



Annual Program Evaluation Report
MA in Counseling: Clinical Rehabilitation Counseling (MACR)
Department of Counseling and Integrated Programs

Review Year: 2020-21

Program Faculty/Program Evaluation Participants:

Mary Drout, Program Director
Erica Wade, Director of Training
Tsui-Yee Chow, Department Chair

Introduction/Overview:

The outbreak of COVID-19 has been making a substantial impact on the MACR program's faculty and students. Admission became challenging, and enrollment was affected. For the new cohort of students, the university remained in a virtual delivery method for all classes and university business; a return to 50% on-campus instruction will be expected to happen in Fall 2021.

During the Spring of 2021, the Department started to offer dual degree options to master's level students. Students from the MA Forensic Mental Health Leadership (FMHL) and MSc in Sport and Human Performance (MSHP) programs can add to MACR, or MACR students can add one of these two programs to their studies as well.

After analyzing the significant amount of program evaluation data, the vast majority of our students have met the learning objectives of the MACR program, the Department, and the University with successful completion of coursework at the expected competency level or higher, as well as the receipt of positive internship evaluations from the site and faculty supervisors.

SECTION I: PROGRAM DEMOGRAPHIC DATA

Part A: Admissions Information

Table 1: Demographic Data for 2020-2021 Applicants/New Students (fall 2021)

MACR On-ground & Dual Degree Student Admission Demographic Data for Fall 2021 New Coming students									
	MACR			MACR - FMHL			MACR - MSHP		
Gender	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated
Female	7	4	2	2	1	1	5	0	1
Male	1	1	1	0	0	0	1	1	0
Undeclared	0	0	0	0	0	0	0	0	0
Grand Total	8	5	3	2	1	1	6	1	1
Race / Ethnicity	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated
African American / Black	1	0	0	0	0	0	0	0	0
Asian American / Pacific Islander	0	0	0	0	0	0	1	0	0
Hispanic / Latino	3	2	2	0	0	0	1	0	0
Multi-racial	1	1	0	0	0	0	1	1	1
Native American / Alaskan Native	0	0	0	0	0	0	0	0	0
White / Caucasian	2	2	1	1	1	1	1	0	0
Undeclared	1	0	0	1	0	0	2	0	0
Grand Total	8	5	3	2	1	1	6	1	1
Age Range	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated
20 - 24	1	1	1	2	1	1	4	0	0
25 - 29	1	1	1	0	0	0	1	1	1
30 - 39	4	3	1	0	0	0	1	0	0
40 - 49	0	0	0	0	0	0	0	0	0
50 - 59	1	0	0	0	0	0	0	0	0
60 & Over	0	0	0	0	0	0	0	0	0
Undeclared	1	0	0	0	0	0	0	0	0
Grand Total	8	5	3	2	1	1	6	1	1

Discussion:

The pandemic has made admissions very challenging as the general public is primarily quarantined and faces financial insecurity in the future. Meanwhile, school and college systems are still exploring ways to deliver effectively courses and student services. With the belief in people and society’s resilience, we are working with our admissions team to use creative approaches for reaching out to potential students in order to grow enrollments. We had a small cohort in 2021. The program director proposed and worked with the Office of Admissions and Marketing to promote the program, but the recruitment effort did not generate a sizable applicant pool.

Part B: Demographic Information for Program Students in 20-21**Table 2: Program Student Demographic Data in 2020-21: MACR and Dual Degree Programs (Based on Fall 2020 Day Ten Report)**

Program Students Demographic Information in Fall 2021			
	MACR	MACR - FMHL	MACR - MSHP
Gender			
Female	75%	100%	53.8%
Male	25%	0	46.2%
Undeclared	0	0	0
Race/Ethnicity			
African American / Black	12.5%	50%	23.1%
Asian American / Pacific Islander	0	0	0
Hispanic / Latino	50%	0	0
Multi-racial	0	0	15.4%
Native American / Alaskan Native	0	0	0
White	37.5%	50%	53.8%
Other	0	0	0
Undeclared	0	0	7.7%
<i>Ethnic Minority Subtotal</i>	62.5%	50%	46.2%
Age Ranges			
20 - 24	50%	50%	69.2%
25 - 29	25%	50%	23.1%
30 - 39	12.5%	0	7.7%
40 - 49	12.5%	0	0
50 - 59	0	0	0
60 & Over	0	0	0
Undeclared	0	0	0
Grand Total	8	2	13

Discussion:

We are proud of having a diverse student body from different cultural backgrounds. It is also refreshing to see more students appreciate the value of doing their dual degrees with Clinical Rehabilitation Counseling as the concept of inter-discipline has been widely accepted and emphasized. This promotes MACR program’s aims to train students to serve people with different levels of abilities in various kinds of service settings.

SECTION II: PERSISTANT AND RETENTION DATA PROGRAM DEMOGRAPHIC DATA

Part A: Persistence Rates

Adler University defines 'Persistence' as the ratio of students who have not withdrawn from the university over a specified period of time. 'Persisted' students include those who are still engaged with the University in a student capacity with Colleague status 'Active' and are either actively enrolled, on Leave of Absence, active but not registered, or pending graduation. 'Persistence' is synonymous to 'Retention' in that the students persisted, and the University retained those students. 'Withdrawn' students includes all students with Colleague status 'Withdrawn', the reasons for which may be voluntary or administrative.

One-Year Persistence rates review the status of students who were actively enrolled one year prior to the present term and presents the ratio of those students who have "Persisted" versus "Withdrawn".

Table 3: MACR On-ground and Dual Degrees Persistence Rates Entering Fall 2020

	MACR	MACR - FMHL	MACR - MSHP
	% (n)	% (n)	% (n)
Gender			
Female	85.7% (7)	100% (2)	100% (6)
Male	100% (1)	0	100% (9)
Undeclared	0	0	0
Race/Ethnicity			
African American / Black	100% (1)	100% (1)	100% (2)
Asian American / Pacific Islander	100% (1)	0	0
Hispanic / Latino	66.7% (3)	100% (1)	100% (1)
Multi-racial	0	0	100% (1)
Native American / Alaskan Native	0	0	0

White	100% (3)	0	100% (11)
Other	0	0	0
Undeclared	0	0	0
<i>Ethnic Minority Subtotal</i>	75% (4)	100% (2)	100% (4)
Age Ranges			
20 - 24	100% (5)	100% (1)	100% (8)
25 - 29	0% (1)	100% (1)	100% (7)
30 - 39	100% (2)	0	0
40 - 49	0	0	0
50 - 59	0	0	0
60 & Over	0	0	0
Undeclared	0	0	0
Grand Total	87.5% (8)	100% (2)	100% (15)

Discussion:

Thanks to the effort and support of all faculty and staff, the student retention rate was high. We lost only one student in the single degree program, but retained all dual-degree students. As the pandemic was still impacting everyone at the time when we worked on this report, the University, Department, and MACR program were committed to providing as much psychological and learning support to the students to maximize their learning outcomes in the hope that they become a resiliently new generation of future rehabilitation counselors. One of the important steps would be to develop a sense of community and nurture peer/social support. The program director met with students regularly through townhall meetings and personal contact.

Part B: Completion Rates

Adler University defines 'Completion' in terms of the maximum time allowed for students in each program level (masters, doctoral) to satisfactorily complete all degree requirements. The 'Completion Rate' is the ratio of students who have satisfactorily completed all degree requirements within the maximum time allowed by their program. Doctoral programs allow seven years from the date of first registration following admission to the program for students to satisfactorily complete all degree requirements. Masters' programs allow five years from the date of first registration following admission to the program for students to complete satisfactorily all degree requirements.

Table 4: MACR Completion Rates, Fall 2020 through Fall 2021

	Close of 2020-21
	% (n)
Gender	
Female	100% (7)
Male	100% (2)
Undeclared	0
Race/Ethnicity	
African American / Black	100% (2)
Asian American / Pacific Islander	0
Hispanic / Latino	0
Multi-racial	0
Native American / Alaskan Native	0
White	100% (4)
Other	0
Undeclared	100% (3)
<i>Ethnic Minority Subtotal</i>	100% (2)
Age Ranges	
20 - 25	0
25 - 30	100% (6)
31 - 40	100% (1)
41 - 50	100% (2)
51 - 61	0
61 & Over	0
Undeclared	0
Grand Total	100% (9)

Discussion:

The program has 100% completion rate based on the cohort 2017 who reached the 5-year limit. Nevertheless, all the 4 students in the program completed the degree requirements and graduated in the academic year of 2020-21.

SECTION III: ASSESSMENT OF THE PROGRAM OBJECTIVES AND BROAD LEARNING OUTCOMES

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 20-21</i>
<p><u>1. Professional Orientation and Ethical Practice:</u> Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes.</p>	BLO1	Practicum (MACR-557)	Site supervisor evaluation, Section A, Items 1-5	90% of students will score a 3 or better	MACR-557: 3.75
		Internship (MACR 657, 658)	Site supervisor evaluations, Section A, Items 1-5	90% of students will score a 3 or better	MACR-657: 4.50 MACR-658: 3.83
		Comprehensive Examination	Professional Orientation and Ethical Practice Section	100% of students will pass by the second attempt	Threshold Attained.
		COUN-532	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite Score: 2.56

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 20-21</i>
<p><u>2. Social and Cultural Diversity:</u> Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of</p>	BLO1	Practicum (MACR-557)	Site supervisor evaluations Section B, Items 6-9	90% of students will score a 3 or better	MACR-557: 3.40
		Internship (MACR-657, 658)	Site supervisor evaluations Section B, Items 6-9	90% of students will score a 3 or better	MACR-657: 4.21 MACR-658: 3.97
		Comprehensive Examination	Social and Cultural Diversity Section	100% of students will pass by the second attempt	Threshold Attained.

counseling.		COUN-536	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite Score: 2.62
<u>3. Human Growth and Development:</u> Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan.	BLO1	Comprehensive Examination	Human Grown and Development Section in the examination	90% of students will score one deviation below the collective means mean)	Threshold Attained: 100%
		COUN-622	Course Rubrics (Aggregated Data)	100% of students will pass by the second attempt	Threshold Attained.

Program Objectives and BLOs	BLO	Learning Experiences	Assessment Tools	Attainment/Success Threshold	Student Performance 20-21
<u>4. Career Development:</u> Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.	BLO1	Comprehensive Examination	Career Development Section in the comprehensive Examination	90% of students will score one deviation below the collective mean)	Threshold Attained: 100%
		MACR-642	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite Score: 2.69
<u>5. Helping Relationships:</u> Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.	BLO1	Practicum (MACR-557)	Site supervisor evaluation, Section C, Counseling Process & Helping Relationships, Items 10-16	90% of students will score a 3 or better	MACR-557: 3.65
		Internship (MACR 657, 658)	Site supervisor evaluation Section C, Counseling Process & Helping Relationships, Items 10-16	90% of students will score a 3 or better	MACR-657: 4.39 MACR-658: 3.75

		Comprehensive Examination	Section on Helping Relationship	100% of students will pass by the second attempt	Threshold Attained.
		COUN 533, 534, and 618	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite scores for COUN 533: 2.56 COUN 534: 2.66 COUN 618: 2.44

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 20-21</i>
6. <u>Group Work</u> : Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.	BLO1	Comprehensive Examination	Section on Group Work	100% of students will pass by the second attempt	Threshold Attained.
		COUN-540	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 4.00
7. <u>Assessment</u> : Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation.	BLO1	Practicum (MACR-557)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	MACR-557: 3.43
		Internship (MACR 657, 658)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	MACR-657: 4.03 MACR-658: 3.49
		Comprehensive Examination	Section on Assessment and Appraisal	100% of students will pass by the second attempt	Threshold Attained.

		COUN-626	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.00
--	--	----------	----------------------------------	--	--

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experience</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 20-21</i>
8. <u>Research and Program Evaluation</u> : Describe and recognize the importance of research and statistical based methods, statistical needs assessment, program evaluation to inform evidence-based practice of counseling.	BLO2	Comprehensive Examination	Section in Research and Program Evaluation	100% of students will pass by the second attempt	Threshold Attained.
		COUN-625	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.51
9. Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.	BLO1	COUN-518	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.50
10. Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.	BLO3	SJP-514	Course Credit	90% of students receive credit for SJP-514	Threshold Attained: All of MACR students received Credit for SJP-514

Program Objectives and BLOs	BLO	Learning Experience	Assessment Tools	Attainment/Success Threshold	Student Performance 20-21
11. Clinical Rehabilitation Counseling: Demonstrate knowledge, skills, and practices to address a variety of issues within the rehabilitation counseling context, including health promotion, diagnosis, assessment, intervention, research, diversity, and advocacy roles.	BLO1	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	Threshold Attained: MACR-500: 2.63 MACR-502: 2.57 MACR-642: 2.69 MACR-644: 2.75
		Practicum (MACR-557)	Site Supervisor Evaluation, section F. Clinical Rehabilitation Counseling: Specialization Evaluation, Items 24-29	90 % of students will score a 3 or better	Threshold Attained: MACR-557: 3.53
		Internship (MACR-657, 658)	Site Supervisor Evaluation, section F. Clinical Rehabilitation Counseling: Specialization Evaluation, Items 24-29	90 % of students will score a 3 or better	Threshold Attained: MACR-657: 4.21 MACR-658: 3.57
12. Clinical Rehabilitation Counseling: Critical Thinking and Disability: Maintain a critical, questioning, and exploratory attitude toward issues of disability; demonstrate awareness of the complexity involved in issues of disability, including medical/psychosocial aspects of disability, the person and environment interaction, attitudinal issues, and social systemic impact on services provided to persons with disabilities.	BLO2	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	Threshold Attained: MACR-500: 2.63 MACR-502: 2.57 MACR-642: 2.69 MACR-644: 2.75

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experience</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 20-21</i>
13. Clinical Rehabilitation Counseling: Individual Differences: Demonstrate an awareness of the ethical issues related to enhancing personal development, decision-making abilities, and quality of life for individuals with disabilities; articulate the value of client/consumer empowerment, choice, and personal responsibility in the rehabilitation process.	BLO1	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 ("Meets Expectations") or better	Threshold Attained: MACR-500: 2.63 MACR-502: 2.57 MACR-642: 2.69 MACR-644: 2.75
14. Clinical Rehabilitation Counseling: Advocacy and Disability: Demonstrate awareness and understanding of community resources available to address issues related to disability challenges of clients; advocate for services and resources for individuals with disabilities to promote full inclusion in the community and in the workforce.	BLO3	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 ("Meets Expectations") or better	Threshold Attained: MACR-500: 2.63 MACR-502: 2.57 MACR-642: 2.69 MACR-644: 2.75

Discussion:

According to the data in this section, students attained all ten core counseling and four clinical rehabilitation counseling specialty learning objectives. Moreover, both course rubric and clinical training data showed satisfactory learning outcomes for MACR students. Although the data reflected that the program has been doing well in training our students, program faculty will continue to strengthen the curriculum for better student performance. The program will also review and improve our data collection systems to monitor better students' progress during their studies and use the analysis results to inform the program's planning and decisions.

SECTION IV: ASSESSMENT OF INDIVIDUAL STUDENT PROGRESS

Part A: Assessment of Individual Students on Key Performance Indicators in Core Areas

The MACR program selected a number of CACREP standards in each of the core areas to monitor students' performance during their tenure in the program. We integrated these selected standards into a Key Performance Indicator (KPI) statement to guide our assessment process. Students are evaluated through the KPI assignments, which are designed to examine student learning in relation to a combination of knowledge and skill sets.

CORE AREA1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE					
KPI statement (K1): Apply professional and ethical standards in working with clients and in the clinical decision-making process; and use supervision to facilitate self-evaluation and to improve practice (both Knowledge and Skills)			Selected CACREP Standards: <i>2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</i> <i>2.F.1.K. Strategies for personal and professional self-evaluation and implication for practice.</i> <i>2.F.1.m The role of counseling supervision in the profession</i>		
	Measure 1: COUN 532 Professional, Legal and Ethical Issues.	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Ethical decision-making case study	MACR Practicum site Supervisor Evaluation: item 26-28 composite scores	MACR Practicum site Supervisor Evaluation: Items 1-5	MACR Practicum site Supervisor Evaluation: item 1-5	Corresponding Section on Professional Counseling Orientation and Ethical Practice
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-19	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019- 20	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-21	Threshold Attained	N.A.	N.A.	N.A.	N.A.

CORE AREA 2: SOCIAL AND CULTURAL DIVERSITY

<p>KPI Statement (K2): Demonstrate multicultural counseling competencies when working with culturally diverse clients, including</p> <ol style="list-style-type: none"> an understanding of the impact of different worldviews, cultural and individual characteristics in the counseling relationship, and strategies to eliminate barriers, prejudices, and intentional and unintentional oppression and discrimination; Application of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 		<p>Selected CACREP Standards: 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others 2.F.2.e. the effects of power and privilege for counselors and clients 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>			
	<p>Measure 1: COUN 536 Counseling Multicultural Communities</p>	<p>Measure 2: MACR 557 MACR Practicum and Seminar</p>	<p>Measure 3 MACR 657 MACR Internship and Seminar I</p>	<p>Measure 4 MACR 658 MACR Internship and Seminar II</p>	<p>Measure 5: Comprehensive Exam</p>
	<p>KPI Assignment: Reflective Cultural ID Assignment</p>	<p>MACR 557 Practicum Site Evaluation, Items 6-9</p>	<p>MACR 657 Internship Site Evaluation, Items 6-9</p>	<p>MACR 658 Internship Site Evaluation Items 6-9</p>	<p>Corresponding Section on COUN 536 Counseling Multicultural Communities</p>
	<p>Success Criteria: Attain a grade of B or better in the assignment.</p>	<p>Success Criteria: Attain a composite score of 3 or higher.</p>	<p>Success Criteria: Attain a composite score of 3 or higher.</p>	<p>Success Criteria: Attain a composite score of 3 or higher.</p>	<p>Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.</p>
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	N.A.	N.A.	N.A.	N.A.

CORE AREA 3: HUMAN GROWTH AND DEVELOPMENT

<p>KPI Statement (K3): Apply theories of individual and family development, as well as normal and abnormal personality development, to analyze client issues with consideration of the impact of biological, neurological, physiological, systemic, and environmental factors on human development, functioning, and behavior.</p>	<p>Selected CACREP Standards: 2.F.3.a Theories of individual and family development across the lifespan 2.F.3.c. Theories of normal and abnormal personality development 2.F.3.e Biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>
--	---

	2.F.3.f Systemic and environmental factors that affect human development, functioning, and behavior
--	---

	Measure 1: COUN 622 Human Growth & Development	Measure 2: Comprehensive Exam
	KPI Assignment: Developmental Interview	Corresponding Section on Human Growth & Development
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a score higher or equal to one standard deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	N.A.

CORE AREA 4: CAREER DEVELOPMENT		
KPI statement (K4): Demonstrate the capacity to facilitate clients' career development and decision-making through the assessment of clients' abilities, interests, values, personality, and cultural backgrounds, with the consideration of the inter-relationships among and between work, mental well-being, relationships and other life roles and situations.	Selected CACREP Standards: 2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors 2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development 2.F.4.j. ethical and culturally relevant strategies for addressing career development	
	Measure 1: MACR 642 Career Development, Job Development & Vocational Rehabilitation	Measure 2: Comprehensive Exam
	KPI Assignment: Career Assessment, Planning, & Decision-Making Project	Corresponding Section on Career Development Theories and Interventions
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained
Cohort 2020-2021	N.A.	N.A.

CORE AREA 5: COUNSELING & HELPING RELATIONSHIP					
KPI Statement (K5) Conceptualize case, formulate treatments and intervention, and conduct interviews; establish counselor – client relationship, and conduct counseling sessions with cultural and ethical considerations.			Selected CACREP Standards: 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 2.F.5.f. Counselor characteristics and behavior that influence the counseling process		
	Measure 1: COUN 534 Counseling Skills	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Mock interview assignment	MACR 557 Practicum Site Evaluation, Items 10-16	MACR 657 Internship Site Evaluation, Items 10-16	MACR 658 Internship Site Evaluation Items 10-16	Corresponding Section on counseling and Helping Relationship
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	N.A.	N.A.	N.A.	N.A.

CORE AREA 5: COUNSELING & HELPING RELATIONSHIP					
KPI statement (K6) (Knowledge and Skills): Apply counseling theories to explain clinical issues and client behavior and develop a personal model of counseling by integrating concepts and practices from different theories relevant to counselor-in-training’s personal characteristics and to clients whom they serve.			Selected CACREP Standards 2.F.5.a theories and models of counseling 2.F.5.n. processes for aiding students in developing a personal model of counseling		
	Measure 1: COUN 533 Counseling Theories	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam

	KPI Assignment: Theoretical Integration Paper	MACR 557 Practicum Site Evaluation, Items 10-16	MACR 657 Internship Site Evaluation, Items 10-16	MACR 658 Internship Site Evaluation Items 10-16	Corresponding Section on Counseling and Helping Relationship
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	N.A.	N.A.	N.A.	N.A.

CORE AREA 6: GROUP COUNSELING AND GROUP WORK

KPI Statement (K7): Demonstrate group leadership by applying theoretical foundations in explaining group dynamics and using therapeutic factors to facilitate group development and to provide intervention.		Selected CACREP Standards 2.F.6.a. theoretical foundations of group counseling and group work 2.F.6.c. therapeutic factors and how they contribute to group effectiveness 2.F.6.d. Characteristics and functions of effective group leaders			
	Measure 1: COUN 540: Group Counseling	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Participation and leading of Experiential Group	MACR 557 Practicum Site Evaluation, Items 17-18	MACR 657 Internship Site Evaluation, Items 17-18	MACR 658 Internship Site Evaluation Items 17-18	Corresponding Section on Group Counseling
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	N.A.	N.A.	N.A.	N.A.

CORE AREA 7: ASSESSMENT AND TESTING						
KPI Statement (K9): Demonstrate the ability to implement diagnostic and assessment processes, including describing the symptoms and clinical presentation of clients with mental and emotional impairments, and differential diagnosis, using the current DSM and assessment results, for culturally and developmentally relevant case conceptualization and the planning of intervention.			Selected CACREP Standards: 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results 2.F.7.e. Use of assessments for diagnostic and intervention planning purpose 2.F.7.l. use of assessment results to diagnose developmental, behavioral, mental disorders.			
	Measure 1: COUN 535 Diagnosis of Maladaptive Behavior	Measure 2: COUN 626 Appraisal and Assessment	Measure 3: MACR 557 MACR Practicum and Seminar	Measure 4: MACR 657 MACR Internship and Seminar I	Measure 5: MACR 658 MACR Internship and Seminar II	Measure 6: Comprehensive Exam
	KPI Assignment: Diagnostic Case Conceptualization and Treatment Planning	KPI Assignment: Assessment Analysis	MACR 557 Practicum Site Evaluation, Items 20-25	MACR 657 Internship Site Evaluation, Items 20-25	MACR 658 Internship Site Evaluation Items 20-25	Corresponding Section on Assessment and Testing
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	N.A.	N.A.	N.A.	N.A.	N.A.

CORE AREA 8: RESEARCH AND PROGRAM EVALUATION	
KPI Statement (K10): Develop culturally and ethically sound research and related inquiry strategies to advance the counseling profession, to conduct needs assessment, to inform evidence-based counseling practice and to evaluate service delivery and program development.	Selected Standards 2.F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.c. needs assessment 2.F.8d. development of outcome measures for counseling programs

	2.F.8.e. evaluation of counseling intervention and programs 2.F.8.g Designs used in research and program evaluation 2.F.8.j Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	Measure 1: COUN 625 Research and Program Evaluation	Measure 2: Comprehensive Exam
	KPI Assignment: Research Proposal	Corresponding Section on Research and Program Evaluation
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a score higher or equal to one deviation below the collective means of the section area.
Cohort 2018-2019	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained
Cohort 2020-2021	N.A.	N.A.

Part B: Assessment of Individual Students on Key Performance Indicators in Clinical Rehabilitation Counseling Specialty Areas

Entry-Level Specialty Area: Clinical Rehabilitation Health Counseling					
Contextual Dimension					
RK1 KPI Statement (RK1) KPI Statement One: (Knowledge) Identify the effects of a wide variety of forms of discrimination which increase disability challenges and prevent full inclusion for people with disabilities.			Selected CACREP Standards: D.2.k.: effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development D.2.p.: environmental, attitudinal, and individual barriers for people with disabilities		
	Measure 1: MACR 500 Foundations in Rehabilitation Counseling	Measure 2: MACR 502 Medical/ Psychosocial Aspects of Disability	Measure 3 MACR 557 MACR Practicum and Seminar I	Measure 4 MACR 657 MACR Internship and Seminar I	Measure 5 MACR 658 MACR Internship and Seminar II
	KPI Assignment: ADA Assessment Project	KPI Assignment: Intervention/Resource Presentation Project	KPI Assignment: Capstone --Case Presentation and Paper	KPI Assignment: Capstone: Client Cultural Formulation and Application of Social Justice/	KPI Assignment: Capstone: CE/MACR

				Multicultural/ Advocacy Competencies	
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain score of 35 points or better	Success Criteria: Attain score of 81% or better	Success Criteria: Attain a composite score of “Pass” or better
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	Threshold Attained	N.A.	N.A.	N.A.

Entry-Level Specialty Area: Clinical Rehabilitation Health Counseling					
Practice Dimension					
KPI Statement (RK2) KPI Statement Two: (Skills) Identify strategies to advocate with and for persons with disabilities to address environmental, attitudinal, and individual barriers for people with disabilities.			Selected CACREP Standards D.2.p.: environmental, attitudinal, and individual barriers for people with disabilities D.3.c.: strategies to advocate for persons with disabilities		
	Measure 1: MACR 500 Foundations in Rehabilitation Counseling	Measure 2: MACR 502 Medical/ Psychosocial Aspects of Disability	Measure 3 MACR 557 MACR Practicum and Seminar I	Measure 4 MACR 657 MACR Internship and Seminar I	Measure 5 MACR 658 MACR Internship and Seminar II
	KPI Assignment: ADA Assessment Project	KPI Assignment: Intervention/Resource Presentation Project	KPI Assignment: Capstone --Case Presentation and Paper	KPI Assignment: Capstone: Client Cultural Formulation and Application of Social Justice/ Multicultural/ Advocacy Competencies	KPI Assignment: Capstone: CE/MACR
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain score of 35 points or better	Success Criteria: Attain score of 81% or better	Success Criteria: Attain a composite score of “Pass” or better
Cohort 2018-2019	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2019-2020	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
Cohort 2020-2021	Threshold Attained	Threshold Attained	N.A.	N.A.	N.A.

Discussion:

The data indicated that students attained all the KPIs of 8 core counseling and 2 clinical rehabilitation counseling specialty areas. The results showed that the MACR program was doing well in training students across time during students' tenure at Adler. We will keep monitoring students' progress and strengthen the program curriculum to improve further training of our students.

SECTION IV: STUDENT PROFESSIONAL DISPOSITIONS ASSESSMENT DATA

Students' professional Dispositions were assessed through 7 areas: Self-Awareness, Openness, Interpersonal Effectiveness, Professional Integrity, Respect and Commitment to Diversity & Social Justice, Ethical Practice, and Clinical and Professional Readiness. Instructors were asked to rate students in these areas after each course. At the end of each semester, faculty meet and discuss students' disposition scores.

The scale used for this assessment of professional dispositions is:

- 1 = Deficient
- 2 = Developing
- 3 = Demonstrated
- 4 = Performs Above Demonstrated
- 5 = Performs at a Professional and Proficient level

The Professional Performance & Disposition Review Process

Besides maintaining satisfactory academic progress, students in the CIP Department are required to uphold the above professional dispositions at all times during their tenure at Adler.

To assess students' professional performance and readiness, faculty will initiate the Professional Performance & Disposition Review protocol at specific points throughout the program:

1. **End of First Semester Review:** This is to assess the dispositions and performance of all first semester students in the department, both MA & doctoral students level.
2. **Pre-practicum Application Review:** This assessment process is to review students' readiness to apply for practicum site in order to gain approval to apply for practicum site. For full-time MA students, this coincides with the End of First Semester review.
3. **Pre-practicum review:** For first year MA students, this process will serve as a review for students' readiness to begin practicum/field training. For full time MA students, this coincides with End of First Year

Review.

4. **End of Practicum/Pre-Internship review:** This typically occurs near the end of the semester when students are completing practicum and planning to proceed on to internship.
5. **Annual Reviews:** Before the end of each academic year, program faculty are to conduct a comprehensive review for all students who are in the program to assess students' progress, performance, and professional dispositions.
6. **Ongoing assessment:** At any point if students knowingly engage in illegal or unethical activities, and/or display deficiency in professional performance and in any of the above dispositions, students may be referred to the Student Development Committee for remediation (SDC), or to the Student Comprehensive Evaluation Committee (SCEC) for review. Depending on the severity of the deficiency, program faculty may refer students to the SCEC with recommendation of dismissal from the program. For detailed functions of both SDC & SCEC, please refer to the University catalog.

Steps to Review

1. Instructors will fill out the Professional Performance and Dispositions Review Form for each of their students in the class along with the course rubrics at **the end of each semester**.
2. If there are ratings below 3 in any of the criteria, the faculty member needs to specify the concerns, and notify the program director, and possibly recommend actions to follow;
3. Program Director and the instructor will discuss the student's situation and formulate the course of action.
4. Instructors can also fill out this form individually at any time during the semester if students display a deficiency in any of the evaluative criteria, and then submit it to students' respective program directors.

Outcomes of the Review:

1. If students have ratings with 3 or above in all areas, no action needs to be taken.
2. If students have ratings below 3 in any of the areas, one or more of the following may take place:
 - a. Instructor works with the student to establish a remediation plan for the student to address area (s) of concern;
 - b. Instructor, advisor, and/or program director may formulate a plan of action, including establishing a remediation plan, referral to SDC or SCEC, depending on the severity of the deficiency, or other actions.
3. If a student fails to satisfactorily complete the remediation plan, then he or she will be referred to SDC or SCEC as appropriate.
4. All students are encouraged to refer to the Adler Student Referral Policy in the catalog,

Table 5: Student Professional Disposition Assessment Table

The Department collects student professional dispositional data through faculty’s entry in the course Canvas platform every semester in every class. Because of the vast amount of data, we only selected data from specialty courses with prefix of MACR in this report.

	Criteria	Assessment Tools	Attainment/Success Threshold	Student Achievement
1.	<u>Self-Awareness</u> The ability to engage in ongoing self-reflection and recognize the impact of one’s own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one’s own wellness and demonstrate a commitment to self-care.	Dispositional Professional Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	90% of students attain a rating of 3 or above.	Threshold Attained: 500: 100% (3.32) 502: No data 642: 100% (3.00) 644: 100% (3.64)
2.	<u>Openness</u> The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.	Dispositional Professional Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	90% of students attain a rating of 3 or above.	Threshold Attained: 500: 100% (3.11) 502: No data 642: 100% (3.40) 644: 100% (3.64)
3.	<u>Interpersonal Effectiveness</u> The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.	Dispositional Professional Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	90% of students attain a rating of 3 or above.	Threshold Attained: 500: 100% (3.32) 502: No data 642: 100% (3.20) 644: 100% (3.71)
4.	<u>Professional Integrity</u> The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.	Dispositional Professional Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	90% of students attain a rating of 3 or above.	Threshold Attained: 500: 100% (3.32) 502: No data 642: 100% (3.40) 644: 100% (3.79)
5.	<u>Respect & Commitment to Diversity & Social Justice</u> The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one’s own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.	Dispositional Professional Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	90% of students attain a rating of 3 or above.	Threshold Attained: 500: 100% (3.16) 502: No data 642: 100% (3.20) 644: 100% (3.29)
6.	<u>Ethical Practice</u>	Dispositional Professional	90% of students attain	Threshold Attained:

	The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.	Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	a rating of 3 or above.	500: 100% (3.42) 502: No data 642: 100% (3.00) 644: 100% (3.64)
7	<u>Clinical and Professional Readiness</u> This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.	Dispositional Professional Performance and Dispositions form in all COUN courses & MACR 500, 502, 642 & 644	90% of students attain a rating of 3 or above.	Threshold Attained: 500: 100% (3.37) 502: No data 642: 100% (3.00) 644: 100% (3.64)

Discussion:

We only selected data from MACR courses for this report. However, the Professional Dispositional data of all other classes indicated that MACR students scored an average of above 3. As a group, all MACR students achieved the threshold of success. In fact, no MACR student had been referred to the Student Development Committee in 20-21 with comportsment concerns.

SECTION V: PROGRAM EVALUATON – INPUT FROM STAKE HOLDERS

A. Advisory Board Input:

The advisory board met on 4/14/2021 and eight members attended the meeting. The group agreed that the overall preparation of MACR students remained strong. They would like to see MACR students continue establishing core rehabilitation counseling identities that set them apart from other counseling programs. Programs like dual degrees and multiple credentials could create broader options for students regarding job placement.

We also consulted the board about ways to promote and market the MACR program. A member noted it would be important to identify areas where Clinical Rehabilitation Counseling training would stand out, as there was a lack of emphasis on disability and social services in CMHC programs. A MACR degree may benefit training more well-rounded counselors than CMHC in these areas. It was also stated, "Rehabilitation counseling should forcefully insert itself into the broader CMHC or counseling world." Besides aiming at potential candidates for the program, a board member suggested that we should promote the program by educating the community on what expertise clinical rehabilitation counselors have. Emphases on equity, diversity, and inclusion work could also be important and popular features of the program. Moreover, students should find value in presenting themselves

as disability experts. The program also could look for training on accessibility and partnerships with external programs to broaden opportunities available to students upon graduation. The board also suggested the following to prepare graduates for the field:

- Free/cheap CE opportunities for alumni
- Leadership training programs
 - Supervision skills – how to supervise people (a requirement for LCPC licensure)
 - Cross-cultural supervision
 - Adlerian-focused workshops
 - Program evaluation, management

In the Board Meeting, we discussed our status of accreditation with CACREP. In addition, Dr. Drout, the Program Director, also generated discussions in the following areas:

1. 2020 student numbers/outcomes and students' achievements in the respective criteria.
2. Research and Group Counseling were two of the eight core competency areas that needed strengthening of the curriculum and training of students.
3. The Department needed to design more measures on students' social justice/advocacy competencies besides the data that we got for Social Justice Practicum.
4. CACREP 2016 KPIs, capstone assignments, broad learning outcomes, professional dispositions, and ways in which rehabilitation counselors are advocates for others. One board member recommended involving students in creating SLOAP reports, as program data collection is a large part of a rehabilitation counselor's job, so this would be beneficial. Project management certification would also be beneficial.

B. Student Feedback and Input:

Throughout the academic calendar year, Administrator and faculty led Student Town Halls to solicit feedback on the curriculum and any other concerns within the MACR program. The university also implemented a Student Complaints policy which is another mechanism for connecting students with the appropriate offices to address a variety of circumstances. There were no significant suggestions on how to improve the program curriculum-wise. Because of the cohort size, the program could not provide sections of pure MACR students in the core counseling courses. Students were concerned about the ability to learn from their peers as they spread out with other CMHC students in these core courses. The Program Director did make an effort to schedule classes that all MACR students could attend, even though they would be a minority group among the CMHC students.

C. Alumni Survey and Responses

The Office of Institutional Effectiveness coordinates the annual alumni survey, but no alumni survey was sent out this academic year. In the advisory board, four members are MACR alumni, and 3 of them attended the annual meeting. During the meeting, the board discussed what the University and MACR program could do to prepare graduates for the field. They suggested offering alumni free/cheap CE opportunities, such as leadership training programs, supervision skills (how to supervise students/employees, part of LCPC requirement), cross-cultural supervision, Adlerian-focused workshops, program evaluation, and management.

D. Alumni Employer Survey and Input

As getting information about alumni's employers is challenging, we invited three local alumni employers to join the program's advisory board to get the perspectives of employers on alumni's competency and future demands of the field. In the advisory board, two of the three members attended the meeting in April 2021 and expressed their satisfaction with our graduates' job performance. Also, they agreed that dual-degree programs with multiple credentials could create broader options for students regarding job placement.

E. Practicum and Internship Site Supervisor Survey and Input

The relationship between the MACR program and Clinical training sites is of utmost importance. Throughout the year, the MACR program administration strongly encourages communication between Clinical seminar leaders, the Clinical Training Director, and Clinical Training sites. In addition, the Clinical Site Supervisor is required to complete an end-of-training evaluation after each semester, which provides valuable feedback and input on student preparedness for clinical work. This feedback addressed the areas in the assessment of students' professional dispositions and learning outcomes (in SECTION III and IV reported above). This feedback to the MACR administration gives valuable insight into the levels of training and preparedness as well as how the MACR program can improve.

SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS

The program will continue offering on-ground courses in a virtual (zoom) format to maintain social distancing and promote student safety during the COVID-19 pandemic. The University continued to make improvements on technology and access, and the MACR faculty continued to update the content of courses and develop more interactive online learning activities to maximize the students' experiences and learning outcomes. The campus is implementing a phased return to on-campus learning in the academic year of 2021-

22, so the program needs to prepare both faculty for teaching on campus with COVID-related safety measures and students for their transitions back to the campus and learning in classroom.

The program will have a new search for program director with a strong identity in clinical rehabilitation counseling to replace Dr. Mary Drout after her retirement. During the self-study for re-accreditation, some improvement areas of the program have been identified, including data collection, student folders, connection with alumni, and professional identity, and the program is developing new solutions to move forward and better meet CACREP standards.

Last, the program will promote the two new online electives—COUN 640 Counseling and Human Sexuality and COUN 750 Psychopharmacology—to enhance student opportunities and competence in serving people with different cultural backgrounds and identities. The program will also plan some online and on campus events to continue facilitating the sense of community and to create a stronger rehabilitation counseling professional identity.

CONCLUSION

Even though the MACR program faculty and students had a very challenging year due to the extreme events in the world as well as within our country and local community, the program was beautifully resilient in meeting the challenges and even became stronger in developing a sense of community.

Regarding Program Evaluation, after analyzing the significant amount of data presented, all the students were found to meet the objectives of the core counseling and clinical rehabilitation counseling specialty areas, by successfully completing coursework at the expected competency level or higher and by receiving positive internship evaluations from site and faculty supervisors.

The MACR will continue to find solutions and opportunities to grow enrollments, promote student's learning experiences, and reform the program to prepare for the new challenges and future needs of rehabilitation counselors in the post-pandemic era.