

Assessment Plan

College of Health and Human Sciences

Newly forming

School of Interdisciplinary Health Professions

Rehabilitation Counseling

M.S.

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## 1. Introduction

The M.S. degree program in rehabilitation counseling (RC) prepares students to make a difference by enhancing the lives of adults with disabilities, typically through employment or independent living goals. The RC program has been training Northern Illinois University students for over forty years. Throughout the two-year program, students complete practicum and internship experiences, in addition to the academic curriculum. Classes are small; with cohorts generally fewer than 20 students. Prior to graduation, students are required to complete the national Certified Rehabilitation Counselor (CRC) examination. Graduates will have the knowledge and skills necessary to work in a variety of settings and eligible to pursue additional professional counseling licenses and certifications. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## 2. Learning Outcomes

Graduates of the Master of Science in Rehabilitation Counseling program will:

1. Demonstrate effective communication (e.g., written, verbal, and nonverbal) in all areas of rehabilitation counseling settings (e.g., Public, Private Non-Profit, Private for Profit) and clinical mental health counseling.
2. Demonstrate understanding of rehabilitation counseling concepts
  - a. CACREP common core domains (8 total): Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation
  - b. CACREP Rehabilitation Counseling Specialty domains (3 total): Foundations, Contextual Dimensions, Practice
3. Apply effective clinical skills for successful rehabilitation counseling practice
4. Apply effective critical thinking skills necessary to solve problems in rehabilitation counseling settings
5. Demonstrate understanding of multicultural competencies necessary for successful rehabilitation counseling practice

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

-Not applicable

4. Curriculum Map

-To be added at a later date.

#### 4. Assessment Methods

This final section of the assessment plan describes the assessment methods your degree program will be using to measure how well students are meeting program student learning outcomes. See the UAP Academic Program Assessment Plan and Status Report Rubric-Checklist for a description of characteristics seen in well-functioning assessment methods.

#### EXPLANATION OF ASSESSMENT METHODS TABLE

The first part of the assessment methods section is an explanation of each assessment method you will be using to measure student learning outcomes. The description needs to be in enough detail to communicate to others what each assessment is, when it will be given, who is responsible for carrying out the assessment, what the desired target level of individual student performance is (to say a single student met the student learning outcome(s)), and what the desired overall target level of performance is for all students (to say the program is meeting the outcome(s)). Individual student-level achievement targets are often preset scores on an exam, scores on a rubric, etc. Program-level targets are often expressed as the percent of students demonstrating they meet individual student-level achievement targets. See the UAP Academic Program Assessment Plan and Status Report Rubric-Checklist for a list of characteristics seen in well-functioning assessment methods. Below is the table you should use to clearly communicate each of the assessment methods to other stakeholders.

Assessment Method	Description	Student-Level Achievement	Program-Level Target	When Data Will Be Collected	Person Responsible
External Supervisor Evaluations (Direct)	Evaluations of practicum and internship students by external site supervisors using a rubric developed by program faculty.	All students will achieve a “satisfactory” or better on evaluations. Students are expected to achieve a satisfactory or better on evaluations. Failure	Students are expected to meet all course student learning outcomes through a series of evaluations provided by the clinical supervisor and site supervisor. Students failing to	Mid-December and Mid-May	Clinical Assistant Professor

		to do so will result in remediation efforts by program faculty.	meet successful assessment outcomes by the completion of the course, are subject to XYZ.		
Scores on the NIU Rehabilitation Counseling Comprehensive Examination (Direct)	Assess student performance on in-house examination and CACREP common core domains.	All students will achieve a passing score.	90% pass rate	The semester before students start Internship.	Clinical Assistant Professor and Program Coordinator
Scores on the Certified Rehabilitation Counseling exam (Direct)	Assess student performance on professional certification exam and CACREP Rehabilitation Counseling Specialty domains.	All students will achieve a passing score.	90% pass rate	Every Spring Semester	Program Coordinator
Student surveys (Indirect)	All graduate students in Rehabilitation Counseling participate in student surveys regarding their progress, feedback they may have for the program, and progress towards student learning outcomes.	All students will indicate "satisfaction" toward their degree progress.	80% of respondents will indicate meeting all outcomes	Every Spring and Fall semester	Program Faculty

Student Exit Surveys (Indirect)	All graduate students in Rehabilitation Counseling participate in exit surveys during their last semester regarding feedback they may have for the program, and progress towards student learning outcomes.	All students will indicate “satisfaction” toward their degree.	80% of respondents will indicate meeting all outcomes.	Every Spring Semester	Clinical Assistant Professor
Course embedded assessments (Direct and Indirect)	Faculty directly assess student achievement of a specified student learning outcome and CACREP domains through a class assignment that is evaluated using a rubric developed for the assignment.	All students must achieve a passing score based on individualized rubrics for each assignment.	95% of graduate students will achieve a passing score on assignments.	Data is collected each semester and feedback provided to students by instructors for each course.	Program Faculty and Coordinator
Alumni surveys (Indirect)	All Rehabilitation Counseling alumni participate in surveys regarding employment status and level of satisfaction with progress toward	All students will indicate “satisfaction” toward their degree.	80% of respondents will indicate meeting all outcomes.	Annually	Program Coordinator

	student learning outcomes.				
Employer Surveys (Indirect)	Employers who hire our students provide guidance to our program.	All employers will indicate “satisfaction” toward students meeting student learning outcomes.	80% of respondents will indicate students meeting all outcomes.	Annually	Program Coordinator

## ASSESSMENT METHODS-BY-OUTCOMES MATRIX

The assessment methods section concludes with an assessment methods-by-outcomes matrix that maps which assessments will measure a given student learning outcome. Use your curriculum map to identify key places in the curriculum where you could capture already existing assessment data to use as a measure of program student learning outcomes (e.g., major projects/performances, capstone experiences, etc.). Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it primarily measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Formative assessments occur earlier in the curriculum and are used to see if students are on track and progressing sufficiently; summative assessments occur at or near the end of the curriculum and are used to see if students have successfully met the program student learning outcomes. Direct assessments are those that compellingly and clearly measure student performance (e.g., exam score, performance assessment, direct observation). Indirect assessments are rough estimates and proxies of student performance (e.g., self-reports of learning, alumni perceptions, etc.). Place an F or S and an I or D in the corresponding cell. This will map out where your degree program is planning to conduct formative and summative assessments using direct and/or indirect methods. Look for opportunities and gaps. Capitalize on what you are already doing. See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes. All assessment methods should be explained in the Explanation of Assessment Methods table.



Assessment Method	1. Communication	2. RC Concepts	3. Clinical Skills	4. Critical Thinking	5. Multicultural Competencies
External Supervisor Evaluations	S,F,D	S,F,D	S,F,D	S,F,D	S,F,D
Scores on the NIU Rehabilitation Counseling Comprehensive Examination		S,D	S,D	S,D	S,D
Scores on the Certified Rehabilitation Counseling exam		S,D	S,D	S,D	S,D
Student surveys, End of Semester	F,I	F,I	F,I	F,I	F,I
Student Exit Surveys	S,I	S,I	S,I	S,I	S,I
Course embedded assessments	S,F,D	S,F,D	S,F,D	S,F,D	S,F,D
Alumni surveys	S,I	S,I	S,I	S,I	S,I
Employer Surveys	S,I	S,I	S,I	S,I	S,I