19 (86.4%)
		Not Sure	1 (5%)	Not Sure	3 (13.6%)
		False	0 (0%)	False	0 (0%)

Table 2
Administration and Faculty

#	Standard	Assessment
1	Student recruitment, admissions and retention consistent with program mission and general needs of the rehabilitation field	Meets Standard
2	Student and faculty communication	Meets Standard
3	Student Introduction to the profession	Meets Standard
4	RCE Program Coordinator Qualifications	Meets Standard
5	Program Faculty Qualifications	Meets Standard
6	Faculty composition adequate for program needs and objectives	Meets Standard
7	Ratio of FTE students to FTE faculty consistent with other university graduate programs	Does Not Meets Standard
8	Student-advisor ratio consistent with other university graduate programs	Does Not Meets Standard
9	Policies pertaining to workload, compensation, and ownership of intellectual property resulting from distance education methodologies	Meets Standard
10	Program policy regarding professional conduct, relationships with students, and confidential grievance procedure to address faculty misconduct	Meets Standard

Table 3
Program Support and Resources

#	Standard	Assessment
1	Institution Recognition of the RCE Program	Meets Standard
2	Support services and resources	Meets Standard
3	Accessibility of campus RCE facilities, websites, and media and compliance with state and federal laws	Meets Standard
4	Availability of university services for students	Meets Standard

a. In what areas are students doing well and achieving the expectations?

In all areas assessed under Mission and Objectives, students are meeting expectations.

b. In what areas do students need improvement?

However, 4 of 20 (20%) students reported not receiving the Missions and Objectives. This is a somewhat surprising result as all students receive the *Student Handbook* where the Mission and Objectives are clearly stated.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

Yes.

a. If so, what changes do you anticipate? How do you plan to implement those changes?

The **first** proposed change for the VRC Program is to request a tenure track faculty position again. This is critical to the survival of the VRC Program. Currently the only tenure track faculty member is a FERP faculty member who has changed his period of service from Fall only to both semesters in order to respond to the needs of the Program. It wasn't working well for him to be on campus only one semester.

The plan is to request a tenure track position as soon as possible next academic year. Ideally, this would happen in the Fall semester so that a position could be advertised late Fall semester

with interviews early in the Spring semester. The new faculty member would start during the Fall 2014 semester.

The **second** change for the VRC Program is to apply for a new grant from Rehabilitation Services Administration (RSA) which is part of the federal Department of Education. Currently the program has a grant from RSA, but that grant is in its last months and will end August 31, 2013. Unfortunately, with the current sequestration of funds for federal agencies, the competition for new grants has not been announced.

RSA grants are primarily designed to fund student stipends. At least 75% of the funds must go for student stipends.

b. How do you know if these changes will achieve the desired results?

In regard to the **first** change, having a new faculty member for Fall 2014 would give a one year transition period between the current FERP faculty member and the new hire. It would allow the new faculty member some time to become acclimated to the program, Branch, College and University while mentoring faculty member is available during his last year at CSUS. The desired achievement is, of course, the actual hire of a new faculty member.

In regard to the **second** change, the Program will apply as soon as the competition is announced by RSA. The VRC Program will know if we have achieved the desired result if we receive an announcement from Senator Boxer's office that we were successful in receiving a grant!

8. Which program learning outcome(s) do you plan to assess next year? How?

The VRC Program will assess three learning outcomes for 2013-14. The first learning outcome—Improve Content Knowledge—will be a continuation of previous learning outcomes related, but will focus more on the three most important assignments in EDS 260 A and B as well as on the Case Study in EDS 262, 263 and 264. The second learning outcome—Improve Individual Practicum Evaluation—is a new outcome and will focus on the counseling skills of students. The third outcome—Improve Culminating Experience—is also a new learning outcome and will focus on the student's Master's Project.

Learning Outcome #1—Improve Content Knowledge

- A. For EDS 260 A and B make modification to the following three assignments and the related rubric:
 - 1. Learning Disability
 - 2. Psychiatric Disability
 - 3. Hearing Impairment

- B. For EDS 262, 263 and 264 make modifications to the following three assignments and the related rubric associated with the Case Study:

1. Vocational Evaluation Report
2. Initial Vocational Exploration
3. Job Placement

Learning Outcome #2—Improve Individual Practicum Performance

- A. At the beginning of each semester review with each student enrolled in EDS 460 the Basic Counseling Skills Evaluation completed in a prior course (EDC 280). Develop with the student a plan to address the specific skills for which they want to work on during EDS 460.
- B. Develop a mid-term and final written evaluation of student performance in EDS 460.

Learning Outcome #3—Improve Culminating Experience

- A. Change the Master's Project Proposal form to be more specific. Instead of asking a general question about background research, ask the student to cite three specific journal articles related to their topic.
- B. Modify the current form measuring student progress on their Project. The weight of Draft #1 will be emphasized on the form.

How Assessed:

Learning Outcome #1—Improve Content knowledge

- A. The three assignments will be modified in the course syllabus to reflect changes in the assignment. The related rubric will also be changed to reflect the changes. Assignments will be further explained in class. Review syllabus and rubrics.
- B. The same procedure will be used to change the three assignments.

Learning Outcome #2—Improve Individual Practicum Performance

- A. Obtain the Basic Skills Evaluation form from the instructor (or student) of EDC 280. Meeting with student and plan developed will be noted by instructor of EDS 460.
- B. Obtain sample evaluation plans and either use one of these or develop a new one to address student performance.

Learning Outcome #3—Improve Culminating Experience

- A. Review form to reflect the change of including three journal articles in Proposal.
- B. Review student progress form to assure that the importance of Draft 1 is reflected.

Attachment A

Rubrics for EDS 260 A and B

Psychological, Social and Medical Aspects of Disability (Fall semester)

In order to be considered complete, assignments should include the following information. You are expected to correct any deficiencies and respond to any comments made by the instructor. Once mastery is demonstrated, full credit will be given for that assignment.

Grading Criteria	met/not met/points
Weekly Chapter reviews 1. Compose a 1-2 page synopsis that shows a factual understanding of content 2. Identify three important elements of new knowledge acquired by the student. 3. Provide your opinion of the author's writing effectiveness.	1 x 11
JAN Accommodation Assignment 1. Provide a thorough and accurate description of what JAN is, e.g., services provided and to whom. 2. Include a list of job accommodations for one disability group.	1
Cerebral Palsy Assignment 1. Identify current research associated with CP. 2. Identify research results that are most relevant to a VRC and reasons why that research is most important	1
Mental Retardation Assignment 1. Provide a synopsis of information provided on the PRIDE homepage and surmise/identify who the intended "audience" is. 2. Provide a synopsis of information provided on the subsequent webpages and surmise/identify who the intended "audience" is. Case Study Questions 2&3, Pg. 385 1. Identify elements of the case that require a VRC's consideration 2. Identify issues relevant to providing "advice". 3. Identify actions to be taken by the VRC 4. Justify the proposed actions.	2
Learning Disability Assignment 1. Demonstrate an understanding of self-determination as applied to individuals with LDs 2. Identify methods a VRC would employ to help this population transition to work, and a rationale for the use of such methods	2

Grading Criteria	met/not met/points
NMD/UCD Assignment 1. Identify the current NMD research being conducted at UC Davis 2. Identify research results that are most relevant to a VRC and reasons why Reading assignment on adjustment to disability 1. Demonstrate an understanding of the recurrent model of adjustment to disability within class discussion	2
Neurological Conditions Assignment 1. Describe the subject's life circumstances 2. Describe the subject's coping "style" (adjustment) and its effectiveness during her adult life 3. Describe changes/adjustment after the acquisition of the seizure response alert dog 4. Identify the primary treatment option not discussed in the article 5. Identify potential psychiatric elements of the case 6. Describe the subject's vocational potential, e.g., age, education, vocational experience, and limitations, e.g., associated with the seizures and with apparent psychiatric symptoms	2
Cerebrovascular Accident Assignment 1. Identify controllable stroke risk factors 2. Identify one lifestyle factor that can both increase or decrease the risk of stroke 3. Demonstrate factual understanding of case elements 4. Demonstrate knowledge of the effect of consumer's age on VR potential and the provision of VR services 5. Identify important elements necessary to discuss mixed feelings about returning to work 6. Discuss different counseling approaches regarding returning to work for someone 20 years younger than the subject, and a rationale for the different approach 7. Identify the primary use of Coumadin 8. Identify the major side effects and interactions of Coumadin Case Study Questions 4-6, Page 219 1. Identify cognitive retraining provided and your opinion of its effectiveness 2. Identify at least two potential alternate rehabilitation plans and a rationale for each 3. Demonstrate/explain an understanding of supported employment for individuals with severe head trauma 4. Provide an opinion and explain a rationale for whether or not supported employment is applicable	2

<u>Grading Criteria</u>	<u>met/not met/points</u>
Alcohol/Substance Abuse Assignment 1. Explain what you expected prior to attending the meeting, e.g., your preconceived notions 2. Explain what you observed/learned at the meeting, e.g., in comparison to your preconceived notions, and otherwise 3. Identify new knowledge helpful in providing services to individuals with a diagnosis of alcohol or substance abuse	2
Psychiatric Disability Assignment 1. Identify the similarities between the concept of "recovery" and the concept of "self-determination". 2. Identify the differences between these two concepts 3. Identify a mental illness 4. Identify which types of psychotherapy are most effective in treating this mental illness, and cite at least two references of relevant experimental research results	2
Chronic Pain Assignment 1. Identify the typical amount of training physicians receive in the areas of addiction and pain treatment 2. Discuss the American Pain Society's perspective on how the possibility of abuse should be addressed, e.g., responsibility and possible penalties for physicians	2

Psychological, Social and Medical Aspects of Disability (Spring and Fall semesters)

Research Paper, with identification of associated local and Internet resources

<u>Grading criteria</u>	<u>met/not met/points</u>
1. Define the disability. Identify how it manifests itself, its signs and symptoms, and whether it is congenital or acquired.	2
2. Identify the etiology of the disability, if known; if not known, identify theories of causation. If the cause is known, identify how the condition can be prevented and/or remedied by treatment	2
3. Provide statistics describing prevalence in the general population. Identify whether or not the condition is more or less prevalent among specific populations. Identify the ranges and the typical age of onset	2
4. Describe the effects of the disability on the individual. Identify whether or not there is a progressive course. Describe how the disability affects an individual's ability to function at home and at work. Identify associated functional limitations.	2
5. Identify the psychosocial impacts of the disability. Describe how it is perceived by the individual, the family, and the community. Identify any common stereotypes and/or prejudices regarding this disability.	2
6. Identify treatments effective in mitigating the impact of the disability, e.g., medical/medication interventions, therapies, assistive technology or accommodation. (Focus on state-of-the-art treatments)	2
7. Identify your thoughts and feelings regarding this disability. Identify what you learned by producing this paper. Describe how this experience might affect your life or your work in the future.	3
8. Paper is written in APA format with correct grammar and punctuation, referencing a minimum of five peer-reviewed journals	5
9. Personally contact and produce a list of five local agencies/resources that provide treatment/services to, or information regarding, the disability identified within the research paper. Include address, phone number, contact person(s), and a one-paragraph description of each entity and its relevance to the disability.	5 (Fall semester) 2.5 (Spring semester)
10. Personally contact and produce a list of five local agencies/resources that provide treatment/services to, or information regarding, the disability identified within the research paper. Include address, phone number, contact person(s), and a one-paragraph description of each entity and its relevance to the disability.	5 (Fall semester) 2.5 (Spring semester)

Presentations

Grading criteria

met/not met/points

1. Presentation is well-organized, delivered in less than 25 minutes	2
2. Provides unique information beyond that to which the class has been exposed	2
3. Presenter does not "read" the presentation, e.g., from a research paper, but rather "speaks" with the assistance of cues/notes	2
4. Presenter demonstrates a solid grasp of topic content by ability to speak extemporaneously and answer reasonable questions	2
5. Provides handouts summaries to cohorts	2

Attachment B

Rubrics for EDS 262, 263 and 264

Work Eval /Job Placement (Fall semester)

In order to be considered complete, assignments should include the following information. You are expected to correct any deficiencies and respond to any comments made by the instructor. Once mastery is demonstrated, full credit will be given for that assignment.

<u>Grading Criteria</u>	<u>met/not met/points</u>
1. <u>Medical File Review</u> (5 points) Identify diagnoses Identify functional limitations Identify past and current treatment modalities Identify permanency of condition Identify previous Rehabilitation efforts	 1 1 1 1 1
2. <u>Initial Contact Report</u> (20 points) Identify demographic and consumer-identified vocationally-relevant variables Provide psychosocial history Describe medical history Provide self-identified functional limitations Identify educational history Identify employment history/training Identify financial status	 8 2 2 2 2 2 2
3. <u>Vocational Evaluation Referral Letter</u> (5 points) Identification of ability areas requiring clarification to determine feasibility and vocational alternatives, e.g., Questions regarding physical abilities/limitations Questions regarding work behaviors Questions regarding academic skills Questions regarding vocational interests Questions regarding cognitive ability/aptitude	 1 1 1 1 1
4. <u>Vocational Evaluation Report</u> (20 points) Identify pre-vocational skills Identify and describe appropriate testing instruments Identify results of cognitive ability testing, e.g., learning ability, aptitudes Identify academic achievement test results, e.g., reading, math, spelling Identify physical ability levels, e.g., lifting, standing, sitting, walking, dexterities Identify vocational interest test results	 5 2 3 3 4 3
5. <u>Transferable Skills Analysis</u> using Vocrehab.com and Residual Functional Profile (20 points) Input DOT occupations from work history into Vocrehab.com Determine and input into Vocrehab.com Residual Functional Profile based on consumer's relevant DOT/COJ data, e.g., aptitudes levels, physical demands, environmental conditions. Discuss rationale for determination of RFP levels Produce Vocrehab.com report to identify transferable skills occupations Explain Vocrehab.com results	 1 4 5 3 7

Grading Criteria	<u>met/not met/points</u>
6. <u>Initial Vocational Exploration</u> results, i.e., Vocrehab.com and Eureka Occu-sort (20 points)	
Describe process of, and rationale for, using Vocrehab.com and Eureka Occu-sort	15
Identify three occupations resulting from each of the two systems identified above.	5

Case Practices (Spring semester)

In order to be considered complete, assignments should include the following information. You are expected to correct any deficiencies and respond to any comments made by the instructor. Once mastery is demonstrated, full credit will be given for that assignment.

<u>Grading Criteria</u>	<u>met/not met/points</u>
1. Vocational Exploration (15 points) Explain use of DOT, OOH, O*Net, and Eureka.org Identify and rank three most appropriate positions Compare occupations to functional limitations Describe rationale for choosing the three occupations Identify appropriate training facility Identify next steps in the process	7 1 2 3 1 1
2. Labor Market Survey (15 points) Identify employers contacted, contact person, data gathered Attach five job announcements reflecting the chosen occupation Explain why the chosen occupation is feasible/will lead to success	10 1 4
3. Job Analysis (15 points) Conduct a thorough on-site job analysis and document with written report Identify job duties Attach employer-generated job description Identify physical requirements of the job in detail Interview employer and identify employer comments Discuss whether or not the job is feasible for the consumer	3 1 5 3 3
4. Rehabilitation Plan (25 points) Summarize all previous rehabilitation activities Explain how previous activities have led to the Plan Identify and explain activities/services required to accomplish rehabilitation List and detail counselor's and consumer's responsibilities Explain how the Plan will result in employment	3 6 10 2 4
5. Job Placement (15 points) Explain Job Seeking Skills (JSS) training activities performed Identify necessary assistive devices/accommodations and how used Discuss ADA and FEHA laws Explain how specific JSS and job placement activities will result in employment	4 2 3 6

<u>Grading Criteria</u>	<u>met/not met/points</u>
6. <u>Monitoring</u> (2 reports; total of 5 points) Identify all Plan activities projected for the period, e.g., training, attendance, financial payments, consumer and counselor responsibilities, etc. Identify at least one problem that arose and how the consumer and counselor address that challenge Provide details of the consumer's monthly participation	2 1 2
7. <u>Closure</u> (10 points) Review Plan goals, activities, and final outcome (successful employment) Identify ongoing needs Identify case as a successful closure	6 3 1

Attachment C

CORE Letter dated July 25, 2012

And

Notification of Accreditation



COUNCIL ON REHABILITATION EDUCATION, INC.

1699 E. Woodfield Road, Suite 300, Schaumburg, IL 60173 • 847 944-1345

COPY

July 25, 2012

Dr. Guy Deaner
Special Ed. Rehab., School Psych., & Deaf Studies
College of Education, Eureka Hall, Room 325
California State University-Sacramento
6000 J Street
Sacramento, CA 95819-6079

Dear Dr. Deaner:

I am pleased to inform you of the decision by the Council on Rehabilitation Education to recognize California State University-Sacramento Rehabilitation Counselor Education Program at Accreditation Status for a term of eight years, and to enclose a copy of the official notification and certificate pertaining to it.

It is important to note that CORE is recognized by the Council for Higher Education Accreditation as the accrediting body for master's degree programs in Rehabilitation Counselor Education. Consequently, CORE recognition does not apply to other related programs in rehabilitation or counseling, or to studies at the undergraduate or post master's levels. Public notification of this well earned recognition should mention only the specific program that is so recognized and that the Council on Rehabilitation Education is the accrediting body. Since CORE recognition is regarded as a designation of current quality, the number of years need not be noted.

CORE' Graduate Commission on Standards and Accreditation developed the recommendation for accreditation. The Commission's rationale, conditions and recommendations for program improvement are noted in the Final Review Committee Report. Please note that the Standard that is noted in parentheses following the condition refers to the standard as it appears in the *CORE Accreditation Manual*.

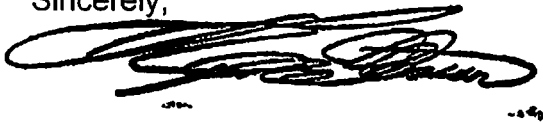
CORE uses the Annual Program Progress Report to monitor quality as well as the program's responses to any conditions and recommendations established by CORE. The report is sent to programs in mid-February and one complete, signed copy of it, along with one copy of any supporting documentation, is due in the CORE office on April 1 of each year during the program's term of recognition. Evidence of a reduction in compliance with CORE standards, failure to submit requested information, or failure to remain current with sustaining fees, could subject the program to a withdrawal of accreditation.

Please note that in order for your program to achieve continuous recognition, you will need to reapply for accreditation during the final year of your current recognition which will be during the academic year 2019/2020. CORE will send you an application at the appropriate time.

California State University-Sacramento
Page 2

Again, please accept my congratulations and those of all associated with CORE for your program's achievement in gaining this recognition.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Evenson", with a large, sweeping flourish extending to the left.

Tom Evenson, Ph.D. CRC
President

cc: Dr. Lori Bruch, Chair, Commission on Graduate Standards and Accreditation
Dr. Donald Taylor, Director of Academic Planning, 6000 J Street



COUNCIL ON REHABILITATION EDUCATION, INC.

1699 E. Woodfield Road, Suite 300, Schaumburg, IL 60173 • 847 944-1345

Notification of Accreditation

Decision:

That the Rehabilitation Counselor Education Program at California State University, Sacramento be recognized for accreditation for eight years, said accreditation commencing with academic year 2012/2013 and continuing through the end of academic year 2019/2020. This decision assumes that the level of compliance with the standards for Rehabilitation Counselor Education Programs is maintained or enhanced through this period.

Summary:

In these challenging economic times, the administration (university wide, College of Education, College of Graduate Studies, Department, and RCE Coordinator) has gradually adjusted their budgets while trying to maintain the quality of their programs. The realignment of the counseling programs into one department, the elimination of duplicate courses, and the collaboration between faculty and across programs will result in CSUS being better able to meet their mission to provide a college opportunity for all students. Interviews with administration and faculty indicated that despite limited resource, the primary focus remains to provide a quality education to graduate students that meet accreditation requirements.

The RCE program does not meet CORE standards for the ratio of FTE students to FTE faculty. Also, the ratio of FTE student-to-advisor ratio does not meet CORE standards.

This term of recognition is subject to the following conditions and recommendations:

Conditions:

1. By April 1, 2013, the program shall provide evidence that the ratio of FTE students to FTE faculty is no greater than 10:1 or documentation shall be presented to assure quality of educational outcomes and that student needs are being met. (E.7)
2. By April 1, 2013, the program shall provide evidence that the ratio of student headcount-to-advisor ratio shall be no greater than 20:1 or documentation shall be presented to assure appropriate student advising. (E.8)

Recommendations:

None

This decision reached in official session on July 19, 2012.

Tom Evenson, Ph.D., CRC
President

July 19, 2012
Date