Program Evaluation Report
M.S. in Rehabilitation Counseling
Clinical Mental Health Counseling Track

Department of Psychiatric Rehabilitation and Counseling Professions
School of Health Professions
Rutgers, The State University of New Jersey

Completed 2016
# TABLE OF CONTENTS

Program Overview and Background: ................................................................. 3  
Overview of Degree and Curriculum: ........................................................... 6  
Appropriateness of Program’s Mission and Objectives: ................................... 8  
Content and Design of Academic Curriculum: .............................................. 9  
Practicum and Internship Requirements and Supervision: ............................... 13  
Graduate Achievements: ............................................................................... 17  
Recruitment and Retention of Students: ........................................................ 20  
Program Support and Resources: ................................................................. 25  
Overall Faculty Strength and Experience: ..................................................... 28  
Summary of Program Evaluation Results: ...................................................... 32  
Appendix A: Student Survey: Summary of Results .......... Error! Bookmark not defined.  
Appendix B: Student Exit Survey: Summary of Results .. Error! Bookmark not defined.  
Appendix C: 2012 SHP Student Learning Outcomes Report ....... Error! Bookmark not defined.  
Appendix D: Clinical Supervisor Survey: Summary of Results........ Error! Bookmark not defined.  
Appendix E:Rehabilitation Counseling Advisory Committee Memvbers Error! Bookmark not defined.  
Appendix F: PowerPoint: The Effect of Level of Counselor Education .. Error! Bookmark not defined.
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF HEALTH PROFESSIONS
Department of Psychiatric Rehabilitation and Counseling Professions

M.S. in Rehabilitation Counseling
Clinical Mental Health Counseling Track

Website for jobs:
Web page: A.5 program outcomes section

Program Overview and Background:

The Department of Psychiatric Rehabilitation and Counseling Professions started in 1992 with the associate degree program in partnership with one community college. In the early days of the Department, there was one full time faculty, Dr. Ken Gill, now Department Chair, and four part-time faculty. The Department has grown to offer degrees at all levels, that is, the associate’s, bachelor’s, master’s, and doctoral degrees. Currently, the Department has over 40 full time faculty. The name of the Department was changed in Fall, 2007 from the previous name of Department of Psychiatric Rehabilitation and Behavioral Health Care to the current name of Department of Psychiatric Rehabilitation and Counseling Professions, which more accurately reflects the Department’s mission.

The Department is housed within the School of Health Professions (SHP) of the Rutgers Biomedical and Health Sciences (RBHS) of Rutgers, The State University of New Jersey. SHP was formerly part of the University of Medicine and Dentistry of New Jersey (UMDNJ). On July 1, 2013, under the New Jersey Medical and Health Sciences Education Restructuring Act, most of UMDNJ except University Hospital in Newark and the School of Osteopathic Medicine in Stratford, was integrated into Rutgers. At that time, RBHS was created. It is composed of legacy UMDNJ units and the Rutgers School of Pharmacy, College of Nursing, and Institute for Health, Health Care Policy and Aging Research.

The School was formerly named the School of Health Related Professions (SHRP). The School name was changed effective July 1, 2016, to reflect better the mission of the School. SHP is composed of over 30 academic programs housed in nine departments. Degrees are offered at all levels including undergraduate with both the associate and bachelor degree and graduate including master’s and doctoral degree programs. Many programs, particularly on the undergraduate level, are in partnership with other colleges and universities.

In addition to academic programs, the Department operates or has a major role in a number of projects demonstrating best practices in psychiatric rehabilitation. These projects include:
- The Integrated Employment Institute: Provides education, training, and technical assistance to mental health providers on best practices in employment services for people with severe and persistent mental illness.
- Rutgers - State Hospitals Evidence Based Practices Initiatives: The Department is a partner in the Rutgers clinical affiliation with New Jersey’s state hospitals, implementing psychiatric rehabilitation services.
- The Peer Specialist Certification Academy: The Department is a partner in developing self-directed online course modules for peer specialists in New York State to complete training for the Peer Specialist Certification credential.

The Rehabilitation Counseling program started in July, 1999, with an initial class of 23 students, all employees of one of New Jersey’s two state vocational rehabilitation agencies. The program was started in response to the need for qualified professional rehabilitation counselors in New Jersey. There had been no program in rehabilitation counseling in New Jersey from 1985, when a private university closed its program, to the start of our program. The establishment of the program was consistent with the SHP mission of seeking to meet the needs of our diverse constituencies and improve the health and quality of life of the citizens of New Jersey and society at large.

Rehabilitation counseling was a track within the M.S. in Psychiatric Rehabilitation until March, 2002, when the M.S. in Rehabilitation Counseling was approved as a separate degree. The program graduated its first class in May, 2002.

The program received accreditation from the Council on Rehabilitation Education (CORE) as a Candidate for Accreditation effective September, 2001. After meeting the requirement concerning program graduates, the program received full accreditation status for an eight-year term effective September, 2004. CORE extended the term for an additional academic year, 2012-2013. Following our most recent site visit CORE site visit in spring, 2013, and review by the CORE Board, the program received an eight-year term of accreditation effective September, 2013.

The program sought accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Community Counseling as part of enhancing opportunities for program graduates, particularly with regard to licensure in New Jersey. The program received CACREP accreditation for a two year term in January, 2010, with accreditation considered to be retroactive one year. Upon submission of a two year report in Fall, 2011, the program received an additional six year term of CACREP accreditation.

Periodic program review and evaluation is required by the School of Health Professions (SHP) Bylaws Section 3.1. The findings of such review and evaluation are reported to the Department Chair and to the SHP Dean. Program evaluation to assess and review major elements and overall effectiveness of the program in relation to its mission and objectives is also an accreditation requirement. This report is intended to address these requirements.
Per Department policy, the Program Director plans and implements program review and evaluation efforts. In addition to annual program evaluation efforts reported in the program’s Annual Report to the Dean, the program conducts a major program evaluation every four years resulting in a Program Evaluation Report. The most recent Program Evaluation Report prior to this one was completed in 2012. Program Evaluation Reports are submitted to the Department Chair and the SHP Dean and are also reviewed by the program’s Advisory Committee. The Program Director is responsible for developing and implementing the Program Evaluation Plan with input from Department administration, other Department Committees, and the Advisory Committee. The components of the Program Evaluation Plan are summarized in the chart below.

<table>
<thead>
<tr>
<th>Program Evaluation Component</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRC exam results</td>
<td>Annual request for report from CRCC</td>
</tr>
<tr>
<td>Program Annual Report evaluating objectives related to mission</td>
<td>Annual Report to Department Chair and Dean</td>
</tr>
<tr>
<td>SHP learning outcomes report</td>
<td>Annually</td>
</tr>
<tr>
<td>Clinical supervisor evaluation of program preparation for internship (most clinical supervisors are also employers)</td>
<td>End of internship</td>
</tr>
<tr>
<td>Graduate Committee on Admissions and Academic Standing and Progress (CAASP) evaluation of student progress</td>
<td>End of fall and spring semesters</td>
</tr>
<tr>
<td>SHP Satisfactory Academic Progress reports</td>
<td>End of each semester</td>
</tr>
<tr>
<td>Graduate Curriculum Committee curriculum review</td>
<td>When accreditation standards are revised or new courses are submitted for approval or specific questions or concerns about the curriculum</td>
</tr>
<tr>
<td>Advisory Committee: Periodic review of mission statement and objectives and of program evaluation reports</td>
<td>Annual meetings</td>
</tr>
<tr>
<td>Student feedback on each course</td>
<td>End of each semester</td>
</tr>
<tr>
<td>Student Survey of overall experience</td>
<td>Every 2-4 years</td>
</tr>
<tr>
<td>Student exit survey form</td>
<td>Annually at end of internship</td>
</tr>
<tr>
<td>CACREP Annual Report</td>
<td>Annually</td>
</tr>
<tr>
<td>CORE Annual Report</td>
<td>Annually</td>
</tr>
<tr>
<td>CORE survey of students, graduates, and employers</td>
<td>In connection with program site visit – Names of current students, graduates and employers submitted to CORE</td>
</tr>
<tr>
<td>Other program evaluation components</td>
<td>To be determined as unique opportunities arise:</td>
</tr>
</tbody>
</table>
Overview of Degree and Curriculum:

The program’s initial CACREP accreditation was in the area of Community Counseling. Per CACREP policy, Community Counseling has been eliminated as an area of specialization, and all Community Counseling programs were directed to plan and implement a transition to the specialization of Clinical Mental Health Counseling. One of the requirements for this specialization is a minimum of 60 credits to attain the degree.

In June, 2013, the Department received approval from the UMDNJ Board of Trustees to open two new tracks, one track specializing in Clinical Mental Health Counseling and the other specializing in Career Counseling. Both tracks were approved at 60 credits. We stopped admissions for the Community Counseling Track following admission of the Fall 2013 class. Students enrolled in the Community Counseling Track had the option to complete the degree in this Track or to change to one of the new tracks. Admission of students to the new tracks began in Spring, 2014. The pattern of admissions over the next year indicated a lack of interest in the Career Counseling Track, and this Track was put in inactive status effective Spring, 2015. No students had enrolled in this Track.

Completing the M.S. in Rehabilitation Counseling, Clinical Mental Health Counseling Track requires 60 credits. All courses have been approved by the Department’s Curriculum Committee and SHP’s Committee on Course and Curriculum Review (CCCR). The degree can be completed in two years on a full-time basis or three years on a part-time basis. This includes attendance in the summer semester as certain courses are offered only in this semester.

As part of the course of study, students complete a common core of 13 courses (39 credits). This course work provides students with a strong foundation in content areas such as theories of counseling, techniques and methods for counseling individuals and groups, human growth and development, social and cultural diversity, the impact of disabilities, and ethical and legal standards of the profession. All students complete a practicum of at least 100 hours including 40 hours of direct service and an internship of at least 600 hours including 240 hours of direct service. These clinical experiences, totaling 9 credits, give students the opportunity to practice and integrate counseling skills learned in coursework. The practicum and internship are completed in community agency settings. The Clinical Mental Health Counseling specialization consists of 12 credits in addition to the core courses and the clinical experiences. This includes a three-credit elective related to clinical mental health counseling.

Listed below are the major areas of study important in the preparation of counseling professionals that are taken by all students as part of the degree.

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work  
7. Assessment  
8. Research and Program Evaluation  
9. Community Services and Resources  
10. Medical and Psychosocial Aspects of Disability  

**Outline of Course Requirements:** The curriculum for the 60 credit degree is below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Counseling Courses – 39 credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Core</td>
<td>PSRT 5102 Counseling Techniques I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5323 Theories of Counseling and Personality</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5103 Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5242 Group Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5313 Foundations of the Counseling Profession</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5315 Evaluation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5320 Social and Cultural Diversity Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5201 Career Development Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5030 Statistical and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5310 Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5132 Medical Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5123 Community Counseling and Resources</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5403 Career Counseling and Consultation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Clinical Practice - 9 credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Experiences</td>
<td>PSRT 6011 Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 6012 Internship in Counseling</td>
<td>6</td>
</tr>
<tr>
<td><strong>Specialized Courses – 12 credits: Clinical Mental Health Counseling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Courses</td>
<td>PSRT 5101 Seminar in Principles and Practices of Psychiatric Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5252 Addictions and Mental Illness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSRT 5051 Seminar in Evidence-based and Promising Practices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective Course related to clinical mental health counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 60

The degree is offered at two Rutgers campuses, the campus in Scotch Plains, which serves Northern and Central New Jersey and the New York City area, and the Stratford campus, which serves Southern New Jersey and Eastern Pennsylvania including the Philadelphia area. All courses are also available online.
Appropriateness of Program’s Mission and Objectives:

The mission of the program is to educate individuals to be socially responsible counseling professionals who will work competently, creatively and collaboratively with and within the community in an environment of diversity so that persons in the community including those with psychiatric and other disabilities are empowered to pursue personally important goals including career with success and satisfaction. We also seek to address New Jersey’s ongoing needs to prepare counselors with specialized expertise in providing counseling in community settings for people with disabilities of all types, including psychiatric, physical, sensory and developmental. As part of addressing this need, the program seeks to develop counselors who have expertise in counseling individuals with severe mental illness including knowledge and skills in providing evidence-based practices for counseling and other services for people with severe mental illness. The increased availability of counselors with this expertise is expected to benefit persons with disabilities as well as their families and communities by providing community-based counseling services to enable such individuals to enhance their quality of life including their ability to live independently, get and keep employment, gain an education, manage their disability, and form social relationships and networks. Additionally, students are prepared to consider the community as a client and deliver needed direct and indirect services in this context. The program specializes in preparing students to deliver counseling and other services to people with severe mental illness. To prepare students to address these needs, the curriculum emphasizes developing critical thinking, providing counseling services in an environment of diversity, learning and using evidence-based practices, and adhering to ethical standards. The mission of the program is consistent with that of SHP in serving both individuals and the community.

Objectives for the program include:

1. Preparing at the master’s degree level highly qualified counselors prepared to work in a variety of community settings including working with persons from diverse populations including persons with psychiatric and other disabilities.

2. Increasing the supply of qualified professionals with special expertise in counseling persons with disabilities to provide community-based counseling services for New Jersey and the surrounding region. Seeking to address the long-standing shortage of master’s level counseling practitioners with this expertise to serve communities in New Jersey, we are the only university in New Jersey offering graduate counselor education in this specialization. This includes increasing the supply of qualified practitioners throughout the state by offering the degree regionally at two campuses as well as online.

3. Evaluating and improving curriculum and other program elements to assure that standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) including relevant specialization standards and of the Council on Rehabilitation Education (CORE) continue to be met.
4. Increasing awareness of this degree program in the counseling community as well as in the larger New Jersey community and surrounding regions to recruit and enroll adequate numbers of students.

5. Developing certificate programs and/or courses to meet the needs of counseling professionals who wish to upgrade their qualifications and credentials in various areas of specialization.

6. Providing a career ladder for individuals who have obtained a bachelor’s degree related to human services and are interested in completing professional preparation as a counselor.

7. Seeking funding including grants to assist students with tuition.

8. Expanding affiliations to provide students with a variety of counseling practice opportunities in the community.

9. Developing faculty practice with an emphasis on community service.

Program mission and objectives are reviewed annually in the program’s Annual Report. Input from the Department Chair is obtained as part of the preparation of the Report. This Report is submitted to the SHP Dean, who also reviews and comments on program mission and objectives.

As part of this program evaluation, program mission and objectives were reviewed by the Rehabilitation Counseling Advisory Committee in May, 2016. This Committee includes agency representatives, current students, program graduates, persons with disabilities, and family members. It was suggested that sensory disabilities be added to the mission statement, and this change was made. Otherwise, Advisory Committee members concurred that the mission and objectives are appropriate for the program. A list of Advisory Committee members is at the end of this report.

Program mission and objectives are made widely available through inclusion in the following documents:

- Program’s Student Handbook;
- Program web site at [http://shp.rutgers.edu/dept/psyr/programs/msrehab.html](http://shp.rutgers.edu/dept/psyr/programs/msrehab.html);
- Practicum Handbook;
- Internship Handbook; and
- Internship Supervisors Handbook.

**Content and Design of Academic Curriculum:**

Content and design of the academic curriculum were assessed in the following ways:

- Review of course syllabi by the Department’s Curriculum Committee with emphasis
on conformance with CACREP accreditation standards for the Clinical Mental Health Counseling specialization.

- Review of SHP Learning Outcomes Report
- External review through the Clinical Supervisor Survey and the program accreditation process for CORE and CACREP.
- Curriculum evaluation in the Student Exit Survey and the Student Survey.
- Student evaluations of each course at the end of the course.

Review of status of recommendations from the 2012 Program Evaluation Report:
Listed below are the recommendations from the 2012 report and the outcome for each recommendation.

- **Recommendation:** Curriculum assessment efforts need to focus more on evaluating student outcomes. The Curriculum Committee has agreed to review the program’s plan for assessing student learning outcomes and to assist in development of methods for data collection. This review will begin in September, 2012.
  
  **Outcome:** The program has implemented a process for gathering and assessing Student Learning Outcomes following SHP guidelines. A Student Learning Outcomes Report is submitted annually to the SHP Dean. This information is reviewed by the Graduate Curriculum Committee to address any concerns identified from the data collected for this report.

  
  **Outcome:** The Self-study for CORE reaccreditation was completed by November, 2012 followed by a site visit in Spring, 2013. The program was awarded an eight-year term of accreditation with no conditions or recommendations effective September, 2013.

- **Recommendation:** Implement new online course for clinical supervision, PSRT 6000, Fundamentals of Clinical Supervision, in Summer, 2013, to increase electives for those seeking licensure and to meet New Jersey licensure standards for those interested in clinical supervision.
  
  **Outcome:** PSRT6000, Fundamentals of Clinical Supervision is offered online each Fall. This course can be taken as part of meeting educational requirements to be approved by the New Jersey Professional Counselor Examiners Committee as a clinical supervisor for individuals seeking to meet requirements for the Licensed Professional Counselor credential.

- **Recommendation:** Implement online courses in specialized areas of the curriculum as needed to meet demand.
  
  **Outcome:** The Department decided to put the entire degree online. We have completed two years of the three year process to make all courses available online, and will be completing this process in the 2016-2017 academic year so that students can choose to complete the entire degree online.

Accreditation Standards Related to Curriculum: The program submitted a Self-Study to CORE in November, 2012, and hosted a site visit in Spring, 2013. As part of preparation of the Self-Study, the entire curriculum was reviewed for conformance with current CORE
standards, and modifications were made as needed. Following the site visit and review by the CORE Board, the program received an eight-year term of accreditation with no conditions or recommendations. This term was effective September, 2013. The accreditation report indicated that the program met all CORE curriculum standards.

Per the change in CACREP policy to eliminate Community Counseling as a specialization and require programs currently accredited in Community Counseling to transition to Clinical Mental Health Counseling, the program received approval in June, 2013, to increase degree requirements to 60 credits. The additional courses, all related to clinical mental health counseling, added to the degree to meet the 60 credit requirement are listed below.

- PSRT5101 – Seminar in Principles and Practices of Psychiatric Rehabilitation
- PSRT5252 – Addictions and Mental Illness
- PSRT5051 – Seminar in Evidence-Based and Promising Practices

The Department’s Curriculum Committee has the responsibility of working with the Program Director and course instructors to assure all accreditation standards as well as SHP and Department standards are met. As part of this responsibility, all courses were reviewed for conformance with the 2009 CACREP standards including the Clinical Mental Health Counseling standards. The program was initially accredited under the 2001 CACREP standards.

The Program Director led the development of a Self-Study document, which was submitted to CACREP in October, 2015. Although the current term of CACREP accreditation extends to March, 2018, the Department decided to submit the Self-Study in 2015, in order to meet requirements for the first class of students enrolled in the Clinical Mental Health Counseling Track. The first graduating class in this Track was May, 2016. It should be noted that CACREP accreditation is retroactive for one year, provided the program substantially met CACREP accreditation requirements during that time. This decision was made following consultation with Dr. Carol Bobby, President and CEO of CACREP. The program underwent a CACREP site visit in October, 2016, and a report from the CACREP Board is expected following their meeting in January, 2017.

**Online courses:** The Department made a decision in 2013 and subsequently obtained SHP approval to offer the entire degree online. This is being implemented over three years with one year of courses converted to distance education format each year of this three year plan. We expect to have all courses available online by the start of the Spring 2017 semester. Students now have the option to take the entire degree online, to take a combination of online and on-campus courses, or to take the degree primarily on-campus. Certain required courses are offered only in distance education format, so all students have an experience of taking distance education courses.

**Student Learning Outcomes:** SHP is in the process of revising the system to assess student learning outcomes. The most recent Report for Assessment of Student Learning Outcomes completed in 2015 is in Appendix E. Since the revision process has not been completed, a report was not submitted in 2016. The Department Graduate Curriculum
Committee has responsibility for reviewing the program’s plan for assessing student learning outcomes, assisting in developing and implementing data collection methods, assessing outcomes and developing any needed changes.

Clinical Supervisor Survey: Clinical supervisors are requested to respond to the Clinical Supervisors Survey each year following the end of the internship. Results from the most recent survey are in Appendix D. Clinical supervisors were favorable in their evaluation of the preparation of students for the practicum and internship experiences. All clinical supervisors (100%) responded that they would hire their student if the program had an opening. All were very satisfied (83.3%) or satisfied (16.7%) with the overall effectiveness of the program in preparing students for entry level counseling positions in the community. It should be noted that 92% of respondents indicated that their agency had a program graduate as an employee while the remaining respondent did not know if the agency employed a program graduate. Complete results of this survey are in Appendix D.

Student Exit Survey: An Exit Survey of students completing the internship is completed each year near the end of the spring semester. This Survey addresses specific curriculum elements of the program as well as the student’s overall experience in the program. Results from the 2016 Student Exit Survey indicated that all students (100%) thought that the program adequately prepared them for an entry level position in counseling. Most students (95%) were satisfied with their overall experience in the program, and all (100%) would recommend the program to other interested students. A review of specific areas of the curriculum included in the survey indicated that a majority of students rated all areas of the curriculum as preparing them very well or preparing them well. The results of the most recent Student Exit Survey are in Appendix B.

Graduate Program Student Survey: The Graduate Program Student Survey assesses students’ overall experience in the program and with SHP and Rutgers. This Survey is conducted every two to four years. All current students are invited to participate in the survey when it is conducted. The most recent Survey was conducted in Spring 2014. It included questions assessing the quality of SHP and Rutgers services from the standpoint of the student. The survey had a poor rate of return with only 17 students participating. Those who responded indicated general satisfaction with the program and in particular, with the faculty. Complete survey results are in Appendix A.

The results of all surveys are reviewed with the Rehabilitation Counseling Advisory Committee for their comments and input.

Student evaluation of courses: Students evaluate each course at its termination. The evaluation is conducted via in-class distribution of evaluation forms for on-campus courses, and via an online evaluation form for online classes. Feedback from course evaluations is made available to faculty who taught the course as well as the Program Director and the Department Chair. This feedback is also used as an indicator of the need for Curriculum Committee review of the syllabus.

CORE Survey: Graduate, Employer and Student Evaluation of Curriculum: As part of
preparation for CORE reaccreditation, the program conducted a survey of program graduates and their employers to assess their perceptions of the effectiveness of the curriculum. In all, 20 employers and 31 graduates responded to this survey. This survey, provided by CORE, asked respondents to indicate on a scale from 1 (No preparation) to 5 (Very high preparation) the extent of preparation in each of the required curriculum areas included in CORE accreditation standards. Respondents replied directly to CORE. Most curriculum areas were rated by employers, graduates, and students as Very High Preparation. No curriculum areas received a rating of No Preparation from either employers or graduates. The results of this survey and the CORE accreditation report that the program meets all curriculum areas addressed in the CORE accreditation standards confirm that the curriculum content more than adequately prepares students for employment in the counseling field.

Recommendations: As a result of this program evaluation, the following are recommended:

- Address any conditions identified in the CACREP accreditation report.
- Review and revise as needed the Student Learning Outcomes process in light of SHP recommendations and identified program needs for information on learning outcomes including exploring how this information can be most efficiently collected.
- Begin review of the curriculum for conformance with 2016 CACREP accreditation standards.
- Evaluate the use of a standardized template for online courses.

Practicum and Internship Requirements and Supervision:

Effectiveness of practicum and internship instruction was assessed in the following ways:

- Review of program practicum and internship clinical affiliations.
- Review of the course syllabi for PSRT 6011, Practicum in Counseling, and PSRT 6012, Internship in Counseling, by the Department's Curriculum Committee for conformance with CORE accreditation standards and with CACREP accreditation standards.
- External review through the Clinical Supervisor Survey and the CACREP and CORE accreditation processes.
- Input of Master’s Level CAASP Committee on student progress review procedures.
- Review of clinical supervisor training.
- Student evaluations: practicum and internship courses at the end of each course, practicum and internship agency experience, and quality of clinical supervision at the end of each of these clinical experiences.
- The Student Exit Survey.
- Availability of qualified clinical supervisors.

Clinical Affiliations: At present, the program has clinical affiliations with over 60 community
agencies in New Jersey, Pennsylvania, New York, and Delaware that provide services to individuals with disabilities. Clinical affiliations include five state vocational rehabilitation agencies and many agencies that provide counseling services including psychiatric rehabilitation for individuals with mental illness residing in the community. The number and geographic range of placements afford students a wide choice of community settings serving individuals with disabilities in which practicum and internship experiences can be completed. The program continues to add agency affiliates as new community agency settings which meet program criteria for affiliation are identified. As part of our transition to Clinical Mental Health Counseling, we have been particularly interested in increasing the number of agencies that provide services to people with mental illness. It should be noted that effective with our current Rehabilitation Services Administration (RSA) Long-Term Training grants, students receiving RSA tuition stipends must commit to completing the internship in a state vocational rehabilitation agency, unless a waiver is obtained from RSA for the student at least 30 days before the start of the internship. The New Jersey Division of Vocational Rehabilitation Services has been especially welcoming to our students seeking clinical placements.

Review of status of recommendations from the 2012 Program Evaluation Report:
Listed below are the recommendations from the 2012 report and the outcome for each recommendation.

- **Recommendation:** There needs to be increased focus on assessing the practicum and internship experiences in terms of outcomes.
  - **Outcome:** Many items in the Student Learning Outcomes Report focus on practicum and internship outcomes. Students now must attain a grade of B or better to pass these courses. This includes a grade of B or better in the clinical evaluation, which is based on eight written tape summaries in each course. Students who do not receive a grade of B or better in this portion of the course cannot pass the practicum or internship. A grading template is used to provide written feedback to the student on each tape summary. Additionally, requirements for case conceptualization in the internship have been strengthened. We will continue to collect feedback information from agency clinical supervisors using the Clinical Supervisor Survey at the end of the internship experience in order to identify any problematic areas in these clinical experiences.

- **Recommendation:** Complete Self-study for CORE accreditation including Section D on practicum and internship by November, 2012.
  - **Outcome:** The practicum and internship were assessed to have no conditions or recommendations as part of the CORE re-accreditation process.

- **Teach new clinical supervision courses, either online or on-campus, as needed.**
  - **Outcome:** The Department now has available two clinical supervision courses. PSRT6000, Fundamentals of Clinical Supervision, is offered annually online in the Fall semester. PSRT6400, Seminar in Clinical Supervision, is a doctoral level course offered on-campus.

**Accreditation Standards Related to Practicum and Internship:** As part of the preparation of the CACREP Self-Study submitted in 2015, the Graduate Curriculum Committee reviewed course syllabi for PSRT 6011, Practicum in Counseling, and PSRT 6012, Internship in
Counseling with respect to CACREP standards for practicum and internship. The review showed that all standards for this section were met.

External Review: The program strives to meet both CORE and CACREP standards for the practicum and internship experiences and adheres to the stricter of the two accrediting bodies’ standards. As part of the CORE accreditation process, the practicum and internship experiences were reviewed both in the CORE Self-Study document and during the on-campus site visit. The CORE accreditation reported indicated the program met all CORE practicum and internship standards and that there were no conditions or recommendations with regard to the practicum and internship. There was CACREP review of the practicum and internship as part of our CACREP Self-Study and October, 2016 site visit. We are expecting the CACREP accreditation report in January, 2017.

As described in the section on Content and Design of Academic Curriculum in this report, results of the Clinical Supervisor Survey showed that agency clinical supervisors were favorable in their evaluation of the preparation of students for the practicum and internship experiences with all very satisfied (83.3%) or satisfied (16.7%) with the overall effectiveness of the program in preparing students for entry level counseling positions in the community. Complete results of this survey are in Appendix D.

Student Exit Survey: As noted earlier in this report, results from the 2016 Student Exit Survey indicated that all students thought that the program adequately prepared them for an entry level position in counseling. A review of specific areas in the survey related to the practicum and internship indicated that all students rated as prepared very well or prepared well in basic counseling skills, planning a group and leading a group, obtaining client informed consent, and observing client confidentiality. In all, 95% of students reported they were prepared very well or well in advanced counseling skills, and 91% reported they were prepared well or very well in case documentation of services. The results of the 2016 Student Exit Survey are in Appendix B.

Master’s Level CAASP: The Masters Level Committee on Academic Affairs and Student Progress (CAASP) reviews the academic progress of all students before they are approved to start the practicum and internship sequence. Students who do not meet standards are advised in writing of deficiencies and needed steps to address them. These procedures for student progress reviews have been effective in assuring students are ready to start these clinical experiences. Additionally, the CAASP is consulted when students display inadequate knowledge and skill or other problematic situations during the practicum and internship that cannot be resolved by the course instructor and clinical supervisors at the agency.

Review of Handbooks: The Program Director and program faculty including faculty teaching the practicum and internship review the Practicum Handbook, Internship Handbook, and Internship Supervisors Handbook on an annual basis. All clinical supervisors replied in the Clinical Supervisors survey that they were very satisfied (75%) or satisfied (25%) with the information provided in the practicum and internship handbooks.
Clinical Supervisor Training: Faculty members who are practicum course instructors review on an annual basis the content of the required Clinical Supervisors Training, which all new clinical supervisors must complete before starting clinical supervision with students. Faculty members teaching the practicum course are the instructors for the clinical supervision training. The training is a full day, and new clinical supervisors are given a book on counseling techniques. The training includes information on sections of Codes of Ethics related to clinical supervision including the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), and the Commission on Rehabilitation Counselor Certification (CRCC) Codes. Clinical supervisors in the Clinical Supervisors Survey reported they were either very satisfied (58.3%) or satisfied (41.7%) with the training for clinical supervisors.

The Department has started a new doctoral option in Counselor Education and Supervision. This option is currently a track in the existing Ph.D. in Psychiatric Rehabilitation, but it is planned to seek approval for a separate PH.D. program in Counselor Education and Supervision. Students in this new option will receive education and supervised experience in clinical supervision as part of their doctoral studies. We will work with the Program Director for Doctoral Studies to plan and implement this part of doctoral studies, in particular, providing supervision of the clinical supervision of doctoral students of master’s students in the practicum.

Student evaluations: Students evaluate their practicum and internship experiences in several ways. One is the course evaluation process at the end of each course as is done for all Department courses. Additionally, at the end of each of these clinical experiences, students evaluate their experiences in the practicum using the Student Evaluation of Practicum Agency form and their experiences in the internship agency using the Student Evaluation of Internship Agency form. Both forms include the student’s evaluation of the quality of individual and group clinical supervision as well as a question about whether the student would recommend the agency to a future student. These evaluations are given directly to the faculty member responsible for teaching the practicum or internship course. Student evaluations of practicum and internship agencies have indicated high satisfaction with these experiences and with clinical supervision. These evaluations are also used to identify any issues with agencies which may need faculty follow-up as well as to evaluate ways to improve practicum and internship experiences in the future.

Student Exit Survey: Students at the conclusion of the internship complete the Student Exit Survey, which includes questions about their evaluation of their preparation in the program including preparation related to the practicum and internship experiences. In the most recent Survey, the quality of both individual and group supervision received high ratings with 91% of students rating the quality of each of these types of supervision as preparing them very well or well. All students rated their preparation in basic counseling skills as preparing them well or very well, while 95% or students rated their preparation in advanced counseling skills as preparing them well or very well. Additionally, all students reported they were prepared well or very well for planning and leading a group. All these topics are a focus of the practicum and internship experiences.
Qualified clinical supervisors: The program has available a sufficient number of qualified clinical supervisors who have a master’s degree and are Certified Rehabilitation Counselors (CRC’s) and/or licensed in the counseling profession. This includes LPC, LRC, and LCADC. Several clinical supervisors each year have been program graduates.

Recommendations: As a result of this program evaluation, the following recommendations are made:
- Begin review of practicum and internship for conformance with 2016 CACREP standards.
- Review and update as needed Student Learning Outcomes areas for the practicum and internship.
- Develop plans with the Program Director for Doctoral Studies for doctoral students in Counselor Education and Supervision to gain clinical supervision experience as part of the master’s level practicum.

Graduate Achievements:

Graduate achievements including employment and professional credentials were assessed using the following information:
- Employment of graduates and projected future needs.
- Pass rate on the Certified Rehabilitation Counselor examination.
- Counselor licensure in New Jersey.
- Continuing participation of program graduates related to program activities.

Review of status of recommendations from the 2012 Program Evaluation Report:
Listed below are the recommendations from the 2012 report and the outcome for each recommendation.
- **Recommendation:** Continue to work with interested parties to amend the New Jersey counselor licensure law to eliminate separate licensure for rehabilitation counselors and to unify the counseling profession in New Jersey with single licensure, the Licensed Professional Counselor.
  **Outcome:** Although this change is supported by both the New Jersey Counseling Association and the New Jersey Rehabilitation Association, we have not yet been successful in bringing about this change. We will continue to work on achieving single licensure of counselors in New Jersey. This is particularly important with the merger of CACREP and CORE to occur in 2017.
- **Recommendation:** Expand follow-up survey of program graduates’ work settings to include all graduates.
  **Outcome:** A comprehensive survey of employers was conducted as part of the CORE re-accreditation process. The results of this survey were reviewed by the CORE site visit team as part of the accreditation review of the program, and survey results indicated very positive feedback from employers.

Employment of Graduates and Projected Future Needs: The program sends annual
employment follow-up surveys to all graduates who have received Rehabilitation Services Administration (RSA) scholarships, which includes most graduates. A review of information about program graduates’ employment over the past three years indicates high levels of employment with employment approaching 100% within three months of graduation. Most program graduates are employed in either government or non-profit agencies. A review completed by the New Jersey Division of Vocational Rehabilitation Services in Spring, 2015, showed there were over 50 program graduates currently working for the agency. It is recommended that the employment follow-up process be expanded and a process developed to include all program graduates.

There is a high unmet need for qualified rehabilitation counselors in New Jersey and the surrounding states. Our graduates are prepared to work in a variety of counseling settings with the dual specializations in rehabilitation counseling and clinical mental health counseling. One indicator of the need for graduates with these qualifications was shown in a review of needs by our partner state vocational rehabilitation agencies for rehabilitation counselors as reported to RSA. Below is a summary of these needs in 2015.

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>Current Needs</th>
<th>Projected Needs – 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ DVRS</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>NJ CBVI</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>PA OVR</td>
<td>41</td>
<td>94</td>
</tr>
<tr>
<td>NY ACCES-VR</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>Delaware DVR</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>229</strong></td>
</tr>
</tbody>
</table>

There continues to be a national demand for qualified counselors in the specialization of rehabilitation counseling and in the specialization of mental health counseling. As an occupation, Mental Health Counseling is projected to grow much faster than average with 19% growth nationally between 2014 and 2024 (http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm) and Rehabilitation Counseling is projected to grow faster than average with 9% growth during that time period (http://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm). This projected growth plus the projected needs of our partner vocational rehabilitation agencies indicate there will be a continuing favorable employment environment for program graduates.

We are the only university in New Jersey and the Philadelphia area offering a degree in this area and one of two universities in the New York City area offering this degree. The program receives frequent inquiries from employers about availability of program graduates to fill job openings. Notices of job openings are posted on the Department’s web site at http://shp.rutgers.edu/smi/Postings.htm.

Pass Rate on the Certified Rehabilitation Counselor (CRC) Examination: The Department requests reports on a regular basis from the Commission on Rehabilitation
Counselor Certification (CRCC) about the pass rate for program students and graduates on the Certified Rehabilitation Counselor (CRC) examination. In the most recent report received from CRCC, program students and graduates who took the CRC examination in July, 2015, exceeded the national pass rate with an 80% pass rate as compared to the national pass rate of 62%. Students are eligible to take this examination when they have completed 75% of their course work. The ongoing success of students in passing the examination is an indicator of the strength of the curriculum in preparing students for this national examination. Taking the CRC examination is optional, and program faculty strongly urge students to take this examination before graduating.

Counselor Licensure in New Jersey: New Jersey is one of only five states with separate licensure for professional counselors and for rehabilitation counselors. Our program reflects the philosophy that counseling is one profession sharing a body of core knowledge and skills within which there are areas of specialization. By regulation, the New Jersey Professional Counselor Examiners Committee, which oversees counselor licensure, has determined that programs with CACREP accreditation are deemed to meet the education requirement for the Licensed Professional Counselor (LPC) credential. However, the lack of unification of the counseling field in New Jersey in the area of counselor licensure continues to be a major area of concern for rehabilitation counselors. Separate licensure for a specialization within counseling is also not consistent with the principles of 20/20: A Vision for the Future of Counseling, endorsed by the American Counseling Association (ACA) that counseling is a single profession. With the merger of CORE and CACREP in July, 2017, separate licensure for a counseling specialization becomes even less relevant. The lack of interest in the Licensed Rehabilitation Counselor (LRC) credential is reflected in the number of LRC’s, about 100, as compared to the number of LPC’s, over 4,000.

The following has taken place in an effort to address this situation:

- The New Jersey Red Tape Review Commission recommended a change to single licensure after testimony by Dr. Ken Gill, Department Chair, as reported in the Red Tape Review Commission Findings and Recommendations February 2012 (www.nj.gov/state/pdf/2012-0208-red-tape-review-report.pdf, p. 5).
- Legislation for single licensure has been introduced in two legislative session of the Assembly, but has received no action. However, the bills that were introduced were flawed in that they did not include automatic grandparenting for current LRC’s. These bills were thus unacceptable.
- The Professional Counselor Examiners Committee supported amendment of a single counselor licensing bill to grandfather current LRCs as LPCs per their discussion of A1539 (now A2206) recorded in the May 2, 2013 Public Session Minutes in Agenda #5.B: Upon motion by Dana Kaspeeren, seconded by Ketrin Saud-Maxwell, the Committee voted to support this Bill with the amendment that current licensed rehabilitation counselors (LRC) be grandfathered in as licensed professional counselors. (www.njconsumeraffairs.gov/pc/Minutes/pcmin050213.pdf).
- Dr. Janice Oursler has worked with the boards of the New Jersey Counseling Association (NJCA) and the New Jersey Rehabilitation Association (NJRA) to
develop support for a change in the licensure law to single licensure. Both boards support this change as do the American Counseling Association (ACA) and the American Rehabilitation Counselors Association (ARCA).

Continuing participation of program graduates related to program activities: Program graduates have continued to maintain participation in the program in a variety of ways. Program graduates are represented on the Rehabilitation Counseling Advisory Committee. Program graduates have taught degree courses as adjunct instructors, most recently in Scotch Plains in the 2015-2016 academic year, for PSRT5102, Counseling Techniques I, and PSRT5123, Community Counseling and Resources. Program graduates have regularly been clinical supervisors for the practicum and internship experiences. For example, seven program graduates are clinical supervisors for the 2016-2017 academic year. Four program graduates were clinical supervisors in 2015-2016, and three were clinical supervisors in 2014-2015.

Program graduates also return to campus for professional activities held on campus. We make campus facilities available without charge to professional associations for their activities. The New Jersey Rehabilitation Association (NJRA) typically holds its annual conference on our Scotch Plains campus. Board meetings of NJRA are often held on the Scotch Plains campus. Several members of the current NJRA Board are program graduates.

Recommendations: As a result of this program evaluation, the following recommendations were made:

- Continue to work with interested parties to amend the New Jersey counselor licensure law to eliminate separate licensure for rehabilitation counselors including “grandparenting” for current LRC’s to LPC’s and to unify the counseling profession in New Jersey with single licensure, the Licensed Professional Counselor.
- Develop and conduct a follow-up survey of program graduates to learn about their accomplishments, their perspectives on the preparation they received in the program, and their recommendations about strengths and areas for improvement for degree studies.

Recruitment and Retention of Students:

Student recruitment and retention with an emphasis on diversity were assessed in the following ways:

- Review of student recruitment and enrollment information over the past three years.
- Review of student retention information as received from the SHP Office of Enrollment Services.

Review of status of recommendations from the 2012 Program Evaluation Report:
Listed below are the recommendations from the 2012 report and the outcome for each recommendation.
- **Recommendation:** Evaluate effectiveness of the Student Assessment and Feedback process.

  **Outcome:** Discussion of this process at CAASP meetings indicates that it is effective in assisting the program to take earlier action to address student issues so that these issues are addressed or the student leaves the program before starting the practicum and internship sequence. Effectiveness has been enhanced by having more resources available such as the RBHS Writing Center.

- **Recommendation:** Maintain both CACREP and CORE accreditation.

  **Outcome:** The program completed the process for CORE reaccreditation during the 2012-2013 academic year. This included transitioning the program to current CORE accreditation standards, and preparation of a Self-Study submitted in November, 2012, followed by a site visit in Spring, 2013. The program has an eight year term of accreditation from CORE effective through the 2020-2021 academic year. As part of maintaining CACREP accreditation, the program has transitioned from Community Counseling to Clinical Mental Health Counseling. This involved increasing the degree to 60 credits as well as implementing a specialization in Clinical Mental Health Counseling. The first students in the Clinical Mental Health Counseling Track were admitted in Spring, 2014. The program has transitioned from the 2001 CACREP accreditation standards to the 2009 CACREP accreditation standards. A Self-Study was submitted to CACREP in October, 2015, and a site visit occurred in October, 2016.

**Student Recruitment and Enrollment:** The Department encourages applications from individuals from diverse backgrounds who are interested in preparing for careers in the counseling field. Faculty recognize the need for diversity in the profession in order to serve a pluralistic population of clients in community settings, and we welcome applications from a wide variety of personal, social, ethnic, cultural and educational backgrounds. Applications from minority students and women are encouraged. We particularly invite applications from individuals with disabilities. Faculty members work with individuals with disabilities to provide reasonable accommodations per Rutgers and SHP policy.

The Department follows admission documentation requirements as outlined in SHP Academic Policies. Students must apply for admission online, and SHP provides a portal where applicants can check the status of their application. Materials required to be considered for admission include:

- Completed application form with application fee;
- Documentation of a bachelor’s degree from an accredited institution;
- Written statement describing experiences and personal goals as related to selecting this course of study and to applicant interest in a career in counseling;
- Two letters of recommendation; and
- Personal interview by faculty.

Plans for recruitment are developed by the Program Director in consultation with the Department Chair and program faculty. Current students, graduates and members of the program’s Advisory Committee are encouraged to join in recruiting activities.
Examples of recruiting efforts include:
- Presentations at professional conferences;
- Displays at college career days;
- Presentations at agencies that provide community counseling services;
- SHP sponsored events such as community health fairs and career days;
- Print advertisements in conference handbooks;
- Distribution of brochures and other written material about the program; and
- Presentations to undergraduate classes at partner universities.

With regard to recruitment efforts over the past three years, presentations about the field of rehabilitation counseling and about our program have been made every year to classes in the Department’s undergraduate psychiatric rehabilitation programs. Our program assists in providing a career ladder for individuals with a bachelor’s degree in psychiatric rehabilitation or other human services degree. In the past three years, the Department has sponsored exhibit tables about our programs at several conferences annually. Additionally, information has been disseminated at visits to community provider agencies as well as at other community organization meetings.

Since becoming part of Rutgers as well as transitioning to Clinical Mental Health Counseling in conformance with CACREP policy and starting an online option, the program has received an increased number of applications. Although the percentage of admitted students who enroll in the program has decreased, the overall size of the entering class has increased. The program had its largest enrollment in its history in Fall, 2016, with a total of 96 students. This included 60 students attending the Scotch Plains campus, 20 attending the Stratford campus, and 16 online students. Almost all online students reside in New Jersey.

The program stopped summer admissions effective Summer, 2015. Given the large number in the entering class in Fall, 2015, in Scotch Plains, we did not accept any Spring, 2016 admissions for Scotch Plains although we did accept admissions for Stratford. We do not plan to accept any Spring, 2017 admissions with the current size of the program. Students who applied for Spring admission are rolled over to be considered for Fall admission. The Office of Enrollment Services classifies online students separately with the start of the 2016-2017 academic year.

Student Characteristics: Characteristics of students enrolled in the program from the past three academic years with regard to full time or part time status, number who are non-white, and number who have disabilities are summarized in the table following this section. Most students attend on a part-time basis, that is, complete the degree in three years. Enrollment was diverse with 62% of students during the 2015-2016 academic year identifying themselves as non-white and 21% identifying themselves as persons with disabilities. The majority of students are women. The student body is also diverse in that there is a mix of students currently employed in the field, students who are recent graduates and entering the field, and students who are changing careers.
### Student Enrollment 9/13 to 5/16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full time total</strong></td>
<td>10</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Full time non-white</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Full time with disability</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Part time total</strong></td>
<td>73</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>Part time non-white</td>
<td>36</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Part time with disability</td>
<td>20</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>83</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>

Information about characteristics of program graduates from September, 2013 through May, 2015 is summarized in the table below. Of program graduates over this time period, 51% identified themselves as non-white, and 21% identified themselves as persons with disabilities. The rate of graduation for persons who are non-white and for persons with disabilities is consistent with the rate of enrollment of students from these two categories in the program. This demonstrates the effectiveness of the program in retaining students from minority groups and persons with disabilities.

### Program Graduates 9/13 to 5/16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-white</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>With disability</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Non-white with disability</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Graduates</strong></td>
<td>22</td>
<td>26</td>
<td>23</td>
</tr>
</tbody>
</table>

**Student Retention:** The Department is committed to providing appropriate support for all students. We have developed a variety of methods to support retention in the program. These include:

- Information about financial aid including the Rutgers' Financial Aid Office, SHP scholarships, and Rehabilitation Services Administration (RSA) scholarships is provided in the program's Student Handbook.
- Availability of two year and three plans to complete the degree.
- Availability of the program at two campuses, one in Scotch Plains serving Northern and Central New Jersey and New York City, and one in Stratford serving Southern New Jersey and Eastern Pennsylvania, including Philadelphia, and the option to take all or part of the degree online.
- Assignment of a faculty advisor.
- A statement about accommodations is included in the SHP Student Handbook, the program’s Student Handbook, and the syllabus for each course.
- Selected tutorial services are available through the SHP Office of Student Affairs. Students are informed of these services through the SHP Student Handbook and the program’s Student Handbook.
- The RBHS Writing Center located on the Newark campus offers assistance in writing. Assistance is available both on-campus and online.
- Progress and review procedures designed to identify students who are
experiencing academic difficulty so that efforts can be made to address difficulties. The Department’s Committee on Admissions, Academic Standing and Progress (CAASP) has major responsibility for this area.

- Students having difficulty adjusting to the stresses of school or experiencing other problems may use the services of the SHP Office of Student Affairs for academic counseling or the Rutgers Student Mental Health Services, available on the Newark campus and the Stratford campus. Students can self-refer for these services. Information about these services is available in both the SHP Student Handbook and the program’s Student Handbook.

- The Department follows Rutgers policy regarding impaired students. It is Rutgers policy to assist impaired students while maintaining a balance between individual rights and the University’s responsibility to safeguard the public health and effectively discharge its mission.

For students entering the program during the years 2004-2011, 70% graduated within five years. The chart below presents student retention data provided by SHP Office of Enrollment Services for these years. Students who indicate an intention to leave school are contacted by the Program Director for the Scotch Plains campus or the Program Coordinator for the Stratford campus to discuss the student’s reasons for leaving school and determine if arrangements can be made to retain the student. Students discontinuing studies must follow SHP procedures to withdraw or request a leave of absence. Students who may wish to return at a later date are encouraged to seek a leave of absence as students who withdraw must reapply for admission if they decide they would like to return in the future.

**Student Retention**

Students Beginning in Years 2004 Through 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Number in Beginning Cohort</th>
<th>In Five Years</th>
<th>In Six Years</th>
<th>In Seven Years</th>
<th>In Eight Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>21</td>
<td>76.2</td>
<td>16</td>
<td>76.2</td>
<td>17</td>
</tr>
<tr>
<td>2005</td>
<td>36</td>
<td>63.8</td>
<td>23</td>
<td>63.8</td>
<td>23</td>
</tr>
<tr>
<td>2006</td>
<td>24</td>
<td>70.8</td>
<td>17</td>
<td>70.8</td>
<td>17</td>
</tr>
<tr>
<td>2007</td>
<td>22</td>
<td>63.6</td>
<td>14</td>
<td>63.6</td>
<td>14</td>
</tr>
<tr>
<td>2008</td>
<td>29</td>
<td>65.5</td>
<td>19</td>
<td>65.5</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>29</td>
<td>65.5</td>
<td>19</td>
<td>65.5</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>17</td>
<td>82.3</td>
<td>15</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>27</td>
<td>77.7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accreditation and Student Recruitment:** In July, 2017, CORE and CACREP will merge, and all CORE programs will become CACREP accredited. At this point, there is much uncertainty and unanswered questions about the details of how this will be implemented.

**Recommendations:** As a result of this program evaluation, the following recommendations were made:

- Increase enrollment at the Stratford campus.
• Take needed steps to adjust to the CORE and CACREP merger.
• Consider implementing a residency requirement for students taking the degree entirely online. A residency would provide opportunities for advisement, addressing any academic difficulties, and planning for the practicum and internship.
• In order to be able to provide quality practicum and internship placements, consider limiting practicum and internship placements to New Jersey and the surrounding geographic area including downstate New York, eastern Pennsylvania including Philadelphia, and Delaware.

Program Support and Resources:

Program support and resources was assessed in the following ways:
• Accreditations
• Program recognition and support
• Technology
• Community support

Review of status of recommendations from the 2012 Program Evaluation Report:
Listed below are the recommendations from the 2012 report and the outcome for each recommendation.

• Recommendation: Continue to apply for grants for funding for student tuition as such opportunities become available.
  **Outcome:** The program currently has three grants from the Rehabilitation Services Administration. These grants total $2.75 million over five years and are used primarily to provide tuition support to students. With these three grants, the program has available over $450,000 each academic year for tuition support.

• Recommendation: Continue to work with UMDNJ departments and services to improve services.
  **Outcome:** Effective July 1, 2013, SHP, along with most of UMDNJ, became part of Rutgers, The State University of New Jersey. As part of this transition, all existing contracts and grants were transferred to Rutgers. This included Memoranda of Understanding with agencies for practicum and internship placements. As a result, many services including support services were transitioned to and have been integrated into Rutgers. We continue to work with a variety of services to assure they meet the needs of students and the program.

Accreditations: Rutgers is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The M.S. in Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE) and by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Community Counseling. The program has transitioned to the specialization of Clinical Mental Health Counseling, per CACREP policy which eliminated the Community Counseling specialization with the implementation of the 2009 accreditation standards. This transition required changing degree requirements to 60
credits. The program submits an Annual Report to CORE and has received continuing approval each year. The program also submits an annual report to CACREP and has received continuing approval.

Program Recognition and Support: The School of Health Professions (SHP) Bylaws provide recognition of the responsibilities and authority of the Program Director. Per Section 3.2 of the Bylaws, the Program Director “shall administer the program within the guidelines of the School, University, and pertinent external regulatory agencies, including the management of faculty, staff, students, finances, physical facilities and other resources assigned to the program. The program director shall guide the continuing development of the program, the faculty and staff; and shall periodically report the activities and progress of the program to its faculty, the Department Chairperson, the Office of the Dean and the Executive Council of the School.”

The program receives needed support from SHP and the Department for program operations including funding for office space, equipment and supplies such as a personal computer for each faculty member, and funding for faculty attendance at conferences and other continuing education activities.

Relocation of program facilities: The program in Stratford is currently located on a campus which was formerly UMDNJ and is now Rowan University. The Stratford program will be relocating to the Camden County College Blackwood campus in May, 2017. The Scotch Plains program building is currently leased from Union County College. The program is expected to be relocating at the end of this lease, which is in 2019. SHP is currently investigating possible new locations.

Financial aid resources for students: Students have several sources of financial aid. These include the Rutgers Financial Aid Office, SHP Scholarships, and tuition scholarships under Rehabilitation Services Administration (RSA) grants. The program currently has three RSA long-term training grants, two in rehabilitation counseling and one in the rehabilitation of individuals who are mentally ill. Each is a five year grant. The program was awarded two long-term training grants in 2014, one in rehabilitation counseling and the other in rehabilitation of individuals who are mentally ill. The program was awarded another long-term training grant in rehabilitation counseling in 2015. Long-term training grants in rehabilitation counseling provide $1,000,000 over a five-year period ($200,000 per year), and long-term training grants in the rehabilitation of individuals who are mentally ill provide $750,000 over a five-year period ($150,000 per year). Grant funds are used primarily for tuition stipends. For the 2015-2016 academic year, over $457,000 was available from these grants for tuition support. During the past grant year from Spring, 2016 through Fall, 2016, 48 students received tuition support from RSA grants.

Resources for Faculty Research: SHP has available funding to facilitate faculty research. The SHP Foundation Faculty Research Grant program makes available grant funds up to $20,000 for full-time faculty to initiate research projects with the objective of securing external funds to continue the research. SHP also sponsors the Summer Research Student Interns program, which provides stipends to graduate students to
work on research projects with faculty during the summer. Faculty are encouraged to apply for grant funding from external sources.

**Technology Support:** The program receives technical support through Rutgers’ Information Services and Technology (IST). This includes assistance with computer hardware and software as well as with the Department and program web site. IST staff members are available for training and consultation for online courses. IST provides staffing for the computer laboratories available to students on the Scotch Plains and Stratford campuses. Additionally, there are specialized technical resources available through IST for projects such as videos and poster production. IST is charged with responsibility for maintaining Rutgers web sites in compliance with accessibility standards.

Additional technological resources are available from the Rutgers libraries. There are numerous online resources including over 4000 journals. This includes many counseling-related journals. The library web site had a Chat feature for rapid communication with a librarian. The library has assigned a specific librarian to provide services to the program. The librarian visits the Scotch Plains campus weekly and is available on-campus to both students and faculty by appointment. All students are expected to complete assignments that use online library resources. Librarians can also assist students and faculty in obtaining resources not available in the Rutgers libraries.

The program makes all courses available online. Certain required course including Human Growth and Development (PSRT 5103), Seminar in Principles and Practices of Psychiatric Rehabilitation (PSRT5101), and the Seminar in Evidence-Based and Promising Practices (PSRT 5051) are offered only online, so all students have experience with online courses. Online courses are offered on the Moodle platform. Technical assistance is available to faculty in developing and teaching online courses.

**Community Support:** The program has benefited from its partnerships with five state vocational rehabilitation agencies. All offer practicum and internship placements for students. The New Jersey Division of Vocational Rehabilitation Services (DVRS) has been particularly supportive in providing clinical placements for students. The Pennsylvania Office of Vocational Rehabilitation (OVR) and the New York State ACCES-VR offer paid internships for students completing this clinical experience in one of their offices. Besides opportunities for practicum and internship placements, these partner agencies provide other resources including guest lecturers with specialized expertise in counseling individuals with various disabilities.

As a result of self-study in this area, the following recommendations are made:

- Continue to apply for grants for funding for student tuition as such opportunities become available.
- Complete relocation of program facilities in Stratford and Scotch Plains to new locations.
- Continue to work with Rutgers departments and services to improve services as needed.
Overall Faculty Strength and Experience:

Overall faculty strength including composition, qualifications, performance, and experience was assessed in the following ways:

- Review of status of recommendations from the 2012 Program Evaluation Report:
- Review of faculty information including teaching assignments and credentials.
- Review of relevant accreditation standards and accreditation site visit reports.
- Faculty accomplishments
- External review through the Student Survey and Clinical Supervisor Survey.

Review of status of recommendations from the 2012 Program Evaluation Report:
Listed below are the recommendations from the 2012 report and the outcome for each recommendation.

- **Recommendation:** As enrollment increases at the Stratford campus, increase faculty teaching at that campus so that students have exposure to a larger number of faculty over the course of attaining the degree.
  
  **Outcome:** The Department recently completed a national search for a core faculty member for the Stratford campus. Dr. Tameika Minor started as a new faculty member at the Stratford campus in September, 2016. She will also coordinate the program in Stratford. Although 50% of the courses in Stratford are taught by core faculty to meet CACREP accreditation standards, faculty from the Integrated Employment Institute which has offices on the Stratford campus regularly teach in the program. Stratford students also have the option of taking selected courses online. This combination gives Stratford students exposure to a larger number of faculty over the course of attaining the degree.

- **Recommendation:** Encourage faculty to gain expertise in teaching online with the new Moodle platform.
  
  **Outcome:** Extensive training has been offered in the use of Moodle, and there is ongoing technical assistance. Two program core faculty, Dr. Spagnolo and Prof. Backs, have special expertise in instructional design and online teaching. They are both available to faculty for consultation.

- **Recommendation:** Continue to hire new faculty members with a doctorate from a CACREP accredited doctoral program and the Certified Rehabilitation Counselor credential.
  
  **Outcome:** The program conducted a national search over the past academic year to hire two faculty members, one for Stratford and one for Scotch Plains. Only candidates who meet CACREP accreditation standards, which include consideration of graduates of Rehabilitation Counseling doctoral programs until 2018, are considered. Candidates must have the Certified Rehabilitation Counselor credential or demonstrate ability to qualify for this credential. At the time of this report, Dr. Tameika Minor was hired as a new faculty member for Stratford to replace a faculty member who left in Fall, 2015. The search continues for an additional faculty member for Scotch Plains.

**Teaching Assignments and Credentials:** Faculty members seek to promote an open environment for the consideration and discussion of a wide variety of theories and
points of view. As part of this orientation, information and methodology from a range of disciplines are presented and discussed. In teaching professional counseling skills, many faculty members have training and experience in cognitive and behavioral counseling approaches such as the Boston University approach for assisting individuals with disabilities to choose, get and keep goals of their choice in the community. Key tenets emphasized in this approach include active involvement of clients in planning and goal setting, behavioral improvement in the environment of need in the community as a critical client outcome, and a primary focus on improving client competency to assume community-based roles. The uniqueness of the individual is also emphasized with choice identified as a core value. Services are individualized for the needs and preferences of each client as part of the counseling relationship with a focus on the identification and use of personal strengths.

Six full time core faculty teach in the program. They are Janice Oursler, Samantha Herrick, Weili Lu, Amy Spagnolo, Annette Backs, and Tameika Minor. Core faculty are defined by CACREP as faculty who hold a doctorate in Counselor Education and Supervision, or were grandfathered because the faculty member taught full time in a counselor education program for at least one year before July 1, 2013. Per CACREP accreditation standards, a minimum of 50% of courses at each venue where the degree is offered must be taught by core faculty.

All Department faculty including program faculty have met SHP qualifications for faculty appointment. Faculty teaching courses in the program have experience in the area in which they are teaching. It should be noted that at all venues where the degree is offered, over 50% of courses are taught by core program faculty, per CACREP standards.

The program has available many faculty members who meet qualifications for clinical supervision. Clinical supervisors are required to be a Certified Rehabilitation Counselor and/or have other counseling credentials such as state licensure in counseling or a related area. Faculty members qualified to provide clinical supervision include Janice Oursler, Samantha Herrick, Weili Lu, Tameika Minor, Russell Smith, Michelle Mullen, Francine Bates, Joni Dolce, Brittany Stone, and William Waynor.

All faculty members with teaching assignments are evaluated on their teaching as part of the annual performance evaluation process. Students complete course evaluations at the end of each course, and results of these evaluations are made available to faculty. Faculty member are encouraged to have peer reviews of their teaching.

Research and Faculty Development: One of the goals for RBHS, created as part of the transition to Rutgers is to increase faculty productivity in research. Dr. Ken Gill, Department Chair, has been appointed as the SHP Associate Dean for Faculty Development. As part of advancing this goal, the Department established a mentoring program for all junior faculty, that is faculty who have not yet attained the rank of Associate Professor. With input from the faculty member and faculty who serve as mentors, each junior faculty member is assigned a senior faculty member to assist in their career development including establishing a research interest, developing publications, and
improving teaching.

All program faculty members regularly participate in continuing education activities including attending conferences. The Department has available funding for attendance at conferences and other educational activities.

**Accreditation Standards:** Core program faculty were evaluated in terms of qualifications and student-faculty ratios as part of the CACREP Self-Study and site visit process. With regard to CORE standards, all core program faculty members either have the Certified Rehabilitation Counselor (CRC) credential or are on a path to attain this credential.

**Faculty Accomplishments:** Below are brief summaries of the accomplishments for each core faculty member.

Dr. Janice Oursler, Associate Professor/Program Director, has a Ph.D. in Counselor Education and Supervision. She is a National Certified Counselor, Approved Clinical Supervisor, Certified Rehabilitation Counselor, and a member of the American Counseling Association (ACA). She has presented at a number of counseling conferences, most recently at the New Jersey Counseling Association Annual Conference in 2015, and the Florida Counseling Association Annual Conference in 2014. Her research interests are in developing and evaluating skills training groups based on the Choose-Get-Keep approach. She is currently responsible for three Rehabilitation Services Administration (RSA) Long-Term Training grants, with overall funding of $2.75 million over a five-year period. She is currently serving on the State Rehabilitation Council, an advisory group to the New Jersey Division of Vocational Rehabilitation Services after having been appointed to this Council by the Governor of New Jersey. She is the Treasurer of the New Jersey Counseling Association and a Board member of the New Jersey Rehabilitation Association.

Dr. Samantha Herrick, Assistant Professor, has a Ph.D. in Counselor Education and Supervision. She is a National Certified Counselor, Approved Clinical Supervisor, Certified Rehabilitation Counselor, and a member of ACA. She was awarded an Emerging Leaders Fellowship to attend the Association for Counselor Education and Supervision Bi-Annual Conference in 2013. She has presented at a number of counseling conferences including the New Jersey Counseling Association Annual Conference, the Pennsylvania Counseling Association Annual Conference, the National Council on Rehabilitation Education (NCRE) spring conference, and the Association for Counselor Education and Supervision National Annual Conference. Her research interests are in transition age youth and individuals on the autism spectrum. She is currently a contributor to a study funded by the Rutgers Foundation entitled “Faculty and Students Attitudes about Mental Health Issues on Campus.” She has a book chapter in press entitled “Autism Spectrum Disorder: The Enigma that Elicits Stigma” to be published in *Disability Stigma* edited by Stano. Dr. Herrick is a member of the Board of Directors for Multicultural BRIDGE (Berkshire Resources for Integration of Diverse Groups and Education, located in Lee, MA, and also is member of the Board of Directors for the Planned Lifetime Assistance Network of New Jersey, which offers a continuum of family service options to people with disabilities and their families.
Dr. Weili Lu, Associate Professor, has a Ph.D. in Clinical Psychology. She is a Certified Rehabilitation Counselor and a member of ACA, the New Jersey Counseling Association (NJCA), and the New Jersey Mental Health Counseling Association (NJMHCA). Dr. Lu has made several workshop presentations with students at New Jersey Counseling Association conferences, most recently at their Annual Conference in 2015. She has mentored students on developing poster presentations for conferences including the New Jersey Counseling Association Annual Conference, most recently the 2016 Conference, and the 2016 conference of the Association for Adult Development and Aging, a division of ACA. Her students also had poster presentations accepted for the New Jersey Counseling Association’s Annual Conference in 2015, 2014, 2013, and 2012. Dr. Lu has presented at the ACA Annual Conference. Dr. Lu’s research interests are in PTSD, and she has published extensively on this topic. Dr. Lu is currently the Principal Investigator for a NIDILRR grant on Supported Employment for Persons with Psychiatric Disabilities and Post Traumatic Stress Disorder. She regularly involves graduate counseling students in her research so that they gain research experience and increased understanding of the process of translating research to practice. This often results in poster presentations at the annual Rutgers-School of Health Professions Research Day. For example, four students under Dr. Lu’s mentorship presented at the 2015 Research Day on the topic of “Improvements in treatment for Posttraumatic Stress Disorder Symptoms: Do clients and counselors agree?” Dr. Lu serves as an editor for the Psychiatric Rehabilitation Journal.

Dr. Amy Spagnolo, Associate Professor, has a Ph.D. in Psychiatric Rehabilitation. She is applying for the Certified Rehabilitation Counselor credential. She is a member of ACA, NJCA, and NJMHCA. Her research interests are in stigma reduction, employment for people with mental illness, and wellness and recovery. She has a number of publications on these topics. She is currently the Co-Principal Investigator for the Academy of Peer Services Project, sponsored by a grant from the New York State Office of Mental Health, to develop and evaluate online self-directed interactive learning modules to train peer specialists in mental health. She is also a curriculum specialist for the Wellness Coaching Certification Program, a project in cooperation with the Substance Abuse and Mental Health Services Administration (SAMHSA), the National Association of State Mental Health Providers and the New Jersey Division of Mental Health. She is a member of the New Jersey Governor’s Council on Mental Health Stigma.

Dr. Tameika Minor, Instructor, joined the faculty in September, 2016. She has a Ph.D. in Rehabilitation Counselor Education. She is a Certified Rehabilitation Counselor and a member of NJCA and NJMHCA. Dr. Minor has been a presenter or co-presenter at a number of national and state conferences. Her most recent presentation was in 2016 at the National Association of Multicultural Rehabilitation Concerns Conference, New Orleans on the topic of Bridging the Cultural and Generational Gap in Professional Associations. She was a member in 2014 of the Student Conference Planning Committee for the National Association of Multicultural Concerns. Her research interests are in the multicultural area including recruiting and retaining faculty of color.
Prof. Annette Backs, Assistant Professor, has a MSW with a mental health focus. She is a member of ACA, NJCA and NJMHCA. She has presented at many conferences including the National Council on Rehabilitation Education Spring Conference in 2014. She presented a series of Webinars to the Illinois Department of Mental Health on the topic of Illness Management and Recovery (IMR), an evidence-based practice for people with mental illness. Prof. Backs’ research interests are in instructional design for online learning and the flipped classroom with a focus on counselor education. She is currently developing online self-directed learning interactive modules for training peer specialists in mental health as part of the Department’s Academy of Peer Services project, sponsored by the New York State Office of Mental Health. Prof. Backs organized a community service project in 2014 involving Stratford graduate counseling students to collect toiletry items for a local self-help center for people with mental illness. Over 1,000 items were collected. Students set up “store” so members of the self-help center could “shop” and also hosted an event with a buffet dinner and live music and entertainment. This project provided students opportunities to interact directly with people with mental illness and to apply basic counseling skills learned in class as well as counseling values of autonomy, empowerment, wellness, and choice.

External Review: Comments from students in the Exit Survey and the Student Survey indicated that an area of strength for the program is the faculty. In the Student Survey, 95% of respondents strongly agreed or agreed that faculty are experts in their command of course of content. All agreed that faculty have sufficient time for teaching, and 95% strongly agreed or agreed that faculty are available for consultation/advisement.

In the Clinical Supervisors Survey, 92% of clinical supervisors indicated they were satisfied or very satisfied with communication with program faculty, and all who responded indicated they were satisfied or very satisfied with program response to student problems. All clinical supervisors were very satisfied or satisfied with their initial clinical supervision training and with information provided in the Practicum Handbook and in the Internship Handbook. Finally, all were very satisfied or satisfied with the overall effectiveness of the program in preparing students for entry level counseling positions in the community.

As a result of self-study in this area, the following recommendations were made:

- Increase the number of core faculty teaching at the Scotch Plains campus and experienced in online teaching.
- Continue to hire new faculty members with a doctorate from a CACREP accredited doctoral program and the Certified Rehabilitation Counselor credential.
- Provide opportunities for faculty to increase research efforts, expertise in gaining funding for research, and publication.

Summary of Program Evaluation Results:

Appropriateness of Program’s Mission and Objectives: Our program is the only program in New Jersey offering a course of study that combines clinical mental health counseling and rehabilitation counseling. Both of these specializations have bright prospects for employment as projected in the Occupational Outlook Handbook. There
is a shortage of qualified professional rehabilitation counselors in New Jersey and the surrounding region, as well as nationally. The program's mission is aimed toward meeting this need for qualified counselors to provide these services in the community. Increasing the supply of counselors qualified to provide counseling services to individuals with disabilities in community settings is expected to benefit such individuals and their families including enhancing the quality of life for persons with disabilities. The program’s mission and the objectives derived from the mission are deemed appropriate for the program and will be continued.

Content and Design of Academic Curriculum: The program is accredited by both the Council on Rehabilitation Education (CORE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum is designed to meet the accreditation standards of each of these accrediting bodies. In spring, 2014, a new track, Clinical Mental Health Counseling, was opened, and the number of credits to complete the degree was increased to 60. These changes were in response to changes in the 2009 CACREP accreditation standards, which eliminated the Community Counseling specialization and required all programs accredited in this specialization to transition to Clinical Mental Health Counseling. The Department’s Curriculum Committee completed a review of the entire program curriculum in relation to the 2009 CACREP accreditation standards and in preparation for the development of a Self-Study, which was submitted to CACREP in October, 2015. This was followed by a site visit in October, 2016. External review from the Student Survey of current students, the Student Exit Survey and the Clinical Supervisors Survey assessed the program as preparing students well in terms of the knowledge and skills required for employment in counseling. We will address any curriculum conditions identified in the CACREP accreditation report. We will also begin review of the curriculum in light of the 2016 CACREP accreditation standards.

Practicum and Internship Requirements and Supervision: The program has a large number of clinical affiliates, which provides students with a wide selection of potential practicum and internship sites. There is an adequate number of clinical supervisors including both agency and faculty clinical supervisors who meet program requirements for clinical supervisors. For the 2016-2017 academic year, clinical supervisors were required to have counseling credentials such as Certified Rehabilitation Counselor credential and/or licensure in counseling or an area related to counseling. All clinical supervisors receive training from the program before starting clinical supervision with students. External review from the Student Exit Survey and the Clinical Supervisors Survey indicated that students are well prepared for employment in the counseling field. An area of focus will be to develop plans with the Program Director for Doctoral Studies for doctoral students in Counselor Education and Supervision to gain clinical supervision experience as part of the master's level practicum.

Graduate Achievements: Graduates continue to be successful in obtaining employment after completing the program. Employment follow-up efforts have shown an employment rate approaching 100%. The pass rate on the Certified Rehabilitation Counselor (CRC) Examination for program students and graduates is consistently above the national average. As program graduates careers unfold, they have been
active in professional associations and in activities related to the program such as becoming clinical supervisors for students in the practicum and internship, serving on the Advisory Committee, and teaching as an adjunct in the program. We will continue to work with interested parties to amend the New Jersey counselor licensure law to eliminate separate licensure for rehabilitation counselors, provide “grandparenting” for current LRC’s to LPC’s and unify the counseling profession in New Jersey with single licensure, the Licensed Professional Counselor. We will also develop and conduct a follow-up survey of program graduates.

**Recruitment and Retention of Students:** As described in section of the report on recruitment and retention, the program makes extensive, ongoing recruitment efforts, particularly with regard to recruiting a diverse applicant pool. The program has been successful in recruiting students from traditionally under-represented groups including students from minority groups and students with disabilities. The program also uses a number of strategies to encourage retention of students. These have been effective in retaining students from traditionally under-represented groups. The main recommendation from this area is to take steps as needed to adjust to the 2017 merger of CORE and CACREP.

**Program Support and Resources:** The program has excellent support from the Department, SHP, and Rutgers. The program also has excellent resources for student tuition support including the Rutgers Financial Aid Office, SHP scholarships, and three grants from the Rehabilitation Services Administration, which are used primarily for tuition scholarships. These resources facilitate the recruitment and retention of students. The program has made the entire degree available online and has received needed training and technology support to accomplish this. The main recommendation from this area is to continue to work with SHP and Rutgers departments and services to improve services as needed, including relocation of both the Stratford and Scotch Plains facilities to new locations.

**Overall Faculty Strength and Experience:** The program has six core faculty members. Program faculty are active in professional associations, community service activities, conference presentations, and publication of research. The main recommendation from this area is to take steps to enhance faculty excellence in research including gaining external funding and increasing the number of publications. Also, we intend to hire an additional faculty with a doctoral from a CACREP accredited doctoral program and holding the CRC credential for the Scotch Plains campus and to teach online.

**Summary:** The program has carried out an array of program evaluation and self study activities including the Student Survey of current students, the Student Exit Survey, and the Clinical Supervisor Survey. It should be noted that many clinical supervisors are also employers. Also, there has been external review by the Rehabilitation Counseling Advisory Committee, by CACREP as part of the Self-Study and site visit process, and by CORE as part of the re-accreditation of the program. Summary reports from the Student Survey, Student Exit Survey, SHP Student Learning Outcomes Report, and the Clinical Supervisor Survey, as well as a list of Advisory Committee members follow the
Report.

The results of these program evaluation and self-study efforts have provided valuable information on program strengths and areas for improvement, as described in this Report. It is our intention to implement all recommendations from the Report, following any recommended time frames per the Recommendations sections of the Report.

This Report will be submitted to the Department Chair and to the SHP Dean for their review. The Report will also be reviewed by the program's Advisory Committee.

Report submitted by:
Janice Oursler, Ph.D., NCC, CRC
Program Director,
M.S. in Rehabilitation Counseling
Clinical Mental Health Counseling Track
December, 2016